



INDIANA DEPARTMENT *of* EDUCATION

School Name: Indian Creek Elementary School

School Number: 3409

Street Address: 1002 South Indian Creek Drive

City: Trafalgar

Zip Code: 46181

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

----- 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**

**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 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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Eric Long	Principal	CNA, SIP, Both	
Syd Surface	Dean of Students	CNA, SIP, Both	
Emily Squier	Kindergarten Teacher	CNA, SIP, Both	
Katilin Smith	1st Grade Teacher	CNA, SIP, Both	
Shannon Vansickle	2nd Grade Teacher	CNA, SIP, Both	
Julie Beasley	Music Teacher	CNA, SIP, Both	
Jenny Woodke	Title Teacher	CNA, SIP, Both	
Brooke Sichting	Parent	CNA, SIP, Both	
Hannah Abraham	Parent	CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves 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: Nineveh-Hensley-Jackson United School Corporation will be recognized as a high performing, greatly respected, safe, encouraging, and dynamic environment that will prepare students and build community pride. We will accomplish this vision through: Developing a passion and commitment to excellence, Hiring highly qualified and student-centered employees, Implementing a strongly integrated technological curriculum, creating a culture of service, prioritizing financial expenses and maximizing resources, maintaining a continual improvement process, and marketing our successes, accomplishments, and endeavors.

District Mission: Where excellence in education is the expectation!

District Goals:

- To create an authentic, engaging, digital curriculum map that is student-centered, data-driven, and standards based.
- To achieve and maintain A grades for all NHJ schools.
- To continue graduating over 90% of our high school seniors.
- To efficiently use and maintain our school websites, promotional video, and social media outlets
- To establish a robust and comprehensive preventative maintenance program for all buildings and grounds.

School Vision: The vision of Indian Creek Elementary School is that of a dynamic organization that will work in partnership with the family and community to maintain and provide adequate resources for a safe, disciplined, and productive environment where all students and highly competent and committed adults are meaningfully engaging in learning. Our curriculum design and instructional practices will provide the knowledge, attitudes, skills, and habits for all students to become responsible citizens in American society, life-long learners, and successful participants in a global and technological society.

School Mission: The Indian Creek Elementary staff, with family and community support, teaches and challenges each child to build basic and technological skills. We endeavor to promote a positive self-concept needed to become an active, self-motivated, lifelong learner. We strive to prepare each child to become the best possible citizen for the diverse and unique communities of tomorrow.

Does the school's vision support the district's vision? (<i>highlight response</i>)	Yes	No
Does the school's mission support the district's mission? (<i>highlight response</i>)	Yes	No
Do the school's mission and vision support district goals? (<i>highlight response</i>)	Yes	No

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	1-2	Reflex	Yes No	Tier 1,2,3		Yes No	
Math	K-2	Envision Math	Yes No	Tier 1, 2, 3	Student workbooks are core components of the math program	Yes No	<input type="checkbox"/>
Math and Reading	K-2	IXL Math	Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Reading	K-2	Orton Gillingham	Yes No	Tier 1, 2, 3	Orton Gillingham is used for all Tiers.	Yes No	<input type="checkbox"/>
Reading	K-2	Heggerty	Yes No	Tier 1, 2, 3	Heggerty is used for all Tiers.	Yes No	<input type="checkbox"/>
Reading	K-2	LLI	Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Reading	K-2	Rooted in Reading	Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Language Arts	1	Writing Workshop	Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	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): We are working on getting our Curriculum Maps posted to our Google Classroom. Parents have access to Indiana Academic Standards online.

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 Growth	K-2	Benchmark, Com. Form., Summative, Other	Formative assessment (3x per year)	Yes No	<input type="checkbox"/>
NWEA Reading Fluency	K-2	Benchmark, Com. Form., Summative, Other	Dyslexia Screener - Given to all students	Yes No	<input type="checkbox"/>
Dyslexia Level 1 Diagnostic - MA Rooney Foundation	K-2	Benchmark, Com. Form., Summative, Other	Dyslexia Level 1 Diagnostic - given to students who are identified as “at risk” or “at some risk” from Dyslexia Screener.	Yes No	<input type="checkbox"/>
Rubric Assessments	K	Benchmark, Com. Form., Summative, Other	Assessments used with rubric to determine mastery of skills	Yes No	<input type="checkbox"/>
Text Reading and Comprehension (TRC)		Benchmark, Com. Form., Summative, Other		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.

