

School Name

School Number

Street Address

City

Zip Code

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

For implementation during the following years: Select plan period

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

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Superintendent: Mark Laughner

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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.**

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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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<b>Sample:</b> <i>Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>
April Holder	Principal	Both	ELA Math Attend. Spec.Ed.
Jessica Gilbert-Moman	Administrative Intern	Both	ELA Math Attend. Spec.Ed.
Linda Coates	Academic Improvement Coordinator	Both	ELA ELL
Chrissie Lawrence	Numeracy Coach & Intervention	Both	Math ELL
Sara Fountain	First Grade Teacher	Both	ELA
Jennifer Cox	Kindergarten Teacher	Both	ELA
Erin Scott	Second Grade Teacher	Both	ELA
Kristin Trail	Third Grade Teacher	Both	Attend.
Marci Skelton	Fourth Grade Teacher	Both	Grad.
Amanda Holt	ELL Teacher	Both	Math ELL
<b>Link additional committee information here (if necessary) →</b>			

## --- ALIGNMENT [optional] ---

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

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

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### **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**

W E S Working to Educate all Students

### **District Mission**

Greater Clark County Schools will prepare students for lifelong success.

### **School Mission**

To provide an environment where ALL students can learn.

### **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?**

School is in alignment.

## SECTION A: Review Essential Information

### 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.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	<i>1-6</i>	<i>ABC Reading is Fun</i>	<i>Yes</i>	<i>1,2,3</i>	<i>Textbook and readers are core component of reading program.</i>	<i>Yes</i>	<input type="checkbox"/>
Reading	K-5	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	K-5	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	K-5	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science		Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	K-5	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	K-5	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	K-5	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	K-5	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Place link here (if necessary) - >							

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 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 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-5	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
Running Records	K-5	Other	Used to monitor progress and to determine guided reading levels	Yes	<input checked="" type="checkbox"/>
District Mastery	1-5	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 5	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	K-1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	<input checked="" type="checkbox"/>
Daily Math Review	K-5	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>
<b>Best Practice/Requirements Self-Check</b>				<b>Yes/No</b>	<b>X</b>
A system is in place to use assessment data to make decisions about programs, practices, and instruction.				Yes	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.				Yes	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.				Yes	<input checked="" type="checkbox"/>

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

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

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

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

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

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

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

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

**Answer the questions for the grade levels in your school.**

**Grades K-5 only**

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



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

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

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

### **REPORTING PROCEDURES**

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

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

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

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

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

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

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

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

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

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

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

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

We strive to follow guidelines for Improving English Language Arts and mathematics materials for English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

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

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

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

Our at risk families lack resources such as consistent housing, transportation, counseling services and supports. During the pandemic our families struggled to attend eLearning days which resulted in an increase of absences.

### **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.

**Number of students absent 10% or more of the school year.    Last year: 91                      Two years ago: 43                      Three years ago: 30**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Federal Programs (Title I, II, III, and IV) as well as the various Cares 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**

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
Elizabeth Clarke	Rules 46-47 Early Childhood	Presch
Sara Fountain	General Elementary License	First Grade Teacher
Hannah Embry	General Elementary License	First Grade Teacher
Jordyn Stengel	Emergency License	Kindergarten Teacher
Jennifer Cox	General Elementary License	Kindergarten Teacher
Brandi Radaker	General Elementary License	Kindergarten Teacher
Lindsay Thomas	General Elementary License	First Grade Teacher
Penny Seiderman	General Elementary License	Second Grade Teacher
Leaha Marble	General Elementary License	Second Grade Teacher
Erin Scott	General Elementary License	Second Grade Teacher
Cortney Perkins	General Elementary License	Third Grade Teacher
Taylor Glover	General Elementary License	Third Grade Teacher
Kristan Trail	General Elementary License	Third Grade Teacher
Sydney Wooten	Emergency License	Fourth Grade Teacher
Marci Skelton	General Elementary License	Fourth Grade Teacher
Chris Reschar	General Elementary License	Fifth Grade Teacher
Amanda Holt	General Elementary License	ELL Teacher
Rachel Stephans	General Elementary License	Fifth Grade Teacher
Whitney Carver	General Elementary License	Fifth Grade Teacher
Diane Ferree	General Elementary License	Fourth Grade Teacher
Stephanie Andres	Communication Disorders P-12	Speech Teacher
Loa Ford	Emergency License	Special Education Teacher
Susan Reynolds	General Education, Mild Disabilities, Learning Disabilities	Special Education Teacher
Katie Thomas	P-12 Mild Intervention & K-6 Elementary Generalist	Special Education Teacher
Linda Coates	General Elementary, Special Ed, Counseling	Academic Improvement Coordinator/Intervention
Chrissie Lawrence	General Elementary License, High Ability and Admin	Numeracy Coach & Intervention
Stacy Parker	General Elementary License	Interventionist
<b>Link:</b>		

## SECTION B: Needs Assessment

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

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

### 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**

ELA

3rd Grade will perform at or above 69.00% proficiency on the 2022 ILearn ELA assessment.

