

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: Jennifer Korfhage

Telephone: 812-288-4868

Email: [jkorfhage@gccschools.com](mailto:jkorfhage@gccschools.com)

Superintendent: Mark Laughner

Telephone: (812) 288 - 4802

Email: [mlaughter@gccschools.com](mailto:mlaughter@gccschools.com)

Contact for Grants: Kimberly Hartlage

Telephone: (812)288-4802 (50107)

Email: [khartlage@gccschools.com](mailto: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 <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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Jennifer Korfhage	Principal	Both	ELA , Math, Attend, SpEd
Terri Stone	Principal Intern	Both	Math, SpEd, Attend, ELA
Penny Granecki	Teacher, Kindergarten	Choose	Math, ELA, Choose, Choose
Sally Goss	Teacher, First Grade	Choose	ELA, Math, Choose, Choose
Julie Abner	Teacher, Second Grade	Choose	ELA, Math, Choose, Choose
Holly Koch	Teacher, Third Grade	Choose	ELA, Math, Choose, Choose
Susan Botts	Teacher, SPED Inclusion	Choose	SpEd, ELA, Math, Choose
Abbey Cummings	Behavior Intervention Coach	Choose	SpEd, ELA, Math, Choose
Denise Ellnor	Academic Improvement Coach	Choose	ELA, Math, Choose, Choose
Heidi Hubbard	Literacy Cadre Coach	Choose	ELA, Choose, Choose, Choose
Grace Wallace	Math Coach	Choose	Math, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
<b>Link additional committee information here (if necessary) →</b>			

## --- 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**

Preparing Students Today for Success Tomorrow

### **District Mission**

Greater Clark County Schools will prepare students for lifelong success.

### **School Mission**

RES promotes a safe, appropriate, & nurturing learning environment which provides all students a secure foundation of knowledge and develops a love of learning. RES students experience success and achieve their highest potential with support of teachers, parents, and community. (Adapted Spring, 2011)

### **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?**

Yes

## SECTION A: Review Essential Information

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

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

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	K - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K – 5	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	K - 5	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	k - 5	Scott Foresman, Generation Genius k - 8	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	K - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	K - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Choose	<input checked="" type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Yes	2,3	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 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	Use	Type and Rationale for Use	Continue Use	X
NWEA	K- 2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA	K- 5	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
District Mastery	2- 5	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	K- 5	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- 5	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.

**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
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"/>



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

### Grades 6-8 only

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

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

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

What career awareness activities are provided for students?			
<input checked="" type="checkbox"/>	Not currently implementing career information activities.	<input checked="" type="checkbox"/>	Career-related courses
<input checked="" type="checkbox"/>	Job-site tours	<input checked="" type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Guest speakers	<input type="checkbox"/>	

<input checked="" type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Industry-related Project-Based Learning	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Online career navigation program	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Job shadowing	<input type="checkbox"/>	

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy are 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
  - o Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.
4. Safe Crisis Teams are in place in all schools.

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

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

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

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

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

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

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

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

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

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

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

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

## **Core Element 8: Review Attendance [Required for all]**

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

**Number of students absent 10% or more of the school year. Last year: 92**

**Two years ago: 93**

**Three years ago: 1**

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

Riverside is seeing more families allow students days to rest and recover. Families follow the guidelines for notifying the office however these are becoming more prevalent than in years past. Many families believe that their child/ren need emotional recovery days. Therefore, parents are allowing and encouraging their child/ren to take a mental health day.

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

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

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

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

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

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

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

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

The school has an active parent organization, which sponsors several family events throughout the year. They meet on a regular basis to develop support for students and staff. The parent organization serves as a conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved in are: orientation, field trips, family nights, 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** 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

