

School Name: Utica Elementary School

School Number: 0805

Street Address: 210 Maplehurst Drive

City: Jeffersonville, IN 47130

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: Select plan period

----- 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:			
(TSI only) Underperforming student groups identified by the federal government:			
This school receives Title IA funding. No Is the school’s Title I program Schoolwide or Targeted Assistance ? No <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.**

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Kathy Gilland	Principal	Both	ELA Math Attend. Spec.Ed.
Starla Brown-McFarland	AIC	Both	ELA Spec.Ed. Free/Red.
Julie Thieneman	Teacher	Both	ELA Spec.Ed. Free/Red.
Meghan Tetley	Teacher	Both	Math, Spec.Ed.
Sandy Jones	Teacher	Both	Attendance, Free/Red.
Renee Hoyland	Teacher	Both	Math Spec.Ed. Choose Choose
Britt Hooks	Teacher	Both	Attendance, Free/Red.
Ashleigh Emily	Math Coach/Interventionist	Both	Math, Free/Red., Spec.Ed.
Allen Keith	Teacher	Both	ELA Spec.Ed. Free/Red.

--- 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 type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input type="checkbox"/>
English /Language	7 - 12	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input type="checkbox"/>
Math	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	<input type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input type="checkbox"/>
Science		Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input type="checkbox"/>
Reading	k - 8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input type="checkbox"/>
Writing	k - 12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input type="checkbox"/>

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 type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	<input type="checkbox"/>

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

GCCS curriculum is aligned with state 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 type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input 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 type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input type="checkbox"/>
NWEA	k - 8	Benchmark	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
Running Records	k - 5	Other	Used to monitor progress and to determine guided reading levels	Yes	<input checked="" type="checkbox"/>
District Mastery	1 - 8	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input type="checkbox"/>
Mastery Checks	1 - 8	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	<input type="checkbox"/>
Checklists	k - 1	Benchmark	used to assess total mastery of foundational skills in reading and math	Yes	<input type="checkbox"/>
ACT Aspire	Gear Up	Summative	Used to assess Gear up cohort	Yes	<input type="checkbox"/>
PSAT/SAT	10 - 11	Summative	Will be used in 2023 as part of state and federal accountability	Yes	<input type="checkbox"/>
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military	Yes	<input type="checkbox"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input 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 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 to improve student achievement.		
The Data Wise Improvement Process is an eight-step model that guides teachers to work in collaboration to improve teaching and learning through evidence - based analysis. The steps occur in three phases: Prepare; Inquire; and Act. The prepare phase involves creating a culture in which educators collaborate effectively and use data responsibly. The inquire phase is where teachers use a variety of data sources to define a specific problem of practice they are committed to solving. In the Act phase, teams articulate how they will employ high - leverage strategies to address the problem and ultimately accelerate student achievement. Adjustments are made to the plan and determine the focus for the next cycle.		

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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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 type="checkbox"/>
A multi-tiered system of support (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 type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input 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 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.
- 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 an appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students' entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remain locked during the school day and doors are not to be propped open.

REPORTING PROCEDURES

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
 - Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrences: 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 Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

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

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

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

We will provide equitable access to strong, challenging school experiences. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all staff and students.

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

We work on a regular basis to provide resources and 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 English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

Core Element 8: Review Attendance [Required for all]

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

What may be contributing to the attendance trend?

Utica Elementary has utilized a team to support families that were struggling with attendance. Until the COVID 19 epidemic, each year we had fewer students with chronic absences than the year before because it was addressed earlier in the student's school career. The past two and a quarter years have been challenging. Our families that have always struggled with getting their children to school daily have faced greater challenges. We know that virtual learning was also difficult for some and attendance was impacted.

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

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

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

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

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

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 support (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"/>

Number of students absent 10% or more of the school year. **Last year:** 19 **Two years ago:** 7 **Three years ago:** 9

What may be contributing to the attendance trend?

We battled several key factors. The first and most glaring were students quarantined due to a family member testing positive or being considered a close contact to someone with Covid-19. Another major concern is our most at-risk families lack resources such as consistent housing, transportation, counseling services and supports.

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

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 supports 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 are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are given 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 surveys are utilized 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 showcase student work and achievements.

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

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

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

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

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

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

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

Federal Programs (Title I, II, III, and IV) as well as the various Cares Act dollars (I, II, and III) will be coupled with instructional services (staff development), technological services, student services, Special Education funding and various business partnerships to improve the academic achievement of all students. In addition, Title I professional development funding and staffing support will be used to support the SWP/School Improvement plan.