4th Grade will perform at or above 52.50% proficiency on the 2022 ILearn ELA assessment.

5th Grade will perform at or above 56.50% proficiency on the 2022 ILearn ELA assessment.

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

Due to Covid, our school moved to E-learning throughout the year. We attempted to follow the sequence guides and stay on track, but the lack of consistency contributed to slow progress and declined student mastery.

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

**Goal 2**

**Measurable outcome met? No**

Math

3rd Grade will perform at or above 69.00% proficiency on the 2022 ILearn Math assessment.

4th Grade will perform at or above 59.30% proficiency on the 2022 ILearn Math assessment.

5th Grade will perform at or above 46.80% proficiency on the 2022 ILearn Math assessment.

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

Due to Covid, our school moved to E-learning and state testing was cancelled. Our school will continue to use the Data Wise model to drive our instruction.

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

**Goal 3**

**Measurable outcome met? Yes**

By May 2021, behavior data will show 94% of Wilson students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.

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

Goal was met. However, due to Covid, our students had an increase of scheduled E-learning days. Our staff feel that this is still a focus and have reset the goal for the 2021-2022 school year. We will continue to use the Data Wise model to drive our instruction.

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

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 3<sup>rd</sup> column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.*

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

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

## GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priorit y																																			
WES School believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills.	Yes	<div>2021 ILEARN Scores dropped significantly across grade levels and subject areas.</div> <table><tr><th>Grade</th><th>ELA 2019</th><th>Math 2019</th><th>ELA 2020</th><th>Math 2020</th><th>ELA 2021</th><th>Math 2021</th></tr><tr><td>3<sup>rd</sup></td><td>43%</td><td>45%</td><td>No data</td><td>No data</td><td>24%</td><td>28%</td></tr><tr><td>4<sup>th</sup></td><td>48%</td><td>55%</td><td>No data</td><td>No data</td><td>38%</td><td>38%</td></tr><tr><td>5<sup>th</sup></td><td>45%</td><td>33%</td><td>No data</td><td>No data</td><td>34%</td><td>27%</td></tr><tr><td>Total</td><td>45%</td><td>44%</td><td>No data</td><td>No data</td><td>32%</td><td>31%</td></tr></table>	Grade	ELA 2019	Math 2019	ELA 2020	Math 2020	ELA 2021	Math 2021	3 <sup>rd</sup>	43%	45%	No data	No data	24%	28%	4 <sup>th</sup>	48%	55%	No data	No data	38%	38%	5 <sup>th</sup>	45%	33%	No data	No data	34%	27%	Total	45%	44%	No data	No data	32%	31%	<div>Reading Tier 1: All students will be provided feedback on their ability to answer complex questions. Anchors charts, lessons and feedback will allow students to practice through the gradual release model. This year our POP will focus PD and walkthroughs on student feedback.</div> <div>Math Tier 1: All students will be provided instruction in numeracy. Anchors charts, lessons and activities will allow student to practice through the gradual release model. DMR will include math fact mastery, number sense, reflections, key statements and numeracy vocabulary. This year our POP will focus PD and walkthroughs on student feedback.</div>	<div>☒</div>	1
Grade	ELA 2019	Math 2019	ELA 2020	Math 2020	ELA 2021	Math 2021																																		
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5 <sup>th</sup>	45%	33%	No data	No data	34%	27%																																		
Total	45%	44%	No data	No data	32%	31%																																		
WES will provide an intervention plan to meet the needs of all learners.	Yes	<div>2021 ILEARN DATA</div> <div>Wilson Data Wall</div> <div>Running Records</div> <div>Word Inventory</div> <div>Math DMA and DMR Assessment Data</div>	<div>Reading Tier 2/3: Teachers will use assessments and student work to determine flexible groups to provided additional instruction and support.</div> <div>Math Tier 2/3: Teachers will use assessments and student work to determine flexible math groups to provided additional instruction and support.</div>	<div>☒</div>	2																																			
WES will provide special education, ELL and High ability to services to meet the needs to all learners.	Yes	<div>WIDA Asesments</div> <div>IEP progress monitoring</div> <div>High Ability Units and student portfolios</div>	<div>Special Ed</div> <div>Intervention plan: IEP followed to support each student</div> <div>Differentiation : IEP goals and plans created per student</div> <div>Parent involvement: Annual ACR held to review goals &amp; progress. Reports sent each Quarter/</div> <div>PD: Co-teaching planning for sped team held weekly.</div> <div>Peer PD with TJ held monthly with special education supervisor</div>	<div>☒</div>	3																																			

