

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024-2027

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

Principal: Sara Porter

Telephone: 812-256-7286

Email: sporter@gccschools.com

Superintendent: Mark Laughner

Telephone: (812) 288 - 4802

Email: mlaughter@gccschools.com

Contact for Grants: Kimberly Hartlage

Telephone: (812)288-4802 (50107)

Email: khartlage@gccschools.com

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government:	
(TSI only) Underperforming student groups identified by the federal government:	
This school receives Title IA funding. Choose an item. Is the school’s Title I program Schoolwide or Targeted Assistance ? * 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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Sara Porter	Principal	Both	ELA , Math, ELL, SpEd
Jamie Spear	Principal Intern	Both	ELA, Math, Attend, SpEd
Teresa Gibson	Second Grade Teacher	Both	Math
Mari Hobbs	Kindergarten Teacher	Both	Math,
Amy Lawrence	Kindergarten Teacher	Both	ELA,
Nashiea Edmiston	First Grade Teacher	Both	ELA,
Lori Blaydes	First Grade Teacher	Both	Attend
Marianne Smith	Academic Improvement Coordinator	Both	ELA, F/R
Susan Daily	ELL Teacher	CNA	ELL
Donna Atwood	Special Education Teacher	CNA	SpEd
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

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

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

District Vision

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

School Vision

Every student will develop a love for learning by engaging in a rich literacy and numeracy environment.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

Ignite a passion for learning in all.

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.

GCCS will increase the % of students performing in math at or above grade level to 75%.

GCCS will increase the % of students with zero office referrals by 2%.

GCCS will increase student attendance to 96%.

Does the school’s vision support the district’s vision? Yes

Does the school’s mission support the district’s mission? Yes

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K - 5, 7 - 12	McGraw - Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	k - 5	Scott Foresman, Generation Genius k - 8	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 8	McGraw - Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Choose	<input type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	<input checked="" type="checkbox"/>

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

Core Element 1: Curriculum [Required for all]

continued

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

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

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
		Other		Yes	<input checked="" type="checkbox"/>
District Mastery	1 - 8	Other	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	Other	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	<input type="checkbox"/>
PSAT/SAT	9 - 11	Summative	Will be used in 2023 as part of state and federal accountability	Yes	<input type="checkbox"/>
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military	Yes	<input type="checkbox"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

The Data Wise Improvement Process is an eight-step model that guides teachers to work in collaboration to improve teaching and learning through evidence-based analysis. The steps occur in three phases: Prepare; Inquire; and Act. The prepare phase involves creating a culture in which educators collaborate effectively and use data responsibly. The inquire phase is where teachers use a variety of data sources to define a specific problem of practice they are committed to solving. In the Act phase, teams articulate how they will employ high-leverage strategies to address the problem and ultimately accelerate student achievement. Adjustments are made to the plan and determine the focus for the next cycle.

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

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

Greater Clark is a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symbaloo, EasyTech, Remind, Class Dojo and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input checked="" type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input checked="" type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input checked="" type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other		

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

Grades 6-8 only

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

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	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input checked="" type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input checked="" type="checkbox"/>

Briefly answer the following: What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal/ Superintendent’s Office.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor’s badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM/PM to supervise students entry/exit into and from the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff.

REPORTING PROCEDURES

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

Core Element 7: Cultural Competency [Required for all]

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

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

<input type="checkbox"/>	American Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

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

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

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

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

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

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

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

Core Element 8: Review Attendance [Required for all]

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

What may be contributing to the attendance trend?

Lack of accountability at the local and state level to ensure parents understand the importance of good attendance. Limited resources of families to get their child to school when they miss the bus.

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

Indiana Code 20-33-2 defines all compulsory school attendance requirements for Indiana schools. House Enrolled Act 1234 and Senate Enrolled Act 282 from the 2024 legislative session has added language to address absenteeism.

School personnel will make reasonable attempts to notify parents when an absence has not been verified within the allotted time.

Students will be counted present if they are physically in the school building for instruction.

Excused absences are absences with documentation or parent communication stating the student is ill, experiencing symptoms, or other excusable absence reason as outlined in student handbooks.

Pleasant Ridge Elementary attendance clerk/principal will must run a weekly attendance report to review unexcused absences and take appropriate actions defined below.

Students who are deemed habitually truant (20 UNA) will not be allowed to participate in extracurricular and co-curricular activities.

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

Five (5) Unexcused Days:

- When a student has been absent a **total of five (5) unexcused days** in a school year, the principal, or his/her designee shall:
 - Mail and/or email the **5 Day Letter of Notice** the grade level appropriate parent resource found here: [Handouts for Families - Attendance Works](#). The date the letter was mailed should be logged in PowerSchool as an Attendance Log.
 - Schedule a parent conference that is in-person or via a phone call within five days of the 5th unexcused absence. After 3 attempts to schedule the meeting, you may proceed without the parent present. Contact attempts to schedule the conference should be documented on the Student Attendance Improvement Plan and in PowerSchool as an Attendance Log.
 - Attendees of the conference should include a school representative, a teacher of the child, a parent/guardian, and another representative invited by the parent/guardian who may be able to speak about the attendance concern.
 - At the conference:
 - Go over the **5 Day Letter of Notice** with the grade level appropriate parent resource found here: [Handouts for Families - Attendance Works](#).
 - Use the Student Attendance Improvement Plan to develop a plan that will be monitored for 45 days.