All students are assigned an iPad (kindergarten) or a Chromebook (1st and 2nd Grade). Devices are sent home each night. Teachers have access to a computer, a mobile device, projector and document camera. 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 students have a STEM special each week. 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, STEM specials, 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 consistently	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 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?

Safety is always a priority at Indian Creek Elementary School. We keep all of our exterior doors locked at all times. We have one point of entry for all guests. All guests must buzz into the office. Once they are buzzed in, they remain in a secure vestibule until we allow them into the building. Any volunteer in our building has to have a background check completed prior to them working with students. Classroom doors remain closed and locked during instructional hours. We practice safety drills each month to be sure our students know what to do in an emergency situation. All of our staff carry radios on them each day. This is so we have immediate communication in case of emergencies.

Beyond building security, each teacher has developed a clear classroom management plan. We have school-wide expectations and common language that we utilize. All staff members have been trained in Trust Based Relational Interventions (TBRI) and our school utilizes Positive Behavioral Interventions and Supports (PBIS). We communicate with parents and guardians whenever 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

Race/Ethnicity	Male	Female	Total
Hispanic	9	7	16
Asian	2	1	3
Black	1	0	1
White	247	237	484
2 or more	7	11	18

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 extracurricular 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: 21-22 (46 students)** **Two Years Ago: 20-21 (19 students)** **Three Years Ago: 19-20 (23 Students)**

What may be contributing to the attendance trend?

Two years ago, COVID and virtual options undoubtedly led to a lower number of chronic absenteeism. In the 21-22 school year, we did not have a mask mandate in our schools. We also went to a 3 foot social distance in the classrooms. Students were required to quarantine if they tested positive for Covid.

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

Student attendance is tracked closely. Students who are absent 10 days or more from school without a medical doctor's statement 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 many ways for families to be involved in their child's education. We have a very active PTO that supports student initiatives. We have bi-weekly newsletters that are sent home to all families. Our teachers also have weekly newsletters that guide families in learning activities and student progress. Many teachers also post reminders, announcements as well as share class events/photos through programs such as DoJo, website pages, and appropriate social media.

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 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. Students who are absent 10 days or more from school without a medical doctor's statement 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.

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)	X	Discipline/Behavior
	Districtwide Assessments		IAM Assessment	X	Individual Learning Plans (ILPs)		Parent/Student Surveys
X	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 ---->							

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 be able to read fluently at grade level.

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 2

Measurable outcome met? Yes **No**

The student will develop a strong foundation of the fundamentals of problem solving relating to geometry, algebra, computation, measurement, and number sense. Students will demonstrate a minimum performance of 75% mastery concerning addition and subtraction skills.

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 3

Measurable outcome met? **Yes** **No**

Students will attend school on a regular basis. Students who are absent 10 days or more from school without a medical doctor's statement will be referred to the Family Resource Program (Johnson County Community Corrections/Child Protective Services).

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).

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
<p><i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i></p>	<p><i>No</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p>X</p>	<p>1</p>

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 be able to read fluently at grade level.	Yes No	21-22 results based on STAR Results The results are the percentage of students reading fluently at grade level. Kdg - 48% 1st Grade - 49% 2nd Grade - 58%	We are committed to increasing support for students needing extra resources to read at grade level.	X	1
Students will attend school on a regular basis.	Yes No	We had 46 students who were considered chronically absent. Our attendance rate as a school during the 21-22 school year was 96.18%	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 to prior years. We had 8 students receive a total of 9 days of ISS and 12 students receive a total of 55 days of OSS	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

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 Fluency	Students are coming to us further behind than in previous school years. Due to Covid, many of them didn't attend preschool.
Attendance Rate	The number of students meeting the federal chronic absenteeism rate.
School Discipline Program	Students being dysregulated and not knowing how to deal with their emotions.



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	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 Program	

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.

CURRENT YEAR GOAL 1	By Spring 2023, 60% of ICES students in grades K-2 will read at grade level as assessed on the TRC.			
Data Checkpoints (dates)	August 31, 2022	December 19, 2022	May 26, 2022	
Evidence at Checkpoints	TRC	TRC	TRC	
Evidence- Based Strategy 1 (must cite study)	Review the RTI process at ICES and adjust our tier 2 and tier 3 interventions based on best practices.			PD Needed: Yes No

