

School Name Wilson Elementary School 23-24 Draft

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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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Choose an item.    Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * SW <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)			
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>			
April Holder	Principal	Both	ELA	Math	Attend.	Spec.Ed.
Abby Mulvihill	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			
Susan Reynolds	Special Education Teacer	Both	Spec.Ed.			
Marci Skelton	Fourth Grade Teacher	Both	ELA	Attend		
Whitney Carver	Fifth Grade Teacher	Both	ELA			
Penny Seiderman	Second Grade Teacher	Both	ELA	Math		
<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?**

## SECTION A: Review Essential Information

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

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

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	k - 5	Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Exact Path	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		
Place link here (if necessary) ->							

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

*continued*

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

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

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

## Core Element 2: Instructional Program [Required for all]

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

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

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

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

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

## Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA	k - 9	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 - 8	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	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"/>
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 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]

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 inquires need to be made to the principal/ Superintendent’s Office.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor’s badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM 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.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff

**REPORTING PROCEDURES**

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

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

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

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

<input type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input 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 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.

**Number of students absent 10% or more of the school year.**      **Last year: 103**                      **Two years ago: 72**                      **Three years ago: 91**

Although we regularly monitor attendance, utilize the parent legal notices and truancy advocates, and do attendance announcements and recognitions, our families struggle with the transportation and realizing the importance of attendance.

### **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 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"/>

## **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 input and feedback is welcomed through surveys and other communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions.

### **In what ways does the school involve parents/families to maintain or increase high levels of student attendance?**

Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and 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, PowerSchool gradebooks, Google classroom and classroom communication apps. 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/ESSER 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
Sara Fountain	General Elementary License	First Grade Teacher



Hannah Embry	General Elementary License	First Grade Teacher
Jennifer Cox	General Elementary License	Kindergarten Teacher
Raegan Hebner	General Elementary License	Kindergarten Teacher
Lindsay Thomas	General Elementary License	First Grade Teacher
Molly Haeseley	Emergency License	Kindergarten Teacher
Penny Seiderman	General Elementary License	Second Grade Teacher
Leaha Marble	General Elementary License	Second Grade Teacher
Rachel Stephans	General Elementary License	Second Grade Teacher
Cortney Perkins	General Elementary License	Third Grade Teacher
Chloe Rijke	General Elementary License	Third Grade Teacher
Kristan Trail	General Elementary License	Fourth Grade Teacher
Alexis Meriwether	Alternative Specialized Permit	Special Education Teacher
Marci Skelton	General Elementary License	Fourth Grade Teacher
Chris Reschar	General Elementary License	Fifth Grade Teacher
Amanda Holt	General Elementary License	ELL Teacher
Whitney Carver	General Elementary License	Fifth Grade Teacher
Stephanie Naville	Communication Disorders P-12	Speech Teacher
Susan Reynolds	General Education, Mild Disabilities, Learning Disabilities	Special Education Teacher
Ellen Brietweiser	Emergency License	Third/Forth Grade 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	Emergency License	Special Education Teacher

**Link:**

## SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input 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 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 checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input type="checkbox"/>	*Including student subgroups
<b>List or Link Other Data Sources Below</b>							
Link ->				Link ->			

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

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

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

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

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

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

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

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to:**

**assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

**Goal 1**

**Measurable outcome met? No**

ELA

3rd Grade will perform at or above 29% proficiency on the 2023 ILearn ELA assessment.  
4th Grade will perform at or above 33% proficiency on the 2023 ILearn ELA assessment.  
5th Grade will perform at or above 40% proficiency on the 2023 ILearn ELA assessment.

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

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

The ELA goal was not met in 5<sup>th</sup> grade. The teachers have attended professional development this year to look at reading instruction. We held five rounds of job embedded PD: routines, feedback, questioning/student response, teacher clarity, and on intervention. This year our coaches will work with teams through the Teacher Clarity Process to develop units that build reading skills and align to state standards the district focus will be on vocabulary and word work.

**Goal 2**

**Measurable outcome met? No**

Math

3rd Grade will perform at or above 39% proficiency on the 2023 ILearn Math assessment.  
4th Grade will perform at or above 40% proficiency on the 2023 ILearn Math assessment.  
5th Grade will perform at or above 33% proficiency on the 2023 ILearn Math assessment.

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

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

The math goal was not met in 3<sup>rd</sup> or 4<sup>th</sup> grade. The teachers have attended professional development on number sense, problem solving and math process standards. This year our coaches will work with teams using the Teacher Clarity Process to develop units that build numeracy skills and align to state standards that utilize the resources from the math series.

**Goal 3**

**Measurable outcome met? No**

By May 2023, 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?**

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

Goal was not met. We have made progress and have established clear expectations for behavior. 92.7% of our students did not receive an office referral this year. We have continue to use Character Strong Program and the Principal Intern to provide lessons and to develop behavior plans that support our students.

