Indiana
DEPARTMENT OF EDUCATION

School Name | Wilson Elementary

School Number | 0755

Street Address | 2915 Charlestown Pike

City | Jeffersonville   Zip Code | 47130

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT

PLAN For implementation during the following years: 2024 - 2027

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **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. ☐	This is a review/update of a plan currently in use. ☒
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 **S**chool**w**ide or **T**argeted **A**ssistance? * Choose an item. *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- 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, <mark>schools classified as TSI or ATSI must have a sub-committee for each underperforming group</mark>.

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)
Sample: *Alma Smith*	*Teacher*	*Both*	*ELA, Wht, SpEd, Multiracial*
Kathleen Gilland	Principal	Both	ELA , Math, Attend, SpEd
Abby Mulvihill	Principal Intern	Both	ELA, Math, Attend, SpEd
Linda Coates	AIC	Both	ELA, SpEd, ,
Sara Fountain	1st Grade Teacher	Both	Math, SpEd, ,
Penny Seiderman	2nd Grade	Both	Attend, SpEd, ,
Rachal Stephans	3rd Grade	Both	Math, SpEd, ,
Kristan Trail	4th Grade	Both	Math, SpEd, ,
Marcinda Skelton	5th Grade	Both	Attend, SpEd, ELA, Math
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

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

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

District Vision

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

School Vision

WES: Working to Educate All Students

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

WES: 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*	☒
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	☒
English /Language	K – 5, 7 - 12	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	☒
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	☒
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	☒
Science	k - 5	Scott Foresman, Generation Genius k - 8	No	1	Textbook and resources are the core science program.	Yes	☒
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	☒
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	☒
Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	☒
Writing	k - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	☒
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Choose	☒
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	☒
					Secondary Course Description Guides		

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

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	☒
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	☒
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	☒
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	☒
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	☒
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	☒
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	☒
Instructional strategies foster active participation by students during the instructional process.	Yes	☒
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	☒
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	☒
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	☒
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	☒
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	☒
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	☒

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 <u>in addition to</u> 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 Screeening process	Yes	☒
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	☒
		Other		Yes	☒
District Mastery	1 - 8	Other	Used to measure power standards mastery in reading writing and math	Yes	☒
Mastery Checks	1 - 8	Other	Used frequently to determine remediation needs and allow for retakes	Yes	☒
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	☒

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	☒
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	☒
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	☒

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 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	☒
A plan is in place to provide in-service training in the use of technology.	Yes	☒
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	☒
There are established procedures for maintaining technology equipment.	Yes	☒
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	☒

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?		
☐ Not currently implementing career awareness activities	☒	Career Day/Fair or Community Day
☒ Career Simulation (JA/Biztown, etc.)	☒	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
☒ Career-focused classroom lessons	☒	Guest speakers
☐ Other		

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

Grades 6-8 only

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

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

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

What career awareness activities are provided for students?		
☒ Not currently implementing career information activities.	☒	Career-related courses
☒ Job-site tours	☒	Career Day/Fair or Community Day
☒ Guest speakers	☐	
☒ Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	☐	
☒ Industry-related Project-Based Learning	☐	
☒ Online career navigation program	☐	
☒ Job shadowing	☐	

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	☒
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	☒
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	☒
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	☒
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	☒
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	☒
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	☒
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	☒

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/PM to supervise students entry/exit into and from the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff.

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

Core Element 7: Cultural Competency [Required for all]

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

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

☐	American Indiana/Alaskan Native	☒	English Language Learner	☒	Multiracial
☒	Asian	☒	Free/Reduced Lunch	☒	Native Hawaiian or Other Pacific Islander
☒	Black	☒	Hispanic Ethnicity	☒	White

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

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

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

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

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

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

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

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   **Last year:** 66   **Two years ago:** 95   **Three years ago:** 103

What may be contributing to the attendance trend?
We continue to recover from habits that were established during the pandemic. Each year more children return to our classrooms from being homeschooled. The daily routine of getting up and leaving the house has not been established. Mental health continues to be a contributing factor also. Students with anxiety may struggle with coming to school daily.

What procedures and practices are being implemented to address chronic absenteeism?
    We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:
- Average daily attendance data are monitored and discussed with teacher teams each quarter.
- We utilize the parent attendance legal notice and Truancy advocates assigned to our school to address habitual attendance concerns.
- Announcements and recognitions are made regularly to emphasize the importance of punctuality and attendance.

