School Name Northave Elementary

School Number 0801

Street Address 1907 Oak Ridge Dr.

City Jeffersonville   Zip Code 47130

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT

PLAN For implementation during the following years: 2024 - 2027

---------------------- **CONTACT INFORMATION** ----------------------

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Superintendent: Mark Laughner

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and state-accredited nonpublic schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**
 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

This is an initial three (3) year plan. ☒   This is a review/update of a plan currently in use. ☐
This school is identified as the following by the federal government: Choose
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose
This school receives Title IA funding. Choose an item.   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? * Choose an item.   *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*Both*	*ELA, Wht, SpEd, Multiracial*
Laura Morris	Principal	Both	ELA , Math, SpEd, ELL
Kelly Allen	Reading Intervention Coordinator	Both	ELA, ELL, Choose, Choose
Christa Isenburg	Math Intervention Coordinator	Both	Math, Choose, Choose, Choose
Tory Allen	Principal Intern	Both	Math, Choose, Choose, Choose
Beth Valentine	Teacher	Both	ELA, Choose, Choose, Choose
Kristen Lewis	Teacher	Both	Math, Choose, Choose, Choose
Lauren Cunliffe	Teacher	Both	ELA, Choose, Choose, Choose
Wendy Broady	Teacher	Both	Math, Choose, Choose, Choose
Emily Carpenter	Teacher	Both	ELA, ELL, Choose, Choose
Megan Rogers	ELL Teacher	Both	ELL, ELA, Choose, Choose
Tracy Tabor	ELL Teacher	Both	ELL, Math, Choose, Choose
Renee DuFour	Sp. Ed. Teacher	Both	SpEd, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →Northaven Teams			

--- 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

Northaven Elementary School will create a safe and compassionate environment so all can achieve.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

The mission of Northaven Elementary is to provide a safe and nurturing learning environment. Staff, students, family, and community members will work collaboratively to challenge students and maximize their potential.

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.
GCCS will increase the % of students performing in math at or above grade level to 75%.
GCCS will increase the % of students with zero office referrals by 2%.
GCCS will increase student attendance to 96%.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

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

English/Language	Grades 1 and 5	Amplify	Yes	1	Textbook and resources are the core reading program.	Yes	
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	☒
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	☒
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	☒
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	☒

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

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

Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No	X

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

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

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

Core Element 3: Assessment [Required for all]

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

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

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

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

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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

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

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

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

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

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

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

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

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Our district and school 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 <u>and</u> performance for students in groups identified for the school.

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

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

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

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

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

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   **Last year:** 63   **Two years ago:** 67   **Three years ago:** 41

What may be contributing to the attendance trend?

Some of the issues contributing to Northaven students missing more than 18 days of school are:
- Lack of reliable transportation to get to school
- Homelessness and insecure housing disrupt the child's education
- Chronic illnesses, injuries, and frequent doctor appointments
- Parents working second and third shift causes schedule and transportation decisions.
- A lack of parent support or involvement in a child's education can contribute to absenteeism.

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

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

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

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

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

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

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

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

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

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

Core Element 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

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

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

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

Not Applicable

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

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

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

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

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
See link below		
Link: Northaven Licensing		

SECTION B: Needs Assessment

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

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

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **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 2025> 50% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN.

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

Third grade did meet the goals this year. That cohort of students will now aim for 60% of mastery on new goals set by committee.

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 2025> 50% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN

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

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

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

Goal 3   **Measurable outcome met?** No

By 2025, at least 90% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and data analysis by receiving one referral or less during the school year

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 education-al atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.*	**X**	*1*