Ten (10) Unexcused Days:

- When the student has been absent a **total of ten (10) unexcused days** in the school year, the principal, or his/her designee, shall:
 - Send the **10 Day Letter of Notice** from PowerSchool with a copy of the Student Attendance Improvement Plan.
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.

*The attendance designee and school nurse will maintain close communication on all health issues regarding students. When a student obtains ten (10) or more absences for illness, with or without a doctor's statement, the school nurse will be consulted to determine if a more thorough explanation of the student's chronic illness pattern is needed from the physician. Specific details will be provided to the parent.

Fifteen (15) Unexcused Days:

- When a student has been absent a **total of fifteen (15) unexcused days** in a school year, the principal or his/her designee shall:
 - Send the First Legal Notice letter from PowerSchool
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.

Twenty (20) Unexcused Days:

- When a student has been absent (unexcused) a **total of twenty (20) days** in a school year, the principal or his/her designee shall:
 - Send the Final Legal Notice letter from PowerSchool
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.
 - Make a report to the Department of Child Services (DCS)
 - Complete a "Truancy Affidavit," and refer the student to the truancy advocate.
 - [Truancy Affidavit](#)
 - **For grades K-6:** Email the affidavit, a copy of the Student Attendance Improvement Plan and a print out of the PowerSchool documents listed below to Jessica Elder jelder@clarkcounty.in.gov.
 - Demographics
 - Grades: Quick Lookup
 - Attendance Overview: Meeting Attendance
 - Incident Report with Details
 - Log Entries (must include attendance log entries)
 - Document the date the Truancy Affidavit was sent and any other relevant communication in PowerSchool as an Attendance Log.

Number of students absent 10% or more of the school year.

Last year: 137

Two years ago: 70

Three years ago: 48

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

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

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

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

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

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

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

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

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

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

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

We strive to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

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

We offer three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders.

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

All students are enrolled in the Freshman Seminar course during their 9th grade. This class focuses on introducing and promoting each of the High School's academic opportunities and advises students on the best fit for them based on interest inventories.

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.

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

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

Not Applicable

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

Greater Clark has been able to increase our preschool capacity within the district to well over 200 students with plans for even greater expansion. Our preschool teachers work collaboratively with our kindergarten teachers and academic coaches to provide developmentally appropriate curriculum and instruction for our earliest learners. Our district works with other community early childhood programs to share our resources and to ensure kindergarten readiness to all incoming students. We support parents through a program called Camp Kindergarten to help students and parents prepare children socially, emotionally, and physically for kindergarten expectations and programming. In the spring, Camp Kindergarten visits and screenings are scheduled to assist in a smooth transition. All area preschools are notified and invited to attend. IEPs for special needs students transitioning to kindergarten from Head Start are communicated through conferences. We work to maintain a PTQ level 3 in our preschool classrooms and are striving for a level 4.

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

Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct "mock" interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational course work in our schools. We offer a competitive salary and also provide new teacher academy workshops to provide support with mentors and ongoing professional development.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Mari Hobbs	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher
Amy Lawrence	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher
Carey Voignier	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher

Melissa Reed	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher
Sarah Lawrence	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher
Beverly Hughes	General Elementary License, Kindergarten End.,Mild./Severe Dis., Emotionally	Kindergarten Teacher
Jacklyn Berkley	General Elementary License, Kindergarten Endorsement	Kindergarten Teacher
Mary Emly	General Elementary License	First Grade Teacher
Lori Blaydes	General Elementary License	First Grade Teacher
Erin Scott	General Elementary License	First Grade Teacher
Amy Aebersold	General Elementary License, Kindergarten Endorsement	First Grade Teacher
Debra Wass	General Elementary License	First Grade Teacher
Nashiea Edmiston	General Elementary License	First Grade Teacher
Lucia Lopez	General Elementary License	First Grade Teacher
Sarah Steward	General Elementary License	Second Grade Teacher
Jenifer Rickard	General Elementary License	Second Grade Teacher
Holly Moon	General Elementary License	Second Grade Teacher
Kelly Chmielewski	General Elementary License, Kindergarten Endorsement	Second Grade Teacher
Allison Hobbs	General Elementary License	Second Grade Teacher
Teresa Gibson	General Elementary License, Kindergarten Endorsement	Second Grade Teacher
Andrea Thomas	General Elementary License	Second Grade Teacher
Allison Webster	General Elementary License	Second Grade Teacher
Marianne Smith	General Elementary License, Kindergarten Endorsement	Academic Improvement
Susan Daily	General Elementary License, Mild Disabilities, ELL-Emergency Per.	ELL Teacher
Donna Atwood	General Elementary License, Mild Disabilities, Learning Disabilities	Special Education Teacher
Jill Flynn	General Elementary License, Primary, Counselor	Music Teacher
Shay Roth	Early Childhood Education	Pre-School Teacher
Jennifer Prager	Early Childhood Education	Pre-School Teacher
Brittany Mellum-Schoen	Pre-School Generalist, General Elementary License, Mild Disabilities	Pre-School Teacher
Kelly Heil	Mild Intervention	Special Education
McKinnah Bowling	Mild Intervention	Special Education
Leanna Wood	Moderate-Severe Intervention, Mild Intervention	Special Education

Link:

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input checked="" type="checkbox"/>	Current High Ability Grant	<input checked="" type="checkbox"/>	*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

By Spring 2027 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

Benchmarks:

By Spring 2025 \geq 60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2026 \geq 65% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2027 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2025 \geq 92% of students in grade 3 will meet State Standards in ELA as measured by IREAD.