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

Not Applicable

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

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

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

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Starla Brown-McFarland	General Elementary, Admin,	Academic Improvement Coordinator
Ashleigh Emily	General Elementary, Admin	Math Coach
Wendy Foster	Mild Disabilities, Learning Disabilities, Moderate Disabilities	Special Education Teacher
Jessica Crosier	General Education, Mild Disabilities, Learning Disabilities	Special Education Teacher
Alyssa Scott	General Education, Mild Disabilities, Learning Disabilities	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
Melissa Receveur	General Elementary License	First Grade
Beverly Hennegan	General Elementary License	First Grade
Meghan Tetley	General Elementary License	First Grade
Mary Matthews	General Elementary License	Second Grade
Ellen Rothstein	General Elementary License	First Grade
Amber Anderson	General Elementary License	Second Grade
Michael Franklin	General Elementary License	Second Grade
Sandy Jones	General Elementary License	Second Grade
Ashley Fortson	General Elementary License	Third Grade
Renee Hoyland	General Elementary License	Third Grade
Amanda Wacker	General Elementary License	Third Grade
Britt Hooks	General Elementary License	Fourth Grade
McKena Alford	General Elementary License	Fourth Grade
Pam Watson	General Elementary License	Fourth Grade
Alexis Morgan	General Elementary License	Fifth Grade
Allen Keith	General Elementary License	Fifth Grade

Courtney Allen	General Elementary License	Fifth Grade

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	IAM Assessment	<input 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 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							
Link -> ILEARN Math Data NWEA Math Data				Link -> ELA Data 1 PRIDE Data			

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

Measurable outcome met? No

By Spring 2021 > 85% of students in grades 3 - 5 will meet proficiency in Mathematics and problem solving as measured by ILEARN/ICAN.

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

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

The goal was not met because students were taking a new test, COVID protocols were in place, and virtual learning occurred in our district. Our school will continue to utilize the Data Wise process to drive instruction.

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 2021 > 75% of students in grades Kindergarten through fifth grade will meet State Standard in ELA as measured by ILEARN/ICAN/GRADE LEVEL CHECKLIST. 100% of students in grades 3 will meet State Standard in Reading as measured by IREAD 3.

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

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

The goal was not met because students were taking a new test, COVID protocols were in place, and virtual learning occurred in our district. Our school will continue to utilize the Data Wise process to drive instruction.

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 2021 > 94% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being discipline referral free for the school year.

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

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

The goal was not met because students were taking a new test, COVID protocols were in place, and virtual learning occurred in our district. Our school will continue to utilize the Data Wise process to drive instruction.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

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

1

2

3

4

5

6

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
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A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.

No

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

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

X 1

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators 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
Utica Elementary will provide students with a challenging math curriculum including real world problems & will push students to utilize higher order critical thinking to demonstrate their understanding of mathematical processes.	Yes	Utica Elementary did not make adequate improvement across grade levels in Mathematics to meet the goal. ILEARN Assessment Data: ILEARN Data 2018-2021 NWEA Assessment Data: 2020-2021 UES NWEA data	UES students are prepared to use various strategies to solve less complex problems using mathematical processes. Students should be comfortable with tackling more complex problems and justifying or explaining their thought processes. Upon examining the NWEA and ILEARN data in each of the numeracy strands, it was concluded that students scored higher on NWEA which is based on lower order thinking skills (DOK 1 and 2) compared to the ILEARN which contained higher order thinking skills (DOK 3 and DOK 4).	<input checked="" type="checkbox"/>	2

Students that are proficient in literacy can both read and respond to complex literature through writing.	Yes	Over the past several years Utica Elementary Students performed significantly higher on literacy assessments that did not require writing.. See E/LA Data ELA Data Utica Elementary	Current data shows that our students are far better readers than they are writers. Students lack the knowledge to utilize the writing process according to prompts. Utica Elementary is committed to developing critical thinking skills and proficient written communication in our students.	<input checked="" type="checkbox"/>	1
Students that have the ability to self-regulate their behavior will perform better academically and socially.	Yes	UES data shows that the majority of our students have very few behaviors that result in office referrals yet we struggle with how to support Tier 2 & 3 students in the classroom. See PRIDE Data Utica Elementary PRIDE Data	Current data shows that our students that are in Tier 2 or Tier 3 behavior plans rarely exit out of those plans. It is important that we are able to help students learn how to self-regulate their behavior.	<input checked="" type="checkbox"/>	3