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	☒
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	☒

How does the school maximize family engagement to improve academic achievement?
The school has an active parent organization, which sponsors several family events throughout the year. They meet on a regular basis to develop support for students and staff. The parent organization serves as a conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved in are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are provided the option to participate in school events and offered opportunities to volunteer.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Family input and feedback is regularly collected through surveys and other communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and help them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

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

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

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

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

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

Not Applicable

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

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

We offer a competitive salary and also provide new teacher academy workshops to provide support with mentors and ongoing professional development.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Denim Kampschaefer	CDA	Preschool
Mikayla Baxter	General Elementary License	Kindergarten Teacher
Trisha Fisher	General Elementary License	Kindergarten Teacher
Molly Haeseley	General Elementary License	Kindergarten Teacher
Sydney McCormick	General Elementary License	Kindergarten Teacher
Hannah Embry	General Elementary License	First Grade Teacher
Sara Fountain	General Elementary License	First Grade Teacher
Lindsay Thomas	General Elementary License	First Grade Teacher
Megan Dotson	General Elementary License	First Grade Teacher
Haley Foster	General Elementary License	Second Grade Teacher
Leaha Marble	General Elementary License	Second Grade Teacher
Penny Seiderman	General Elementary License	Second Grade Teacher
Alyssa Zion	General Elementary License	Third Grade Teacher
Rachel Stephans	General Elementary License	Third Grade Teacher
Kaitlyn Nein	General Elementary License	Third Grade Teacher
Kristan Trail	General Elementary License	Fourth Grade Teacher
Nissa White	General Elementary License	Fourth Grade Teacher
Chris Reschar	General Elementary License	Fourth/Fifth Grade Teacher
Marcinda Skelton	General Elementary License	Interventionist
Nyah Dennison	Emergency License	Fifth Grade Teacher
Linda Coates	General Elementary, Special Ed, Counseling	Academic Improvement Coordinator
Stacy Parker	General Elementary License	Special Education
Susan Reynolds	General Education, Mild Disabilities, Learning Disabilities	Special Education
Alexis Meriwether	General Education, Mild Disabilities,	Special Education

Stephanie Naville	Communication Disorders P-12	Speech
Amanda Holt	General Elementary License	ELL
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. <mark>Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.</mark>**

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

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

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**. <u>**All**</u> <u>schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress</u>.

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

Goal 1   Measurable outcome met? No

By Spring 2024, > 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.

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

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

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

Goal 2   Measurable outcome met? No
By Spring 2024, > 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.

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

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

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

Goal 3   **Measurable outcome met?** Yes

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.

If goal was met, how will the school further improve or sustain this level of performance?
The staff will continue to use Character Strong program to discuss how and why we should act certain ways to build community and a safe school. The staff will receive training on additional tools and resources to support student behavior.

If the goal was not met, should the school continue to work toward this goal? No

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:
1) Are our current goals still areas where improvement is needed immediately?
2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Wilson Elementary School provides a challenging curriculum with student-centered instruction that stresses success for all students.	Yes	WES Data Dashboard https://docs.google.com/spreadsheets/d/1Ptkqhq5Znm37vs9rTjWYSouI9lhHtEcH4ZYHf5EHG2Q/edit?usp=sharing	Our State Assessment data indicates that we fell far short of our goals in both ELA and Math. In ELA our data shows that our performance has improved on both NWEA % of students above 41% and on the IREAD assessment. This data indicates that we are better supporting students in attaining foundational reading skills. However, the improvements have not been reflected in ILEARN results. This is likely due to the rigor of the test and the stamina needed to perform well on it. In Math our data shows that we have stayed statistically stable in our performance based on the ILEARN state standardized tests. Our performance has improved on NWEA % of students above 41%. This is a steady incline from 45% in 2021 to 61% in 2024, therefore we are better supporting students in attaining foundational math skills. However, the improvements have not been reflected in ILEARN results. This is likely due to the rigor of the test and the stamina needed to perform well on it.	☒	1