By Spring 2026 \geq 94% of students in grade 3 will meet State Standards in ELA as measured by IREAD.

By Spring 2027 \geq 96% of students in grade 3 will meet State Standards in ELA as measured by IREAD.

Area of focus: Reading Comprehension

Priority question:

K-2 Why do students struggle with the application of evidence-based strategies (Heggerty, Orton-Gillingham, IMSE, McGraw-Hill) to improve student's reading accuracy, fluency, and comprehension?

3-5 Why do students struggle with analytical thoughts?

Learner-Centered Problem:

K-2 Students are not consistently applying evidence-based strategies strategies (Heggerty, Orton-Gillingham, IMSE, McGraw-Hill) during reading instruction, leading to gaps in their phonological awareness, decoding skills, and overall reading fluency and comprehension.

3-5 Students can pull explicitly stated information from the text but they struggle to analyze information and apply more rigorous questioning.

Problem of Practice:

K-2 Teachers are not consistently integrating and allocating sufficient daily instructional time for students to apply evidence-based strategies (Heggerty, Orton-Gillingham, IMSE, McGraw-Hill) during small group and independent reading activities, which hinders the development of phonological awareness, decoding skills, and reading fluency.

3-5 Teachers often ask surface level questions and assign DOK1 tasks to students.

Choose a Solution:

K-2 Teachers will consistently allocate dedicated time each day for students to practice and apply evidence-based strategies (Heggerty, Orton-Gillingham, IMSE, McGraw-Hill) in small group and independent reading activities. This practice will focus on strengthening phonological awareness, decoding, and encoding skills, while also using context.

3-5 Teachers will give students ample opportunities to apply and practice rigorous questions in real meaningful ways that results in an increase in knowledge and understanding.

Plan to Assess Progress:

K-5 We will use our NWEA, Dyslexia (K-2) Screener, and district checklist scores throughout the school year to progress monitor and alter strategies based on current data.

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

If the goal is met, the school will sustain and further improve performance by continuing to integrate evidence-based literacy strategies into daily instruction and expanding the depth and breadth of these practices. These will include: ongoing professional development, data-driven refinement, peer collaboration and coaching, resource enhancement, monitoring and feedback.

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

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

Goal 2

Measurable outcome met? No

By Spring 2027 \geq 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

Benchmarks:

By Spring 2025 \geq 60% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

By Spring 2026 \geq 65% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

By Spring 2027 \geq 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM

Area of focus:

K-2 Problem Solving

3-5 Math-Productive Struggle

Priority question:

K-2 Why do student struggle to understand what strategies to use when problem solving?

3-5 Why do students lack stamina to solve application problems in mathematics?

Learner-Centered Problem:

K-2 Students struggle to determine the best strategies needed to solve rigorous word problems when working independently.

3-5 While students are able to answer recall questions with a high level of accuracy, they often guess or quit well before completing all steps of an application problem.

Problem of Practice:

K-2 Teachers are not providing enough opportunities for students to independently determine what strategies are needed to problem solve.

3-5 Teachers do not provide consistent opportunities for students to practice implementing complex problem-solving strategies. When opportunities are presented, teachers do not provide adequate time for productive struggle.

Choose a Solution:

K-2 Teachers will provide students opportunities to determine and apply strategies when problem solving independently.

3-5 Teachers will create opportunities for students to practice productive struggle based on information learned from the Productive Struggle book study.

Plan to Assess Progress:

K-5 We will use our NWEA scores throughout the school year to progress monitor and alter strategies based on current data.

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

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

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

Goal 3

Measurable outcome met? Yes

By Spring 2027 \geq 97% of students in grades K-2 will have 0-1 office discipline referrals.

Benchmarks:

By Spring 2025 \geq 95% of students in grades K-2 will have 0-1 office discipline referrals.

By Spring 2026 \geq 96% of students in grades K-2 will have 0-1 office discipline referrals.

By Spring 2027 \geq 97% of students in grades K-2 will have 0-1 office discipline referrals.

Area of Focus: Social Skills

Priority Questions:

K-2 How do we teach PRIDE to our primary students to ensure healthy character traits are modeled by students?

3-5 Why do students lack conflict resolution skills and the ability to interact with their peers in social settings?

Learner-Centered Problem:

K-2 Students lack self-management skills, because they have not been in a school setting for an extended period of time.

3-5 While students have opportunities to interact with each other in structured and unstructured settings, whenever there is a disagreement, students are often unable to come to a compromise without adult mediation.

Problem of Practice:

K-2 Staff need to utilize the provided PRIDE time and resources to teach PRIDE expectations to all students.

3-5 Teachers do not explicitly teach conflict resolution and students are rarely instructed on how to initiate/facilitate collaboration among their peers.

Choose a Solution:

K-2 The PRIDE committee will provide PD on Character Strong activities/techniques, Restorative Chats, social thinking, PRIDE, and SEL for all teachers. A Google slide presentation will be created to easily access daily lessons.

3-5 Teachers will implement SEL and team building lessons weekly to address deficits based on classroom observations of student interactions.