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)
Current data shows that our students are far better readers than they are writers. Students lack the knowledge to utilize the writing process according to prompts. Utica Elementary is committed to developing critical thinking skills and proficient written communication in our students.	<ol style="list-style-type: none"> 1. Why did our students not meet the state goals? State Testing was cancelled and the Covid 19 shutdown/elearning greatly affected teachers' ability to explicitly teach the writing process. 2. Why do our students struggle with writing? Students lack the knowledge to utilize the writing process according to varied prompts, we need to provide adequate modeling and explicit instruction with the 6 Traits of Writing across a variety of genres. 3. How can we ascertain which students are at proficiency at near proficiency?

	<p>Teachers will need to dig further into NWEA data during period zeros to determine our “bubble” students.</p> <ol style="list-style-type: none"> Why are the students’ errors in organization and purpose resulting in zeros or insufficient? Teachers in each grade need to focus on writing for different purposes and how to organize for each type. BLT should facilitate more professional development to educate teachers and provide more writing opportunities. How can we get more writing data to drive instruction? Our district only requires one prompt each nine weeks. Our school needs to institute a second writing prompt each nine weeks to drive the instruction.
<p>Utica Elementary made progress toward solving critical thinking problems but fell short on complex critical thinking tasks. How can we build on student knowledge of mathematical processes and incorporate more complex critical thinking tasks with student justification of their thought processes?</p>	<ol style="list-style-type: none"> Why did we not meet our goal? While we are continuing to incorporate critical thinking tasks, we need to allow students opportunities to justify their thought processes. Why are students not provided ample opportunities for justifying their thought processes? Teachers and staff are demonstrating their own thought processes to model student expectations. Why are students not provided more opportunities to practice this on their own in addition to seeing teachers model their own thinking? Core instruction needs to incorporate critical thinking tasks with time set aside for student led conversations. Why do teachers avoid critical thinking tasks during core instruction? Teachers do not want students to miss out on essential fundamental skills. Why can students not experience both fundamental skills and critical thinking tasks? High quality mathematical activities can be designed to incorporate both. Staff may benefit from PD opportunities to design these tasks.
<p>Current data shows that our students that are in Tier 2 or Tier 3 behavior plans rarely exit out of those plans, therefore our plans do not help them learn how to self-regulate their behavior.</p>	<p>While we as teachers establish routines and systems that are successful for supporting many students, we do not have training or the information to implement trauma responsive practices.</p>

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

GOAL 1	By Spring 2021 > 75% of students in grades Kindergarten through fifth grade will meet State Standard in ELA as measured by ILEARN/ICAN/GRADE LEVEL CHECKLIST. 100% of students in grades 3 will meet State Standard in Reading as measured by IREAD 3			
Data Checkpoints (dates)	September 3, 2021	January 28, 2022	May 20, 2022	
Evidence at Checkpoints	Grade level rolling agendas, NWEA reports, Data Wall, Hallway Walks	Data Wall, NWEA reports, K/1 Checklists	Data Wall, NWEA reports, K/1 Checklists	
Evidence- Based Strategy 1	Incorporate purposeful instruction on the 6 Traits + 1 into weekly instruction and designate writing time to learn and practice response to literacy using Six Traits + One Writing.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide professional development on various genre-writing strategies. 6 Traits, RACE, 4 block, planning and focus	August 2021 - December 2021	BLT ELA Data Wise Teachers K-5 AIC	Rolling agenda from school wide meetings
Action Step 2	Model 6 Traits with mentor texts	August 2021 - May 2022	AIC Teachers K-5	Rolling Agenda from Grade Levels, lesson plans of teachers
Action Step 3	Provide opportunities for students to respond to routine, open-ended questions by	2021-2022	Teacher K-5	Rolling Agenda from Grade Levels Lesson plans