Wilson Elementary School will provide an intervention plan to meet the needs of all learners.	Yes	WES Data Dashboard https://docs.google.com/spreadsheets/d/1Ptkqhq5Znm37vs9rTjWYSouI9lhHtEcH4ZYHf5EHG2Q/edit?usp=sharing	In ELA our data shows that our performance has improved on both NWEA % of students above 41% and on the IREAD assessment. Through Tier 2/3 instruction, 57% met their goal on the NWEA Dyslexia Screeners and MAP Growth. This data indicates that we are better supporting the general population of students in attaining foundational reading skills but need to continue implement Science of Reading instruction within our classrooms and during intervention.	⊠	2
Wilson Elementary School believes all students can learn and be successful.	Yes	WES Data Dashboard https://docs.google.com/spreadsheets/d/1Ptkqhq5Znm37vs9rTjWYSouI9lhHtEcH4ZYHf5EHG2Q/edit?usp=sharing	Our data indicates students with disabilities as a group struggle to meet grade level standards as indicated by NWEA results and local assessments.	⊠	3
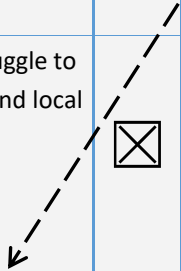
List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
In ELA our data shows that our performance has improved on both NWEA % of students above 41% and on the IREAD assessment. The percentage of students passing indicates that we are better supporting students in attaining foundational reading skills. However, the improvements are not sufficient and students with disabilities are still not passing the minimal competency test. The improvements have also not been reflected in ILEARN results.	Why are so many students lacking foundational reading skills? Students have not had enough time to master explicit phonemic awareness and phonics skills. Teachers will continue to implement Science of Reading based instructional strategies. Intervention will continue to implement in small groups Orton Gillingham and Morphology instruction.

Why was the science of reading chosen to address this need? The state is adopting this approach. Science of Reading is research-based and we have seen growth in student data.

How will our data, planning and instruction meet the needs of all learners? Teachers will use assessment data to plan instruction based on state standards and the Science of Reading based instruction. Teachers will use error analysis to determine student deficits to ensure the needs of all learners are met.

Why are 3rd-5th 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. Intervention groups are focusing on Orton Gillingham to build students' abilities in phonemic awareness and phonics skills. 3rd-5th will also implement IMSE Morphology to increase student knowledge of breaking words into morphemes. |
| Wilson math ILEARN scores decreased in 3rd, 4th, and 5th grade by 5.2% overall. | Why do we need to continue with fidelity the structured math block? The basal has several resources that would support math facts, problem solving and math process standards, is consistent, and provides opportunities/time for deeper conversations. The basal provides a strong foundation for new teachers, and veteran teachers can implement and modify as needed.

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.

Why do we need to discuss how and why we pull supplemental materials? We need to implement the basal resources as our primary source and then discuss supplementing using data to guide the needs.

Why do students struggle to improve problem solving? A Problem of Practice 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. Consistency with regular practice across grade levels is needed.

Why does our data, planning and instruction allow for some students to show growth, but not all? All students showed growth based on their need, meaning that we met kids where they were, but they may not have shown growth on grade level assessments due to a wide achievement gap. |

95% of Wilson students did not have an office referral in 2023-2024, increasing from 2022-2023 by 2.4%. Wilson attendance improved to 94.8% in 2023-2024 from 92.8% in 2022-2023.	Why do some students get dysregulated so often? The Pride team gathered data to see who and how often disruptions occur. Specific needs of students were not being met. Teachers and staff members were intentional about teaching communication and calming strategies. 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. Why do some kids continue to struggle while on Tier 2 plans? Students are not involved in creating the plan, so they often do not have buy-in. Teachers, Principal Intern, and student will create the Tier 2 plans.

Write your Goal(s) from these.

↓

Develop strategies from these.

↓

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

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

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.**

GOAL 1	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.			
Data Checkpoints (dates)	November 1	February 15		May 25
Evidence at Checkpoints	Math scores on interim test.	Math scores on interim test.		Math scores on interim test.
Evidence- Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children*, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			**PD needed** ☑
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
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.
Yr 2 Measurable Objective	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.			
Yr 3 Measurable Objective	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.			

GOAL 1	By Spring 2025, > 40% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.		
Data Checkpoints (dates)	NWEA BOY and ILEARN Checkpoints	NWEA MOY and ILEARN Checkpoints	NWEA EOY and ILEARN Benchmark and ILEARN Summative Assessment
Evidence at Checkpoints	NWEA BOY data and ILEARN Checkpoint 1 Data	NWEA MOY data and ILEARN Checkpoint 2 Data	NWEA EOY data, ILEARN Checkpoint 3 Data, ILEARN Summative Assessment Data

Evidence- Based Strategy 1	Teachers will participate in purposeful planning processes through the Teacher Clarity model to provide standard base literacy instruction. Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy	**PD needed** ⊠

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Explicit 20 day launch to create routines and set expectations	Q1	Coaches/BLT	100% of classroom teachers will include the launch in lesson plans. Coaches and principals will observe routines in classroom walkthroughs three times per quarter.
Action Step 2	IMSE Training/Science of Reading Training	Q1	GCCS District	80% of K-2 and 3-5 teachers will attend IMSE Orton Gillingham and/or Morphology training to strengthen phonics, word work, and vocabulary instruction and will be evident within the classroom in 1 of 5 walkthroughs by coaches and principals.
Action Step 3	Science of Reading Training	Q1-Q4	Coaches/BLT	90% of classroom teachers will participate in quarterly Orton Gillingham or Morphology 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	90% of grade level teams will review common grade level assessments at least two times per quarter.
Action Step 5	Teams will use data to guide instruction and provide feedback to students based on data.	Q1-Q4	Teachers	80% of classroom teachers will have a minimum of three coaching observations/modeling best teaching practices per semester from the coach.
Action Step 6	The Literacy coach will use the District Coaching Model to support teachers in Literacy Instruction	Q1-Q4	Linda Coates	80% of classroom teachers will have a minimum of three coaching observations/modeling best teaching practices per semester from the coach.

