Indiana
DEPARTMENT OF EDUCATION

School Name | River Valley Middle School

School Number | 883

Street Address | 2220 Veteran's Parkway

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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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: TSI or ATSI	
(TSI only) Underperforming student groups identified by the federal government: SpEd	
This school receives Title IA funding. Yes Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? * SW *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*Both*	*ELA, Wht, SpEd, Multiracial*
Michelle Dyer	Principal	Both	ELA , Math, SpEd, ELL
Patricia Armenta	Assistant Principal	Both	ELA, Math, SpEd, ELL
Melissa Bower	Director of Secondary Schools	Both	ELA, Math, SpEd, ELL
Dawn Cunliffe	Literacy Coach	SIP	ELA, SpEd, ELL
Crystal Merrifield	7th Grade ELA Teacher	SIP	ELA, ELL
Todd Bledsoe	6th Grade Math Teacher	SIP	Math, ELL
Carmen Watkins	AIC/Math Coach	SIP	Math, SpEd, ELL
Heather Perissi	6th Grade SpEd. Teacher/Parent	SIP	Math, SpEd
Kayla Petitt	8th Grade ELA Teacher	SIP	ELA, SpEd
Scott Rolfs	7th Grade Social Studies Teacher	SIP	ELA, ELL
Jin Sauer	7th Grade Science/ELA Teacher	SIP	ELA, ELL
Katherine Ennes	7th Grade Science	SIP	SpEd
Lesly Barnette	6th grade ELL Teacher	SIP	ELL
Brooke Lannan	Director of Special Education	Both	SpEd
Christy Davis	Supervisor of Special Education	Both	SpEd
Ashley Molina	Director of ELL Services	SIP	ELL
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

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

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

District Vision

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.

District Mission
Greater Clark County Schools will prepare students for lifelong success.

School Vision

Engage students for success and learning without limits.

School Mission
Inspiring our diverse student population to responsibly learn with no limits, no excuses, and PRIDE to insure lifelong success.

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. <mark>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.</mark> <mark>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.</mark>

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. <mark>Secondary schools may attach or link course descriptions.</mark>

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	6-8,	StudySync	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	6-8	Savvas, Generation Genius k - 8	Yes	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	2,3	Program to support MTSS and Intervention efforts	Yes	☒
					Secondary Course Description Guides		
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 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 Screeening process	Yes	☐
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	☒
Running Record	K-5	Other	Used to monitor progress and to determine guided reading levles.	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, 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
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:** 247   **Two years ago:** 161   **Three years ago:** 555

What may be contributing to the attendance trend?
Overall, our families tend to lack resources such as consistent housing, transportation, counseling services, and supports. When a student is absent, he or she has the opportunity to stay up-to-date on their classwork; therefore, they will chose to stay at home instead of coming to school.

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 PowerSchool Parent Portal 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: N/A   **Percent of students on track to graduate in each cohort:** N/A

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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 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
Pamela Adam	Gen. Elem., 1-9 ELA Endorsement, & Admin License	8th Grade ELA
Patricia Armenta	Gen. Elem (k-6), ELA (5-9) Building Level Administration	Assistant Principal
Lesly Barnette	General Studies- Emergency Permit for ELL Instruction	6th Grade ELL Teacher
Allison Bedell	Emergency License for Art	6-8 Art Teacher
Todd Bledsoe	Gen. Elem., 7/8 Non-Dept. & Admin License	6th Grade Math and Science
Alec Branstetter	Fine Arts: Instrumental and General Music – P-12	6-8 Band Teacher
Matthew Brown	Gen. Elem., 7/8 Non-Dept& Elem. Admin License	6th Grade Math and Science
Charles Carter	Emergency License	6th Grade Math and Science
Stephanie Chavies	Math (5-12)	8th Grade Math
Alexandra Chester	Indiana ISEAL program for Special Education	6th Grade ELA Inclusion Teacher
Steve Churchman	School Counselor	8th Grade Counselor
Christine Clifford	Business Edu. (Mid/High), Intensive & Mild Intervention P-12	7th Grade Inclusion ELA
Dawn Cunliffe	General Elementary (1-6), 7/8 Non-Dept., Learning Disabilities,	Literacy Coach
Brad DeWitt	Biology (5-12), Gen. Science (5-12)	8th Grade Science
Afrodita Dimitrova	English as a New Language and Russian	7th Grade ELL
Christian (Alec) Dunn	Emergency Permit: Science	8th Grade Science
Michelle Dyer	Gen. Elem., 7/8 Non-Dept. & Elem & Sec. Admin License	Principal
Kolton Eddy	Exceptional Needs: Mild Intervention	8th Grade Math Inclusion Teacher
Maria Ehringer	ELL (P-12), Comp (K-12), Math (1-9) Elementary Gen.	7th Grade Math
Katherine (McKenna) Ennes	Math and Science 5 -9	7th Grade Science
Robert Ferguson	Geography Perspectives (Mid/High), Government/Civ. (5-12), Soc.	8th Grade Social Studies
Diane Ferree	Gen. Elem, Seriously Emotionally Handicapped, Mildly Mentally	6/7/8 Resource
Matthew Hasselbring	Health and PE (All Grades)	6-8th Grade PE
Konner Heil	General Elementary and Math (K-6)	6th Grade ELA and Social Studies

