

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024 - 2027

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Choose an item. Is the school’s Title I program Schoolwide or Targeted Assistance ? * Choose an item. <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>
Joshua Emily	Principal	Both	ELA , Math, Attend, Choose an item.
Starla Brown-McFarland	AIC	Both	ELA, Math, Attend, Choose an item.
Courtney Allen	Teacher	Both	Attend, Choose, Choose, Choose
Julie Thieneman	Teacher	Both	ELA, Choose, Choose, Choose
Meghan Tetley	Teacher	Both	ELA, Choose, Choose, Choose
Sandy Jones	Teacher	Both	Math, Choose, Choose, Choose
Season Neal	Teacher	Both	Math, Choose, Choose, Choose
Pam Watson	Teacher	Both	Math, Choose, Choose, Choose
Allan Keith	Teacher	Both	ELA, 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
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involve alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision

Our vision is to become nationally recognized as a premiere provider of education by serving as the bridge connecting stakeholders to ensure all students are college and career ready.

School Vision

United for Excellence in Student Achievement

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

To educate and inspire each student to strive for personal excellence through the utilization of effective strategies, application of critical thinking skills, and demonstration of self-assessment techniques.

District Goals

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

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

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

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K – 5, 7 - 12	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	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"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>

Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

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

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

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

Core Element 2: Instructional Program [Required for all]

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

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

Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
		Other		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"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

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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]

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"/>

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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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.

Number of students absent 10% or more of the school year. **Last year: 52** **Two years ago: 30** **Three years ago: 44**

What may be contributing to the attendance trend?

We battled several key factors. The first is that many of our children had fallen into poor attendance habits during the pandemic. Both students and families struggled to adjust to the re-established attendance expectations. Another major concern is our most at-risk families lack resources such as consistent housing, transportation, counseling services and supports.

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

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

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

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

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with 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.

NA

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

NA

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

NA

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

Not Applicable

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

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

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

Federal Programs (Title I, II, III, and IV) as well as the various 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
Starla Brown-McFarland	General Elementary, Admin	Academic Improvement Coordinator
Wendy Foster	Mild Disabilities, Learning Disabilities, Moderate Disabilities	Special Education Teacher
Kerri Snow	Mild Disabilities, Learning Disabilities, General Education	Special Education Teacher
Lauren Florence	Mild Disabilities, Learning Disabilities, General Education	Special Education Teacher
Emily Horine	Communication Disorders P-12	Speech Teacher
Shawna Albert	General Elementary License	Kindergarten Teacher
Amy Farmer	General Elementary License	Kindergarten Teacher
Kelli Porter	General Elementary License	Kindergarten Teacher
Julie Thieneman	General Elementary License	Kindergarten Teacher
Shannon Veals	General Elementary License	1 st Grade Teacher
Peyton Pierce	General Elementary License	1 st Grade Teacher
Danielle Lawson	General Elementary License	1 st Grade Teacher
Ellen Rothstein	General Elementary License	2 nd Grade Teacher
Cailin Richey	General Elementary License	4 th Grade Teacher
Michael Franklin	General Elementary License	2 nd Grade Teacher
Sandy Jones	General Elementary License	2 nd Grade Teacher
Ashley Fortson	General Elementary License	3 rd Grade Teacher
Season Neal	General Elementary License	3 rd Grade Teacher
Amanda Wacker	General Elementary License	3 rd Grade Teacher
Andrew Durbin	General Elementary License	4 th Grade Teacher
McKena Alford	General Elementary License	4 th Grade Teacher

Pam Watson	General Elementary License	4 th and 5 th Grade Teacher
Courtney Allen	General Elementary License	5 th Grade Teacher
Allen Keith	General Elementary License	5 th Grade Teacher
Alexis Morgan	General Elementary License	5 th Grade Teacher
Link:		

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input 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							
<p>Link -> Discipline and Attendance Data https://docs.google.com/spreadsheets/d/1yPgdoRJAPfG1CLhIOxbsQUo3T7i20rn5gK_3PnNMaeU/edit?usp=sharing</p>				<p>Link -> Math Data NWEA https://docs.google.com/spreadsheets/d/1Wk_W6jk_359hBWwn4tonhCiGNAumyK4YyAV4nTkjblM/edit?usp=sharing ILEARN https://docs.google.com/document/d/1BT4FkDffJq_F2GWmTZ1qnronQ0Je-4kBwTSB6p35hV0/edit?usp=sharing ELA Data <u>Utica Elementary E/LA State Data 2024</u> <u>Utica Elementary Lexile Comparisons</u></p>			

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 > 71% of students in grades Kindergarten through fifth grade will be proficient in the Indiana State Standards in ELA as measured by ILEARN/IAM/GRADE LEVEL CHECKLIST.