Plan to Assess Progress:

We will use the data dashboard and quarterly PRIDE data to monitor office discipline referrals as a percentage of the population.

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

Pleasant Ridge Elementary will continue to integrate Character Strong lessons into our instruction weekly.

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

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

Goal 4

By Spring 2027, our daily attendance rate will average above 95% in K-2.

Benchmarks:

By Spring 2025, our daily attendance rate will average above 93% in K-2.

By Spring 2026, our daily attendance rate will average above 94% in K-2.

By Spring 2027, our daily attendance rate will average above 95% in K-2.

Area of Focus: Attendance

Priority Questions:

K-2 Why does student attendance continue to decline?

Learner-Centered Problem:

K-2 Students are missing too many days of school.

Problem of Practice:

Measurable outcome met? No

K-2 Phone calls, parent conferences, and referrals to truancy and department of child service did not improve attendance.

Choose a Solution: Teachers will use PRIDE time to teach the importance of attendance and the school weekly communication will be used to share district attendance policies. Office staff will follow the district attendance procedures listed below:

Five (5) Unexcused Days:

- When a student has been absent a **total of five (5) unexcused days** in a school year, the principal, or his/her designee shall:
 - Mail and/or email the **5 Day Letter of Notice** with the grade level appropriate parent resource found here: [Handouts for Families - Attendance Works](#). The date the letter was mailed should be logged in PowerSchool as an Attendance Log.
 - Schedule a parent conference that is in-person or via a phone call within five days of the 5th unexcused absence. After 3 attempts to schedule the meeting, you may proceed without the parent present. Contact attempts to schedule the conference should be documented on the Student Attendance Improvement Plan and in PowerSchool as an Attendance Log.
 - Attendees of the conference should include a school representative, a teacher of the child, a parent/guardian, and another representative invited by the parent/guardian who may be able to speak about the attendance concern.
 - At the conference:
 - Go over the **5 Day Letter of Notice** the grade level appropriate parent resource found here: [Handouts for Families - Attendance Works](#).
 - Use the Student Attendance Improvement Plan to develop a plan that will be monitored for 45 days.

Ten (10) Unexcused Days:

- When the student has been absent a **total of ten (10) unexcused days** in the school year, the principal, or his/her designee, shall:
 - Send the 10 Day Letter of Notice from PowerSchool with a copy of the Student Attendance Improvement Plan.
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.

*The attendance designee and school nurse will maintain close communication on all health issues regarding students. When a student obtains ten (10) or more absences for illness, with or without a doctor's statement, the school nurse will be consulted to determine if a more thorough explanation of the student's chronic illness pattern is needed from the physician. Specific details will be provided to the parent.

Fifteen (15) Unexcused Days:

- When a student has been absent a **total of fifteen (15) unexcused days** in a school year, the principal or his/her designee shall:
 - Send the First Legal Notice letter from PowerSchool
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.

Twenty (20) Unexcused Days:

- When a student has been absent (unexcused) a **total of twenty (20) days** in a school year, the principal or his/her designee shall:
 - Send the Final Legal Notice letter from PowerSchool
 - Document the date the letter was mailed and any other relevant communication in PowerSchool as an Attendance Log.
 - Make a report to the Department of Child Services (DCS)
 - Complete a “Truancy Affidavit,” and refer the student to the truancy advocate.
 - [Truancy Affidavit](#)
 - **For grades K-6:** Email the affidavit, a copy of the Student Attendance Improvement Plan and a print out of the PowerSchool documents listed below to Jessica Elder jelder@clarkcounty.in.gov.
 - Demographics
 - Grades: Quick Lookup
 - Attendance Overview: Meeting Attendance
 - Incident Report with Details
 - Log Entries (must include attendance log entries)

Plan to Assess Progress:

We will use the data dashboard and weekly attendance data to monitor attendance.

5 Day Letter Sent	5-Day Conference Invitation #1	5-Day Conference Invitation #2	5-Day Conference Invitation #3	5-Day Conference Date	Student Attendance Improvement Plan Created	10 Day Letter Sent	15 Day Letter Sent	20 Day Letter Sent	DCS Call Made	Affidavit Emailed Date	Coaches/Sponsors of Extra-Curriculars Notified
-------------------	--------------------------------	--------------------------------	--------------------------------	-----------------------	---	--------------------	--------------------	--------------------	---------------	------------------------	--

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

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

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

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

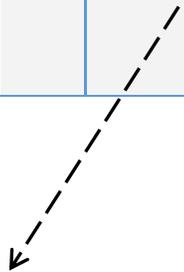
There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Pleasant Ridge believes that all students need to learn reading and math learning foundational reading and math skills using student-centered instruction.	Yes	2023 ILEARN Scores increased in both ELA and Math Reading scores increased from 42% to 43.33% pass rate on ILEARN. Math scores increased from 46% to 56% pass rate on ILEARN.	Reading Tier 1: All students will engage in explicit word work strategies to build their foundational reading skill, specifically in phonological awareness. Classroom walkthroughs will capture data to ensure word work is taught explicitly to students. Teachers will also focus on Phonological	☒	1
MTSS will be used at Pleasant Ridge Elementary to promote the growth of all students. We expect that our Tier 1 instruction meets the needs of at least 80% of our students.	Yes	<u>PRES NWEA DATA</u>	Reading Tier 2: Students with skill deficits will be target specifically during intervention.	☒	2