## 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% re- respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1	

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

## GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority																																			
<p>WES believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills.</p>	Yes	<p>2023 ILEARN scores improved in 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> grade reading and 4<sup>th</sup> &amp; 5<sup>th</sup> grade math.</p> <table border="1" data-bbox="625 574 1098 764"> <thead> <tr> <th>Grade</th> <th>ELA 2021</th> <th>Math 2021</th> <th>ELA 2022</th> <th>Math 2022</th> <th>ELA 2023</th> <th>Math 2023</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>24%</td> <td>28%</td> <td>27%</td> <td>37%</td> <td>32%</td> <td>32%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>38%</td> <td>38%</td> <td>31%</td> <td>38%</td> <td>37%</td> <td>39%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>34%</td> <td>27%</td> <td>38%</td> <td>31%</td> <td>37%</td> <td>38%</td> </tr> <tr> <td><b>Total</b></td> <td><b>32%</b></td> <td><b>31%</b></td> <td><b>32%</b></td> <td><b>35.3%</b></td> <td><b>34%</b></td> <td><b>35.83%</b></td> </tr> </tbody> </table>	Grade	ELA 2021	Math 2021	ELA 2022	Math 2022	ELA 2023	Math 2023	3 <sup>rd</sup>	24%	28%	27%	37%	32%	32%	4 <sup>th</sup>	38%	38%	31%	38%	37%	39%	5 <sup>th</sup>	34%	27%	38%	31%	37%	38%	<b>Total</b>	<b>32%</b>	<b>31%</b>	<b>32%</b>	<b>35.3%</b>	<b>34%</b>	<b>35.83%</b>	<p>Student Performance: Students are not passing district DMA extended response questions consistently.</p> <p>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 using data to plan instruction based on students responses.</p> <p>Math Tier 1: All students will be provided instruction in numeracy from the next text series. 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.</p>	☒	Choose an item.
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<p>WES will provide an intervention plan to meet the needs of all learners.</p>	Yes	<p>2023 ILEARN DATA</p> <p>Wilson Data Wall</p> <p>Progress Monitoring Tool linked to deficit</p> <p>Word Inventory</p> <p>Math DMA and DMR Assessment Data</p>	<p>Student performance: Wilson students are showing growth, but a majority are still below grade level based on NWEA.</p> <p>Reading Tier 2/3: Teachers and intervention team will match reading deficits to a progress monitoring tool to provide targets instruction that moves readers.</p> <p>Math Tier 2/3: Teachers will use assessments and student work to determine flexible math groups to provided</p>	☒	Choose an item.																																			

<p>WES will provide special education, ELL and High ability services to meet the needs to all learners.</p>	<p>Yes</p>	<p>WIDA Asesements IEP progress monitoring High Ability Units and student portfolios</p>	<p>Student performance: Special education students are not passing district DMA extended response questions consistently</p> <table border="1" data-bbox="1129 250 1667 391"> <tr> <td><b>Special Ed</b></td> </tr> <tr> <td>Intervention plan: IEP followed to support each student</td> </tr> <tr> <td>Differentiation : IEP goals and plans created per student</td> </tr> <tr> <td>Parent involvement: Annual ACR held to review goals &amp; progress. Reports sent each Quarter/</td> </tr> </table>	<b>Special Ed</b>	Intervention plan: IEP followed to support each student	Differentiation : IEP goals and plans created per student	Parent involvement: Annual ACR held to review goals & progress. Reports sent each Quarter/	<p><input checked="" type="checkbox"/></p>	<p>Choose an item.</p>																																									
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<p>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.</p>	<p>Yes</p>	<table border="1" data-bbox="625 407 1100 586"> <thead> <tr> <th>Subgroup</th> <th>IIEARN ELA</th> <th>IIEARN MATH</th> </tr> </thead> <tbody> <tr> <td>Free/Reduce</td> <td>46/129= 35.7%</td> <td>44/129= 34.1%</td> </tr> <tr> <td>Sped</td> <td>3/41 = 7.3%</td> <td>5/41 = 12.2%</td> </tr> <tr> <td>Black</td> <td>16/57 = 28.1%</td> <td>10/57 = 17.5%</td> </tr> <tr> <td>Hispanic</td> <td>2/19 = 10.5%</td> <td>3/19 = 15.8%</td> </tr> <tr> <td>Multi-racial</td> <td>10/31 = 32.3%</td> <td>9/31 = 29.0%</td> </tr> <tr> <td>White</td> <td>33/75 = 44.0%</td> <td>41/75 = 54.7%</td> </tr> </tbody> </table>	Subgroup	IIEARN ELA	IIEARN MATH	Free/Reduce	46/129= 35.7%	44/129= 34.1%	Sped	3/41 = 7.3%	5/41 = 12.2%	Black	16/57 = 28.1%	10/57 = 17.5%	Hispanic	2/19 = 10.5%	3/19 = 15.8%	Multi-racial	10/31 = 32.3%	9/31 = 29.0%	White	33/75 = 44.0%	41/75 = 54.7%	<table border="1" data-bbox="1129 407 1730 688"> <tr> <td><b>ELL</b></td> </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 border="1" data-bbox="1129 721 1829 943"> <tr> <td><b>High Ability</b></td> </tr> <tr> <td>Intervention plan: Weekly meeting with district high ability teacher.</td> </tr> <tr> <td>Differentiation: Literature Circles and project extensions. <u>Math Versatiles</u> and Problem solving.</td> </tr> <tr> <td>Parent involvement: District High Ability Committee</td> </tr> </table>	<b>ELL</b>	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	<b>High Ability</b>	Intervention plan: Weekly meeting with district high ability teacher.	Differentiation: Literature Circles and project extensions. <u>Math Versatiles</u> and Problem solving.	Parent involvement: District High Ability Committee	<p><input checked="" type="checkbox"/></p>	<p>Choose an item.</p>															
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<p>WES will have professional development to collaborate &amp; learn from each other. Student work, lesson plans &amp; instruction practice will be led by Wilson teachers.</p>	<p>Yes</p>	<table border="1" data-bbox="625 984 1100 1211"> <thead> <tr> <th></th> <th>PD offered</th> <th>Grade Level PD</th> <th>Coaching Corner</th> <th>Building Leadership</th> </tr> </thead> <tbody> <tr> <td>Aug.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Sept.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Oct.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Nov.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Dec.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Jan.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Feb.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Mar.</td> <td>9</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table>		PD offered	Grade Level PD	Coaching Corner	Building Leadership	Aug.	9	2	3	2	Sept.	9	2	3	2	Oct.	9	2	3	2	Nov.	9	2	3	2	Dec.	9	2	3	2	Jan.	9	2	3	2	Feb.	9	2	3	2	Mar.	9	2	3	2	<p>Reading: Need monthly PD&gt; Student work samples, lesson plans and instruction practice will be led by Wilson teachers and coaches to plan instruction from student data.</p> <p>Math: Need monthly PD&gt; Student work samples, lesson plans and instruction practice will be led by Wilson teachers, BLT or Reading coach to implement new text serires.</p> <p>PRIDE: Need monthly PD&gt; The PRIDE team and AICB will develop plans and Character Strong lessons to build regulation skills.</p>	<p><input checked="" type="checkbox"/></p>	<p>Choose an item.</p>
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