	Teachers will participate in purposeful planning processes through the Teacher Clarity process to develop or use quality assessments for literacy to determine student proficiency and next steps in instruction.			
Evidence- Based Strategy 2	Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy			**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Unwrap and understand the standard.	Q1-Q4	Coaches	80% of teachers will participate in purposeful planning to unwrap/understand the standard at least one time per week.
Action Step 2	Analyze relevant data.	Q1-Q4	Coaches	90% of teachers will participate in purposeful planning with coaches to analyze relevant data a minimum of two times per quarter.
Action Step 3	Use error analysis to determine deficits within a standard.	Q1-Q4	Coaches	90% of teachers will participate in purposeful planning with coaches to determine deficits two times per quarter.
Action Step 4	Utilize determined deficits to plan and implement small group instruction to meet needs.	Q1-Q4	Classroom Teachers	90% of teachers will participate in purposeful planning with coaches to analyze relevant data and plan remediation a minimum of two times per quarter.
Yr 2 Measurable Objective	By Spring 2026, > 50% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.			
Yr 3 Measurable Objective	By Spring 2027, > 60% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.			

Differentiation

Tier 1: All students will be provided specific and timely feedback on their ability to answer complex questions. Anchors charts, lessons and feedback will allow students to practice through the gradual release model. Parents will be informed of current focus skills and standards with opportunities to support.

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

Transition:

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

GOAL 2	By Spring 2025, > 40% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN.		
Data Checkpoints (dates)	ILEARN Checkpoints and NWEA BOY	ILEARN Checkpoints and NWEA MOY	ILEARN Checkpoints and NWEA EOY
Evidence at Checkpoints	Student Data Wall, NWEA data	Data wall, NWEA data	Data wall and NWEA data

Evidence- Based Strategy 1	Teachers will participate in purposeful planning processes through the Teacher Clarity process to develop or use quality instruction for mathematics that aligns with district and state curriculum. Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Follow six-day launch Unit 1, Math Is, from the McGraw Hill Reveal series to create routines and set expectations.	Q1	Classroom teachers	100% of classroom teachers will include the launch in lesson plans. Coaches and principals will observe routines in classroom walkthroughs three times per quarter.
Action Step 2	Teachers will visit classrooms to model, observe and support math series and instruction.	Q1-Q4	Classroom teachers/ BLT/ intervention	75% Classroom teachers will observe in other classrooms, twice a semester or more based on need and request.
Action Step 3	BFF Implementation in grades 1-5.	Q1-Q4	Classroom teachers, math coach	90% of teachers will implement BFF during their math block facilitated by the math coach. Coaches and administrators will observe routines in classroom walkthroughs three times per quarter.
Action Step 4	District Math Coach will meet with each team on success criteria.	Q1-Q4	Lyndsay Combs and BLT	80% of the teachers will meet with the district coach once a quarter to review success criteria.

Evidence- Based Strategy 2	Teachers will work within the teacher clarity process to develop or use quality assessments for math to determine student proficiency. Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Unwrap and understand the standards.	Q1-Q4	Teachers, coaches	80% of teachers will participate in purposeful planning to unwrap/understand the standard at least one time per week.
Action Step 2	Teams will use data to guide instruction and provide feedback to students.	Q1-Q4	Classroom teachers	90% of grade level teams will review common assessments/student samples with student feedback two times per quarter.

Action Step 3	Teachers will utilize error analysis of ILEARN Checkpoint data (3-5), Checklist data (K-1), and grade level assessments (2) to determine learning deficits and implement intervention.	Q2-Q4	BLT and Teachers	90% of teachers will participate in purposeful planning to determine deficits two times per quarter. Student responses on ILEARN checkpoints will be reviewed once a quarter by grade level teams.

Yr 2 Measurable Objective	By Spring 2026, > 50% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN.
Yr 3 Measurable Objective	By Spring 2027, > 60% of students in grades 3rd-5th will meet proficiency on Math standards as measured by ILEARN.