<p>Pleasant Ridge School will provide an intervention plan to meet the needs of all learners.</p>	<p>Yes</p>	<p>PRES NWEA DATA</p>	<p>Reading Tier 2/3: Teachers will use NWEA data and other district and classroom assessments to target skill deficits. Math Tier 2/3: Teachers will use NWEA data and other district and classroom assessments to target skill deficits.</p>	<p>☒</p>	<p>3</p>																														
<p>Pleasant Ridge will teach PRIDE to students daily so that all students understand what it means to be Persistent, Respectful, Initiative, Dependability, Efficiency.</p>	<p>Yes</p>	<table border="1"> <thead> <tr> <th data-bbox="546 584 766 633">PRIDE</th> <th data-bbox="766 584 934 633">Actual</th> <th colspan="4" data-bbox="934 584 1480 633">2023-24</th> </tr> <tr> <th data-bbox="546 633 766 682">PRIDE Gr. K-5</th> <th data-bbox="766 633 934 682">2022-23</th> <th data-bbox="934 633 1008 682">Q1</th> <th data-bbox="1008 633 1113 682">Q2</th> <th data-bbox="1113 633 1228 682">Q3</th> <th data-bbox="1228 633 1480 682">Q4</th> </tr> </thead> <tbody> <tr> <td data-bbox="546 682 766 787">% of Student with No Behavioral Referrals</td> <td data-bbox="766 682 934 787"></td> <td data-bbox="934 682 1008 787">98%</td> <td data-bbox="1008 682 1113 787">97.0%</td> <td data-bbox="1113 682 1228 787">97%</td> <td data-bbox="1228 682 1480 787">99.0%</td> </tr> <tr> <td data-bbox="546 787 766 885"># of Behavioral Referrals – cumulative</td> <td data-bbox="766 787 934 885">77</td> <td data-bbox="934 787 1008 885">25</td> <td data-bbox="1008 787 1113 885">48 (73)</td> <td data-bbox="1113 787 1228 885">15 (88)</td> <td data-bbox="1228 787 1480 885">5 (93)</td> </tr> <tr> <td data-bbox="546 885 766 990">% Student Attendance – cumulative</td> <td data-bbox="766 885 934 990"></td> <td data-bbox="934 885 1008 990">94%</td> <td data-bbox="1008 885 1113 990">92.0%</td> <td data-bbox="1113 885 1228 990">93.85%</td> <td data-bbox="1228 885 1480 990"></td> </tr> </tbody> </table>	PRIDE	Actual	2023-24				PRIDE Gr. K-5	2022-23	Q1	Q2	Q3	Q4	% of Student with No Behavioral Referrals		98%	97.0%	97%	99.0%	# of Behavioral Referrals – cumulative	77	25	48 (73)	15 (88)	5 (93)	% Student Attendance – cumulative		94%	92.0%	93.85%		<p>Pleasant Ridge Elementary behavior data of students with no behavioral referrals increased, but more referrals were submitted. Tier 2 plans and PRIDE instruction is not enough for many of our students. Throughout MTSS meetings we will create additional Tier 2/Tier 3 plans for teachers to utilize in the classroom setting.</p>	<p>☒</p>	<p>4</p>
PRIDE	Actual	2023-24																																	
PRIDE Gr. K-5	2022-23	Q1	Q2	Q3	Q4																														
% of Student with No Behavioral Referrals		98%	97.0%	97%	99.0%																														
# of Behavioral Referrals – cumulative	77	25	48 (73)	15 (88)	5 (93)																														
% Student Attendance – cumulative		94%	92.0%	93.85%																															

<p>Pleasant Ridge will provide our subgroups of ELL, HA and Special Education supports to meet students individual learning needs.</p>	<p>Yes</p>	<p>NWEA data and progress monitoring data is used to monitor students.</p> <p>PRES NWEA DATA</p>	<p>IEP and ILP have goals written aligned to individual learning needs. Universal design learning will be used to tailor instruction to meet the needs of all learners by using a collaborative team approach to identify and remove barriers.</p>	<p>☒</p>	<p>3</p>
<p>Pleasant Ridge Elementary ELL students are currently below state average; therefore, specific goals need to be used to assist these students.</p>	<p>Yes</p>	 <p>PR's ELL State Data</p>	<p>ILP goals are included on individual student learning plans. We need to triangulate our data to ensure goals are specifically targeted to individual student learning deficits. Progress</p>	<p>☒</p>	<p>3</p>