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



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

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
Morgan Minor	General Elementary	Preschool
Penny Granecki	General Elementary / Kindergarten	Kindergarten
Taylor James	Elementary Generalist	Kindergarten
Shaney Sharpe	Elementary Generalist	Kindergarten
Sally Goss	Proficient Practitioner / Elementary Primary	First Grade
Allison Hodgson	Elementary Generalist	First Grade
Reagan Naugle	Elementary Generalist (in process)	First Grade
Julie Abner	General Elementary	Second Grade
Ashleigh Dyke	Elementary Generalist	Second Grade
Krista Jones	Emergency Permit	Second Grade
Brooke Thompson	Transition to Teaching Permit	Second Grade
Rachel Amos	Elementary Generalist	Third Grade
Holly Koch	General Elementary	Third Grade
Stacie Linder	General Elementary	Third Grade
Marial Nash	Elementary Generalist	Third Grade
Carie Kays	General Elementary	Fourth Grade
Laura Motsinger	General Elementary	Fourth Grade
Brooke Staples	Elementary Generalist	Fourth Grade
Catherine Brizendine	Transition to Teaching Permit	Fifth Grade
Jacob Domalewski	Elementary Generalist	Fifth Grade
Jonathan Eddy	Elementary Generalist / Early Childhood	Fifth Grade
Allie Forte	Transition to Teaching	Fifth Grade
Susan Botts	General Elementary / Mild Intervention / SEH	SPED Inclusion
Jeffrey Pelkey	Exceptional Needs / Mild Intervention	SPED Inclusion
Emily Schoen	Elementary Generalist / Exceptional Needs; MI, II	SPED Inclusion

Elise Klink	Severe Disabilities / MMH / SEH	SPED Self-Contained
Sara Whitten	Elementary Generalist / Exceptional Needs / MI	SPED Self-Contained
Abbey Cummings	Elementary Generalist	BIC
Denise Ellnor	General Elementary / Exceptional Needs / MI / II	AIC
Heidi Hubbard	General Elementary	Cadre Coach
Grace Wallace	Elementary Generalist	Math Coach

## 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 type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input 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 type="checkbox"/>	Staff Training	<input type="checkbox"/>	Surveys (parent, student, staff)
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input 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							
Success Team Data		Behavior IMPACT data					
Link ->				Link ->			

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

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

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

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

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

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

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

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

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

**Goal 1**

**Measurable outcome met? No**

By Spring 2024  $\geq 53\%$  of students in grades 3-5 will meet Sate Standard in Mathematics as measured by ILEARN/IAM.

**Benchmarks:**

By Spring 2025  $\geq 55\%$  of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/IAM.

By Spring 2026  $\geq 60\%$  of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/IAM.

**Area of Focus:** Math

**Priority Question:** How do students comprehend and attack problem solving?

**Learner Centered Problem:** While students can solve computation problems at a lower depth of knowledge problems, however, teachers are not providing intentional feedback to address misconceptions through error analysis so they can solve complex problems.

**Problem of Practice:** As teachers, we provide opportunities to solve lower depth of knowledge problems, however, teachers are not providing intentional feedback to address misconceptions through error analysis so they can solve complex problems.

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

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

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

## **Goal 2**

**Measurable outcome met?** No

By Spring 2024  $\geq$  55% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2024  $\geq$  90% of students in grade 3 will meet State Standard in Reading as measured by IREAD3.

### **Benchmarks:**

By Spring 2025  $\geq$  60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2025  $\geq$  60% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2025  $\geq$  95% of students in grade 3 will meet State Standard in Reading as measured by IREAD3.

### **Area of Focus:** Reading

**Learner Centered Problem:** While students are able to answer retrieval questions in grade level text, they are unable to think critically through complex text.

**Problem of Practice:** Although teachers plan for different levels of questioning within grade level text, we struggle to balance instruction between lower and higher levels of questioning. Teachers need to provide more opportunities for students to read texts multiple times for greater depth of knowledge.

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

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

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

## **Goal 3**

**Measurable outcome met?** No

By Spring 2023  $\geq$  94.8% of students will be successful with Tier 1 interventions.

### **Benchmarks:**

By Spring 2025  $\geq$  95% of students will be successful with Tier 1 interventions.

