

INDIANA DEPARTMENT of EDUCATION

School Name: Indian Creek Intermediate School
School Number: 3411
Street Address: 1000 South Indian Creek Drive
City: Trafalgar
Zip Code: 46131

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025, 2023-2026

----- 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 school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools 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](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance? SW
TA	
<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 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 subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. 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: <i>Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Kim Davis	Principal	CNA, SIP, Both	
Syd Surface	Dean	CNA, SIP, Both	
Alison Randolph	Teacher	CNA, SIP, Both	
Jamie Rainwater	Teacher	CNA, SIP, Both	
Jennie Robertson	Teacher	CNA, SIP, Both	
Krystal Sanders	Teacher	CNA, SIP, Both	
Lora Peters	Teacher	CNA, SIP, Both	
Rebecca Appleton	Teacher	CNA, SIP, Both	
Rhianna Tansy	Teacher	CNA, SIP, Both	
Sally Ankney	Teacher	CNA, SIP, Both	
Kelli Knapp	Teacher	CNA, SIP, Both	
Nikki Lower	Teacher	CNA, SIP, Both	
Angela Griffis	Teacher	CNA, SIP, Both	
Bethany Elmore	Parent	CNA, SIP, Both	
Brooke Sichting	Parent	CNA, SIP, Both	
Hannah Abraham	Parent	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

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 the majority of 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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Math	3-5	EnVision Math	Yes No	Tier 1, 2, 3	Workbook is core component of math program.	Yes No	<input type="checkbox"/>
Reading	3-5	Read Theory	Yes No	Tier 1, 2, 3	Core Reading program.	Yes No	<input type="checkbox"/>
Social Studies	3	Scholastic News	Yes No	Tier 1, 2, 3	Core Social Studies Program	Yes No	<input type="checkbox"/>
Reading & Math	3-5	IXL	Yes No	Tier 1, 2, 3	Supplementary math and language arts program.	Yes No	<input type="checkbox"/>
Reading	3-5	Wordly Wise	Yes No	Tier 1, 2, 3	Supplementary vocabulary program	Yes No	<input type="checkbox"/>
Science & Math	3	Generation Genius	Yes No	Tier 1, 2, 3	Core science program, supplementary math.	Yes No	<input type="checkbox"/>
Math	3-5	Reflex & Frax	Yes No	Tier 1, 2, 3	Math fact fluency support	Yes No	<input type="checkbox"/>

Science	4-5	Super Science	Yes No	Tier 1, 2, 3	Core science program	Yes No	<input type="checkbox"/>
Reading	3-5	System 44	Yes No	Tier 1, 2, 3	Reading support program, specifically for Special Ed	Yes No	<input type="checkbox"/>
Reading	3-5	Reading Plus	Yes No	Tier 1, 2, 3	Reading support program	Yes No	<input type="checkbox"/>
Reading	3	Sonday	Yes No	Tier 1, 2, 3	Core phonics program	Yes No	<input type="checkbox"/>
Reading	3-5	LLI	Yes No	Tier 1, 2, 3	Core Title program	Yes No	
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 No	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input type="checkbox"/>

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

On Google Classroom websites for each teacher's classroom.

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 No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes No	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>

Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes No	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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, 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	3-5	Benchmark, Com. Form., Summative, Other	Benchmark assessment to measure growth	Yes No	<input type="checkbox"/>
SRI	3-5	Benchmark, Com. Form., Summative, Other	Formative assessment to measure reading growth	Yes No	<input type="checkbox"/>
ILEARN	3-5	Benchmark, Com. Form., Summative, Other	Statewide learning assessment	Yes No	<input type="checkbox"/>
IREAD	3	Benchmark, Com. Form., Summative, Other	Statewide reading assessment	Yes No	<input type="checkbox"/>

Reflex	3-5	Benchmark, Com. Form., Summative, Other	Math fact fluency assessment/growth assessment	Yes	No	<input type="checkbox"/>
IXL Diagnostic	3-5	Benchmark, Com. Form., Summative, Other	Math and E/LA growth assessment	Yes	No	<input type="checkbox"/>
LLI	3-5	Benchmark, Com. Form., Summative, Other	Utilized to determine which students most need Title I Support and monitors their progress once in the program.	Yes	No	<input type="checkbox"/>
Reading Plus	3-5	Benchmark, Com. Form., Summative, Other	Utilized to place students in Tier II support and monitor growth.	Yes	No	<input type="checkbox"/>
COGAT	3-5	Benchmark, Com. Form., Summative, Other	High Ability Placement tool	Yes	No	<input type="checkbox"/>
Lexia	3-5	Benchmark, Com. Form., Summative, Other	Support Tier 2 Reading Intervention and monitor progress	Yes	No	<input 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	No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.				Yes	No	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.				Yes	No	<input type="checkbox"/>

Continued from Core Element 3: Assessment

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.