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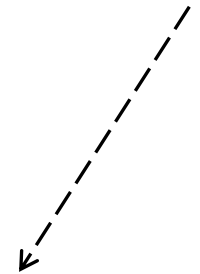
GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Students should develop the knowledge and skills necessary to read proficiently-grade level or higher.	Yes	Although students far below grade level is lower by fifth grade, our students continue to struggle with both content specific and academic vocabulary. Lack of vocabulary understanding prevents students from moving up in running record levels. Reading and comprehension are a deficit according to ILEARN data. https://docs.google.com/spreadsheets/d/13vkbQL39isYiXe_gKcOo2NiN8toRU3gbyfOoZRbnlyk/edit?usp=sharing	Teachers will use assessments, student work and conferencing to determine strategies and appropriate books to move students forward in their reading. Flexible reading groups will be provided for additional instruction and support. Although students are decoding and receiving word study, their ability to make meaning from text has declined.	☒	1
In order for students to successfully master content, they need to have appropriate time to apply the skills and apply at appropriate taxonomy level.	Yes	Walkthrough data and student performance on mastery assessments, NWEA, and ILEARN show that skills are not applied to demonstrate mastery. We are not releasing responsibility to the student early enough or for an appropriate length of time. https://docs.google.com/spreadsheets/d/13vkbQL39isYiXe_gKcOo2NiN8toRU3gbyfOoZRbnlyk/edit?usp=sharing	Although students can successfully demonstrate mastery of a skill when in a small group, students are not given time to struggle with the skills and apply strategies independently.	☒	2

Students and staff need to feel safe at school. We would like students in the classroom as much as possible.	Yes	Currently, 87% of students do not receive a behavior referral for class disruption. A few students receive the majority of the behavior referrals. https://docs.google.com/spreadsheets/d/13vkbQL39isYiXe_gKcOo2NiN8toRU3gbyfOoZRbnlyk/edit?usp=sharing	Our percentage of students not getting referrals has improved, but a few students still need help with services and intervention to create a safe environment.	☒
				3

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Increase the percentage of students reading on grade level.	<u>Why are students not reading on grade level?</u> • In the primary grades, students need to shift quickly from alphabet identification to blending • Students are not able to decode grade level appropriate text. <u>Why can students decode, but not comprehend what they are reading?</u> • There are not opportunities for students to practice reading fluency in class. • Students need knowledge building and not test taking strategies. • Teacher are not incorporating the five components of reading <u>Why are students not reaching mastery on reading standards?</u> • Students need feedback on skills and are not receiving timely feedback • Students should participate as active learners and not receivers of information
Increase the percentage of students at mastery of computation and algebraic thinking standards.	<u>Why are students struggling with computation and algebraic thinking standards?</u> • Teacher spend too much time on lower level standards. • Expectation is that they do not know it instead of that students do know the skill and can move on to grade level skills. <u>Why are students not reaching mastery on the objective?</u> • Teachers should give timely feedback • Students should have multiple opportunities to respond • Students need time to explore concepts before skills are modeled <u>Why are students not using skills to problem solve?</u> • Students do not want to struggle. The are not using skills they have learned to tackle problems. • Students need to be able to attack and persevere through problems

Students in classrooms are disrupting the learners of others.	Why are students so disruptive in class? • Students are entering school dysregulated or without basic needs fulfilled from home. • Teachers do not set clear expectations for behavior in class. • Teacher does not consistently respond to behaviors. Why are teacher not responding to acting-out students in classrooms? • Teachers are not instructing students on how to regulate their feelings and emotions. Some students spend large chunks of time outside of the classroom because of their disruptive behavior. Why are some teachers avoiding morning meeting? • Teachers need tools to help students regulate and problem solve. Why are we not using SEL strategies into lessons through the day? • Teachers need to add Social/Emotional strategies into their lessons like

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

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

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

Strategy Action Steps

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

GOAL 1	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15		May 25
Evidence at Checkpoints	Math scores on interim test.	Math scores on interim test.		Math scores on interim test.
Evidence- Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children*, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			**PD needed** ☑
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021-May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr 2 Measurable Objective	By Spring 2025, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr 3 Measurable Objective	By Spring 2026, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

<mark>Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE</mark>>
https://docs.google.com/spreadsheets/d/1ivDt2I3aB4JwigtLheG-E-N7sceh2FKgwJ7NNsyFb14/edit?usp=sharing

<mark>Playbook:</mark> **https://docs.google.com/spreadsheets/d/1Qv-VLTsxrOMhkauBKao7Fh-KOeVLyXA1ae8jaxE8Wpc/edit?usp=sharing**

GOAL 1	By Spring 2025 > 50% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN		
Data Checkpoints (dates)	September, End of Q1	January, Beginning of Q3	March, End of the Year
Evidence at Checkpoints	**Data Wall, NWEA, running records, WKI and DMA data**	**Data Wall, NWEA, running records, WKI and DMA data**	**Data Wall, NWEA, running records, WKI and DMA data**