By Spring 2024  $\geq$  94.9% of students will be successful with Tier 1 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).*

## 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	<b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>	<b>Current Goal</b>	<b>Actual Performance Based on School Data</b>	<b>Brief Description Comparing Current Performance to Desired Performance</b>	<b>Gap</b>	<b>Priority</b>
	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.	<b>X</b>	<b>1</b>

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
Riverside Elementary School provides a challenging curriculum with student centered instruction that stresses success for all students.	Yes	<p>Not enough improvement across all subject areas to meet goals.</p> <p>State Assessment &amp; NWEA Data:</p> <p><a href="#">Riverside School-Wide Data</a></p>	<p>Our data indicates that students are not performing to mastery through the current tier 1 instructional practices.</p> <p>Reading Tier 1: All students will receive instruction using grade level text. Differentiation will be provided through conferencing, feedback, small group instruction and IMPACT.</p> <p>Math Tier 1: All students will be provided instruction through a multiple strategies approach and conceptual models. Students will utilize the math practice standards with a problem-solving focus. DMR will include math fact mastery, number sense, reflections, key statements and numeracy vocabulary.</p>	☒	1
Riverside Elementary School will provide an intervention plan to meet the needs of all learners.	Yes	<p>Through Tier 2/3 instruction 166/250 66.4% of grade K-2 students met their Spring 2024 goal for Phonological Awareness, as well as 159/250 63.6% met their goal on Phonics and Word Recognition portion of the NWEA Dyslexia Screener.</p> <p><a href="#">Riverside School-Wide Data</a></p>	<p>Our data indicates that while some students are meeting mastery, we are still not to our overall goal for reading and math in all groups even after interventions are provided.</p> <p>Reading Tier 2/3: NWEA data from Map Growth and the Universal Dyslexia screener indicate skill deficits that will be remediated through all tiers of instruction.</p> <p>Math Tier 2/3: Teachers will use assessments and student work to determine the deficit areas in student learning. Flexible math groups will be provided for additional instruction and support.</p>	☒	2

<p>Riverside Elementary supports each student with social emotional needs by implementing tier 1 instruction in PRIDE and a reinforcement system for appropriate behavior.</p>	<p>Yes</p>	<p>Behavior intervention plans are implemented for students that struggle with self-regulation skills. Referral data indicates many of our students receiving behavior referrals are new to Riverside.</p> <p>2018-19: 22/43 51% new to RES  2019-20: 32/50 64% new to RES  2020-21: 13/27 35% new to RES  2021-22: 31/68 46% new to RES  2022-23: 24/74 32% new to RES  2023-24: 14/74 19% new to RES</p> <p>Continuity of staff is also integral. New staff to RES:  2022 -23: 13/53 25% new to RES  2023-24: 14/56 25% new to RES  2024-25: 25/59 42.3% new to RES (3 vacancies)</p>	<p>Our data indicates that when the Tier 1 PRIDE instruction and reinforcement is not working, implementing a specialized behavior plan does work. Students that have attended RES for multiple years respond well once a plan is put in place. The majority of students receiving referrals are those that are new to RES. An integration and orientation program for new students to establish relationships and develop self-regulation and coping skills will be developed and implemented along with restorative practices to identify root cause of behavior and appropriate plan development. RES has added new students AND many new staff. Consistency of programming for the behavior plans in place was difficult as well as a lot to learn for our new staff to implement with fidelity.</p>	<p>☒</p>	<p>3</p>
<p>Riverside Elementary School believes all students can be successful with the right strategies implemented to help students succeed.</p>	<p>Yes</p>	<p>An MTSS team is employed for students who are struggling. The number of success team meetings held is increasing as teachers seek assistance problem solving to help students find success.</p> <p>2021-22- 58 students taken to success team  2022-23- 41 students taken to success team  2023-24- 44 students taken to success team</p>	<p>Our data indicates that there is still a need for instructional and behavioral assistance with in the classroom and tier 1 practices. There is a large number of students that need additional supports beyond tier 1.</p>	<p>☒</p>	<p>3</p>