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)
<p>We had a slight increase in the number of students demonstrating mastery on both ELA and Math from 2023 to 2024. However, students are still below mastery.</p>	<ol style="list-style-type: none"> 1. Why did we not meet our goals? State assessment continues to evolve. 2. Why do students not have reading stamina? Students need more opportunities to build stamina 3. Why are student struggling with foundational literacy skills? Students independently struggle demonstrating foundational literacy skills. 4. Why are students not excelling more in math content standards? Students lack number sense skills 5. Why are students not able to determine an appropriate strategy when solving mathematical problems? Students need more opportunities to solve math word problems.
<p>Professional Development and collaboration are essential in improving instructional practice and student outcomes, especially due to our current state as many new instructional practices must be embedded.</p>	<ol style="list-style-type: none"> 1. Why is collaboration not focused on teacher clarity? Collaboration at times is replaced with not essential task/information. 2. Why do teachers move on to the next lesson when students haven't demonstrated mastery? Compliance at times drives practices instead of active engagement of tailoring instruction to meet the needs of all learners. 3. Why do students demonstrate knowledge in isolation? Current instructional practices aren't rigorous in preparing students to current state expectations. 4. Why do some classrooms make accelerated growth and others are not? Leadership will observe instructionally what is the difference in various classrooms 5. Why is gradual release not present in all classrooms. Teachers need more professional development on the "we do" state of gradual release.
<p>Our ELL students are below state average on both ELA and Math State assessments.</p>	<ol style="list-style-type: none"> 1. Why do ELL student perform below state average in ELA? Interventions weren't tailored to specific skill deficits at all times 2. Why do ELL students perform below state average in Math? Pleasant Ridge does not have a math coach, so teachers need target deficits during that math block. 3. Why do ELL students not have reading impact and time for direct instruction on language acquisition? Study needs conducted to see if students can receive a Tier 2 and Tier 3 intervention with current staffing. 4. Why are some ELL students performing well in ELA? Observation of classroom instruction needs to be analyzed by leadership team. 5. Why are some ELL students performing well in Math? Observation of classroom instruction needs to be analyzed by leadership team. <div style="text-align: right;">↓</div>

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By Spring 2025 \geq 60% of students in grade 3-5 will meet State Standards in ELA as measured by ILEARN/I AM			
Data Checkpoints (dates)	October 4 , 2024 End of Q1	December 20, 2024 End of Q2	May 20, 2025 End of Q4	
Evidence at Checkpoints	District Mastery Assessments and NWEA	District Mastery Assessments and NWEA	District Mastery Assessments and NWEA	
Evidence- Based Strategy 1	<p>Teachers will allocate time daily for students to apply the evidence-based strategies found in Heggerty, Orton Gillingham/Institute for Multi-Sensory Education (OG/IMSE), and the McGraw-Hill reading series.</p> <p><i>Heggerty, M. (2022). Phonemic Awareness.</i></p> <p><i>IMSE institute for multi-sensory education. (n.d.). IMSE. https://imse.com/</i></p> <p><i>Breadcrumbs. (2024). Mheducation.com. https://www.mheducation.com/prek-12/explore/states/indiana.html</i></p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Daily Literacy Block Integration: - Activity: Teachers will integrate daily literacy blocks that allocate specific time for students to practice phonological awareness and decoding strategies using Heggerty, OG/IMSE, and McGraw-Hill materials.	Q1-Q4	Literacy Committee, Teachers, AIC	90% of classroom schedules will show dedicated time for these practices 85% of the time.

Action Step 2	Grade-Level Specific IMSE Implementation: Activity: Vary the intensity and focus of IMSE strategies based on grade level needs: - Kindergarten: Heavy IMSE focus throughout the year. - 1st Grade: IMSE focus at the beginning of the year, transitioning to targeted small group instruction. - 2nd Grade: IMSE used primarily in targeted small groups.	Q1-Q4	Grade Level Leads/Literacy committee/AIC	85% of lesson plans and classroom observations will reflect appropriate IMSE use per grade level 85% of the time.
Action Step 3	Daily Read Aloud Sessions: Activity: Incorporate daily read aloud sessions in every classroom to enhance listening comprehension and model fluent reading.	Q1-Q4	Teachers/Literacy Committee	100% of classrooms will conduct daily read aloud sessions, documented in lesson plans and observed during classroom walkthroughs 85% of the time.
Action Step 4	Data-Driven Instructional Adjustments: Activity: Use assessment data (NWEA, Dyslexia assessments, district checklists, formative assessments) regularly to identify and target specific reading deficits. Adjust instructional strategies and groupings based on this data.	Q1-Q4	Teachers/Literacy Committee/AIC	Twice a month, grade-level data meetings will be held to review student progress and adjust instruction. 85% of data meeting notes will reflect targeted instructional adjustments 90% of the time.
Evidence- Based Strategy 2	Teachers will engage in ongoing professional development to deepen their understanding and effective implementation of evidence-based literacy strategies (Heggerty, Orton Gillingham/Institute for Multi-Sensory Education, McGraw-Hill) to enhance student reading outcomes. <i>Heggerty, M. (2022). Phonemic Awareness.</i>			PD needed ☒

IMSE | institute for multi-sensory education. (n.d.). IMSE. <https://imse.com/>
 Breadcrumbs. (2024). Mheducation.com. <https://www.mheducation.com/prek-12/explore/states/indiana.html>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Organize and deliver quarterly professional development workshops focused on the latest research and best practices in the evidence-based literacy strategies (Heggerty, OG/IMSE, McGraw-Hill).	Q1- Q4	AIC, Literacy Committee	85% of teachers will attend all scheduled PD sessions, with 90% of post-PD surveys indicating improved understanding and confidence in implementing the strategies.
Action Step 2	Facilitate bi-monthly collaborative reflection sessions where teachers (all grade levels) discuss and share experiences, challenges, and successes in implementing evidence-based strategies in their classrooms. Teachers will review and analyze student work samples and assessment data to guide these discussions.	Q1-Q4	Grade Level Leads, Literacy Committee, AIC	85% of teachers will participate in these reflection sessions, with 90% of meeting notes indicating actionable insights and adjustments in teaching practices based on shared experiences and data analysis.
Action Step 3	Provide individualized coaching for teachers needing additional support in applying the literacy strategies, including follow-up sessions to track progress.	Q1-Q4	BLT, AIC, Literacy Committee, Grade Level Leads, Principal, Principal Intern, District Literacy Coach	90% of teachers identified for coaching will show measurable improvement in their application of strategies, as evidenced by classroom walkthroughs and student progress data, with 85% of coaching sessions resulting in positive feedback from participants.
Action Step 4	Implement monthly curriculum alignment meetings where grade-level teams collaborate to plan upcoming instructional	Q1-Q4	Grade Level Leads, Literacy Committee, AIC	90% of grade-level teams will participate in these planning meetings, with 85% of meeting notes reflecting clear plans for the integration of evidence-based strategies in