Differentiation:

Tier 1: All students will be provided instruction in numeracy. Anchors charts, lessons and activities will allow students 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 quarterly professional development to collaborate and learn from each other. Student work samples, lesson plans, and instruction practice will be led by Wilson teachers and BLT.

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.

GOAL 3	By Spring 2025, 92% of all students at Wilson Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.		
Data Checkpoints (dates)	End of Q1	End of Q2	End of Q3
Evidence at Checkpoints	Plans reviewed	Tier plans implemented as needed	School Wide Pride System in Place, Blue Ticket data, Lunch Bunch (as needed), Office Referral Data
Evidence- Based Strategy 1	Teachers will have a behavior management system in place to promote school-wide PRIDE expectations and will develop a better understanding of culturally responsive teaching. Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice? Center on PBIS, University of Oregon. www.pbis.org.	**PD needed** ☐	

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teach, model, and expect schoolwide PRIDE expectations through the year.	Q1- Q4	Teachers and All Staff	90% of teachers will teach and implement the PRIDE expectations daily as evidenced by student routines, discipline data, and observations by the administrators two times per quarter.
Action Step 2	Develop and utilize a MTSS system for Tier 2/3 students that tracks implementation of plans and behavior with data that is recorded in a data dashboard.	Q1-Q4	All Staff	100% of teachers will have access to the MTSS referral system and the MTSS team will meet at least one time per month to review data as evidenced by the MTSS Rolling Agenda.
Action Step 4	Incorporate a daily morning meeting for the class to build community.	Q1-Q4	All Staff	90% of teachers will hold a morning meeting at least three times per week to build community as evidenced by observations from administrators two times per quarter.
Action Step 5	Incorporate the Character Strong program into the classrooms with multiple lessons weekly.	Q1	Pride Team, Marci Skelton	80% of staff will attend two professional developments on the launch of Character Strong and provide 100% of staff with lessons on the shared drive.
Action Step 6	Launch school-wide bi-weekly PRIDE Meetings to build school-wide culture of high expectations and success.	Q1	Kathy Gilland	60% of the teachers or more will provide a list of students to recognize at the morning meeting that will be held at least 4 times per quarter.
Action Step 7	Participate in weekly Conscious Discipline training, incorporating components gradually.	Q1-4	Kathy Gilland	90% of teachers and support staff will participate in training three times per month. Training will be scheduled on the school calendar

Yr 2 Measurable Objective	By Spring 2026, 93% of all students at Wilson Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.

Yr 3 Measurable Objective	By Spring 2027, 94% of all students at Wilson Elementary will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.

Differentiation

Tier 1: All students will be provided weekly Character Strong lessons to focus on PRIDE. Teachers will use Conscious Discipline strategies to encourage students to make positive choices.

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

Professional Development

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

Parent Involvement

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

Transition

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

Professional Development Plan

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

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

Professional Development Goal 1	Wilson Elementary teachers will utilize the teacher clarity process, intentional feedback, and purposeful planning to improve student performance.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funding	
Evidence of Impact	Rolling agendas for grade level meetings. Classroom walkthroughs by AIC and leadership. Data dashboard.	

Plan for coaching and support during the learning process:
Reading coach will work with all teachers. Grade level teacher clarity meetings will happen weekly. Data dashboard will be maintained and updated weekly.

How will effectiveness be sustained over time?
We will monitor student data and progress through the new ILEARN benchmark assessment in addition to NWEA assessment data.

Professional Development Goal 2	Wilson Elementary teachers will utilize the teacher clarity process, intentional feedback, and purposeful planning to improve student performance.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funding	
Evidence of Impact	Rolling agendas for grade level meetings. Classroom walkthroughs by leadership. Data dashboard.	

Plan for coaching and support during the learning process:
Grade level teacher clarity meetings will happen weekly. Data dashboard will be maintained and updated weekly.

How will effectiveness be sustained over time?
We will monitor student data and progress through the new ILEARN benchmark assessment in addition to NWEA assessment data.

Professional Development Goal 3	All classroom teachers will be trained in, understand, and utilize Conscious Discipline strategies.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS funding	
Evidence of Impact	Staff meeting rolling agendas Behavior referral data, Blue Ticket data	

Plan for coaching and support during the learning process: Ongoing PD and reflection in Period Zero.

How will effectiveness be sustained over time? We will monitor behavior data each quarter. We will allow teacher input and voice to drive teacher implementation. We will share student progress.

WES Professional Development Calendar 2024-2025

https://docs.google.com/document/d/1C1Xk5IYUiRO3QBZtdq7XwgbVM5_m1KO1iQJG31XeghI/edit?usp=sharing