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

Utica had a 56.33 passing rate in ELA on ILEARN. Our data shows that students are not able to read rigorous multiple texts at a higher Lexile. Students need to develop stamina and increased comprehension. Our focus on the Science of Reading in the primary grades should help drive us towards this goal.

Goal 2

Measurable outcome met? No

By Spring 2024 > 72.5% of students in grades 3-5 will meet proficiency in Mathematics and problem solving as measured by ILEARN/IAM and 72.5% of students in grades K-2 will place above the 61stile (high average and high) on the NWEA EOY.

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

Utica had a 61.0% passing rate on ILEARN math. The math committee believes that the 2024 goal was not met due to the following reasons.

Students were not successful in the productive math struggle. They were unable to justify their thought processes successfully. Students are unable to successfully communicate their responses with appropriate reasoning and explanation to fully support their answer. More time was allotted for teacher explanations and thinking; rather than student led discussions to productively struggle.

There were fewer opportunities for math intervention groups due to the loss of our math instructional coach.

Goal 3

Measurable outcome met? No

By Spring 2024 > 92% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.

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

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

We were above 91% of our students without a referral. We are proud of that number, but want to continue to work both with staff to norm expectations on referrals and with students to improve behavior. We didn't anticipate the number of repeat offenders which negatively/disproportionally impacted the data. So far we have been unsuccessful in teaching those habitual offenders the knowledge and targeted skills to self-regulate. We believe we can improve on last year's success and reach our goal this year.

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% respectively. Survey: 45% of students do not feel safe at school.