WES will believes all kids can learn and be successful. Subgroups are an important data source to use and review to monitor the success of all students.	Yes	<table><tr><th>Subgroup</th><th>ILEARN ELA</th><th>ILEARN Math</th></tr><tr><td>Free/Reduce</td><td>30/118=25.4%</td><td>32/118=27.1%</td></tr><tr><td>Sped</td><td>3/46=6.5%</td><td>3/46=6.5%</td></tr><tr><td>ELL</td><td>3/7= 42.8%</td><td>3/7=42.8%</td></tr><tr><td>Black</td><td>13/57=22.8%</td><td>13/57=22.8%</td></tr><tr><td>Hispanic</td><td>7/27=25.9%</td><td>6/27=22.2%</td></tr><tr><td>Multi-racial</td><td>6/35=17.1%</td><td>6/35=17.1%</td></tr><tr><td>White</td><td>43/00=43.4%</td><td>41/99=41.4%</td></tr><tr><td>Exceptional Learner</td><td>3/3=100%</td><td>3/3=100%</td></tr></table>	Subgroup	ILEARN ELA	ILEARN Math	Free/Reduce	30/118=25.4%	32/118=27.1%	Sped	3/46=6.5%	3/46=6.5%	ELL	3/7= 42.8%	3/7=42.8%	Black	13/57=22.8%	13/57=22.8%	Hispanic	7/27=25.9%	6/27=22.2%	Multi-racial	6/35=17.1%	6/35=17.1%	White	43/00=43.4%	41/99=41.4%	Exceptional Learner	3/3=100%	3/3=100%	<table><tr><th>ELL</th></tr><tr><td>Intervention plan: ILP followed to support each student</td></tr><tr><td>Differentiation: Language acquisition lessons provided in push in setting and small groups based on WIDA assessments</td></tr><tr><td>Parent involvement: Assessment data provided to families. Parent teacher conferences scheduled to review progress.</td></tr><tr><td>PD: WIDA and ELL training provided each quarter</td></tr></table> <table><tr><th>High Ability</th></tr><tr><td>Intervention plan: Weekly meeting with district high ability teacher.</td></tr><tr><td>Differentiation: Literature Circles and project extensions. Math <u>Versatiles</u> and Problem solving.</td></tr><tr><td>Parent involvement: District High Ability Committee</td></tr></table>	ELL	Intervention plan: ILP followed to support each student	Differentiation: Language acquisition lessons provided in push in setting and small groups based on WIDA assessments	Parent involvement: Assessment data provided to families. Parent teacher conferences scheduled to review progress.	PD: WIDA and ELL training provided each quarter	High Ability	Intervention plan: Weekly meeting with district high ability teacher.	Differentiation: Literature Circles and project extensions. Math <u>Versatiles</u> and Problem solving.	Parent involvement: District High Ability Committee	<div>⊗</div>	4									
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	PD offered	Grade Level PD	Curriculum Team	Building Leadership																																														
Aug.	9	2	2	2																																														
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Mar.	9	2	0	2																																														