**Step 2: Conduct Root Cause Analyses**

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

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

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



<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
<p>Greater Clark County Schools trained K-2 classroom teachers on the Science of reading this summer and will begin implementation this year.</p>	<p>Why are so many students lacking foundational reading skills? Students have not had enough time to master explicit phonemic awareness.</p> <p>Why was the science of reading chosen to address this need? The state is adopting this approach that follows the science of reading.</p> <p>Why do we need to explore new approaches? Coaches are working with teachers on implementing science of reading and understand the importance of strengthen foundational skills that relates to how a child's brain learns to read.</p> <p>Why are we focusing specifically on K-2 teachers? To improve foundational instruction and skills that are necessary for students to be able to read.</p> <p>Why are 3<sup>rd</sup>-5<sup>th</sup> grade students struggling with basic reading foundational skills? They lack the phonemic awareness and phonics skills to decode multisyllabic words. This leads to a breakdown of comprehension.</p>
<p>Wilson math ILEARN scores improved in 4<sup>th</sup> and 5<sup>th</sup> grade.</p>	<p>Why do we need to continue with fidelity the structured math block? The new series has several resources that would support math facts, problem solving and math process standards.</p> <p>Why do we need to continue to use the basal with fidelity? After several years of teachers adapting and finding resources, we have gaps. Using a researched based series will norm vocabulary, math process standards and resources for our students.</p> <p>Why do we need to discuss how and why we pull supplemental materials?</p> <p>The math series is new and we need to implement the new resources as our primary source and then discuss supplementing.</p> <p>Why do students struggle to improve problem solving? A POP is that scaffold support is used and students do not have enough opportunities to develop strategies using productive struggle and problem solving on their own.</p> <p>Why does our data, planning and instruction allow for some students to show growth, but not all. Coaches are working with teachers to use data to begin planning, plan for instruction and to monitor student progress.</p>

<p>How do we ensure that classroom behavior does not take away from instructional time?</p>	<p>Why do some students get dysregulated so often? The Pride team gathered data to see who and how often disruptions occur.</p> <p>Why does Tier 1 work for most, but not all? Students come with varying mental health needs.</p> <p>Why do the paw strategies not work for high fliers? The Paws strategies are a Tier 1 tool and are not effective when students are escalated. The strategies work at the beginning of frustration, but not when the student is at the top of the curve.</p> <p>Why do students struggle to follow PRIDE expectations across all school settings? Data was gathered to show incidents during special area, recess and lunch. Targeted lessons will be created to reinforce expectations in these areas.</p> <p>Why do some kids continue to struggle while on Tier 2 plans? The intern and teachers develop plans, we are hoping to find a way to monitor the implementation to see if inconsistency are a factor in student success?</p>
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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

## Using the Goal Template

### Goals

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

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

### Evidence-Based Strategy

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

### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

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

**Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE >**

<b>GOAL 1</b>	By Spring 2024, > 40% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2025, > 50% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2026, > 60% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	DMA Results and NWEA BOY	DMA Results and NWEA MOY	DMA Results and NWEA EOY	
<b>Evidence at Checkpoints</b>	Grade Level Rolling Agenda, and Student Data Wall	Data wall, NWEA reports, and reading assessments/checklist	Data wall, assessment scores, checklist data, and Student Profile Sheets	
<b>Evidence- Based Strategy 1</b>	100% of teachers will be trained on the science of reading to strengthen the teacher clarity process to plan, provide instruction based on student outcomes before, during, and after a unit of study with increased focus on word work and vocabulary.			<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 20 day launch to create routines and set expectations	Q1	Linda Coates	100% of classroom teachers will participate in two learning walk by Sept. 29, 2023.
Action Step 2	IMSE Training	Q1	GCCS District	66.6% of K-2 grade classroom teachers will attend the IMSE training to strengthen word work and vocabulary instruction.
Action Step 3	Science of Reading Training	Q1-Q4	Linda Coates	100% of classroom teachers will participate in quarterly science of reading training facilitated by our literacy coach.
Action Step 4	Literacy Coach will visit classrooms and meet with teams during planning to improve instruction based on student data.	Q1-Q4	Linda Coates	The literacy coach will visit each classroom, twice a semester or more based on need and request. Coach will provide feedback to build instructional capacity in teaching staff.
Action Step 5	Learning talks, student work samples, DMA results and teacher feedback will be reviewed and discussed to make informed changes to word work and vocabulary instruction.	Q1-Q4	Teachers	Student samples will be reviewed twice a quarter by grade level teams to determine levels of growth and need. Second through fifth grade teachers will review DMA results with students after each assessment to provide feedback and review scoring. K & 1 will review the checklist at midterm and end of the quarter.
Action Step 6	Coaches and BLT will support teams by utilizing teacher clarity to plan and provide instruction based on student outcomes before, during and after a unit of study.	Q1-Q4	BLT and Teachers	BLT will meet every other week. DMA analysis will take place after every DMA.
<b>Evidence- Based Strategy 2</b>	80% of 3-5 Wilson students will show growth on EOY 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	BLT will meet with grade level teams once a week to review DOK and technology integration.