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

X

1

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority																																																																																																																																																					
<p>Utica Elementary provides comprehensive English Language Arts instruction that challenges students to both read and respond to rigorous texts in numerous ways.</p>	<p>Yes</p>	<p>The majority of our students are At/Near in all ELA Categories on ILEARN. The average Lexile of students that are approaching or below proficiency shows a substantial gap for rigor. State Assessment Data:</p> <table border="1" data-bbox="625 573 1304 846"> <thead> <tr> <th colspan="8">Utica Elementary ILearn Reporting Category ELA 2024</th> </tr> <tr> <th rowspan="2">Grade Level</th> <th rowspan="2">Total Percent Proficient</th> <th colspan="3">Key Ideas and Textual Support/Vocabulary</th> <th colspan="3">Structural Elements and Organization Connection of Ideas/Media Literacy</th> </tr> <tr> <th>Below</th> <th>At/Near</th> <th>Above</th> <th>Below</th> <th>At/Near</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>75</td> <td>8</td> <td>59</td> <td>33</td> <td>10</td> <td>63</td> <td>27</td> </tr> <tr> <td>4</td> <td>65</td> <td>25</td> <td>47</td> <td>28</td> <td>20</td> <td>54</td> <td>26</td> </tr> <tr> <td>5</td> <td>55</td> <td>20</td> <td>59</td> <td>21</td> <td>17</td> <td>63</td> <td>20</td> </tr> <tr> <td>Averages</td> <td>65</td> <td>18</td> <td>55</td> <td>27</td> <td>16</td> <td>60</td> <td>24</td> </tr> </tbody> </table> <table border="1" data-bbox="625 873 1304 1154"> <thead> <tr> <th>Historical E/LA Pass%</th> <th>Spring 21 ILEARN</th> <th>Spring 22 ILEARN</th> <th>Spring 23 ILEARN</th> <th>Spring 24 ILEARN</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>49/84=58%</td> <td>58/87= 67%</td> <td>66/88=75%</td> <td>48%</td> </tr> <tr> <td>4</td> <td>54/91=59%</td> <td>51/83= 61%</td> <td>54/86 = 63%</td> <td>61%</td> </tr> <tr> <td>5</td> <td>42/84=50%</td> <td>50/90 = 56%</td> <td>47/84 = 60%</td> <td>55%</td> </tr> <tr> <td>Total</td> <td>145/259=56%</td> <td>159/260 = 61%</td> <td>167/258 = 65%</td> <td>55%</td> </tr> </tbody> </table> <table border="1" data-bbox="625 1182 1304 1515"> <thead> <tr> <th colspan="5">Historical ELA-TOTAL SUBGROUPS: All Grades</th> </tr> <tr> <th colspan="5">Number of students passing/total assessed (%)</th> </tr> <tr> <th>Group</th> <th>Spring 21</th> <th>Spring 22</th> <th>Spring 23</th> <th>Spring 24</th> </tr> </thead> <tbody> <tr> <td>Sp Ed</td> <td>7/23=30.4%</td> <td>11/27 = 41%</td> <td></td> <td>25%</td> </tr> <tr> <td>Free/Red</td> <td>30/62=48%</td> <td>22/67 = 33%</td> <td></td> <td>54%</td> </tr> <tr> <td>ELL</td> <td>50%</td> <td>2/4 = 50%</td> <td></td> <td>0%</td> </tr> <tr> <td>American Indian</td> <td></td> <td></td> <td>1/1 = 100%</td> <td>0%</td> </tr> <tr> <td>Black</td> <td>12/19=63.1%</td> <td>7/16 = 44%</td> <td>11/23 = 48%</td> <td>33%</td> </tr> <tr> <td>Asian</td> <td>100%</td> <td>n/a</td> <td>2/2 = 100%</td> <td>75%</td> </tr> <tr> <td>Hispanic</td> <td>6/13=46.1%</td> <td>8/16 = 50%</td> <td>11/20 = 55%</td> <td>59%</td> </tr> <tr> <td>White</td> <td>123/200=61.5%</td> <td>131/200 = 66%</td> <td>127/187 = 68%</td> <td>60%</td> </tr> <tr> <td>Multi</td> <td>9/25=36%</td> <td>12/25 = 48%</td> <td>17/27 = 63%</td> <td>59%</td> </tr> <tr> <td>Male</td> <td>72/136=52.9%</td> <td>80/136 = 59%</td> <td>91/131 = 69%</td> <td>50%</td> </tr> <tr> <td>Female</td> <td>73/123=59.3%</td> <td>79/124 = 64%</td> <td>78-129 = 60%</td> <td>62%</td> </tr> </tbody> </table>	Utica Elementary ILearn Reporting Category ELA 2024								Grade Level	Total Percent Proficient	Key Ideas and Textual Support/Vocabulary			Structural Elements and Organization Connection of Ideas/Media Literacy			Below	At/Near	Above	Below	At/Near	Above	3	75	8	59	33	10	63	27	4	65	25	47	28	20	54	26	5	55	20	59	21	17	63	20	Averages	65	18	55	27	16	60	24	Historical E/LA Pass%	Spring 21 ILEARN	Spring 22 ILEARN	Spring 23 ILEARN	Spring 24 ILEARN	3	49/84=58%	58/87= 67%	66/88=75%	48%	4	54/91=59%	51/83= 61%	54/86 = 63%	61%	5	42/84=50%	50/90 = 56%	47/84 = 60%	55%	Total	145/259=56%	159/260 = 61%	167/258 = 65%	55%	Historical ELA-TOTAL SUBGROUPS: All Grades					Number of students passing/total assessed (%)					Group	Spring 21	Spring 22	Spring 23	Spring 24	Sp Ed	7/23=30.4%	11/27 = 41%		25%	Free/Red	30/62=48%	22/67 = 33%		54%	ELL	50%	2/4 = 50%		0%	American Indian			1/1 = 100%	0%	Black	12/19=63.1%	7/16 = 44%	11/23 = 48%	33%	Asian	100%	n/a	2/2 = 100%	75%	Hispanic	6/13=46.1%	8/16 = 50%	11/20 = 55%	59%	White	123/200=61.5%	131/200 = 66%	127/187 = 68%	60%	Multi	9/25=36%	12/25 = 48%	17/27 = 63%	59%	Male	72/136=52.9%	80/136 = 59%	91/131 = 69%	50%	Female	73/123=59.3%	79/124 = 64%	78-129 = 60%	62%	<p>Utica Elementary data shows that students are not able to read rigorous multiple texts at a higher Lexile are able to comprehend and respond at a proficiency level. Students need to develop the stamina and comprehension skills to read multiple rigorous text and respond to them proficiently.</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">1</p>
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Utica Elementary will provide students with a challenging math curriculum incorporating productive math struggle and will push students to utilize higher order critical thinking skills to demonstrate an understanding of mathematical processes.