Evidence- Based Strategy 1	Implement researched based foundational reading strategies from Orton Gillingham and the Institute for Multi-Sensory Education (IMSE) Institute for Multi-Sensory Education. (2022) Comprehensive Orton-Gillingham Plus Teacher Guide: Comprehensive OG Plus Scope and Sequence Phonics Lessons for Early Elementary and Intervention. Southfield, MI: Institute for Multi-Sensory Education, 2022. Ritchey KD, Goeke JL. Orton-Gillingham and Orton-Gillingham—Based Reading Instruction: A Review of the Literature. *The Journal of Special Education*. 2006;40(3):171-183. Blevins, Wiley,, and Douglas Fisher. A Fresh Look At Phonics, Grades K-2: Common Causes of Failure and 7 Ingredients for Success. Thousand Oaks, California: Corwin Literacy, 2017. **100% of teachers in grades K-5 will apply instructional strategies designed to meet student needs to accelerate student reading levels.** **student needs to accelerate student reading levels.**	**PD needed** ☒

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Build word recognition strategies to increase decoding and sight word recognition	Q1-Q4	Cadre Coach, AIC, staff	100% of teachers in grades K-2 will receive coaching with Cadre Coach/Literacy Coach. Staff trained through summer with IMSE.
Action Step 2	Use Cadre Coach and Academic Improvement Coordinator to work with teacher to plan effective instructional strategies to get students reading proficiently by the end of grade three.	Q1-Q4	Cadre Coach, AIC, principal, and classroom teachers	20% of teachers will participate in a coaching cycle each quarter. Complete coaching cycles and participate in team meetings each quarter. Attend required state trainings. Coach logs completed. Data from NWEA and dyslexia screener will demonstrate student success.
Action Step 3	Build strategies for teaching fluency in order to lower cognitive load of the student while reading.	Q1-Q4	Cadre Coach, AIC, and staff	85% of teachers will have evidence of fluency instruction based on walkthrough or evidence in student work. DMA data and NWEA will improve because of the connection between word recognition and comprehension.
Action Step 4	Build strategies for teaching vocabulary and background knowledge	Q1-Q4	Building Leadership, Grade Level Teams	85% of teachers will be activating prior knowledge, pre-teaching vocabulary, discussing ideas, and utilizing graphic organizers, cards, concept maps, or diagrams to connect concepts.

Evidence- Based Strategy 2	Northaven teachers will strengthen their use of the teacher clarity instructional cycle to improve their Professional Learning Communities Professional Learning Communities to Increase Student Achievement," Essays in Education Vol. 20: Iss. 1 (2007).			PD needed ☒
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Analyze standards to identify key skills and concepts required for student mastery	Q1-Q4	Building Leadership, coaches, and staff	85% of teachers will have objective posted, have appropriate DOK for standard during instruction and student work, and refer to the objective throughout the lesson
Action Step 2	Identify learning targets to help simplify the standard into smaller parts for students to reach mastery or higher.	Q1-Q4	Building Leadership, coaches, and staff	85% of students can identify skills and concepts during walkthroughs. Teachers document learning intentions in rolling agenda during collaboration once a week.
Action Step 3	When reconstructing standards, plan for how students will demonstrate their knowledge	Q1-Q4	Building Leadership, coaches, and staff	100% of teacher will use the framework to plan for student application at the appropriate taxonomy. Students will demonstrate mastery on independent practice and assessments.
Action Step 4	Analyze assessments to find common challenge to address student needs	Q1-Q4	Building Leadership, coaches, and staff	100% of teachers meet twice a week, once for data analysis and current levels and once for collaboration. These items are documented on the rolling agenda. Work samples and walkthroughs
Yr 2 Measurable Objective	By Spring 2026> 60% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN.			
Yr 3 Measurable Objective	By Spring 2027> 65% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN.			