Action Step 2	DOK instruction/assessments are aligned. Instruction is aligned with reading assessments and checklists for K/1.	Q2-Q4	BLT and Teachers	BLT will meet with grade level teams twice a quarter to review assessment and checklist data.
Action Step 3	Rubrics are in place for extended response.	Q2-Q4	BLT and Teachers	Student samples will be reviewed twice a quarter by grade level teams. Second through fifth grade teachers will review DMA results with students after each assessment to provide feedback and reviewing scoring. K & 1 will review the checklist at midterm and end of the quarter.
Action Step 4	Peer Visits and grade level meetings are focused on DOK.	Q2-Q4	April Holder	100% of classroom teacher will participate in two learning walks each quarter.
Action Step 5	Students will conference with teacher about NWEA scores and growth.	Q2 & Q4	Classroom Teacher	Student conference form.
<b>Yr 2 Measurable Objective</b>	By Spring 2024, > 100% of the BLT will have been trained to support the Science of Reading and Teacher Clarity documented by the BLT and Grade Level Rolling Agendas.			
<b>Yr 3 Measurable Objective</b>	By Spring 2025, > 100% of grade level teams will implement Science of Reading and Teacher Clarity without support from coaches as 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 reading deficit will receive IMPACT lessons tailored to their needs. Progress Monitoring tools will be used to track growth and progress.

### **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:**

We will also have a Family Literacy night and provide tips and supports for parents to use at home. Parent Teacher Conferences will be held to discuss students progress.

### **Transition:**

Students will visit the middle school in the Spring. Kindergarten teachers will share reading and math goals and kindergarten reading and math readiness skills at Camp K with parents.

<b>GOAL 2</b>	By Spring 2024, > 40% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN. By Spring 2025, > 50% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN. By Spring 2026, > 60% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	DMA Results and NWEA BOY	DMA Results and NWEA MOY	DMA Results and NWEA EOY	
<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 math professional development, including the new series and our Balanced Math approach.			<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	Numeracy Coach will support teachers on the 20 day math launch- Unit 1 Math Is from the new series	Q1	BLT	100% of certified teachers will utilize the 20 day launch to set numeracy routines.
Action Step 2	Numeracy Coach will visit classrooms to model, observe and support math series and instruction.	Q1-Q4	Chrissie Lawrence	The numeracy coach will visit each classroom, twice a semester or more based on need and request. Coach will provide feedback to build instructional capacity in
Action Step 3	Teachers will adapt success criteria to the new series.	Q1	BLT and Teachers	BLT will meet with grade level teams to identify success criteria for each unit of study and align performance descriptors and learning experiences to the success
Action Step 4	Math Journals will be implemented.	Q1- Q4	BLT and Teachers	Student samples will be reviewed once a quarter by grade level teams.What will you look for in student work?
<b>Evidence- Based Strategy 2</b>	80% of 2 <sup>nd</sup> -5 <sup>th</sup> grade Wilson students will show growth on EOY NWEA compared to BOY NWEA			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Principal will observe the math block noting success criteria.	Q2	April Holder	100% of math teachers will be observed once during the semester.
Action Step 2	District Math Coach will meet with each team on success criteria.	Q1-Q4	Lyndsay Combs and BLT	District coach will meet with grade level teams once a quarter to analyze data and provide support for purposeful planning and preparation.
Action Step 3	Success Criteria will be used to provide student feedback on responses.	Q2-Q4	BLT and Teachers	Student responses will be reviewed once a quarter by grade level teams. Second through fifth grade teachers will review DMA results with students after each assessment to provide feedback and review scoring. K & 1 will review the checklist at midterm and end of the quarter.
Action Step 4	Wilson math coach will be available to model & coach.	Q2-Q4	Chrissie Lawrence	The numeracy coach will visit each classroom, twice a semester or more based on need and request. . Coach will provide feedback to build instructional capacity in teaching staff.

Action Step 5	Students will conference with teacher about NWEA scores and growth.	Q2 & Q4	Classroom Teacher	Student conference form.
<b>Yr 2 Measurable Objective</b>	By Spring 2024, > 100% of teachers will have been trained, observed, and participated in the second year of Wilson Numeracy Coaching Corner documented through the coaching log.			
<b>Yr 3 Measurable Objective</b>	By Spring 2025, > 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: number sense, reflections, key statements and numeracy vocabulary.

**Tier 2/3:** Teachers will use assessments and student work to determine flexible math groups to provide 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 numeracy coach.

**Parent Involvement:**

We will also have a Family Numeracy night and provide tips and supports for parents to use at home. Parent Teacher Conferences will be held to discuss students progress.

**Transition:**

Students will visit the middle school in the Spring. Kindergarten teachers will share reading and math goals and kindergarten reading and math readiness skills at Camp K with parents.

<b>GOAL 3</b>	By Spring 2024, 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 2025, 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 2026, 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>	End of Q1	Beginning of Q3	End of Q3	
<b>Evidence at Checkpoints</b>	Plans reviewed	Tier plans implemented as needed	School Wide Pride System in Place	
<b>Evidence- Based Strategy 1</b>	<b>Teachers will work with Principal Intern to develop Tier 2 plans when needed.</b>			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teacher will collect data on students with repeated behavior concerns.	Q1-4	Classroom teacher	Options such as Teacher tracking via DOJO, behavior clipboards, Blue Tickets
Action Step 2	Admin Intern will review Blue Ticket data wall on a weekly basis to keep track of students with behavior concerns.	Q1-4	Abby Mulvihill	PRIDE Team will review at the end of the quarter. All staff will attend a PRIDE meeting once a month. Principal Intern will review data weekly and discuss with classroom teacher.
Action Step 3	Princial Intern will work with teachers to develop and support Tier 2 plans by providing check in/check out systems.	Q1-4	Abby Mulvihill	Tier 2 plans will be reviewed every thirty days by the intern.
Action Step 4	PRIDE Matrix launched	Q1-4	BLT and Teachers	PRIDE Team will conduct quarterly walkthroughs.
<b>Evidence- Based Strategy 2</b>	100% of teachers will have a behavior management system in place that provides Tier 1 instruction through the Character strong lessons.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	PRIDE Team will launch the Character Strong program and provide access to shared drive.	Q1	Pride Team, Marci Skelton	All staff will attend two professional developments on the launch of PRIDE and Character Strong.
Action Step 2	Life Skills lessons will be replaced with Character Strong Curriculum.	Q2-4	Classroom teachers, PRIDE Team, Abby Mulvihill	100% of the teachers will use Character Strong Program. The AIC-B will monitor implementation during classroom visits.
Action Step 3	Discipline data and teacher feedback will be collected and reviewed	Q2-4	Abby Mulvihill	PRIDE Team will review at the end of the quarter. All staff will attend a PRIDE meeting once a month.
Action Step 4	Principal Intern and PRIDE team will support Character Strong and be available to model and provide feedback to teachers.	Q2-4	Aby Mulvihill, PRIDE team	The Principal Intern and/or PRIDE lead will visit each classroom, once a quarter based on request.