Yes

Utica Elementary did not make adequate improvement schoolwide in Mathematics to meet the goal. Data indicates that less students performed below expectations in computation and geometry, measurement, number sense last year than in 2023. Therefore, we can conclude that the measures we have taken are supporting improvement but have not yet impacted the pass rate.

Mathematics ILEARN Performance

Grade Level (pass / proficient)	ILEARN Spring 2021	ILEARN Spring 2022	ILEARN Spring 2023	ILEARN Spring 2024
Grade 3	53/84 = 63%	62/87 = 71%	64/85 = 75.3%	66/96 = 68.7%
Grade 4	62/91 = 68%	58/83 = 70%	56/84 = 66.6%	60/92 = 65.2%
Grade 5	39/84 = 46%	55/90 = 61%	49/84 = 58.3%	42/86 = 48.8%
TOTAL	154/259 = 59.5%	175/260 = 67.3%	169/253 = 66.8%	168/274 = 61.3%

MATH-TOTAL SUBGROUPS: All Grades


Number of students passing/total assessed (%)

Group	Spring 21	Spring 22	Spring 23	Spring 24
Sp Ed	8/23 = 34.8%	12/27=44.4%	15/36=42%	19/50=38%
Free/Red	28/62 = 45.2%	32/67=47.76%	47/90=52.2%	44/93=47.3%
LEP	0%	3/4=75%	3/5=66%	1/5=20%
Black	11/19 = 57.9%	9/16=56.25%	12/24=50%	19/36=52.7%
Asian	50%	1/1=100%	1/1=100%	3/4=75%
Hispanic	7/13 = 53.8%	11/16=68.75%	12/20=60%	10/17 = 58.8%
Multi	12/23 = 52.2%	13/25=52%	16/27=59.2%	19/33 = 57.5%
White	122/300 = 61%	140/200=70%	126/187=67.4%	116/182 = 63.7%

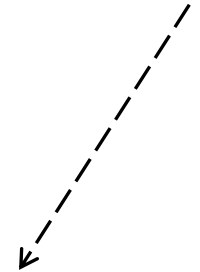
UES students need to be prepared to use various strategies to solve less complex problems using mathematical processes. Students should then be more comfortable tackling more complex problems and justifying or explaining their thought processes. UES teachers will examine student work to determine deficient areas in students' learning. Flexible math groups will be utilized to provide additional instruction and support. Additionally, after comparing data we noticed that Kindergarten and First Grade met the NWEA goal of 61%ile and above.



2

<p>Students that attend school regularly and have the ability to self-regulate their behavior will perform better academically and socially.</p>	<p>Yes</p>	<p>Pride and Attendance Data:</p> <table border="1" data-bbox="625 215 1302 487"> <thead> <tr> <th>PRIDE</th> <th>Actual</th> <th>Actual</th> <th>Actual</th> </tr> <tr> <th>PRIDE Gr. K-5</th> <th>2021 - 2022</th> <th>2022 - 2023</th> <th>2023 - 2024</th> </tr> </thead> <tbody> <tr> <td>% of Student with No Behavioral Referrals- cumulative</td> <td>91%</td> <td>89%</td> <td>91%</td> </tr> <tr> <td># of Behavioral Referrals - cumulative</td> <td>95</td> <td>127</td> <td>175</td> </tr> <tr> <td>% Student Attendance - cumulative</td> <td>95.6</td> <td>96%</td> <td>95.4%</td> </tr> </tbody> </table>	PRIDE	Actual	Actual	Actual	PRIDE Gr. K-5	2021 - 2022	2022 - 2023	2023 - 2024	% of Student with No Behavioral Referrals- cumulative	91%	89%	91%	# of Behavioral Referrals - cumulative	95	127	175	% Student Attendance - cumulative	95.6	96%	95.4%	<p>Data of the number of discipline referrals shows that we have a small number of students generating most of our referrals. By continuing to target with these high-flying students, we hope to reduce the number of referrals school wide.</p>		<p>3</p>
PRIDE	Actual	Actual	Actual																						
PRIDE Gr. K-5	2021 - 2022	2022 - 2023	2023 - 2024																						
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# of Behavioral Referrals - cumulative	95	127	175																						
% Student Attendance - cumulative	95.6	96%	95.4%																						