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)
Wilson did not meet 2 of the 3 school improvement goals from our 2019-2020 School Improvement Plan.	<ol style="list-style-type: none"> <li>1. Why did we not meet our goals? Teaching inconsistency due to the Covid Pandemic.</li> <li>2. Why did some kids show growth and others did not? Various learning platforms and schedules were at play. We had traditional, MySchool and students who frequently bounced between the two programs.</li> <li>3. Why do kids struggle with problem solving or application problems? Students had less opportunity to work through collaborative problem solving and learn together. The MySchool program was limited on problem solving and collaborative experiences.</li> <li>4. Why do some kids struggle with reading comprehension? Reading team will use Data Wise to rapid cycle comprehension. What is the LCP and POP?</li> <li>5. Why does our data tracking keep changing each year? Admin team will work to keep data wall the same from year to year.</li> </ol>
Wilson students have a variety of needs and abilities, how can we ensure everyone is showing growth?	<ol style="list-style-type: none"> <li>1. Why do students who move-in to Wilson show slower growth? BLT will begin to highlight move-ins and track data.</li> <li>2. Why do certain small group settings and/or programs excel more than others? BLT will discuss how to gather comparison data.</li> <li>3. Why do Lexile scores vary widely from month to month? BLT will meet to look at SRI and running record frequency to follow best practice.</li> <li>4. Why are some students showing growth in one subject area and not both? Grade level teams will use data wall to determine trends.</li> <li>5. Why does the tracking of student growth keep changing: STAR, Running Records, NWEA, Performance Matters, etc?? Admin team will work to establish data that consistent and reliable.</li> </ol>

How we will address learning loss from the pandemic?	<ol style="list-style-type: none"> <li>1. Why do we have such a range of growth in 2020-2021? BLT will review data.</li> <li>2. Why did some kids continue to excel during the pandemic while others became stagnant? Disaggregated data will be separated by traditional vs. MySchool students.</li> <li>3. Why did some families not participate in MySchool lessons and interventions? As a school, we can not determine a response.</li> <li>4. Why did the bouncing between programs continue? GCCS has changed the requirements and families are asked to stay with a school program model for the semester.</li> <li>5. Why do we need to modify Tier 1 instruction to address the learning loss? Our intervention program cannot be the only place we address loss of instruction and opportunity. Tier 1 will need to use data to drive instruction to meet students where they are to close the gap.</li> </ol>
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## **SECTION D: School Improvement Plan and Professional Development Plan**

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

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

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

## **School Improvement Plan**

### **Wilson INSIP Planning Calendar**

**April 2021 Review of progress toward current plan**

**May 2021 ILearn Data review**

**June BLT Retreat to review data and INSIP plan (Section 3 Gap Analysis)**

**July BLT Retreat to Draft 2021-2022 INSIP plan goals- (Root Cause)**

**August BLT meeting to adapt and adopt new plan (Section D)**

**August 17, 2021 Committee Final Review and submission of new plan.**

<b>GOAL 1</b>	By Spring 2022, > 59% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2023, > 61% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2024, > 63% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	September 25 <sup>th</sup> End of Q1	January 4 <sup>th</sup> Beginning of Q3	March 19 <sup>th</sup> End of Q3	
<b>Evidence at Checkpoints</b>	Grade Level Rolling Agenda and Student Data Wall	Data wall, NWEA reports and Running Record Scores	Data wall, Running Record Scores and Student Profile Sheets	
<b>Evidence- Based Strategy 1</b>	100% of teachers will be trained on backwards design using complexity vs difficulty as outlined by ILEARN.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Explicit 30 day launch instruction including digital access	Q1	Linda Coates	Walk throughs
Action Step 2	Literacy Coach will visit classrooms to model, observe and support literacy initiative.	Q1-Q4	Linda Coates	Coaching Corner Coaching Visits Coaching Feedback
Action Step 3	Launch digital journal entries and notebooking	Q1	Teachers	Student samples and grade level meeting rolling agenda.
Action Step 4	Plan units utilizing backward design to match standard with complex questioning and DOK	Q1	BLT and Teachers	BMA review and grade level meeting rolling agenda.
Action Step 5	Guided Reading Peer Visits	Q1	April Holder	Grade level meeting rolling agenda and peer feedback.
<b>Evidence- Based Strategy 2</b>	80 % of Wilson students will show growth on Quarter 2 benchmark NWEA data compared to Quarter 1 End-of-Quarter NWEA data.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	DOK is a focus for lesson planning with technology embedded	Q2-Q4	Linda Coates	Student samples and grade level meeting rolling agenda.
Action Step 2	DOK instruction/assessments are aligned. Instruction is aligned with running records and checklists for K/1.	Q2-Q4	BLT and Teachers	BMA and grade level meeting rolling agenda.
Action Step 3	Rubrics are in place for extended response	Q2-Q4	BLT and Teachers	Student samples and grade level meeting rolling agenda.
Action Step 4	Peer Visits and grade level meetings are focused on DOK.	Q2-Q4	April Holder	Grade level meeting rolling agenda and peer feedback.