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

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

Technology is used in a variety of ways throughout our school. We are a 1:1 school, with every student having a chromebook. Teachers utilize Google Classroom to organize activities and assignments. Our Technology Integration Specialist provides

professional development regularly to encourage use of technology in the classroom. Our Innovation Studio instructor works alongside staff to support STEM activities and cross-curricular projects regularly as well. Our staff is proficient at creating interactive learning activities utilizing the technology in the school.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
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 : College Go Week , Innovation Studio Experiences	

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

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
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 indicated above, explain why.

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

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	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
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If “Not currently implementing career exploration activities” was indicated 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 No	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

Our school prioritizes safety in a number of ways. Our building has all exterior doors locked at all times along with classroom doors remaining locked and closed during instructional hours. We practice safety drills each month to be sure our students know what to do in an emergency situation. Our staff discusses and practices additional safety protocol during professional development meetings. Further, staff all have walkie talkies to aide communication with the office and each other when they are out of the classroom or in an emergency situation.

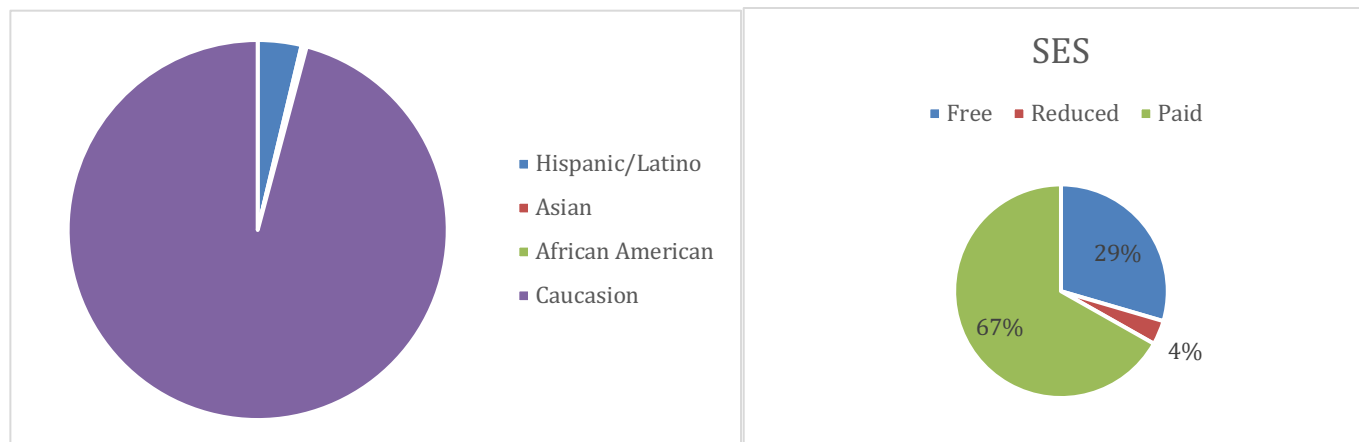
Beyond building security, we have clear classroom expectations for student behavior and communication between stakeholders anytime there is a concern. Parents and students review the student handbook each year and our students are presented with a bullying prevention activity each fall.

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 by **highlighting** groups below.

American Indian/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.

Families self-identify their race, ethnicity, and socio-economic status at enrollment. That information is stored in our student information system.

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

Students in identified groups are able to participate in all school activities and extra-curricular opportunities free of charge. In addition, they are placed in support programs such as reading intervention when their achievement data indicates a deficit. Students all receive differentiated support daily in the classroom.

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

Staff may need additional training in cultural backgrounds and heritage of larger subgroups in our district.

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

Staff utilize a variety of stories and sources to ensure all students have a way to connect to the curriculum.

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 above 10% or more of the school year. Last year: 38 Two Years Ago: 17 Three Years Ago: 32

What may be contributing to the attendance trend?

Two years ago, COVID and virtual options undoubtedly led to a lower number of chronic absenteeism. Overall, our number is slowly declining. Our partnership with our local juvenile center and their diversion program is likely helping decrease our overall number.

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

Student attendance is tracked closely. When students have ten absences, families receive a letter with information about the educational impact of attendance. Students who continue to be absent after that communication are referred to our Family Resource Officer and meet with them to discuss any obstacles to attending school. The Family Resource Officer also enrolls them in a diversion program called "Why Try?" which is a three night class discussing the value of education and the impact on a student's future if they are not in school.

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

An annual review of student attendance is completed. Our Family Resource Officer also tracks families that have been through the diversion program and calculates the percentage of families that are referred more than once after completing the program to determine the success of the program.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	<input type="checkbox"/>

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

How does the school maximize family engagement to improve academic achievement?