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



Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Utica Elementary data shows that students are not able to read rigorous multiple texts at a higher Lexile and be able to comprehend and respond at a proficient level. Students need to develop the stamina and comprehension skills to read multiple rigorous text and respond to them proficiently.</p>	<ol style="list-style-type: none"> 1. Why did we not meet our goal? We did not meet our goal with 71% of students proficient in ILEARN because rigorous texts often need background knowledge our students haven't acquired yet, to comprehend. 2. Why do our students struggle with reading stamina and reading multiple rigorous texts? The students do not have enough opportunities to increase their stamina with the rigorous texts. The students struggle with the background knowledge needed in order to comprehend rigorous texts. We need to provide ample opportunities in the classroom on a regularly scheduled basis and to learn content to build background knowledge. 3. How can we ascertain which students are at proficiency or near proficiency in reading rigorous texts? Using paired texts, varied texts to build background knowledge and unit tests, we will be able to see if students are at or near proficient with rigorous texts. 4. Are students given ample opportunities to work with rigorous texts? Along with classroom time for rigorous texts, we will also provide NWEA reports for parents to see their child's Lexile score and encourage parents to help their student pick and read books at home that challenge them. Literacy night and parent teacher conferences will give us the opportunity to talk with parents.
<p>Utica Elementary made progress toward solving critical thinking problems but fell short on complex critical thinking tasks. How can we incorporate more critical thinking tasks to support productive math struggle?</p>	<ol style="list-style-type: none"> 1. Why did we not meet our math goal? We will continue to incorporate critical thinking tasks allowing students opportunities to experience productive math struggle and justify their thought process while developing fundamental skills. 2. How can teachers provide additional opportunities for students to justify their thought process? Teachers can limit sharing their own thought processes to allow more time for students to share. 3. How can we continue providing productive struggle opportunities within the core instruction time? It will be incorporated for the balanced numeracy block 3-5 times per week. 4. Why is there a focus on developing basic fundamental skills? Students do not provide accurate computation answers. 5. Why is there a focus on developing basic fundamental skills? Students do not provide accurate computation answers. 6. How can we develop appropriate extensions/activities and timelines for instruction to support student application in critical thinking tasks? High quality mathematical activities can be designed to incorporate both. Staff may benefit from PD opportunities to design these tasks.

Data of the number of discipline referrals shows that we have increased the quantity of discipline referrals and first-time offenders over the past 3 years. We have also noted that the number of chronic absences has improved but is nowhere near our pre-pandemic rate. Our desired performance is that students feel safe at school and learn how to use self-regulation techniques independently.

1. Why were we not able to reach our goal?
While we were close to reaching our goal, we still had a few more referrals than we had hoped for. There was an increase in both first-time offenders and in the number of students with multiple referrals.
2. Why are the number of discipline referrals continuing to climb?
Some students are struggling to stay regulated.
3. Why are some students struggling to stay regulated?
We are implementing Character Strong, Conscious Discipline, and increasing our SEL time daily. This seems to be positively affecting most students. However, some students are still struggling.
4. Why are some students still struggling?
We have found that absences are causing students to miss some of the valuable community building and SEL times.
5. Why are students missing valuable time?
We can increase communication to parents about the importance of being at school consistently.

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.