Action Step 5	To close the SpEd/Low performing students gap, we will use data to drive intervention programs with strategies focusing on skill deficits.	Q2	Sped teachers and interventionists	NWEA growth scores
<b>Yr 2 Measurable Objective</b>	By Spring 2023, > 100% of teachers will have been trained, observed, and participated in the first year of Wilson Literacy Coaching Corner documented through the literacy coaching log.			
<b>Yr 3 Measurable Objective</b>	By Spring 2024, > 100% of the BLT will have been trained to support Teacher Clarity and will lead the grade level in the implementation of teacher clarity modules for ELA documented by the BLT and Grade Level Rolling Agendas.			

### **Differentiation**

**Tier 1:** All students will be provided feedback on their ability to answer complex questions. Anchors charts, lessons and feedback will allow students to practice through the gradual release model.

**Tier 2/3:** Students who have a comprehension deficit will receive IMPACT lessons to strengthen reading comprehension.

### **Professional Development:**

We will have monthly professional development to collaborate and learn from each other. Student work samples, lesson plans and instruction practice will be led by Wilson teachers, BLT or Reading coach.

### **Parent Involvement:**

DOK Levels and questions stems will be shared with parents each quarter. We will also have a Family Literacy night and provide tips and supports for parents to use at home.

### **Transition:**

Students will visit ELA classrooms at the middle school to see how comprehension and reading is structured at the middle school level. Kindergarten teachers will share reading goals and kindergarten reading readiness skills at Camp K with parents.

<b>GOAL 2</b>	By Spring 2022, > 58% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN. By Spring 2023, > 60% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN. By Spring 2024, > 62% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	October 1 <sup>st</sup> , 2021 End of Q1	January 2022- after NWEA testing	May 2022- after ILEARN testing	
<b>Evidence at Checkpoints</b>	Student Data Wall, NWEA data, DMA Data	Data wall, NWEA data-and Math DMA Data	Data wall, DMA and NWEA data	
<b>Evidence- Based Strategy 1</b>	100% of teachers will participate in training to learn to create multi step problems with varying difficulty and complexity.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Building Leadership Team will discuss problem of practice.	Q1	BLT	BLT rolling agenda.
Action Step 2	Numeracy Coach will visit classrooms to model, observe and support numeracy initiative.	Q1-Q4	Chrissie Lawrence	Coaching Corner Coaching Visits Coaching Feedback
Action Step 3	Teachers will focus on success criteria & how to incorporate	Q1	BLT and Teachers	Student samples and grade level meeting rolling agenda.
Action Step 4	Math Journals will be implemented	Q1- Q4	BLT and Teachers	Student samples and grade level meeting rolling agenda.
<b>Evidence- Based Strategy 2</b>	80% of Wilson students will show growth on MOY NWEA compared to BOY NWEA.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Principal will observe the math block noting success criteria	Q2	April Holder	RANDA and coaching conversations.
Action Step 2	District Math Coach will meet with each team on success criteria	Q1-Q4	Lindsay Combs and BLT	Grade level meeting rolling agenda
Action Step 3	Rubrics will be used to provide student feedback on responses.	Q2-Q4	BLT and Teachers	Student samples and grade level meeting rolling agenda.
Action Step 4	Wilson math coach will be available to model & coach.	Q2-Q4	Chrissie Lawrence	Coaching conversation recording form. Celebrations of implementation.
Action Step 5	Special Needs students will use manipulatives in small group.	Q2-Q4	Special Ed Teachers/Classroom teachers	Increase in NWEA Scores
<b>Yr 2 Measurable Objective</b>	By Spring 2023, > 100% of teachers will have been trained, observed, and participated in the first year of Wilson Numeracy Coaching Corner documented through the litracy coaching log.			
<b>Yr 3 Measurable Objective</b>	By Spring 2024, > 100% of the BLT will have been trained to support Teacher Clarity and will lead the grade level in the implementation of teacher clarity modules for numeracy documented by the BLT and Grade Level Rolling Agendas.			

**Differentiation:**

**Tier 1:** All students will be provided instruction in numeracy. Anchors charts, lessons and activities will allow student to practice through the gradual release model. DMR will include math fact mastery, number sense, reflections, key statements and numeracy vocabulary.

**Tier 2/3:** Teachers will use assessments and student work to determine flexible math groups to provided additional instruction and support.

**Professional Development:**

We will have monthly professional development to collaborate and learn from each other. Student work samples, lesson plans and instruction practice will be led by Wilson teachers, BLT or math coach.

**Parent Involvement:**

Math instructional strategies will be shared with parents through weekly newsletters. We will also have a Family Numeracy night and provide tips and supports for parents to use at home.

