Indiana
DEPARTMENT OF EDUCATION

School Name Jackson Elementary School

School Number 6817

Street Address 811 N 400 E

City Valparaiso   Zip Code 46383

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2024

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

Principal: Sam Marshall

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

Who is <u>required to use</u> the Indiana Department of Education's CNA template? **Schools classified as CSI**

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

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

This is an initial three (3) year plan. ☒   This is a review/update of a plan currently in use. ☐
This school is identified as the following by the federal government: Choose
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose
This school receives Title IA funding. No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? * Choose an item. *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*Both*	*ELA, Wht, SpEd, Multiracial*
Sam Marshall	Principal	Both	Choose , Choose, Choose, Choose
Sam Furto	Teacher	Both	Choose, Choose, Choose, Choose
Amber Tarnowski	Teacher	Both	Choose, Choose, Choose, Choose
Traci Urban	Reading Specialist	Both	Choose, Choose, Choose, Choose
Jenny Fairbairn	Instructional Coach	Both	Choose, Choose, Choose, Choose
Liz Martin	School Counselor	Both	Choose, Choose, Choose, Choose
Linda Eleftheri	Media Specialist	Both	Choose, Choose, Choose, Choose
Katie Snyder	Parent	Both	Choose, Choose, Choose, Choose
Emily Dondlinger	Parent	Both	Choose, Choose, Choose, Choose
Stacey Mauke	Community member	Both	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

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

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

District Vision

Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.

School Vision

District Mission

Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens

School Mission

Jackson Elementary School will provide a friendly, stimulating, environment which encourages effort, academic growth, problem solving, creativity, and responsible actions.

District Goals

Visit this website for more information: https://www.duneland.k12.in.us/domain/408

Does the school's vision support the district's vision?   Yes
Does the school's mission support the district's mission?   Yes
Do the school's mission and vision support district goals?   Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*1,2,3*	*Textbook and readers are core component of reading program.*	*Yes*	☒
ELA	K-4	Fountas and Pinnell	Yes	1	The reading materials are essential to the reading program	Yes	☒
ELA	K-4	Scholastic Guided Reading	Yes	1,2	The reading materials are essential to small group reading	Yes	☒
ELA	K-1	Reading Eggs	Yes	1	These materials are for developing readers to build skills	Yes	☒
ELA	K-4	mCLASS Intervention	Yes	1,2	These materials give us targeted interventions for reading	Yes	☒
ELA	K-4	LLI	Yes	2,3	These materials give us targeted interventions for reading	Yes	☒
ELA	K-4	Phonics First	Yes	2,3	These materials give us phonics-based interventions	Yes	☒
Math	K-2	Every Day Math	Yes	1	These materials are essential for our math curriculum	Yes	☒
Math	3-4	Go Math	Yes	1	These materials are essential for our math curriculum	Yes	☒
Math	1-4	IXL	Yes	1,2	These materials give us interventions for math	Yes	☒
Science	K-4	Pearson	Yes	1	These materials are essential for our science curriculum	Yes	☒
Social Studies	K-4	Pearson	Yes	1	These materials are esssential for SS curriculum	Yes	☒
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	☒
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	☒
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	☒
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	☒

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

The public may view the school's curriculum in Duneland's Student Learning Management Systems, at school sites, and by requesting an appointment through the DSC Department of Teaching and Learning. Indiana State Standards are also available online at Indiana Department of Education: https://www.in.gove/doe/students/indiana-academic-standards/

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA MAP Reading	K-4	Benchmark	Assessment provides national norms to guide instructional decisions.	Yes	☒
NWEA MAP Math	K-4	Benchmark	Assessment provides national norms to guide instructional decisions.	Yes	☒
NWEA MAP Language	2-4	Benchmark	Assessment provides national norms to guide instructional decisions.	Yes	☒
mCLASS/DIBELS/TRC	K-4	Benchmark	Assessment provides reading data to guide instruction.	Yes	☒
CogAT	K, 2	Benchmark	Assessment provides high-ability placement data	Yes	☒
inVIEW	4	Benchmark	Assessment provides high-ability placement data	Yes	☒
WIDA	K-4	Benchmark	Assessment provides ELL services data	Yes	☒
		Choose		Choose	☐
		Choose		Choose	☐
		Choose		Choose	☐

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	☒
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	☒
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	☒