GOAL 1	By Spring 2025 > 71% of students in grades Kindergarten through fifth grade will be proficient in the Indiana State Standards in ELA as measured by ILEARN.			
Data Checkpoints (dates)	October, 31, 2024	January 31, 2025	June 15, 2025	
Evidence at Checkpoints	Grade level rolling agendas, Teacher Clarity, NWEA reports, data wall, and hallway walks	Grade level rolling agendas, Teacher Clarity, NWEA reports, data wall, and hallway walks	Grade level rolling agendas, Teacher Clarity, NWEA reports, data wall, and hallway walks and ILEARN reports	
Evidence- Based Strategy 1	<p>Implement the science of reading using IMSE and Comprehensive Orton Gillingham, and IMSE Morphology.</p> <p>for Multi-Sensory Education. (2022). Comprehensive Orton-Gillingham Plus Teacher Training Manual: A Multi-Reading Methodology. The Institute for Multi-Sensory Education.</p> <p>for Multi-Sensory Education. (2022). Morphology Plus Teacher Training Manual: A Multi-Sensory Reading Methodology. The Institute for Multi-Sensory Education.</p> <p>y, N. L. (2021). The Reading Comprehension Blueprint: Helping Students make meaning from Text. Paul H. Publishing Co.</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will incorporate Science of Reading activities during the whole class literacy block daily.	August 2024 – May 2025	AIC, Data Wise Team, Teachers	85% of teachers will implement Science of Reading activities in the whole class literacy block daily as indicated in lesson plans and collaborative data discussions documents on 4 out of 5 data reviews.
Action Step 2	Teachers will use explicit lessons for comprehension with rigorous texts that build content knowledge and spiral to deepen understanding throughout the year.	August 2024 – May 2025	AIC, Data Wise Team, Teachers	85% of teachers will implement explicit comprehension lessons in the literacy block with rigorous texts as evidenced in lesson plans and collaborative data discussions documents on 4 out of 5 data reviews.
Action Step 3	Teachers will plan lessons with specific writing responses to rigorous text imbedded in content-based units to build background knowledge.	September 2024 – May 2025	Writing Lead, AIC, Data Wise Team, Teachers	95% of teachers will utilize a unit writing prompt to rigorous text with the class and collaboratively decide next steps from the data indicated in lesson plans and collaborative data discussions documents on 4 out of 5 data reviews.
Evidence- Based Strategy 2	Teachers will implement the 6+1 Traits of Writing in the dedicated writing block.			PD needed ☒

	Culham, R. (2003). <i>6 + 1 traits of writing: the complete guide</i> . New York, Scholastic Professional Books.			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Facilitate a week-long school wide focus on the RACE writing strategy and facilitate a Construction Week utilizing rigorous text and writing prompts for different purposes.	September 2024 and January 2025	AIC, Data Wise Team, Teachers	95% of classrooms will participate in the RACE and Construction week with explicit instruction in the writing purposes as indicated in lessons plans.
Yr 2 Measurable Objective	By Spring 2026 > 76% of students in grades Kindergarten through fifth grade will be proficient in the Indiana State Standards in ELA as measured by ILEARN.			
Yr 3 Measurable Objective	By Spring 2027 > 81% of students in grades Kindergarten through fifth grade will be proficient in the Indiana State Standards in ELA as measured by ILEARN.			

GOAL 2	By Spring 2025 > 72.5% of students in grades 3-5 will meet proficiency in Mathematics and problem solving as measured by ILEARN.			
Data Checkpoints (dates)	August 2024	January 2025	May 2025	
Evidence at Checkpoints	Teacher Clarity meetings, NWEA reports, Data Wall	Teacher Clarity meetings, NWEA reports, Data Wall, K/1 Checklists	Teacher Clarity meetings, NWEA reports, Data Wall, K/1 Checklists	
Evidence- Based Strategy 1	Kindergarten through First grade will utilize Number Talks, Math Talks, Building Fact Fluency, and Number Routines 3 to 5 days per week. Fletcher, Graham. (2021). Building Fact Fluency; A Toolkit for Addition, Subtraction, Multiplication, and Division. Grandview Heights, OH: Stenhouse.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will implement components of Numeracy Framework into the Math Block: DMR, Building Fact Fluency, Number Talks, Core Content, Critical Thinking Tasks, Small Group Intervention, and Reveal Number Routines.	August 2024-May 2025	BLT, Math Data Wise, Teachers K-1, Math Lead	85% of teachers will incorporate all components of the Numeracy Framework 4 out of 5 days a week as determined by information from observations by Math Lead and the administrator.
Action Step 2	Teachers will create anchor charts and activities that facilitate Number Talks, Math Talks, and Number Routines to develop consistent language across the grade levels	August 2024-May 2025	Math Data Wise Committee, All staff, Math Lead	100% of teachers will create grade appropriate anchor charts and activities that facilitate Number Talks, Math Talks with student led conversations, and Number Routines using consistent language as determined through observations and Teacher Clarity.
Action Step 3	Teachers will review and implement vertically aligned vocabulary and use explicit instruction for the vocabulary	August 2024-May 2025	Math Data Wise Committee, All staff, Math Lead	85% of teachers will incorporate explicit instruction for the math vocabulary that has been vertically aligned (Sequence Guides and the Utica Elementary Math Vocabulary Alignment List) 4 out of 5 times as determined by information from observations by the administrator and math lead.
Evidence- Based Strategy 2	In second through fifth grades, we will incorporate critical thinking tasks to apply knowledge of algebraic thinking/data analysis, geometry/measurement, number sense, and computation to solve open-ended problems 3 to 5 days per week with student led conversations. Fletcher, Graham. (2021). Building Fact Fluency; A Toolkit for Addition, Subtraction, Multiplication, and Division. Grandview Heights, OH:			PD needed ☒