**Transition:**

Students will visit math classrooms at the middle school to see how numeracy instruction is structured at the middle school level. Kindergarten teachers will share math goals and kindergarten math skills at Camp K.

<b>GOAL 3</b>	By Spring 2021, behavior data will show 94% of Wilson students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions. By Spring 2022, behavior data will show 95% of Wilson students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions. By Spring 2023, behavior data will show 96% of Wilson students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.			
<b>Data Checkpoints (dates)</b>	October 1st End of Q1	January 3rd Beginning of Q3	March 18th End of Q3	
<b>Evidence at Checkpoints</b>	Plans reviewed	Tier plans implemented	School Wide Pride System in Place	
<b>Evidence- Based Strategy 1</b>	100% of teachers will have a behavior management system in place that provides Tier 1 instruction and outlines expectations.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Implement pilot SEL program in Quarter 2	Q2	Jessica Moman, April Holder, Marci Skelton	Lesson Plans and student feedback.
Action Step 2	PRIDE TEAM and SEL Team align.	Q1	BLT, April Holder and Marci Skelton	PRIDE Team rolling agenda.
Action Step 3	Paws (Pause) Strategies Videos created and shown K-5.	Q1	Marci Skelton	PRIDE Folder
Action Step 4	PRIDE Matrix launched	Q1	BLT and Teachers	Walk Throughs and PRIDE Celebrations.
<b>Evidence- Based Strategy 2</b>	Wilson will pilot the Character Strong program to support Social Emotional Learning.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	GCCS District Team will provide administration training and access to the pilot.	Q1	Lori Stinson	Materials purchased and school given access to pilot materials.
Action Step 2	BLT will be trained and begin Pilot.	Q1-Q2	April Holder	BLT Team rolling agenda.
Action Step 3	Life Skills lessons will be replaced with Character Strong Curriculum.	Q2-4	BLT	PRIDE Team rolling agenda.
Action Step 4	Discipline data and teacher feedback will be collected and reviewed to provide district feedback on the pilot.	Q4	April Holder, Jessica Moman and Marci Skelton	BLT rolling agenda
<b>Yr 2 Measurable Objective</b>	By Spring 2023, > 100% of teachers will have been trained, observed, and participated in the first year of Chracter Strong documented through the pride coach litracy coaching log and teacher lesson plans.			
<b>Yr 3 Measurable Objective</b>	By Spring 2024, > Wilson social skills curriculum will be Character Strong. 100% of teachers will have been trained, observed, and implement Chracter Strong documented through the pride coach litracy coaching log.			

**Differentiation**

Tier 1: All students will be provided life skills lessons weekly to focused on PRIDE.

Tier 2/3: Students who need behavior intervention will be put on an individualized Tier plan to provide instruction and support.

**Professional Development**

We will have monthly professional development to collaborate and learn from each other. The PRIDE team will share school data, goals and offer support to develop behavior plans and to aid classroom management.

**Parent Involvement**

Parents will be informed of our PRIDE program. All Tier 2 & 3 plans will be shared with parents.

**Transition**

PRIDE is a K- 12 initiate IN GCCS. Students will continue to develop college and career readiness skills as they mature and transition to the middle school.

## 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.**

<b>Professional Development Goal 1</b>	Wilson Elementary Coaches Corner will be in place to support Literacy, Writing and Numeracy to improve Tier 1 instruction.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	<ol style="list-style-type: none"> <li>1. Coaching Corner Agendas</li> <li>2. Coaching Log</li> <li>3. BLT Rolling agenda</li> </ol>	
<p>Establish Coaching Corner</p> <p>Round 1: Routines</p> <p>Round 2: Questioning</p> <p>Round 3: Feedback</p> <p>Round 4: Intervention</p> <p>Monthly each coach will meet with the school to focus on the targeted coaching Round.</p> <p>Weekly an academic coach will be paired with two grade levels to meet, look at data and conduct classroom visits.</p> <p>Monthly- Each teacher will have had access to observation, modeling and support from all three coaches.</p>		
<p>How will effectiveness be sustained over time?</p> <p>The coaches are working to address learning loss from the pandemic. They are targeting Tier 1 instruction and ways to improve instruction and student learning. The job embedded PD will target teacher capacity and clarity. This will strengthen core instruction, reduced the number of student in intervention and lead toward sustainability.</p>		