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

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

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

All K-4 students and staff are issued an iPad that is in regular use throughout the instructional day. Students are able to access skill-building and remediation programs, as well as reading materials, directly from their devices. Adults are able to use the devices to assist with assessments and to access the data generated by the assessments to guide the instructional decisions they make on a daily basis.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

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

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

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

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

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

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment? Every morning, the school rules are reviewed with the entire building over the video announcements; when necessary, the principal makes special announcements to address emerging needs. Every Friday, the principal reads a social story to the school about some aspect of the school rules. We are working to integrate our academic and behavioral RtI practices into an MTSS system; staff meet regularly to discuss student academic and behavioral data. This year, we have implemented a corporation-wide SEL curriculum with weekly lessons. The principal and the counselor are certified QPR trainers; hall certified staff have completed QPR training.

Core Element 7: Cultural Competency [Required for all]

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

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
All of this data is recorded in our Skyward learning management system. Due to the size of the school population, it can be difficult to track trends with certain sub-groups as there are often less than 10 students in a subgroup within the entire school.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.
We regularly meet in our RtI/SAT/MTSS meetings to discuss student performance and to address and to remove barriers to student success. Our teachers use flexible grouping to differentiate to meet student needs in our Tier 1-3 instruction.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
The best professional development staff could make use of would be to experience a more culturally diverse classroom environment in schools that have a more culturally diverse population.

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

The Fountas and Pinnell materials that we use as our ELA curriculum expose students to authors and stories from a wide variety of cultures throughout the world; students are exposed to at least one new text every day. The curriculum is far more multi-cultural than our previous basal reader program.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   **Last year:** 30 (if excluding COVID-19, it is 5)   **Two years ago:** 8   **Three years ago:** 2

What may be contributing to the attendance trend?
Currently, the COVID-19 pandemic has had a huge impact on our attendance. In the 2019-2020 school year, we shut down in March and ceased collecting attendance at that time. In the 2020-2021 school year, students experienced a variety of instructional models throughout the year (hybrid, remote, in-person); at that time, our COVID-19 guidance required students to quarantine if they had any potential symptom; it also required that students quarantine if a sibling had any potential symptom. Currently, these restrictions have loosened.

What procedures and practices are being implemented to address chronic absenteeism?
Prior to the current school year, we had regular meetings with the corporation's attendance director to address absenteeism, which included a system of notifications and possible home visits. Currently, we are without an attendance director, so the building principal and attendance secretary meet to address attendance. In times pre-COVID-19, there were incentives in the form of bike raffles and award pins for excellent attendance; these have been halted during the pandemic.   For certain students, we have also involved DCS or referred students to Project Attend through the local courts.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
The principal, the attendance secretary and the attendance director met regularly to monitor the impact efforts were having in altering student behaviors.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	☒
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	☒

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

How does the school maximize family engagement to improve academic achievement?
Every Friday evening, the principal sends a robo-call and a building-wide electronic Smore newsletter to all families updating them on things happening in the building. ClassDojo is utilized to keep parents informed about what is happening in each classroom. Parents are regularly invited to informational events related to their child's education, such as Open House, grade-level parent nights, and Jackson PTO meetings.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents are welcome to share concerns directly with the principal, the office staff or with teachers at any time through ClassDojo, email, phone calls or drop-in visits (when pandemic restrictions allow it). Parents are also welcomed and encouraged to join the Jackson PTO.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
The principal, attendance secretary, and attendance director communicated with families directly to address attendance.

How do teachers and staff bridge cultural differences through effective communication?
Teachers offer a variety of methods of communication. Teachers maintain ClassDojo accounts in additional to communicating through email and phone calls. Teachers also update their Canvas courses which parents are able to view with an Observer account.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year: **Percent of students on track to graduate in each cohort:**