<b>Yr 2 Measurable Objective</b>	By Spring 2025, 100% of teachers will have been trained and implement Character Strong weekly documented through the PRIDE shared drive and teacher lesson plans.
<b>Yr 3 Measurable Objective</b>	By Spring 2026, 100% of new teachers will have been trained and implement Character Strong weekly documented through the PRIDE shared drive and teacher lesson plans. The Principal Intern and PRIDE Lead will provide an onboarding session and quarterly support for new hires as requested.

**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 initiative 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 on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

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

<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> <input checked="" type="checkbox"/>
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Grade Level Rolling Agendas to reviews student data on DMA Coaching Log BLT Rolling agenda Review student data and growth on DMA and NWEA assessments.	
<p>Plan for coaching and support during the learning process:</p> <p>Establish Coaching Corner            Round 1: Routines            Round 2: Science of Reading, vocabulary and word work            Round 3: Relevance and Meaningful Learning Experiences            Round 4: Intervention            Round 5: Climate and Culture of Learning</p> <p>Each week academic coaches will be paired with grade levels to meet, look at data and conduct classroom visits.            Each monthly the full staff will come together to vertically discuss ELA, numeracy and Pride            Each quarter- coaches will complete observation, modeling and support for classroom teachers as needed or requested.</p>		
<p>How will effectiveness be sustained over time? The coaches are working to improve student achievement. They are targeting Tier 1 instruction and ways to improve instruction and student learning. The job embended PD will target teacher capacity and clarity. This will strengthen core instruction, reduced the number of student in intervention and lead toward sustainability.</p>		

<b>Professional Development Goal 2</b>	Wilson Elementary will use Teacher Clarity.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Rolling agenda and PD log that shows training on Teacher Clarity. Q1-Q4 Grade level planning will focus on data, planning and instruction. BLT and coaches will facilitate the teacher clarity process. Review student data and growth on DMA and NWEA assessments.	
Plan for coaching and support during the learning process: BLT will have Teacher Clarity Refresher throughout the year. Teachers will watch the videos, look at examples and improve their teams' Teacher Clarity Process. We will review the book and modules throughout the year as needed.		
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 utilize the Teacher Clarity folder in the Wilson Staff 2022-2023 Team Drive to provide easy access and review to all staff and to document our work.		

<b>Professional Development Goal 3</b>	Wilson Staff has implemented Character Strong as our SEL curriculum.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	Rolling agenda and PD log that shows training on Characer Strong. Q1: Principal Intern created a shared drive of Character Strong Lessons and provide training. Q2: BLT will be collect feedback on lesson Implementation and the Pride Team will review behavior data to determine impact. Q3 & 4: Pride Team will use feedback to change lessons or sequence based on teacher feedback.	
Plan for coaching and support during the learning process: Staff Meeting: Once a month the staff will discuss or learn more about the Character Strong Program. Committee Meeting: SEL and PRIDE coach will meet to monitor progress and outline future PD topics on Character Strong. 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 Q1 from the Character Strong Curriculum. Our BLT and PRIDE team will jointly meet each quarter to align next steps. The AIC for Behavior will provide training to support implementation of the program.		

## 2023-2024 Professional Development Calendar

Wilson Quarter 1	<b><u>Principal Playbook and Wilson PD</u></b> Quarter 1 Launching our work *Teacher Clarity Process- Meaningful Learning Experiences	<b><u>Launch Routines</u></b> *Safety *MTSS: Academic/Behavioral	<b><u>Data and Instruction</u></b> * BLT will facilitate planning * Launch Coaching Model	<b><u>Monitoring and Accountability</u></b> * Rolling Agendas * Instructional and Learning Walks will provide feedback
	Professional Development Focus: <b>(Learning Intention)</b>	Group Work <b>(Learning Progressions)</b>	Outcomes <b>Success Criteria</b>	Monitoring <b>Assessment/Feedback</b>
	Measurable Goal: Quarterly Focus:	District, principal, BLT, grade level team, etc.	What will teachers be able to do?	Who - how monitored; how results are used (Feedback)
Welcome Back	<b>July 10</b> 14 IMSE Training for K-1 Teachers @ Fetter Center <b>July 17</b> Holder and Mulvihill out @ Principal Leadership Meeting <b>July 18</b> BLT Retreat @ Utica Elementary <b>July 19</b> New Teacher Orientation- Administration Building (Board Room)	GCCS	Kickoff and District Training	Training Sign in sheets and BLT Rolling Agenda
July 24 - 28, 2023	PD Kickoff for 23-24 Safety Training Certified/Classified	Principal Principal	2023-2024 Kick off and safety training	Safety Sign in Sheet 2023-2024 Wilson Shared Drive
July 31 - Aug. 4, 2023	Tuesday- Data, Planning, Instruction Wednesday- <b>MTSS/PRIDE</b> Thursday- Data, Planning, Instruction <b>August 4<sup>th</sup> BLT 8-8:45</b>	Academic Coaches Pride/SEL lead Academic Coaches	Launch Meaningful Learning, Routines and expectations for academics and behavior.	Coaching log SEL Shared Drive Coaching log BLT Rolling Agenda
Aug. 7 - 11, 2023	Tuesday- Data, Planning, Instruction Wednesday- <b>Committee Meetings</b> Thursday- Data, Planning, Instruction <b>August 11 Safe Crisis Refresher</b>	Principal Academic Coaches BLT GCCS Point Person	2023-2024 INSIP Plan will be completed. Teacher Clarity Process Safe Crisis Review	INSIP Plan Committee Rolling Agendas Data Wall SCM Updates
Aug. 14 - 18, 2023	<b>August 14<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- District Coach Meeting Wednesday- Learning Walk & Talks Thursday- Data, Planning, Instruction <b>August 18<sup>th</sup> BLT 8-8:45</b>	MTSS Lead Academic Coaches BLT Academic Coaches Principal	Peer visits and learning talks to norm our work Walkthrough Feedback Teacher Clarity Process	MTSS Rolling Agenda Grade Level Rolling Agenda Walk Through Form Coaching Log BLT Rolling Agenda