Kerry Holder	Severe Disabilities, Mildly Mentally Handicapped K-12	Severe Disabilities (6-8)
Cristiane Howard	Reading (P – 12) and Teachers of English Learners (P-12)	8th Grade ELL
Cameron Jackson	Historical Perspectives (5-12) Science (5-9)	8th Grade Science
Jessica Jackson	Earth/Space Science (5-12)	7th Grade Science
Cameron Kearney	Elementary Generalist and Math – K-6	6th Grade ELA and Social Studies
Carrie King	Elem. (K-6), His. Pers. & ELA (5-9)	8th Grade Social Studies
Deborah Lang	General Elementary, 7/8 Non-Dept.	6th Grade ELA and Social Studies
Jessica Mardis	General Elementary/Intermediate	6th Grade Math and Science
Crystal Merrifield	Gen. Elem., 7/8 Non-Dept. & ELA (5-9)	7th Grade ELA
Zachary Mikel	Mild Intervention (P-12)	7th Grade Special Ed. Inclusion - Math
Christopher Nolot	Indiana ISEAL Program for Special Education	6-8 Grade Emotional Disabilities
Kyle Parr	Gen. Elem, 7/8 Non-Dept., Math (5-9)	8th Grade Math
Heather Perissi	Elementary Generalists (K-6)	6th Grade Special Ed Inclusion - Math
Kayla Petitt	Gen. Elem. (K-6), Mild Int. (P-12), Reading	8th Grade Special ELA
Hendricks Posey	Gen. Elem., 7/8 Non-Dept.	6th Grade Math and Science
Bailey Ramer	Emergency License for Elementary	6th Grade ELA and Social Studies (temporary)
Alexis Rogers	General Elementary (K-6)	6th Grade ELA
Brent Rogers	Elem. Generalists (K-6)	6th Grade Science and SS
Scott Rolfs	Gov., Soc., US History, World Civ. (5-12)	7th Grade Social Studies
Todd Satterly	Chem., Physical Science, General Science, and Physical Education	6-8 Grade PE/Health
Jinnifer Sauer	ELA (5-12) Science (5-9)	7th Grade Science and ELA
Vadra Sprague	Health and Safety (5-12), PE (K-12)	6-8th Grade Health/PE
Lance Stock	General Elementary (1-6), 7/8 Non-Dept.	Dean of Students
Renee Stock	Gen. Elem., 7/8 Non-Dept.	Behavior Intervention Coordinator
Lauren Thompson	Math (5-9)	8th Grade Math
Stephen Tull	General Elementary (1-6), 7/8 Non-Dept. & Science 5-9, Admin	6-8 PLTW
Abby Uhl	Math (5-9)	7th Grade Math
Robyn Wall	Life Science (5-12)	8th Grade Science
Carmen Watkins	Mathematics (Middle and High)	AIC/Math Coach
Lishia Wells	Indiana ISEAL Program for Special Education	8th Grade ELA Inclusion
Dr. Kristine Whitehill	ELA (5-12)	8th Grade ELA
Chris Wilt	Geo (5-12), US History (5-12), World Civ. (5-12),	8th Grade Social Studies
Rachel Wood	ELA 5-12	7th Grade ELA
Lauren Zurlage	Music: Choral, Gen., and Instrumental	6-8th Grade Choir/Music Appreciation
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. <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 -> NWEA Data		**Link ->** Ilearn Data	

<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 of 2025 > 45% of students in grades 6-8 will meet State Standards in ELA as measured by IAM/ILearn.

If goal was met, how will the school further improve or sustain this level of performance?
Was not met.