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

## **Step 2: Conduct Root Cause Analyses**

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

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

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



<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
<p>Riverside did not meet our school improvement goal in math consistently across all grade levels. How can we build on our current pockets of success?</p>	<p>Why did we not meet our goals?</p> <ul style="list-style-type: none"> <li>• Teachers did not implement small group intervention or a spiral review due to having a 60-minute math block. All teachers will move to a required 75-minute math block. The extension of the math block will allow for small group intervention for students who have learning gaps due to their lack of mathematical knowledge, and a spiral review of the math curriculum that will have students reviewing material all year in order to limit any gaps to form throughout the year.</li> </ul> <p>Why are scores higher in 3rd than in 4th and 5th grade?</p> <ul style="list-style-type: none"> <li>• Fourth and Fifth grade teachers do not focus on representational math due to the need of transitioning from representational to abstract content. Teachers will attend cross grade level meetings to prepare for this transition by learning how to show representational and abstract side by side as a scaffold. This will allow students to understand how to master complex problems using skills learned from third grade.</li> </ul> <p>Why are students not independently applying the math practice standards?</p> <ul style="list-style-type: none"> <li>• Teachers are modeling math practice standards, but need to spend time on explicit instruction of how to apply this using student friendly vocabulary and examples. Teachers will also share student exemplars of when the math practice standards were applied successfully. A rubric for implementation of math practice strategies will be developed and employed on hallways walks to check fidelity.</li> </ul> <p>Why are students not applying critical thinking skills to complex problems independently?</p> <ul style="list-style-type: none"> <li>• Students have the skills in isolation but are struggling with putting those skills to use in real world problems, essentially multiple step problems. Students must be given the opportunity for practicing problem solving with effective guidance and teacher feedback.</li> </ul> <p>Why is there not purposeful planning for feedback with student mastery?</p> <ul style="list-style-type: none"> <li>• Teachers are meeting on a weekly basis to plan for math instruction, but they are not meeting to understand students' misconceptions or for planning purposeful feedback that will help students understand their misconceptions. Grade level math leads will go beyond the sequence guide and curriculum and dive into the item specifications and students' performance data for more teacher clarity on what the expectation is for each standard. This will help in understanding the feedback necessary for students to gain mastery over a topic and clear up student misconceptions.</li> </ul>

Riverside students did not meet our school improvement goal in reading consistently across grade levels. How do we increase the exposure to grade level texts that include appropriate feedback for all levels of learning?

1. Why are more than half of our grades 3, 4 and 5 students not meeting proficiency on ILEARN?
  - Teachers struggle to plan Tier 1 instruction that includes grade level text and complex questioning. Teachers will plan for multiple readings of text for different purposes.
2. Why are students unable to maintain stamina to comprehend complex text?
  - Teachers only provided time for students to practice reading strategies in their own text levels. Teachers will provide opportunities for multiple readings of text in order to scaffold student thinking at higher levels. (length or two sources)
3. Why are students unable to answer higher level questions in grade level text?
  - Teachers were not spending enough time scaffolding student thinking. Teachers will provide students with the opportunities to respond to multiple sources of the text. Teachers will provide specific and constructive feedback to help guide their thinking.
4. Why are teachers not planning for multiple levels of questioning?
  - The level of questioning in our classroom instruction does not match the level of questioning on standardized tests. Teachers will collaborate to develop higher level questions for grade level text as they plan lessons.
5. Why are teachers not using standardized tests for error analysis of higher-level thinking skills.
  - Teachers are analyzing the overall class performance on District Mastery Assessments; they are not drilling down to find common misconceptions. Teachers will choose higher level questions from standardized tests to complete an error analysis. Teachers will use the error analysis information to purposefully plan strategies to address misconceptions.

Students who struggle with self-regulation skills also struggle academically; how can we help them succeed?

1. **Why doesn't our Tier 1 PRIDE system work for helping more students be successful?**

Many of our students need explicit and frequently modeled behavior expectations. Teachers are successful with developing expectations at the beginning of the year, but lack the skills to continue following through with those expectations. The PRIDE committee will review the school-wide behavior plan and incorporate more strategies to support long term tier 1 behavior supports with teachers throughout the year.

2. **Why do students continue to misbehave after consequences are received?**

Students need repeated practice with behavioral expectations before mastery should be expected. By providing teachers with continuous support in their tier 1 classroom practices, teachers will begin to model and support behavioral changes more effectively.

3. **Why did the number of office referrals go up in the last year?**

As a school, our tier 1 behavior supports are lacking. The PRIDE committee will develop professional development for all teachers to learn more strategies to strengthen the explicit instruction of behavior in classrooms.

4. **Why are our move-in students having more referrals than our students that have been with us for a few years?**

New students should be given the opportunity to learn about Riverside's behavioral expectations. Teachers will be supported to spend more time with move in students to help them learn the behavior that is expected at Riverside.

5. **Why do some of our teachers struggle with implementing an effective tier 3 behavior plan?**

The majority of teachers at Riverside are new to teaching. This lack of experience makes individualized behavior plans difficult to understand and implement. Teachers will be supported in the implementation of tier 3 behavior plans by the Behavior Intervention Coordinator.