	Fletcher, J., & Vaughn, S. (2009). Response to Intervention: Preventing and Remediating Academic Difficulties. <i>Child Development Perspectives</i> , 3, 30-37. https://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC3137487&blobtype=pdf			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Data Team Meetings	September-May	Data Team	Growth in NWEA Map benchmarks and TRC data. Data team meeting notes and formative assessment growth.
Action Step 2	PLC Meetings - Looking at data and adjusting RTI groups	August-May	Grade Levels	Growth in NWEA Map benchmarks and TRC data.
Strategy 2 (must reference source)	Create and implement a School-wide Instructional Model based on best practices. Marzano R. J. (2017). <i>The new art and science of teaching</i> ([Revised and expanded edition]). Solution Tree Press.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Introduce School-wide instructional Model to staff.	August	Administration team. Design Team	School-wide Instructional Model Document
Action Step 2	Provide Professional Development on the School-Wide Instructional Model	August-May	Design Team	Classroom observations of instruction.
This Goal for Year 2	By Spring of 2024 65% of ICES students in grades K-2 will read at grade level as assessed on the TRC.			
This Goal for Year 3	By Spring of 2025 70% of ICES students in grades K-2 will read at grade level as assessed on the TRC.			

CURRENT YEAR GOAL 2	Students will attend school on a regular basis achieving the attendance rate of 97%			
Data Checkpoints (dates)	September 30, 2022	December 16, 2022	March 10, 2023	May 26, 2023
Evidence at Checkpoints	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Evidence- Based Strategy 1 (must cite study)	Parents will be notified when a student has accumulated 10 unexcused absences. Yun Mo & Kusum Singh (2008) Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance, RMLE Online, 31:10, 1-11, DOI: 10.1080/19404476.2008.11462053			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Mail out a letter with information about the importance of attendance at the 10th absence.	August-May	Laurie Connell	Improved attendance of chronically absent students.
Action Step 2	Refer to the juvenile diversion program at the 15th absence.	August-May	Laurie Connell	Improved attendance of chronically absent students.
Action Step 3	Reward classrooms with highest attendance percentage each quarter	August-May	Eric Long and Syd Surface	Improved attendance rate of the 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.			

CURRENT YEAR GOAL 3	By May 2023, there will be a 5% decrease in student suspension days as compared to last school year.			
Data Checkpoints (dates)	September 30, 2022	December 16, 2022	March 10, 2023	May 25, 2023

Evidence at Checkpoints	School discipline data review for 1st 9 weeks	School Discipline data for 2nd 9 weeks	School discipline data for 3rd 9 weeks	School discipline data for 4th 9 weeks
Evidence- Based Strategy 1 (must cite study)	Review the PBIS program at ICES 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, e1136–e1145. https://doi.org/10.1001/archpediatrics.2011.755			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	KIDS Team Meetings monthly to discuss behavioral concerns	September-May	KIDS Team	Tracking success of interventions that are implemented after KIDS Team meetings.
Action Step 2	Create expectations for utilizing Dare to Dream tickets to better encourage positive student behavior.	August-May	Administration Team	Increase in Dare to Dream tickets submitted to the office.
Action Step 3	Implementation of nurture groups to address student behavior concerns	August-May	Laurie Connell, Syd Surface and Mary DeHart	Meeting schedules and agendas
Action Step 4	Continue TBRI training and lessons	August-May	Kim, Paige, 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 suspension 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	Professional development on our School-Wide Instructional Model. This model will help improve our Tier 1 teaching.	Linked SIP Goals Yes No
Possible Funding Source(s)	Building Funds	
Evidence of Impact	Classroom observations of School-Wide Instructional Model being implemented. Instructional Rounds will be conducted by each teacher every quarter. They will be asked to look for evidence of our instructional model being implemented.	
Plan for coaching and support during the learning process: We will look at each piece of our instructional model individually. We will use the <i>The New Art and Science of Teaching</i> as a reference for our instructional model and for ideas on how to improve each aspect of our model.		
How will effectiveness be sustained over time? Instructional rounds will be completed each quarter. This is something that will continue each year.		

Professional Development Goal 2	We will continue to learn about and improve our use of TBRI and PBIS in the building and classroom.	Linked SIP Goals Yes No
Possible Funding Source(s)	Building Funds	

Evidence of Impact	The reduction of student suspension days.
Plan for coaching and support during the learning process: We will continue to provide training during our early release days on Trust Based Relational Interventions (TBRI). This is something that was implemented in the 2020-2021 school year. We continue to use common language from TBRI in our school-wide expectations. We provide staff with time each Wednesday to complete a nurture group with their classroom. We will continue to provide lessons for them to use during those nurture groups.	
How will effectiveness be sustained over time? We will continue to review our PBIS plan and continue to focus on TBRI in the school.	