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

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

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

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

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

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Sam Marshall	Building Level Administrator, P-12	Principal
Jennifer Fairbairn	Building Level Administrator P-12; Elementary Generalist K-6	Instructional Coach
Liz Martin	Counselor P-12	School Counselor
Traci Urban	Elementary Generalist K-6; Reading	Reading Specialist
Linda Eleftheri	Media Specialist; Elementary Generalist 1-6; Reading	Media Specialist
Kim Ratajec	Elementary Generalist K-6	Kindergarten
Ally Rekitzke	Elementary Generalist K-6	Kindergarten
Jen Williams	Elementary Generalist K-6	Kindergarten
Allison Plinovich	Elementary Generalist K-6	1st Grade
Britni Psimos	Elementary Generalist K-6	1st Grade
Jamie Trunick	Elementary Generalist K-6	1st Grade
Kylee Caudle	Elementary Generalist 1-6	2nd Grade
Stephanie Guest	Elementary Generalist K-6	2nd Grade
Amber Tarnowski	Elementary Generalist K-6	2nd Grade
Kim Tumbas	Elementary Generalist K-6	2nd Grade
Samantha Bailey	Elementary Generalist K-6	3rd Grade
Samantha Furto	Elementary Generalist K-6	3rd Grade
Marquita White	Elementary Generalist 1-6	3rd Grade
Jason Conway	Elementary Generalist K-6	4th Grade
Elisa Hoffmann	Elementary Generalist K-6	4th Grade
Stacy Vesling	Elementary Generalist K-6	4th Grade
Kristen Garrett	Music K-12	Music
Sue Calkusic	Art K-12	Art
Tana Bamber	Physical Education K-12	PE

SECTION B: Needs Assessment

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

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

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

Goal 1   **Measurable outcome met?** No
All students at Jackson Elementary will demonstrate a 5% increase on their computational skills within math fact fluency and problem solving.

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

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

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

Goal 2   **Measurable outcome met?** Choose
N/A

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

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

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

Goal 3   **Measurable outcome met?** Choose
N/A

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

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

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

Goal 4   **Measurable outcome met?** Choose
N/A

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

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

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.
Here's an **example** of how a committee member might explain the gap analysis process:

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

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

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

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

GAP ANALYSIS TEMPLATE

All students will demonstrate a 5% increase on their computational skills within math fact fluency and problem solving.	YES	Because this is not tied to a specific outcome, it is difficult to measure. We are seeing a downward trend in ILEARN scores in math.	When ILEARN began in 2019, 73.94% of students passed math; when students took ILEARN in 2021, 69.78% of students passed math, despite a specific focus on improving math fact fluency and problem solving.	X	2.
All students will learn demonstrate basic reading proficiency on the IREAD-3 assessment.	YES, starting 2021	We are seeing a downward trend in IREAD-3 scores.	In 2018, 98% of students passed IREAD-3. This declined to 95% in 2019. In 2021, this dropped to 81%. This is troublesome as in 2013 and in 2014, 100% of students passed.	X	1.
	Choose			☐	Choose an item.
	Choose			☐	Choose an item.
	Choose			☐	Choose an item.

	Choose			☐	Choose an item.

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.
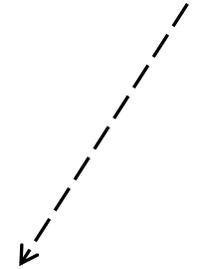
Step 2: Conduct Root Cause Analyses

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

Identified Priorities from Previous Chart	List Root Cause(s)
All students will demonstrate a 5% increase on their computational skills within math fact fluency and problem solving.	The impact of the COVID-19 pandemic, including school shutdowns and reduced time in class; students may know how to compute the answer but have trouble reading the question to know what to compute
All students will learn demonstrate basic reading proficiency on the IREAD-3 assessment.	The impact of the COVID-19 pandemic, including school shutdowns and reduced time in class; transition to new reading curriculum; lack of rigorous RtI programming

TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

GOAL 1	By Spring 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." *Exceptional Children*, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			PD needed ☑
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021-May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr 2 Measurable Objective	By Spring 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 in EXCEL format.

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

GOAL 1	By Spring of 2022, 90% of students will pass the IREAD-3 assessment.		
Data Checkpoints (dates)	October 15	January 15	May 26
Evidence at Checkpoints	NWEA Reading scores on BOY test	NWEA Reading scores on MOY test	NWEA Reading scores on EOY test

Evidence- Based Strategy 1	Classroom teachers consistently implement guided reading instruction. Richardson, J. (2009). *The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic Inc.	**PD needed** X

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Continue on-going, job-embedded training for teachers and instructional support staff	August 2021-May 2022	Principal, Instructional Coach, Reading Specialist, Level Coordinators	On a weekly basis, every student will be in a guided reading group that differentiates based on the student's current reading level and needs.