	Stenhouse.			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will explore the Exemplars Rubric as students work on critical thinking tasks; engage in grade level conversations to norm-reference student work samples including open-ended responses from classroom assessments and released ILEARN checkpoints	August 2024-May 2025	Math Data Wise Committee, All Staff, Math Lead	100% of teachers will engage in grade level conversations to norm-reference student work samples including open-ended responses on classroom assessments and released ILEARN checkpoints 4 out of 5 times as determined by Teacher Clarity meeting notes and information from observations by math lead and the administrator.
Action Step 2	Teachers will implement Gallery Walks within their classrooms to examine student work and Hallway Walks to observe instruction.	August 2024-May 2025	Teachers K-5 Math Lead	75% of teachers will implement weekly Gallery Walks within their classrooms to examine student work and 100% of teachers will engage in quarterly Hallway Walks to observe instruction 4 out of 5 times as determined by observations by math lead and the administrator.
Action Step 3	Teachers will review DMR to ensure algebraic thinking/data analysis, geometry/measurement, number sense, and computation are continuously incorporated and reviewed.	August 2024-May 2025	Teachers 2-5	100% of grade level teaching teams will review DMRs during Grade Level to ensure algebraic thinking/data analysis, geometry/measurement, number sense, and computation are continuously incorporated and reviewed 4 out of 5 times as determined by Teacher Clarity meeting notes and information from observations by the administrator.
Action Step 4	Teachers will examine the Reveal Math Series to develop additional practice opportunities which support students reaching mastery of concepts, skills, and strategies that will be applied to real-world critical thinking tasks.	August 2024-May 2025	All Staff Math Lead	100% of grade level teaching teams will explore the Reveal Math Series during grade level planning to develop appropriate extensions/activities and timelines for instruction to be determined by Teacher Clarity meeting notes, student work, and observations by Math Lead, and the administrator.
Yr 2 Measurable Objective	By Spring 2026 > 77.5% of students in grades 3-5 will meet proficiency in Mathematics and problem solving as measured by ILEARN.			

Yr 3 Measurable Objective

By Spring 2027 > 82.5% of students in grades 3-5 will meet proficiency in Mathematics and problem solving as measured by ILEARN.

GOAL 3	By Spring 2025 > 92% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.			
Data Checkpoints (dates)	9/29/2024	1/2/2025	3/15/2025	
Evidence at Checkpoints	Q1 Discipline data	Semester 1 Discipline data	Q3 Discipline data	
Evidence- Based Strategy 1	<p>100% of teachers will have a behavior management system including school-wide PRIDE expectations in place that provides Tier 1 instruction and outlines expectations and includes elements of Conscious Discipline.</p> <p>Bailey, Dr. Becky (2020). Teacher fidelity to Conscious Discipline and the skill of Composure and the Power of Perception. Conscious Discipline: Building Resilient Classrooms Online Participate Workbook. 35-52.</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Pride Team will provide building with PD on the school's Behavior Improvement Plan	Q1 2024	Behavior Action Committee	100% of teachers will be provided the school Behavior Improvement Plan during Period 0 as determined by Staff Meeting notes and information from observations by School Culture Data Wise Team and the administrator.
Action Step 2	Full staff will implement MTSS system and implement Behavior Improvement Plans consistently	2024-2025	All Staff	75% of teachers will follow the MTSS behavior system and Behavior Improvement Plans consistently as determined by observations and the number of behavior referrals each time data is reviewed quarterly.
Action Step 3	Full staff will Launch and Review PRIDE system Quarterly	2024-2025	All Staff	100% of teachers will teach the PRIDE expectations and implement it daily into the student routines as determined by information from observations by School Culture team and the administrator each quarter.
Evidence- Based Strategy 2	<p>Develop a better understanding of culturally responsive teaching and trauma responsive practices. Character Strong. Home Page. https://characterstrong.com/</p> <p><i>Character Strong. Essential Guide to an Evidence-Based MTSS Model.</i> https://characterstrong.com/blog/essential-guide-to-an-evidence-based-mtss-model</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teacher will further Implement and Refine Character Strong program	2024-2025	All Staff	100% of teachers will implement the Character Strong program as determined by observations and the number of behavior referrals.