Professional Development Goal 2	Wilson Elementary will be trained on Teacher Clarity.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Rolling agenda and PD log that shows training on Teacher Clarity. Q1: Teachers will participate in Modules 1-3 Q2: Teachers will participate in Modules 4-5 Q3: Teachers will participate in Modules 6-7 Q4: Teachers will participate in Modules 8-9	
BLT Summer retreat training held in June and July. Each BLT became a module expert to lead and guide the implementation of that module. Each Quarter we will target and provide training on new modeules. Teachers will watch the videos, look at examples and begin to plan using the template for Teacher Clarity. We will work through the book and modules throughout the year.		
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 add a Teacher Clarity folder to our Wilson Staff 2021-2022 Team Drive to provide easy access and review to all staff.		

Professional Development Goal 3	Wilson Staff has implemented and sustained our Pride program, our next step is to pilot Character Strong as our SEL curriculum.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Rolling agenda and PD log that shows training on Characer Strong. Q1: GCCS District Team will provide administration training and access to the pilot. Q2: BLT will be trained and begin Pilot Q3: Life Skills lessons will be replaced with Character Strong Curriculum Q4: Discipline data and teacher feedback will be collected and reviewed to provide district feedback	
Staff Meeting: Once a month will be used to train teachers and staff on character strong. Committee Meeting: SEL will meet to monitor progress and outline future PD topics on Character Strong. BLT Meeting: Will gather data and feedback from the SEL team to set the monthly PD Calendar. Professional Development Presentations on Character Strong will be created and shared to all staff (certified and classified each quarter).		
How will effectiveness be sustained over time? Each day will start with student check ins and warm welcomes to begin the day. SEL lessons will be provided weekly beginning Q2 from the Character Strong Curriculum. Our BLT and PRIDE team will jointly meet each quarter to align next steps.		

## Professional Development Plan for Wilson

Week	Professional Development Focus: (Learning Intention)	Group Work (Learning Progressions)	Outcomes Success Criteria	Monitoring Assessment/Feedback
	<b>Measurable Goal:</b> 80% of Wilson students will show growth on MOY NWEA compared to BOY NWEA <b>Quarterly Focus: Routines</b>	District, principal, BLT, grade level team, etc	What will teachers be able to do?	Who - how monitored; how results are used (Feedback)
July 26 - 30, 2021	Safety Drills Routine Launch	Principal Principal	Norm Wilson Expectations	Safety Training Folder Sign-in sheet
Aug. 2 - 6, 2021	Coaching Corner ELA- Routine Launch Math- Routine Launch Writing- Routine Launch	AIC Numeracy Coach Writing Coach	Launch Routines and expectations for academics and behavior.	Coaching log Coaching log Coaching log
Aug. 9 - 13, 2021	Coaching Corner Walkthrough Data Meeting	AIC, Numeracy & Writing Coach BLT led- all teachers Principal	Coaches will model, observe and support Tier 1 instruction.	Coaching Log Walkthrough form Data Wall
Aug. 16 - 20, 2021	Coaching Corner INSIP Committee SEL Launch	AIC, Numeracy & Writing Coach Committee Principal	2021-2022 INSIP Plan will be completed.	Coaching Log INSIP Plan SEL Shared Drive
Aug. 23 - 27, 2021	Coaching Corner DMA Scoring Team Time: Teacher Clarity	AIC, Numeracy & Writing Coach Principal Intern BLT	Norm Scoring of DMA's and complete Teacher Clarity Module 1 & 2	Coaching Log Data Wall Grade Level Rolling Agenda
Aug. 30 - Sept. 3, 2021	Coaching Corner ELA Math Writing	AIC Numeracy Coach Writing Coach	Launch Questioning and expectations for academics and behavior.	Coaching log Coaching log Coaching log



Sept. 7 - 10, 2021	Elearning Day- WIDA, Teacher Clarity Teacher Clarity- Team time	ELL Teacher BLT BLT- all teachers	Participate in WIDA standards training and Module 3 & 4 of Teacher Clarity.	ELL Shared Drive Grade Level Rolling Agenda
Sept. 13 - 17, 2021	Coaching Corner Walkthrough Data Meeting	AIC, Numeracy & Writing Coach BLT – all teachers Principal and Principal Intern	Coaches will model, observe and support Tier 1 instruction.	Coaching Log Walkthrough form Data Wall
Sept. 20 - 24, 2021	Coaching Corner ESL/WIDA Teacher Clarity- Team Time	AIC, Numeracy & Writing Coach ELL Teacher BLT- all teachers	Participate in WIDA Complete Module 3 & 4 of Teacher Clarity.	Coaching Log ELL Shared Drive Grade Level Rolling Agenda
Sept. 27- Oct. 1, 2021	Coaching Corner Notebook Work Samples Problem Solving Work Samples	AIC, Numeracy & Writing Coach AIC & Writing Coach Numeracy Coach	Reviews types of questions and student response.	Coaching Log Grade Level Rolling Agenda Grade Level Rolling Agenda