Our school has a myriad of ways to engage families. We have a very active PTO that supports student initiatives. We push out a monthly school newsletter with opportunities for guardians to volunteer in our building or even support students at home. Our teachers also have weekly newsletters or classroom updates via Remind or ClassDoJo apps that guide families in learning activities and student progress.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Families are able to contact teachers or the principal with any ideas, concerns, or suggestions. They are also able to bring those items to the monthly PTO meeting. In addition, parents are always welcome to share concerns at our monthly school board meetings.

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

Parents receive regular communication regarding their student's attendance. This year we will be asking parents to come in and meet with the principal after the 12th absence to brainstorm ways we can better support attendance as a team.

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

Staff utilizes a variety of communication tools – from short videos that can be watched to newsletters that can be read to be sure families are receiving communication in an accessible format.

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 "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic			Specific Student Groups			General School Data	
X	Statewide Assessments	X	Statewide Assessment Data		ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)		Discipline/Behavior
	Districtwide Assessments		IAM Assessment	X	Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)	X	Staff Training		Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->							
Link Data Here --->							

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.

Goal 1

Measurable outcome met? Yes **No**

Students will maintain or exceed a 5 percentage point advantage over the statewide averages in the reading comprehension and writing application portions of the ILEARN testing for the current academic school year. The students will be able to respond to both non-fiction and fiction and improve reading comprehension in all subject areas.

If the 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** 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).

Goal 2Measurable outcome met? **Yes** **No**

The students will maintain or exceed a 5 percentage point margin over the ILEARN testing for the current academic school year.

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

We will continue to scaffold instruction along with adding in remediation time with our WIN initiative.

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

Goal 3Measurable outcome met? **Yes** **No**

Students will attend school on a regular basis achieving the attendance rate of 97%. Students who are excessively absent from school will be referred to the Family Resource Program Coordinator (Johnson County Community Corrections). Incentives will be established to promote high attendance throughout the entire school culture

If the 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** **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 (6th) column (rank your priorities).

6	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 suspensions and expulsions have increased.	X	1

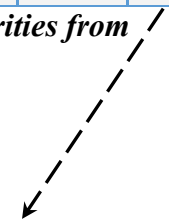
There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

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
Students will maintain or exceed a 5 percentage point advantage over the statewide averages in the reading comprehension and writing application portions of the ILEARN testing for the current academic school year. The students will be able to respond to both non-fiction and fiction and improve reading comprehension in all subject areas.	Yes No	3 rd Grade E/LA: State – 41%, ICIS – 42% 4 th Grade E/LA: State – 41%, ICIS – 50% 5 th Grade E/LA: State – 41%, ICIS 45%	We are committed to increasing support for students needing extra resources to achieve proficiency on the state E/LA Test	x	1
Students will attend school on a regular basis achieving the attendance rate of 97%. Students who are excessively absent from school will be referred to the Family Resource Program Coordinator (Son County Community Connections). Incentives will be provided to promote high attendance throughout the entire school culture	Yes No	Students attended school with a 96% attendance rate.	We are committed to better supporting students with attendance concerns with initiatives that begin in our building instead of relying solely on juvenile probation programs.	x	2

A safe and disciplined environment promotes learning.	Yes No	We had the highest number of ISS and OSS days along with an increase of students being given those consequences this past year compared with the previous three.	We are committed to a learning environment that meets students needs for safety while keeping our students in school as much as possible.	x	3
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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.).

Identified Priorities from Previous Chart	List Root Cause(s)
Reading Comprehension pass rate	Achievement of subgroups on the state test is concerning.
Attendance rate	The number of students meeting the federal chronic absenteeism rate
School discipline program	



Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

GOAL 1	By Spring 2022, 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." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No (Highlight)
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 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 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 2024, 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.			

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR,save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	ICIS students will maintain or exceed a 5 percentage point advantage over the statewide averages in the E/LA portion of the ILEARN.			
Data Checkpoints (dates)	August 31, 2022	December 19, 2022	May 26, 2023	
Evidence at Checkpoints	NWEA scores	NWEA scores	NWEA Scores	
Evidence- Based Strategy 1 (must cite study)	<p>Implement targeted instruction for identified standards and collaborate within grade levels to achieve mastery for students.</p> <p>Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. American Education Research Journal, 46(4), 1006-1033.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	WIN Team Meetings tied to power standards	Every two weeks from August – May	All teaching staff and Admin Team	Growth in ELA on NWEA benchmarks
Action Step 2	Provide suggestions of Instructional Strategies that engage and challenge all students	August – May	Kim and Leadership Team	Classroom observations of instruction.
Action Step 3	Regularly monitor growth for all students, but with a focus of subgroups students so we can discuss any concerns at Kids Team.	August – May	All teaching staff and Admin	Kids Team Meeting notes, formative assessment growth
This Goal for Year 2	By Spring of 2024, 55% of ICIS students will demonstrate proficiency in E/LA on ILEARN.			