Action Step 2	Staff will be aware of the Restorative Chat process and implement when necessary.	2024-2025	All Staff	75% of staff members will implement Restorative Chat when dealing with students.
Yr 2 Measurable Objective	By Spring 2026 > 93% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.			
Yr 3 Measurable Objective	By Spring 2027 > 94% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.			

Professional Development Plan

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

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

Professional Development Goal 1	Utica Elementary teachers will learn best practices in the Science of Reading for reading foundations and comprehension.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS funded	
Evidence of Impact	1 Teacher Clarity document, Grade Level agenda and professional development calendar that shows training and implementation of Science of Reading. 2 Evaluate and assess instructional audits that include student work/assignments. 3 Classroom visits to look for ongoing evidence of strategies. 4 District Mastery Assessments, Dyslexia Universal Screeners, Grade level Checklists, NWEA, ILEARN/IAM, IREAD data	

Plan for coaching and support during the learning process:

AIC will meet with all grade levels on weekly basis to support and design instruction with Teacher Clarity process.

AIC will model at least once a semester in every classroom

Grade Level meetings once a week to design instruction with Teacher Clarity

All classroom teachers will visit other classrooms in the building to observe instruction once a quarter.

AIC will observe and provide feedback to all classroom teachers once a quarter.

Staff meetings once a month

Committee Meeting: ELA Data Wise team will plan Professional Development

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 literacy coach will work side by side and set goals with teachers. We will share samples of rigorous texts. We will work with the literacy coach to help our struggling readers be proficient.

Professional Development Goal 2	Utica Elementary teachers will increase productive math struggle using complex and rigorous critical thinking tasks and facilitate conversations to develop a process focus mindset rather than an answer mindset.	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 on incorporating productive math struggle, rigor, critical thinking tasks, student led conversations, and math facts mastery 2. Gallery Walks, Hallway walks, Standards for Success teacher evaluations data on rigor, critical thinking tasks, and student led conversations 3. Student work samples 4. Mathematical Process Standards rubric (Exemplars rubric) 	
<p>Plan for coaching and support during the learning process: Staff Meetings: once a month Committee Meetings: Numeracy Data Wise Team will meet to monitor progress and outline future PD topics. BLT Meetings: BLT will gather data and feedback from the Math Data Wise Team to set the monthly PD Calendar. AIC / Math Lead will meet with all grade levels on a bi-monthly basis to work on Teacher Clarity. Hallway walks and observations with feedback will be incorporated into the Math Block. Grade levels will work weekly to design instruction using Teacher Clarity.</p>		
<p>How will effectiveness be sustained over time? We will monitor implementation each quarter. We will allow teacher input and voice to drive future professional development. We will share students' samples to norm our feedback and learn from peers. We will work as teams and with the AIC and math lead for critical thinking tasks and instructional strategies to support teachers.</p>		

Professional Development Goal 3	Train staff on culturally responsive teaching, Social and Emotional Learning, MTSS, Conscious Discipline, and Character Strong program.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Decrease in the number of discipline referrals	
Plan for coaching and support during the learning process: Designate and provide release time for a PRIDE/SEL Lead to help with training, planning and implementing SEL techniques, Conscious Discipline, Circle Time, and Character Strong Program.		
How will effectiveness be sustained over time? The ongoing training and support will increase teacher understanding of ways to support all students.		

[Utica Elementary School Professional Development Calendar 2024-2025](#)