## 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).

<b>Possible Funding Sources</b>		
Title IA Title II Title III Title IV School Improvement (SIG) <div style="text-align: center; margin-top: 10px;">↓</div>	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low-Income Schools	General funds Head Start <div style="text-align: center; margin-top: 10px;">↓</div>

### 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.

<b>GOAL 1</b>	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	November 1	February 15	May 25	
<b>Evidence at Checkpoints</b>	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
<b>Evidence- Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			<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	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr 2 Measurable Objective</b>	By Spring 2025, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Paste **LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE** > [RES Full Year PD Plan 24-25](#)

<b>GOAL 1</b>	By Spring 2025 $\geq$ 53% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.			
<b>Data Checkpoints (dates)</b>	August 31 – October 3	Quarter 3 January – March	March 27 – May 24	
<b>Evidence at Checkpoints</b>	GLM Agendas, NWEA	GLM Agenda, NWEA Data, School-wide Data (DMA) and Benchmarks	GLM Agenda, NWEA Data, School-wide Data (DMA) and Benchmarks	
<b>Evidence- Based Strategy 1</b>	Implemented strategies for modifying critical tasks. Peter Liljedahl “Building Thinking Classrooms Peter”, 2020 Graham Fletcher, “Building Fact Fluency (BFF)” 2020			<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	Professional development; strategies for modifying critical tasks, moving from DOK 1 to DOK 3	Q2- Q4	Math coach, GL teams	85% of teachers will attend professional development on developing tasks that move to higher DOK levels.
Action Step 2	PD using math manipulatives K-5	Q1, Q2	Math coach	85% of teachers will attend professional development learning how to effectively use manipulatives to engage students in learning.
Action Step 3	New staff will be trained in Building Fact Fluency (BFF)	Q1	Math Coach, BLT	100% of new teachers will be trained and receive modeling from the math coach at least once per quarter.
<b>Evidence- Based Strategy 2</b>	Implement planning that focuses on IDOE standards through the Teacher Clarity process and data analysis. D. Fisher and N. Frey, “Teacher Clarity”, 2018 J. Almarode, D. Fisher and N. Frey, “How Learning Works”, 2022			<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	Analysis of classroom benchmark assessments, running records and DMAs	Q1-Q4	All teachers, Math Coach, principal	90% of teachers will attend GLMs that examine benchmark data as noted by GLM roster.
Action Step 2	Teacher Clarity collaborative planning with focus on: Planning for students’ success criteria and progressions of the standards	Q1 – Q4	Principal, coaches, all teachers, BLT	100% of teachers will participate in the teacher clarity planning process and implement developed plans.
Action Step 3	Cross grade level discussion for vertical alignment of new standards and ILEARN checkpoints, and alignment to 8 math practices.	Q2, Q4	BLT, coaches, committee teams	70% of classroom teachers will attend grade level meetings to share strategies as noted on attendance rosters.  100% of K-2 teachers will participate in vertical articulation

<b>Yr. 2 Measurable Objective</b>	By Spring 2026 $\geq$ 55% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.
<b>Yr 3 Measurable Objective</b>	By Spring 2027 $\geq$ 60 % of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.