GOAL 2	By Spring 2025 ≥ 50% of students in grades 3-5 will meet State Standard in Mathematics			
Data Checkpoints (dates)	September, End of Q1	January, Beginning of Q3	End of School Year	
Evidence at Checkpoints	Data Wall, NWEA reports, formative assessments	Data Wall, NWEA reports, and formative assessment data, Data Wall, NWEA reports	Data Wall, math interviews, and formative assessment, Data Wall, NWEA reports	
Evidence- Based Strategy 1	Northaven teachers will utilize productive struggle strategies in mathematics to increase rigor in student problem solving and mastery of mathematical concepts. SanGiovanni, J.,Katt, S., Dykema, K.*Productive Math Struggle.Corwin 202.*			**PD needed** ☒

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Build fact fluency through context and conceptual games	Q2-Q4	Math Coach, staff	90% of teachers using math facts in classroom games. Have student self-assess their progress in math fact fluency.
Action Step 2	When reconstructing standards and plan for how students will demonstrate knowledge of skills	Q1-Q4	Math Coach, staff	50% of Teacher Clarity discussions are evident on rolling agenda. Two grade level meetings per week focused on GRR, teacher efficacy, and data analysis
Action Step 3	Teachers will spiral, revisit skills in problem solving (using mathematics in context)	Q1-Q4	Staff, BLT, Math Coach, Math Committee	25% of weekly walkthroughs will reflect teachers using math tasks with open ended or "middle" problem solving.
Action Step 4	Professional development for implementation of Building Thinking Classrooms strategies that support student thinking.	Q1-Q3	Math Coach	At least 6 PD training sessions with teachers will be completed to support the implementation of the new series by the BLT member. It will be evident through checkpoints and assessments. New staff are trained through coaching and grade level teams.

| **Evidence- Based Strategy 2** | Northaven teachers will work in Professional Learning Communities to strengthen their implementation of the Teacher Clarity instructional cycle to improve practices and student achievement.

Professional Learning Communities to Increase Student Achievement," Essays in Education Vol. 20: Iss. 1 (2007). | | | **PD needed** ☒ |

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Math sequence guide used to ensure learning intentions and success criteria are clear.	Q1-Q4	Staff, BLT, AIC, Math Coach	85% of teachers will have objective posted, have appropriate DOK for standard during instruction and student work, and refer to the objective

Action Step 2	Identify learning targets to help simplify the standard into smaller parts for students to reach mastery or higher.	Q1-Q4	Building Leadership, coaches, and staff	85% of students can identify skills and concepts during walkthroughs. Teachers document learning intentions in rolling agenda during collaboration once a week.
Action Step 3	Create, take, and inspect assessment to check for understanding	Q1-Q4	Staff, BLT, AIC, Math Coach	100% of grade level teams will use assessments to see students that mastered the standard and which students need more time and support.
Action Step 4	Grade level planning to create meaningful learning experiences including modeling, guided instruction, collaboration, and ind. practice.	Q1-Q4	Staff, BLT, AIC, Math Coach	Teachers meet twice weekly during Period Zero: once for data analysis and once for collaboration. These items are documented on the rolling agenda. Work samples and walkthroughs show evidence of GRR, engagement, and student depth of knowledge
Yr 2 Measurable Objective	By Spring 2026> 60% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN.			
Yr 3 Measurable Objective	By Spring 2027> 65% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN.			

GOAL 3	By 2025, at least 90% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and data analysis by receiving one referral or less during the school year		
Data Checkpoints (dates)	September, End of Q1	September, End of Q1	September, End of Q1
Evidence at Checkpoints	Referrals, infractions, student response team data, and behavior plans	Referrals, infractions, student response team data, and behavior plans	Referrals, infractions, student response team data, and behavior plans

Evidence- Based Strategy 1	Staff will learn, understand, and use restorative practices in their classroom. *Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.*	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Understand survival state, emotional state, and executive state or brain states	Q1	Principal, staff, Student Response Team	6 sessions of PRIDE/SEL professional development through the year in Zero Period on brain states and emotions with Conscious Discipline. Rolling agendas and pds on calendar.
Action Step 2	Utilize the skill of composure, assertiveness, encouragement, choices, empathy, positive intent, and consequences to guide students.	Q1-Q4	Principal, staff, Student Response Team	10% decrease in referrals because of improved self-regulation, positive classroom climate, and stronger relationships form teacher to students, and increased empathy among students. (25% decrease from 2023-2025)
Action Step 3	Using restorative language in our dialog with students. Naming the emotion, noticing, and deescalating behaviors.	Q2-Q4	Principal, staff, Student Response Team	10% decrease in referrals because of improved self-regulation, positive classroom climate, and stronger relationships form teacher to students, and increased empathy among students. (25% decrease from 2023-2025)
Action Step 4	Classrooms utilize a morning meeting to connect with students and build a classroom family	Q1-Q4	Principal, staff, Student Response Team	85% of classroom teacher doing Morning Meeting during walkthroughs from 9:00 to 9:15

Evidence- Based Strategy 2	Northaven will use school wide positive behavior supports to decrease student misbehavior and increase student achievement. *Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.*	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will use and understand positive reinforcement	Q1	Principal, staff, PRIDE team	6 sessions of PRIDE/SEL professional development through the year in Zero Period on brain states and emotions with Conscious Discipline. Rolling agendas and pds on calendar.