This Goal for Year 3	By Spring of 2025, 60% of ICIS students will demonstrate proficiency in E/LA on ILEARN.
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CURRENT YEAR GOAL 2	Students will attend school on a regular basis achieving the attendance rate of 97%.			
Data Checkpoints (dates)	September 30	December 16	March 10	May 25
Evidence at Checkpoints	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Evidence- Based Strategy 1 (must cite study)	Parents will be notified when student has accumulated 10 unexcused absences. Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. RMLE online, 31(10), 1-11.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Mail out postcards with information at the 10th absence.	August – May	Jessica Combs	Improved attendance of chronically absent student
Action Step 2	Hold attendance meeting at 12th absence with family. Sign contract for improving attendance.	August – May	Kim Davis and Syd Surface	Improved attendance of chronically absent student.
Action Step 3	Refer to juvenile diversion program at the 15th absence.	August – May	Jessica Combs	Improved attendance of chronically absent student.
Action Step 4	Reward perfect attendance each quarter	August – May	Kim Davis	Improved attendance rate of entire student body.
This Goal for Year 2	Students will maintain an attendance rate of 97% or higher for the 2023-2024 school year.			

This Goal for Year 3	Students will maintain an attendance rate of 97% or higher for the 2024-2025 school year.
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CURRENT YEAR GOAL 3	By May, 2023 there will be a 5% decrease in student suspensions as compared to last school year.			
Data Checkpoints (dates)	September 30	December 16	March 10	May 25
Evidence at Checkpoints	School discipline data review for 1st 9 Weeks	School discipline data review for 2nd 9 Weeks	School discipline data review for 3rd 9 Weeks	School discipline data review for 4th 9 Weeks
Evidence- Based Strategy 1 (must cite study)	Review the PBIS program at ICIS and realign it to create program fidelity with best practices in SWPBIS. Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. Pediatrics, 130(5), 1136-1145.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Review discipline tracking process with leadership team and create consistency between grade levels.	Fall semester, 2022	Kim and Leadership Committee	A clear frame for tracking student discipline and communicating concerns among stakeholders.
Action Step 2	Create expectations for utilizing golden ticket system to better encourage positive student behavior.	Aug – May	Admin Team	Increase in golden tickets submitted to the office.
Action Step 3	Implementation of social groups to address student behavior concerns.	Aug – May	Katie and Syd	Meeting schedules and agendas

Action Step 4	Continue TBRI training and lessons	Aug – May	Kim, Paige, and Amber	PD Agendas, classroom observations
This Goal for Year 2	By May of 2024, there will be a 10% decrease in student suspensions from the 2021-2022 school year.			
This Goal for Year 3	By May of 2025, there will be a 15% decrease in student suspensions from the 2021-2022 school year.			

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.

Professional Development Goal 1	Develop common formative assessments, create a structure to meet regularly on data analysis of those assessments, and adjust instruction to meet student needs based on the data.	Linked SIP Goals Yes No
Possible Funding Source(s)	District/building funding	
Evidence of Impact	Growth on NWEA scores, ILEARN IREAD, Common Formative Assessments	
Plan for coaching and support during the learning process: Teachers will have weekly meetings to discuss student assessments, plan activities to meet needs of reteaching, practice, or extension for each priority standard, and reflect on results after teaching to regroup students. Post assessment data will show effectiveness of Tier I and Tier II Instruction. Admin Team will be present at bi-weekly meetings to hear concerns and support in any way needed.		
How will effectiveness be sustained over time? We will continue to support collaboration time in our master schedule so staff can meet to discuss student needs and instructional plans. We will also have lesson plans from this year saved to utilize as a resource for future years of remediation and extension.		

Professional Development Goal 2	Provide training and support for true PBIS program implementation.	Linked SIP Goals Yes No
Possible Funding Source(s)	Building Funds	
Evidence of Impact	Fewer ISS and OSS numbers Increased confidence in discipline process in staff survey	
Plan for coaching and support during the learning process: Continue training on TBRI implementation in our building – specifically Life Value Terms to create clear expectations of behavior in easy to understand terms – along with developing a common reporting tool for behavior referrals to track what is being managed in the classroom along with what is seen in the office. Review the seven components of schoolwide PBIS programs with all staff so it is implemented with fidelity.		
How will effectiveness be sustained over time? Quarterly PD on early release Wednesday, utilizing teacher experts to help model methods during PD or observations, sharing best practices in staff newsletter and giving feedback around this focus in observations.		