<b>GOAL 2</b>	Goal: Goal: By Spring 2025 $\geq$ 50% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM. Goal: By Spring 2025 $\geq$ 90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.			
<b>Data Checkpoints (dates)</b>	August 31 – October 3	Quarter 3 January – March	Quarter 4 March 27 – May 24	
<b>Evidence at Checkpoints</b>	GLM Agendas, NWEA, Dyslexia Data	GLM agenda, NWEA Data, School-wide Data (DMA) and Benchmarks (Checklists), Running Records	GLM Agenda, NWEA Data, School-wide Data (DMA) and Benchmarks (Checklists), Running Records	
<b>Evidence- Based Strategy 1</b>	Plan and implement instruction for various levels of questioning with grade level text. J. Almarode, D. Fisher and N. Frey, “How Learning Works”, 2022 A. Archer, C. Hughes, “Explicit Instruction”, 2018 Keys to Literacy, <a href="https://keystoliteracy.com/idoeliteracyendorsementpd/">https://keystoliteracy.com/idoeliteracyendorsementpd/</a>			<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	Analysis of classroom benchmark assessments, running records and DMAs	Q1-Q3	All teachers, AIC, Cadre coach, principal	90% of the time teachers will attend GLMs that examine benchmark data as noted by GLM roster.
Action Step 2	Teacher Clarity collaborative planning with focus on: Planning for students’ success criteria and progressions of the standards	Q1- Q4	BLT, AIC, Cadre Coach	90% of the time teachers will attend GLMs to develop teacher clarity instructional plans.
Action Step 3	Frameworks for vertical alignment of questions used	Q1 – Q4	BLT, AIC, Cadre Coach	90% of teachers will use the IDOE framework to ensure vertical alignment of questions are used in instruction.
Action Step 4	Professional Development on how to use interactive read aloud in the classroom.	Q2	Cadre Coach, All teachers	90% of teachers will attend period zero on how to implement interactive read aloud.
<b>Evidence- Based Strategy 2</b>	Teachers will implement Science of Reading Strategies. Scarborough’s Reading Rope, 2001, Institute for Multisensory Education (IMSE), Morphology, <a href="https://imse.com/">https://imse.com/</a> , 2023, 2024			<b>PD needed</b> <input 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	Implementation of Morphology grades 3-5	Q2 – Q4	AIC, Cadre Coach	90% of grade 3-5 classroom teachers will attend training on teaching morphology based on period zero agendas
Action Step 2	Onboard new with IMSE routines grades K-2	Q1, Q2, Q3	Cadre Coach	100% of new teachers will receive PD and modeling of IMSE routines and practices.
Action Step 3	Science of Reading flexible instructional groups based on skills	Q2, Q3, Q4	All teachers, AIC, Cadre Coach	100% of teachers will work in grade level teams with coaches to implement instructional groups based on data review and skills



<b>Yr. 2 Measurable Objective</b>	<p>Goal: Goal: By Spring 2026 <math>\geq 55\%</math> of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.</p> <p>Goal: By Spring 2026 <math>\geq 95\%</math> of students in grades 3 will meet State Standard in Reading as measured by IREAD3.</p>
<b>Yr. 3 Measurable Objective</b>	<p>Goal: Goal: By Spring 2027 <math>\geq 60\%</math> of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.</p> <p>Goal: By Spring 2027 <math>\geq 95\%</math> of students in grades 3 will meet State Standard in Reading as measured by IREAD3.</p>

<b>GOAL 3</b>	By Spring 2025 > 90% of students will be successful with Tier 1 interventions.			
<b>Data Checkpoints (dates)</b>	August 31 – October 3	January – March 16	March 27 – May 24	
<b>Evidence at Checkpoints</b>	GLM agenda, MTSS Data Wall, Behavior IMPACT plans	GLM agenda, MTSS data, referrals, Behavior IMPACT plans	GLM agenda, MTSS data, referrals, Behavior IMPACT plans	
<b>Evidence- Based Strategy 1</b>	Staff will utilize common tier 1 strategies for character development and self-regulation techniques Character Strong, <a href="https://characterstrong.com/research">https://characterstrong.com/research</a>			<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	Identify and implement 5 schoolwide strategies for self-regulation and resetting	Sept. – April 1 per month	PRIDE Team, Principal, BIC	80% of students will practice self-regulation strategies during morning announcements. 100% of teachers will reinforce practice throughout the day as noted observations.
Action Step 2	Professional development for Tier 1 system and intervention strategies (including the philosophy behind utilizing preventative strategies and MTSS)	August -May Monthly PD	PRIDE Team, Principal, BIC	100% of teachers will have PD on implementing tier 1 systems and preventative strategies.
Action Step 3	PD on how to implement the Character Strong Programming for all staff	Q1, Q2	Principal, BIC	100% of classroom teachers will utilize character Strong in a capacity within the school week (5 days)
<b>Evidence- Based Strategy 2</b>	Students identified as tier 2 or tier 3 level behaviors will be processed through a problem solving protocol to develop behavior intervention plans that teach replacement behaviors. S. McCarney, K. Wunderlich, “Pre-referral Intervention Manual”, Fourth Edition, 2014			<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	Analyze school-wide data and develop strategies to prevent chronic behaviors	Q2, Q3, Q4	PRIDE Team	90% of our teachers will examine school-wide behavior data monthly through GLM or staff meetings as documented by attendance roster.  100% of staff will be informed of quarterly behavior data for RES.
Action Step 2	Teaching of replacement behaviors through gradual release	Q1 – Q4	All staff members	100% of students with behavior plans will have a replacement behavior identified and a plan in place to teach those behaviors as documented on the Behavior IMPACT roster.