## Wilson Elementary Round One Instructional Plan: Routines July/August

SEL/PRIDE	Reading	Writing	Math
Teachers will: Provide SEL Focus Lessons  Create a Class Pledge <a href="#">GCCS Safety Protocols</a> Establish Reporting	Teachers will: <a href="#">WES 90 mins</a> Provide Standard, comprehension, vocabulary and word work mini lessons. ***Designated SIRT Time <a href="#">SIRT Conference Form</a> *** <a href="#">Comprehension Launch</a>	Teachers will: Provide Focus lessons on craft, skill and procedure  ** <a href="#">Primary WW launch</a> ** <a href="#">Writer's Workshop</a>	Teachers will: Provide Focus lesson on conceptual standard, math facts, problem solving and number sense.
<b>Teach Expectations</b> * <a href="#">Wilson Launch</a> * Classroom * Cafeteria * Hallway * Bathroom * Recess * <a href="#">Positive Behavior Report</a>	<b>Teachers establish plan for:</b> * Word Work (not a list) * <a href="#">Vocabulary (not a list)</a> * Success Criteria * How to select a book * <a href="#">Annotation</a> * Notebook/Reading Response * <a href="#">Book Head Heart</a>	<b>Establish plan for:</b> * <a href="#">Daily Status of the Class</a> * Success Criteria * <a href="#">Conference Plan</a> * <a href="#">Video on conferences</a> * <a href="#">Share Chair</a> * <a href="#">Interactive Writing</a> * <a href="#">Shared Writing</a> * <a href="#">Mentor Text List</a>	<b>Establish plan for:</b> * Math Fact Routines * Number Talk and * Number Sense * Math Process Standards * Math Problem Solving * Performance Tasks * Success Criteria
<b>Wildcat Routines</b> <a href="#">Individual(5Pause)</a> Classroom (Tier 1) <a href="#">School (Matrix)</a>	<b>Wildcat Reader Routines</b> Notebook/Response <a href="#">Independent Reading</a> (Book selection/goal setting) Peer Reading Collaboration Standard Guided Practice Standard Independent Practice Exit Slips & using Technology	<b>Wildcat Writer Routines</b> Topic List Notebook/Drafts Peer Editing Peer Conferences Publishing Sharing	<b>Wildcat Numeracy Routines</b> Notebook/Response Math Talks Standard Guided Practice Standard Independent Practice Exit Slips Technology
<b>We should see:</b> *Anchor charts posted *Students using anchor charts during guided/independent practice *Anchor Chart notebooks * SEL Poster * Restorative Practice * PRIDE poster * Classroom expectations  <b>Need more:</b> Kids led conversation Kids doing the work Teachers and students actively engaged	<b>We should see:</b> *Mini-lessons *Small flexible guided reading groups *Use of leveled text 100 points above <del>lexile</del> * K – ABC flash cards * Guided Reading Lesson Plans – system for taking notes to change instruction for tomorrow. * <a href="#">Mentor Text for Comprehension</a> * Non-fiction 50% *8 Text exposures a week *Graphic organizers *Reading log/journal *Variety of genres * Complex Thinking and Text * Interactive read aloud	<b><a href="#">Our Process</a></b> <b><a href="#">Process Song</a></b> Pre-Write Rough Draft Peer-Conference Edit Teacher Conference Revise, Publish Illustrate, Share <b>We should see:</b> *Balance of Choice Vs. Prompts *Use of rubrics * Posted student work * Use of Trait Crate **6+1 Traits of Writing *K-2 use B/M/E organizer * 3 <sup>rd</sup> -5 <sup>th</sup> use 4 Square organizer	<b><a href="#">DMR Process</a></b> 2-3 boxes *1 box is conceptual unit * Biweekly DMR Quiz * <a href="#">15 minute</a> goal  <b>We should see:</b> * Daily Problem Solving * Math Conversations * Process Standards Daily Manipulatives used *Anchor charts *Small group instruction *Fact Mastery *Goal Setting *Stamina