Action Step 2	Use MTSS to provide appropriate level of support	Q1	Principal, staff, PRIDE team	50% of teachers will utilize MTSS documents to obtain support from MTSS and receive Tier 2 plan to use in the classroom
Action Step 3	Teachers will us morning meeting to teacher emotions, appropriate behavior, and regulation	Q1-Q4	Principal, staff, PRIDE team	85% of classroom teacher doing Morning Meeting during walkthroughs from 9:00 to 9:15
Action Step 4	Teacher will provide high quality engaging instruction to reduce misbehavior.	Q1-Q4	Principal, staff, PRIDE team	85% of teachers use TPT or accountable talks to engage learners. Teachers will increase student buy-in and create opportunities to hook students into the learning.
Yr 2 Measurable Objective	By 2026, at least 95% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and data analysis by receiving one referral or less during the school year			
Yr 3 Measurable Objective	By 2027, will maintain at least 95% of our students will respond to our tiered intervention supports for behavior and SEL as evidenced by Office Discipline Referrals and data analysis by receiving one referral or less during the school year			

Professional Development Plan

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

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

Professional Development Goal 1	Northaven Elementary teachers will utilize strategies to support the science of reading for all learners	**Linked SIP Goals** ☒
Possible Funding Source(s)	ELL funds, Title, and GCCS funds	
Evidence of Impact	Dyslexia Screeners Oral Reading Fluency Formative Assessments Checkpoints NWEA	

Plan for coaching and support during the learning process: Academic Improvement Coordinator and Cadre Coach will work with teachers to set goals, model, and improve strategies during embedded Period Zero time. The Reading Committee meets once a month to provide resources for teachers Grade levels will continue to work through Data Wise process by developing an action plan

How will effectiveness be sustained over time? Northaven will continue the commitment of achieving 95% of readers at grade level by continued professional development and coaching to improve reading outcomes. School improvement will continue with data analysis of students at proficiency and MTSS. New staff members learn reading expectations and strategies through the Cadre Coach and AIC as well as support from their grade level team through social networking and collaboration.
Teams meet regularly with Cadre Coach
Teams meet weekly with administration

Professional Development Goal 2	Northaven Elementary teachers will utilize a research-based curriculum that includes conceptual mathematics, visualization, and manipulatives to increase student achievement.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Formative Assessments Checkpoints NWEA Student Work Samples ILEARN	

Plan for coaching and support during the learning process: Plan for coaching and support during the learning process: Math coach will work with teachers on understanding and utilizing research-based curriculum during embedded Period Zero sessions. Mathematics Committee meets once a month to provide resources for teachers

How will effectiveness be sustained over time? School improvement and PLC processes will continue to evaluate the learning achievement of mathematics. New staff members learn math expectations and strategies through the Math Coach and AIC as well as support from their grade level team through social networking and collaboration.
Data is monitored weekly, monthly, quarterly, yearly to problem solve and plan for professional development
Teams meet weekly with grade level leader
Teams meet weekly with administration

Professional Development Goal 3	100% of Northaven teachers will utilize restorative practice for behavior.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS funds, student council fundraiser for SEL Resources	
Evidence of Impact	Every classroom will run a morning meeting including activity for connection, disengage stress, and daily commitment. Behavior referral and infraction data Behavior intervention plan including parents Student Response Team Log	

Plan for coaching and support during the learning process: Staff will continue training in Conscious Discipline with webinar, book, and training literature. SEL team will train the staff on restorative practices and Social Emotional Learning.
Principal and Principal Intern will meet and plan with staff to address classroom and student needs.

How will effectiveness be sustained over time? Referral data is monitored each quarter and data is shared to the staff.
SRT team meets every two weeks to monitor MTSS with behavior and students in need.

PD Calendar: **https://docs.google.com/spreadsheets/d/1ivDt2I3aB4JwigtLheG-E-N7sceh2FKgwJ7NNsyFb14/edit?usp=sharing**