	demonstrating a written response to Mentor Texts			
Action Step 4	Develop a week long writing theme for specific writing strategies	2021-2022	ELA Data Wise Committee All staff AIC	Rolling Agenda from Grade Levels
Evidence- Based Strategy 2	Provide wrap around support services for students struggling to write and students with an IEP.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Incorporate responding to literature into small group reading instruction	2021-2022	ELA Data Wise Committee All Staff AIC	Reading/Writing journals have 2 to 3 entries a week.
Action Step 2	Model and use the RACE strategy for beginning and struggling writers who need the structure.	August 2021 - May 2022	Teachers K-5 Coach/AIC	Lesson plans, anchor charts, student work examples
Action Step 3	Utilize released ILEARN constructed response questions to support instruction	August 2021 - December 2021	Teachers K-5	Rolling Agenda from Grade Levels, lessons plans
Action Step 4	Incorporate peer and teacher conferences during writers workshop	August 2021 - December 2021	Teachers K-5	Lessons plans, student work examples, teacher checklist
Yr 2 Measurable Objective	By Spring 2022 >64% of students in grades Kindergarten through fifth grade will meet State Standard in ELA as measured by ILEARN/ICAN/DMA's constructed response questions. 100% of students in grades 3 will meet State Standard in Reading as measured by IREAD 3			
Yr 3 Measurable Objective	By Spring 2024 ≥ 80% of students in grades Kindergarten through fifth grade will meet State Standard in ELA as measured by ILEARN/ICAN. 100% of students in grades 3 will meet State Standard in Reading as measured by IREAD 3.			

GOAL 2	By Spring 2022 > 67.5% of students in grades 3 - 5 will meet proficiency in Mathematics and as measured by ILEARN/ICAN and 67.5% of students in grades K-2 will place above the 61%ile (high average and high) on the NWEA EOY.			
Data Checkpoints (dates)	September 3, 2021	January 28, 2022	May 20, 2022	
Evidence at Checkpoints	Grade level rolling agendas, NWEA reports, Data Wall	Data Wall, NWEA reports, K/1 Checklists	Data Wall, NWEA reports, K/1 Checklists	
Evidence- Based Strategy 1	Kindergarten through First grade will continue Number Talks/Math Talks 3 to 5 days per week.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Survey teachers about the Math instructional block to ensure all components are being implemented: DMR, Critical Thinking Tasks, Core Content, Small Group Intervention, Number Talks	August 2021 - December 2021	BLT Math Data Wise Teachers K-5 Math Coach/AIC	Rolling Agenda from Grade Levels Survey results about Instructional Block
Action Step 2	Research Number Talks/ Math Talks material	August 2021 - December 2021	Kindergarten and 1st Grade teachers Math Coach/AIC	Rolling Agenda from Grade Levels
Action Step 3	Create anchor charts and activities that facilitate Number Talks and Math Talks to develop consistent language across the grade levels	2021-2022	Math Data Wise Committee All staff Math Coach/AIC	Rolling Agenda from Grade Levels Anchor Charts
Action Step 4	Develop/Articulate vertically aligned vocabulary and use explicit instruction for the vocabulary	2021-2022	Math Data Wise Committee All staff Math Coach/AIC	Rolling Agenda from Grade Levels Vocabulary Google sheet
Evidence- Based Strategy 2	In second through fifth grades, we will incorporate real life application critical thinking tasks of number sense, computation, and algebraic thinking to solve open-ended problems 3 to 5 days per week with student led conversations.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	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 on District Mastery Assessments (DMAs).	2021-2022	Math Data Wise Committee All Staff Math Coach/AIC	Rolling Agenda from Grade Levels Exemplars Rubric PD
Action Step 2	Implement Gallery Walks into classrooms to examine student work	Q1/Q2	Teachers K-5 Math Coach/AIC	Rolling Agenda from Grade Levels Student Work Samples

Action Step 3	Examine DMR to ensure number sense, computation, and algebraic thinking are continuously incorporated and reviewed	2021-2022	Teachers K-5	Rolling Agenda from Grade Levels DMR adjustments
Action Step 4	Develop a resource bank of Math Critical Thinking Tasks material	2021-2022	Math Data Wise Committee All Staff Math Coach/AIC	Rolling Agenda from Grade Levels Bank of Critical Thinking Tasks
Yr 2 Measurable Objective	By Spring 2023 > 72.5% of students in grades 3 - 5 will meet proficiency in Mathematics as measured by ILEARN/ICAN and 72.5% of students in grades K-2 will place above the 61 st ile (high average and high) on the NWEA EOY.			
Yr 3 Measurable Objective	By Spring 2024 > 77.5% of students in grades 3 - 5 will meet proficiency in Mathematics as measured by ILEARN/ICAN and 77.5% of students in grades K-2 will place above the 61 st ile (high average and high) on the NWEA EOY.			