Aug. 21 - 25, 2023	Tuesday- Data, Planning, Instruction Wednesday- Meaningful Learning Thursday- Data, Planning, Instruction	Principal Academic Coaches BLT	Revisit- Teacher Clarity Meaningful Learning Experiences.	Coaching Log ELA Sign in sheet Grade Level Rolling Agenda
Aug. 28 - Sept.1, 2023	<b>August 28<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- Data, Planning, Instruction Wednesday- <b>ELL Training</b> Thursday- Data, Planning, Instruction <b>September 1<sup>st</sup> BLT 8-8:45</b>	MTSS Lead Academic Coaches ELL Coordinator Academic Coaches BLT	MTSS Referrals Teacher Clarity Process WIDA Training. Team Collaboration Teacher Clarity Process	MTSS Rolling Agenda Coaching Log ELL Sign In sheet Grade Level Rolling Agenda BLT Rolling Agenda
Sept. 5 - 8, 2023	District Professional Development Wednesday- <b>MTSS/PRIDE</b> Thursday- Data, Planning, Instruction <b>September 8 Safe Crisis Refresher</b>	Academic Coaches Pride/SEL lead BLT GCCS Point Person	Introduce Science of Reading. Safety Review	GCCS Sign In Sheet PRIDE Shared Drive Grade Level Rolling Agenda SCM Updates
Sept. 11 - 15, 2023	<b>September 11 MTSS TEAM 8-8:45</b> Tuesday- Data, Planning, Instruction Wednesday- Learning Walk & Talks Thursday- Data, Planning, Instruction <b>September 15<sup>th</sup> BLT 8-8:45</b>	MTSS Lead Academic Coaches BLT Academic Coaches BLT	MTSS Referrals Peer visits and learning talks to strengthen our work Teacher Clarity Process	MTSS Rolling Agenda Grade Level Rolling Agenda Walk Through Form Coaching Log BLT Rolling Agenda
Sept. 18 - 22, 2023	Tuesday- Data, Planning, Instruction Wednesday - <b>Committee Meetings</b> Thursday- Data, Planning, Instruction Sept 21/22 Carolyn Gwinn New teachers	Academic Coaches BLT Academic Coaches GCCS District	Each committee will reflect and create next steps for PD.	Grade Level Rolling Agenda Committee Rolling Agendas Coaching Log Training Sign In sheet
Sept. 25 - Sept. 29, 2023	Sept. 25 <sup>th</sup> Building Discussion Tuesday- Data, Planning, Instruction Wednesday- Grades due by 4 Thursday- Data, Planning, Instruction	GCEA Rep Academic Coaches Classroom Teacher Academic Coaches	Discussion Each committee will reflect and create next steps for PD.	Building Discussion Rolling Agenda Grade Level Rolling Agenda PowerSchool Coaching Log

Wilson Quarter 2	<b><u>Principal Playbook and Wilson PD</u></b> Quarter 2 Science of Reading	<b><u>Launch Routines</u></b> Science of Reading <b><u>Revisit</u></b> Teacher Clarity Meaningful learning	<b><u>Data and Instruction</u></b> * Intervention Demo and swoops will begin	<b><u>Monitoring and Accountability</u></b> * Rolling Agendas * Instructional and Learning Walks will provide feedback
	Professional Development Focus: <b>(Learning Intention)</b>	Group Work <b>(Learning Progressions)</b>	Outcomes <b>Success Criteria</b>	Monitoring <b>Assessment/Feedback</b>
	Measurable Goal: Quarterly Focus:	District, principal, BLT, grade level team, etc	What will teachers be able to do?	Who - how monitored; how results are used (Feedback)
Oct. 9 - 13, 2023	Tuesday- Data, Planning, Instruction Wednesday Testing & Security Thursday- Data, Planning, Instruction	Academic Coaches STC Academic Coaches	Training of Relevance and Meaningful learning Experiences	Coaching Log Test and Security Sign In sheet Coaching Log
Oct. 16 - 20, 2023	<b>October 16 MTSS TEAM 8-8:45</b> Tuesday- Data, Planning for Launch Wednesday- <b>ELL Training</b> Thursday- Data, Planning, Instruction <b>October 20<sup>th</sup> BLT 8-8:45</b>	MTSS Lead Literacy Coach ELL Coordinator Academic Coaches Principal	ELL Training and tips to support ILPs.	MTSS Rolling Agenda Grade Level Rolling Agenda ELL Sign In sheet Coaching Log BLT Rolling Agenda
Oct. 23 - 27, 2023	Building Discussion Tuesday- Data, Planning for Writing Wednesday- <b>MTSS/PRIDE</b> Thursday- Data, Planning, Instruction	GCEA Rep Writing Lead Pride/SEL lead Academic Coaches	Discussion Coaches will model, observe and support Tier 1 instruction.	Discussion Rolling Agenda Grade Level Rolling Agenda PRIDE Shared Drive Coaching Log
Oct. 30 - Nov. 3, 2023	<b>October 30 MTSS TEAM 8-8:45</b> Tuesday- Data, Planning for Math Wednesday- Learning Walk & Talks Thursday- Data, Planning, Instruction <b>November 3 BLT 8-8:45</b>	MTSS Lead Math Lead BLT Academic Coaches BLT	MTSS Referrals Peer visits/ learning talks for Relevance/Meaningful learning Experiences	MTSS Rolling Agenda Grade Level Rolling Agenda Walk Through Form Coaching Log BLT Rolling Agenda
Nov. 6 - 10, 2023	Parent Teacher Conference Week <b>November 10<sup>th</sup> Safe Crisis Refresher</b>	Classroom teachers SCM Point Person	Parent/School Communication	Conference Sign In sheets SCM Updates
Nov. 13 - 17, 2023	<b>November 13<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- Data, Planning for Reading Wednesday- Science of Reading Thursday- Data, Planning, Instruction November 17 <sup>th</sup> STEM/PD Day	MTSS Lead Literacy Coach Literacy Coach BLT Principal	Science of Reading focus on vocabulary and word work	MTSS Rolling Agenda Grade Level Rolling Agenda Training Sign In Sheet Coaching Log Grade Level Rolling Agenda