	<p>units. These meetings will focus on aligning literacy strategies (Heggerty, OG/IMSE, McGraw-Hill) with curriculum goals, and identifying specific instructional needs based on student performance data.</p>		<p>upcoming instructional units, as well as specific actions to address identified student needs.</p>
--	---	--	---

Yr 2 Measurable Objective	By Spring 2026, >65% of students in grades 3-5 will meet proficiency on ELA standards as measured by ILEARN.
Yr 3 Measurable Objective	By Spring 2027, >70% of students in grades 3-5 will meet proficiency on ELA standards as measured by ILEARN.

GOAL 2	By Spring 2025> 60% of students in grade 3-5 will meet State Standards in Mathematics as measured by ILEARN/I AM			
Data Checkpoints (dates)	October 4, 2024 End of Q1	December 20, 2024 End of Q2	May 20, 2025 End of Q4	
Evidence at Checkpoints	District Mastery Assessments and NWEA	District Mastery Assessments and NWEA	District Mastery Assessments and NWEA	
Evidence- Based Strategy 1	<p>Teachers will utilize a purposeful planning process to create grade level problems and problem-solving strategies for each unit.</p> <p>Fisher, D. (2018). <i>The teacher clarity playbook : a hands-on guide to creating learning intentions and success criteria for organized, effective instruction ; Grades K-12.</i> Corwin.</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Math Committee team will discuss and implement area of focus, learner centered problem, and problem of practice	Q1	Math Committee	During Q1 80% of grade level agendas will reflect the dialogue of the problem of practice.
Action Step 2	Review and implement math routines, numeracy framework, and the schedules of grade level math blocks	Q1	Math Committee	80% of grade level agendas will reflect the dialogue of problem-solving skills.
Action Step 3	Teachers will review and utilize McGraw Hill Reveal resources for word problems and other problem-solving strategies.	Q1-Q4	Teachers	80% of teacher clarity documents will capture collaboration notes and reflect key errors of why students are struggling to determine an appropriate strategy during our data analysis.
Action Step 4	Grade level teams will meet and review students work samples, word problems and/or NWEA	Q1, Q2, Q3, and Q4	Teachers	80% of certified staff will engage in data analysis meetings monthly as part of our MTSS meetings.
Evidence- Based Strategy 2	<p>Teachers will participate in training provided by the math committee to equip students with strategies for solving word problems, focusing on productive struggle.</p> <p>Math. (2024). <i>Math Talks for Slides.</i> Google.com. https://sites.google.com/smusd.org/mathtalksforslides/home</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Math committee team will discuss real world problems that creates opportunity for productive struggles	Q2-Q4	Math Committee	80% of math committee agendas will reflect dialogue of real-world problems that creates opportunity for productive struggles. These meetings will occur weekly.

Action Step 2	Math committee will create resources for real world problems and problem-solving strategies.	Q2-Q4	Math Committee	25% of whole staff math meetings the math committee will share resources that have been created for teachers to utilize weekly with students to build opportunities for real world problem
Action Step 3	Teachers will implement real world problems weekly for problem solving.	Q2-Q4	Teachers	20% classroom walkthrough observations will reflect students engaged in real world problem solving.
Action Step 4	Grade level teachers will meet and review data from common word problems.	Q2-Q4	Teachers	80% of certified staff will engage in data analysis meetings monthly as part of our MTSS meetings.

Yr 2 Measurable Objective	By Spring 2026, >65% of students in grades 3-5 will meet proficiency on math standards as measured by ILEARN.
Yr 3 Measurable Objective	By Spring 2027, >70% of students in grades 3-5 will meet proficiency on math standards as measured by ILEARN.