Action Step 3	IMPACT behavior meetings to develop and revisit plans for Tier 2 and 3 students	Q1- Q4	MTSS team	100% of teachers will attend Behavior IMPACT meetings to develop plans for students who are not successful with Tier 1 interventions.
<b>Yr. 2 Measurable Objective</b>	By Spring 2026 > 92% of students will be successful with Tier 1 interventions.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2027 > 94% of students will be successful with Tier 1 interventions.			

## Professional Development Plan

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

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

<b>Professional Development Goal 1</b>	Riverside Elementary teachers will utilize the teacher clarity process, intentional feedback, and purposeful planning that includes productive struggle methods, building fact fluency, critical thinking and math practice standards.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Plan for coaching and support during the learning process: Staff meetings: 2x a month Math committee meeting: Math committee led by the math coach will meet to develop the implementation rubric, monitor progress and develop future professional development Math Coach: will meet with staff members and push out resources on a weekly basis	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> <li>• Math coach will meet with individual teachers in complete coaching cycles.</li> <li>• Math coach will support teachers through professional development, leading grade level meetings for planning and data analysis.</li> <li>• Professional development twice a month</li> <li>• Academic IMPACT meetings and progress monitoring: once a month</li> <li>• Numeracy committee: will meet once per quarter to plan professional development and provide resources</li> <li>• Grade levels: will work weekly to design instruction through the teacher clarity process</li> <li>• MTSS meetings will be held weekly to review current students and discuss recommended students.</li> </ul>		

<b>Professional Development Goal 2</b>	Riverside Elementary teachers will utilize a variety of levels of questions within instruction student to improve student performance.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Rolling agendas for staff meetings and grade level meetings Classroom walk-throughs by AIC and Principal Data; benchmark, summative and formative Academic IMPACT rolling agendas and intervention monitoring sheets	
<p>Plan for coaching and support during the learning process: Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> <li>• Reading coach will work with all teachers. There is both a K-2 coach supported through the State Literacy cadre and the AIC will work with grades 3-5.</li> <li>• Staff meetings: two times a month</li> <li>• Academic IMPACT meetings and progress monitoring: once a month</li> <li>• Reading committee: will meet once per quarter to plan professional development and provide resources</li> <li>• Grade levels: will work weekly to design instruction through the teacher clarity process</li> <li>• MTSS meetings will be held weekly to review current students and discuss recommended students.</li> </ul>		
<p>How will effectiveness be sustained over time? We will monitor each quarter. We will allow teacher input and voice to drive future professional development. A reading coach will work side by side and conference with teachers in K-2 and in 3-5. MTSS will be utilized for those students that are not performing. Instructional walks will allow for problem solving instructional strategies to help struggling teachers and students.</p>		
<p>How will effectiveness be sustained over time? We will monitor each quarter. Building math coach will work side by side with teachers. We will allow teacher input and voice to drive future professional development. We will share student samples to norm our feedback and learn from peers. Instructional walks will be used to help sustain the effectiveness of the work.</p>		

<b>Professional Development Goal 3</b>	100% of Riverside teachers will use tier 1 instructional strategies within their classroom	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Staff meeting record forms MTSS tier 2/3 referrals Behavior referral data Behavior intervention plans	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> <li>• PRIDE team and BIC will continue to train new staff and facilitate practice sessions for tier 1 strategies</li> <li>• Behavior IMPACT meetings: held quarterly</li> <li>• Staff meetings: to share practices and new strategies</li> <li>• MTSS meetings will be held weekly to review current students and discuss recommended students.</li> <li>• PRIDE committee: held quarterly to analyze data and develop professional development in response to the data</li> </ul>		
How will effectiveness be sustained over time? We will monitor behavior referral numbers each quarter. We will allow teacher input and voice to drive future professional development. We will share student plans and progress.		