November 20-24, 2023	Thanksgiving Break			
Nov. 27 - Dec. 1, 2023	Tuesday- Data, Planning for Writing Wednesday- <b>Committee Meetings</b> Thursday- Data, Planning, Instruction <b>December 1 BLT 8-8:45</b>	Writing Lead BLT Academic Coaches Principal	Each committee will reflect and create next steps for PD/training needs for science of reading.	Grade Level Rolling Agenda Committee Rolling Agendas Coaching Log BLT Rolling Agenda
Dec. 4 - 8, 2023	<b>December 4<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- Data, Planning for Math Wednesday- <b>MTSS/PRIDE</b> Thursday- Data, Planning, Instruction <b>December 8<sup>th</sup> Safe Crisis Refresher</b>	MTSS Lead Math Lead Pride/SEL lead Academic Coaches SCM Point Person	MTSS Referrals Review Semester 1 behavior and academic data with whole staff.	MTSS Rolling Agenda Coaching Log PRIDE Shared Drive Coaching Log SCM Updates
Dec. 11 - 15, 2023	Tuesday- Data, Planning, Instruction Wednesday- Grades Due by 4 PM Thursday- Data, Planning, Instruction	Principal Classroom Teacher BLT	End of semester reflection and Q2 Intervention goals.	Grade Level Rolling Agenda PowerSchool Coaching Log

Wilson Quarter 3	<u>Principal Playbook and Wilson PD</u> Quarter 3 Data Driven Intervention	<u>Revisit</u> Science of Reading, Meaningful Learning	<u>Data and Instruction</u> * Intervention Demo and swoops will reset	<u>Monitoring and Accountability</u> * Rolling Agendas * NWEA Continuum
	Professional Development Focus: <b>(Learning Intention)</b>	Group Work <b>(Learning Progressions)</b>	Outcomes <b>Success Criteria</b>	Monitoring <b>Assessment/Feedback</b>
	Measurable Goal: Quarterly Focus:	District, principal, BLT, grade level team, etc	What will teachers be able to do?	Who - how monitored; how results are used (Feedback)
Jan. 2 - 5, 2024	Tuesday- Data, Planning for Reading Wednesday- Testing/Security Refresh Thursday- Data, Planning, Instruction January 5 <sup>th</sup> BLT 8-8:45	Literacy Coach STC Academic Coaches BLT		Grade Level Rolling Agenda Test and Security Sign in Sheet Grade Level Rolling Agenda BLT Rolling Agenda
Jan, 8 - 12, 2024	January 8 MTSS TEAM 8-8:45 Tuesday- Data, Planning for Math Wednesday- MTSS/PRIDE Thursday- Data, Planning, Instruction January 12 <sup>th</sup> Safe Crisis Refresher	MTSS Lead Math Lead Pride/SEL lead BLT GCCS Point Person	MTSS Referrals Full staff intervention and skill deficit training for reading and numeracy.	MTSS Rolling Agenda Coaching Log PRIDE Shared Drive Coaching Log SCM Updates
Jan. 16 - 19, 2024	Tuesday- Data, Planning for Writing Wednesday- Learning Walk & Talks Thursday- Data, Planning, Instruction January 19 <sup>th</sup> BLT 8-8:45	Writing Lead BLT Academic Coaches BLT	Peer visits/learning talks to strengthen our work- looking at word work and learning experiences	Grade Level Rolling Agenda Walk Through Form Coaching Log BLT Rolling Agenda
Jan. 22 - 26, 2024	January 22 MTSS TEAM 8-8:45 Tuesday- Data, Planning for Reading Wednesday - Committee Meetings Thursday- Data, Planning, Instruction	MTSS Lead Literacy Coach BLT Academic Coaches	MTSS Referrals Each committee will reflect and create next steps for PD.	MTSS Rolling Agenda Coaching Log Committee Rolling Agenda Coaching Log
Jan. 29 - Feb. 2, 2024	Tuesday- Data, Planning, Instruction Wednesday- IREAD Training Thursday- Data, Planning, Instruction February 2 <sup>nd</sup> BLT 8-8:45	Academic Coaches STC BLT	Response to Intervention	Grade Level Rolling Agenda IREAD Training Sign in Sheet Coaching Log BLT Rolling Agenda
Feb. 5 - 9, 2024	Tuesday- Data, Planning for Math Instruction Wednesday - Intervention Thursday- Data, Planning, Instruction	Math Lead Principal Academic Coaches SCM Point Person	Bring samples of intervention and skill deficit data for discussion.	Grade Level Rolling Agenda Intervention Rosters Coaching Log SCM Updates