GOAL 3	By May 2025, behavior data will show 95% of Pleasant Ridge Elementary students will have no office referrals			
Data Checkpoints (dates)	October 4, 2024 End of Q1	December 20, 2024 End of Q2	May 20, 2025 End of Q4	
Evidence at Checkpoints	PowerSchool Behavior Data & Google Form Referral Sheet	PowerSchool Behavior Data & Google Form Referral Sheet	PowerSchool Behavior Data & Google Form Referral Sheet	
Evidence- Based Strategy 1	Teachers will use Social Emotional Learning lessons and Restorative Practices to foster positive relationships with students to help the child feel connected and valued. <i>Research. (n.d.). CharacterStrong. https://characterstrong.com/research/</i>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	SEL Lessons PreK-2 nd	Q1	Classroom Teachers	95% of teachers will deliver district SEL lesson.
Action Step 2	PRIDE Lessons and Character Strong will be implemented weekly.	Q1- Q4	Classroom Teachers	95% of teachers will use PRIDE time to teach PRIDE/SEL with Character Strong resources.
Action Step 3	Restorative Practices will be implemented in K-2 classrooms	Q1- Q4	PRIDE Team	80% of teachers will use restorative chats when students have conflicts with one another.
Action Step 4	Teachers PRIDE system launched	Q1	Classroom Teachers	PRIDE parade happens monthly. PRIDE kick-off occurs every August.
Evidence- Based Strategy 2	Teachers and staff members will implement common school-wide expectations as outlined in the GCCS PRIDE framework, which is aligned with the Positive Behavior Interventions and Supports model. <i>Research. (n.d.). CharacterStrong. https://characterstrong.com/research/</i>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PRIDE System Launch for Staff	Q1	PRIDE/SEL Team	100% of teachers will attend a PRIDE training led by our PRIDE team during the first month of school
Action Step 2	PRIDE system launch for students.	Q1	PRIDE/SEL Team	100% of teachers will explicitly launch the PRIDE Kickoff during the month of September
Action Step 3	Data analysis of office referral data	Q2-Q3	PRIDE/SEL Team	80% of teachers will review office referral data, and focus areas will be identified to launch semester 2.
Action Step 4	School-wide social thinking activities	Q3-Q4	PRIDE/SEL Team	80% of teachers will participate in training through PD on social thinking strategies and ways to implement within classrooms.

Yr 2 Measurable Objective	By May 2026, behavior data will show 96% of Pleasant Ridge Elementary students will have no office referrals			
Yr 3 Measurable Objective	By May 2027, behavior data will show 97% of Pleasant Ridge Elementary students will have no office referrals.			
GOAL 4	By Spring 2025, our daily attendance rate will average above 95% in K-2.			
Data Checkpoints (dates)	Weekly			
Evidence at Checkpoints	PowerSchool Attendance	Powerschool Attendance	Powerschool Attendance	
Evidence- Based Strategy 1	Parents will be informed when a student reaches 5 UNA, 10 UNA, 15 UNA and a conference will be held and an attendance plan developed. <i>Handouts for families - attendance works.</i> (2024, August 23). Attendance Works. https://www.attendanceworks.org/resources/handouts-for-families-2/ <i>Indiana General Assembly.</i> (2024). In.gov. https://iga.in.gov/laws/2024/ic/titles/20#20-33-2			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	5 Unexcused a letter will be sent and a conference scheduled.	Ongoing	Office Staff	100% of students with 5 unexcused absences will receive the attendance letter.
Action Step 2	A conference will be held and a plan developed.	Ongoing	Office Staff	80% of the parents will show up for the attendance conference. 100% of students with 5 UNA will have a plan created.
Action Step 3	10 Unexcused a letter will be sent with a copy of the student attendance improvement plan	Ongoing	Office Staff	100% of students with 10 unexcused absences will receive the attendance letter.
Action Step 4	1 st legal notice will be sent at 15 days unexcused days.	Ongoing	Office Staff	100% of students with 15 unexcused absences will receive the first legal notice.
Action Step 5	Final legal notice will be sent at 20 unexcused days.	Ongoing	Office Staff	100% of students will have a truancy affidavit completed and a report to the Department of Child Services.
Yr 2 Measurable Objective	By Spring 2026, PR daily attendance rate will average above 96% in K-2.			

Yr 3 Measurable Objective	By Spring 2027, PR daily attendance rate will average above 97% in K-2.
----------------------------------	---

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	Pleasant Ridge Elementary teachers will engage in continuous professional development phonological progression by means of the Orton-Gillingham method.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Rolling agendas for staff meetings, committee meetings, and grade level meetings 2. Classroom walk throughs and Standard for Success teacher evaluations data 3. Student work samples 	
Plan for coaching and support during the learning process: 24-25 PD Calendar		
<p>How will effectiveness be sustained over time? We will monitor implementation during our Building Leadership meetings held monthly. We will share student work samples to norm our feedback and learn from peers. Data meetings will be held twice a quarter to make sure the needs of all learners are being met.</p>		
Professional Development Goal 2	Pleasant Ridge Elementary teachers will engage in a Productive Struggle book study for improving instruction and increasing student learning outcomes.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Rolling agendas for staff meetings, committee meetings, and grade level meetings 2. Classroom walk throughs and Standard for Success teacher evaluations data 3. Student work samples 	

Plan for coaching and support during the learning process:

[2024-2025 PD Calendar](#)

How will effectiveness be sustained over time?

We will monitor implementation during our Building Leadership meetings held monthly. We will share student work samples to norm our feedback and learn from peers. Data meetings will be held twice a quarter to make sure the needs of all learners are being met.

Professional Development Goal 3	Pleasant Ridge Elementary teachers will continue to improve our PRIDE system by integrating SEL strategies and Restorative Practice techniques into our weekly professional learning communities.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Number of students with office referrals will decrease Students will move from Tier 2 Behavior plans to Tier 1	

Plan for coaching and support during the learning process:

[2024-2025 PD Calendar](#)

How will effectiveness be sustained over time?

The Data Wise process will be used to analyze student behavioral data to determine next steps. The PRIDE committee and SEL leads will provide continuous professional development aligned with building behavioral data. Friday morning meetings will include collaborative discussion of strategies for Tier 2 and Tier 3 students.