GOAL 3	By Spring 2021 > 94% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being discipline referral free for the school year.			
Data Checkpoints (dates)	Oct. 1, 2021	Jan. 4, 2022	Mar. 18, 2022	
Evidence at Checkpoints	Q1 Discipline Data	Semester 1 Discipline Data	Quarter 3 Discipline Data	
Evidence- Based Strategy 1	100% of teachers will have a behavior management system in place that provides Tier 1 instruction and outlines expectations.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	SEL Lessons for K-5 Students	Aug. 1 – Sept. 30	Classroom Teachers	Lesson Plans and Teacher feedback
Action Step 2	PRIDE System Launched	Q1	Classroom Teachers and PRIDE DataWise Team	PRIDE Expectations Posted and observed
Evidence- Based Strategy 2	Develop a better understanding of culturally responsive teaching and trauma responsive practices			PD needed <input checked="" type="checkbox"/>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Introduce Social and Emotional Curriculum Components	July 2021 - Sept. 2021	Jessica Crosier	Rolling Agenda
Action Step 2	Train Building Leads	Sept. 2021 – May 2022	Central Office – Kathy Gilland, K. Runyon, A. Zelli	Agendas
Action Step 3	Provide Building with PD on each of the 7 components.	Sept. 2021-April 2022	PRIDE Team	Rolling Agenda

Yr 2 Measurable Objective	By Spring 2023 > 91% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being discipline referral free for the school year.
Yr 3 Measurable Objective	By Spring 2023 > 92% of all students at Utica Elementary will consistently demonstrate PRIDE expectations in daily activities by being discipline referral free for the school year

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.

CNA/SIP PLANNING CALENDAR

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that 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 increase explicit instruction in writing by utilizing the 6 traits + 1 strategies.	Linked SIP Goals <input type="checkbox"/>
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	1. Rolling agenda and PD log that shows training attendance on incorporating writing in constructed response and various genres 2. Classroom Walkthroughs & Standards for Success teacher evaluations data on rigor, 3. Student work samples	
Plan for coaching and support during the learning process: Staff Meetings: once a month Committee Meeting: ELA Data Wise Team will meet to monitor progress and outline future PD topics. BLT Meeting: BLT will gather data and feedback from the ELA Data Wise Team to set the monthly PD Calendar. AIC will meet with all grade levels on a regular basis. Grade levels will work weekly to design instruction using Teacher Clarity. ELA Action Plan		
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 reading instructional coach for writing to help struggling teachers and students.		

Professional Development Goal 2	Utica Elementary teachers will increase complexity and rigor of multi-step open-ended critical thinking tasks and facilitate conversations to develop a process focus mindset rather than an answer mindset.	Linked SIP Goals <input type="checkbox"/>
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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 rigor, critical thinking tasks, and student led conversations 2. Classroom Walkthroughs & 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:</p> <p>Staff Meetings: once a month</p> <p>Committee Meeting: Numeracy Data Wise Team will meet to monitor progress and outline future PD topics.</p> <p>BLT Meeting: BLT will gather data and feedback from the Math Data Wise Team to set the monthly PD Calendar.</p> <p>Math Instructional Coach will meet with all grade levels on a regular basis.</p> <p>Grade levels will work weekly to design instruction using Teacher Clarity.</p> <p>Action Plan</p>	
<p>How will effectiveness be sustained over time?</p> <p>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 math instructional coach for critical thinking tasks and instructional strategies to help struggling teachers and students.</p>	

Professional Development Goal 3	Utica Elementary Staff has implemented and sustained our Pride program, our next step is to focus on the social emotional needs of our students.	Linked SIP Goals ☑
Possible Funding Source(s)	GCCS and Fundraisers	
Evidence of Impact	<ol style="list-style-type: none"> 1. Attendance and participation 2. Student surveys 4. Team Meeting and BLT rolling agendas 5. Referrals, request for therapy and behavior plan data 	

Plan for coaching and support during the learning process:

Staff Meeting: Once a month

Committee Meeting: PRIDE Team will meet to monitor progress and outline future PD topics on Feedback.

BLT Meeting: Will gather data and feedback from the PRIDE team to set the monthly PD Calendar.

Mandatory Training on Feedback will be provided each quarter

Professional Development Presentations on Student Feedback will be created and shared to all staff (certified and classified each quarter). Articles on providing student feedback will be sent to staff and time for dialogue will be provided.

How will effectiveness be sustained over time?

Each day will start with student check-ins, morning announcements, and student recognitions. SEL lessons will be provided to all students.

Each committee will work to create opportunities for our school to connect (talent show, student recognitions, celebrations, literacy night live, etc.) Our BLT and PRIDE team will jointly meet each quarter to align next steps.