	February 9 <sup>th</sup> Safe Crisis Refresher			
Feb. 12 - 16, 2024	February 12 <sup>th</sup> MTSS TEAM 8-8:45 Tuesday- Data, Planning for Reading Wednesday- Writing Spirals Thursday- Data, Planning, Instruction February 16 <sup>th</sup> BLT 8-8:45	MTSS Lead Literacy Coach Writing Lead Coordinator Academic Coaches Principal	Writing Spirals	MTSS Rolling Agenda Grade Level Rolling Agenda Writing Folders Coaching Log BLT Rolling Agenda
Feb. 19 - 23, 2023	Tuesday- Data, Planning for Writing Wednesday- Learning Walk & Talks Thursday- Data, Planning, Instruction	Writing Lead BLT Academic Coaches	Peer visits and learning talks to strengthen our work	Grade Level Rolling Agenda Walk Through Form Coaching Log
Feb. 26 - Mar. 1, 2024	Building Discussion Tuesday- Data, Planning for Math Instruction Wednesday- Retention Conferences Thursday- Data, Planning, Instruction March 1 <sup>st</sup> BLT 8-8:45	GCEA Rep Math Lead Classroom Teacher BLT Academic Coaches	Discussion Coaches/Teachers will meet with parents and teachers to discuss student progress.	Building Discussion Agenda Grade Level Rolling Agenda Round 1 Retention Letters Coaching Log BLT Rolling Agenda
March 4 - 8, 2024	March 4 <sup>th</sup> MTSS TEAM 8-8:45 Tuesday- Data, Planning for Reading Wednesday- MTSS/PRIDE Thursday- Data, Planning, Instruction March 8 <sup>th</sup> Safe Crisis Refresher	MTSS Lead Literacy Coach Pride/SEL lead BLT GCCS Point Person	MTSS Referrals Q3 Behavior Data and Tier Plan review.	MTSS Rolling Agenda Grade Level Rolling Agenda PRIDE Shared Drive Coaching Log SCM Updates
March 11 - 15, 2024	Tuesday- Data, Planning for Writing Wednesday- Grades Due by 4 PM Thursday- Data, Planning, Instruction March 15 <sup>th</sup> Stem Day/PD	Writing Lead Classroom Teacher BLT Principal	End of semester reflection and Q2 Intervention goals.	Grade Level Rolling Agenda PowerSchool Coaching Log Grade Level Rolling Agenda

Wilson Quarter 4	<b><u>Principal Playbook and Wilson PD</u></b> Quarter 4 Data Driven Intervention	<b><u>Revisit</u></b> Science of Reading, Meaningful Learning	<b><u>Data and Instruction</u></b> * Intervention Demo and swoops will reset	<b><u>Monitoring and Accountability</u></b> * Rolling Agendas * NWEA Continuum
	Professional Development Focus: <b>(Learning Intention)</b>	Group Work <b>(Learning Progressions)</b>	Outcomes <b>Success Criteria</b>	Monitoring <b>Assessment/Feedback</b>
	Measurable Goal: Quarterly Focus:	District, principal, BLT, grade level team, etc	What will teachers be able to do?	Who - how monitored; how results are used (Feedback)
April 1 - 5, 2024	Tuesday- Data, Planning, Instruction Wednesday- <b>Committee Meetings</b> Thursday- Data, Planning, Instruction <b>April 5<sup>th</sup> BLT 8-8:45</b>	Principal Academic Coaches BLT Academic Coaches	Each committee will reflect and create next steps for PD.	Coaching Log Committee Rolling Agendas Coaching Log BLT Rolling Agenda
April 8 -12, 2024	<b>April 8<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- Data, Planning, Instruction Wednesday- Learning Walk & Talks Thursday- ILEARN Training 3 <sup>rd</sup> -5 <sup>th</sup> <b>April 12<sup>th</sup> Safe Crisis Refresher</b>	MTSS Lead Academic Coaches BLT Academic Coaches SCM Point Person	MTSS Referrals Peer visits and learning talks to strengthen our work	MTSS Rolling Agenda Coaching Log Walkthrough Form Ilearn Sign in Sheet SCM Refresher
April 15 - 19, 2024	Tuesday- Data, Planning, Instruction Wednesday Retention/SummerSchool Thursday- Data, Planning, Instruction <b>April 19<sup>h</sup> BLT 8-8:45</b>	Principal Academic Coaches BLT BLT	Coaches/Teachers will meet with parents and teachers to discuss student progress.	BLT Rolling Agenda Coaching Log Five Star Sign in Sheet Coaching Log
April 22 - 26, 2024	April 22 <sup>nd</sup> Building Discussion Tuesday- Data, Planning, Instruction Wednesday- <b>Committee Meetings</b> Thursday- Data, Planning, Instruction	GCEA Rep Principal Academic Coaches BLT	Discussion Each committee will reflect and create next steps for PD.	Discussion Rolling Agenda Coaching Log Committee Rolling Agendas Coaching Log
April 29 - May 3, 2024	<b>April 29<sup>th</sup> MTSS TEAM 8-8:45</b> Tuesday- Data, Planning, Instruction Wednesday- <b>MTSS/PRIDE</b> Thursday- Data, Planning, Instruction	MTSS Lead Academic Coaches Pride/SEL lead Academic Coaches	MTSS Referrals Review Q4 behavior and academic data with whole staff.	MTSS Rolling Agenda Coaching Log PRIDE Shared Drive Coaching Log
May 6 - 10, 2024	Tuesday- Teacher Only Day <b>Wed- Class Placement Meetings</b> Thursday- Data, Planning, Instruction <b>May 10<sup>th</sup> Safe Crisis Refresher</b>	Principal Academic Coaches BLT SCM Point Person	End of the year checklist and reflection	Training Sign in Sheet Coaching Log Placement Records SCM Updates

May 13 - 17, 2024	May 13 <sup>th</sup> Building Discussion Tuesday- Data, Planning, Instruction Wed- End of the Year Checklist Thur- End of the Year Checklist	GCEA Rep Principal Academic Coaches BLT	Discussion End of the year checklist and reflection	Discussion Rolling Agenda BLT Rolling Agenda Coaching Log End of the Year Checklist
May 20 - 24, 2024	May 21 <sup>st</sup> Q4 Grades Due by 4pm May 22 <sup>nd</sup> May Blast May 24 <sup>th</sup> Awards/Graduation			