Evidence- Based Strategy 2	Teachers will make use of WIN time to support struggling readers through targeted interventions (RtI) Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Center for Research in Educational Policy (CREP).	**PD needed** X

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Continue on-going, job-embedded training for teachers and instructional support staff	August 2021-May 2022	Principal, Instructional Coach, Reading Specialist, Level Coordinators	All students in RtI will make progress toward reaching grade level benchmarks

Yr 2 Measurable Objective	By Spring 2023, 93% of students will pass the IREAD-3 assessment.
Yr 3 Measurable Objective	By Spring 2024, 95% of students will pass the IREAD-3 assessment.

GOAL 2	By spring of 2022, 74.8% of students will be at or above proficient on ILEARN math assessments.			
Data Checkpoints (dates)	Oct 15	January 15	May 26	
Evidence at Checkpoints	BOY NWEA test scores	MOY NWEA test scores	EOY NWEA test scores	
Evidence- Based Strategy 1	Classroom teachers consistently implement guided math instruction			**PD needed** X

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continue on-going, job-embedded training for teachers and instructional support staff	August 2021-May 2022	Principal, Instructional Coach, Reading Specialist, Level Coordinators	On a weekly basis, every student will be in a guided math group that differentiates based on the student's current reading level and needs.
Action Step 2				
Action Step 3				
Action Step 4				

Evidence- Based Strategy 2	Classroom teachers consistently focus on and train students to increase their math fact fluency			**PD needed** X

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continue on-going, job-embedded training for teachers and instructional support staff	August 2021-May 2022	Principal, Instructional Coach, Reading Specialist, Level Coordinators	All students will make progress toward attaining grade-appropriate math fact fluency
Action Step 2				
Action Step 3				
Action Step 4				

Yr 2 Measurable Objective	By spring of 2023, 77.8% of students will be at or above proficient on ILEARN math assessments.
Yr 3 Measurable Objective	By spring of 2024, 79.8% of students will be at or above proficient on ILEARN math assessments.

GOAL 3			
Data Checkpoints (dates)			
Evidence at Checkpoints			

Evidence- Based Strategy 1		PD needed ☐

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

Evidence- Based Strategy 2		PD needed ☐

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

Yr 2 Measurable Objective	
Yr 3 Measurable Objective	

Professional Development Plan

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

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

Professional Development Goal 1	By Spring of 2022, all teachers will be a part of a Professional Learning Community (PLC) that focuses on student learning foremost using the following questions: 1.) What do we want all students to know and be able to do? 2.) How will we know if they learn it? 3.) How will we respond when some students do not learn? 4.) How will we extend the learning for students who are already proficient?	**Linked SIP Goals** X
Possible Funding Source(s)	Title II, Title IV, ESSER, State/Local funds	
Evidence of Impact	Increased collective teacher efficacy leading to increased student achievement scores	

Plan for coaching and support during the learning process: There is a building guiding coalition consisting of the principal, the instructional coach, the reading specialist and selected teacher leaders that meets regularly to guide the PLC implementation process. PLCs meet twice weekly. There will be additional professional development throughout the year to guide the PLC process.
How will effectiveness be sustained over time? PLCs will continue to be a core component of educational life at Jackson this year and in the future. The guiding coalition will monitor its implementation and effectiveness over time.

Professional Development Goal 2	By Spring of 2022, all teachers will become proficient in the analysis and use of data to set individualized achievement goals, to plan and to differentiate instruction, and to monitor progress toward those goals.	**Linked SIP Goals** X
Possible Funding Source(s)	Title II, Title IV, ESSER, State/Local funds	
Evidence of Impact	Increase in student achievement scores due to instruction that meets students in their zone of proximal development	

Plan for coaching and support during the learning process:

The building leadership team (principal, instructional coach, reading specialist, media specialist, level coordinators) will continue job-embedded, on-going training regarding the use of data. The instructional coach and reading specialist will meet with teams of teachers and with individual teachers to help teachers use the data available to guide instruction, especially with guided reading and guided math groups.

How will effectiveness be sustained over time?

The building leadership team meets regularly to discuss and to plan building initiatives. This team will continue to monitor the effectiveness of this.

Professional Development Goal 3		**Linked SIP Goals** ☐
Possible Funding Source(s)		
Evidence of Impact		

Plan for coaching and support during the learning process:

How will effectiveness be sustained over time?