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 of 2025 > 35% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.

If goal was met, how will the school further improve or sustain this level of performance?
Was not met.

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 Spring 2025, the total percentage of students not receiving multiple office referrals will be 80% or better.

If goal was met, how will the school further improve or sustain this level of performance?
Was not met.

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 4   **Measurable outcome met?** No

By Spring of 2025, > 25% of students identified as Special Education in grades 6-8 will meet proficiency on English/Language Arts as measured by IAM/ILearn.

By Spring of 2025, > 18% of students identified as Special Education in grades 6-8 will meet proficiency on Math as measured by IAM/ILearn.

If goal was met, how will the school further improve or sustain this level of performance?
River Valley will continue to work on meeting the needs of all identified learners by scaffolding the instruction to meet their needs.

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% 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
A learning environment that provides structure and consistency for scaffolding the curriculum and strategies to meet the individual needs of each of our identified students.	Yes	Ilearn Data NWEA Data	We are committed to providing a learning environment that provides structure and consistency for scaffolding the curriculum and small group instruction. This will be based on real time data so that we are meeting the individual needs of all students. Both general and special education teachers will use Indiana Academic Standards and frameworks. Frequent checks for understanding and assessments will be used and student work will be examined . Feedback will be provided to students.	☒	1
An engaging learning environment that provides instructional scaffolding to our English Language Learners so that they have a better chance of obtaining mastery in ELA and Math.	Yes	NWEA Data Ilearn Data	We are committed to increasing the proficiency of our English Language Learners in grades 6 thru 8 by utilizing strategies that will engage learners and meet each of their individual needs. Both general and special education teachers will use Indiana Academic Standards and frameworks. Both general and ELL teachers will service students in a co-taught classroom in both ELA and Math. Students will also be placed in IMPACT/Intervention where instruction will be modified to meet their needs.	☒	2
A safe and disciplined learning environment that provides an atmosphere that is conducive to learning and personal well-being.	Yes	Monthly Discipline Data	We are committed to providing an environment that ensures safety, but also encourages students to learn from their mistakes. We want to promote student self-efficacy. We need to work with teachers on de-escalation techniques and with students on successful ways to self-regulate. If a student receives an out-of-school consequence, he or she will participate in restorative strategies as well as a re-entry conference before returning to class.	☒	4
Our entire school population would have 94% or better attendance throughout the year.	Yes	In 2023-24, we had 247 students in the category who missed approximately 10% of the school year (approximately 18 days). In 22-23, we had 161, and in 2021-22, we had 320. In 2020-21, 118 students missed approximately 10% of the school year.	We are committed to providing a support system to support students who are struggling to come to school daily. The State of Indiana has changed attendance laws. Parents and staff will have to meet to determine a plan for students who have 5 or more days of unexcused absences. Attendance letters will be sent to families.	☒	3

				Choose an item.

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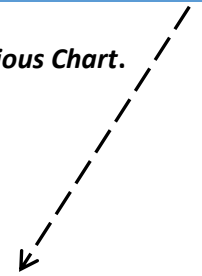
Step 2: Conduct Root Cause Analyses

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

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

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found HERE. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and 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)
River Valley did not meet our school improvement goal in math across all grade levels. How can we build on our current pockets of success?	Why did we not meet our goals? • While overall our data has improved slightly, we are still seeing dips in cohort data. During Tier 1 instruction, we will continue to working on with students on thinking tasks rather than mimicking tasks. We are increasing the number of students placed in a Tier 2 and/or Tier 3, which allows us to increase the number of students receiving math instruction. During Tier 2 and Tier 3 time, teachers are focusing on gap skills with students. Why are students not independently applying the math practice standards? • Students need to be given more opportunities to productively struggle through application type problems independently. We also need to focus on the "We Do" cycle of support to ensure that students have ample opportunities to practice with scaffolding and feedback. Why are students not successful in problem solving? • Teachers practice deconstructing the standard to build the success criteria for mastery. Students still struggle with seeing how all the parts have to be applied to achieve mastery. The instructional demand required to apply the standard to a relevant problem is often higher than what is utilized for tasks in the classroom. Why are not all teachers engaging in effective gradual release of math practice standards? • RVMS feels that most of the teachers are likely using the gradual release model; however, we feel that continued professional development on the gradual release is needed. Teachers need to understand that the "I DO" should include the examples with high instructional demand, and the "WE DO" is where more support is offered throughout small group direct instruction. Once the gradual release is implemented in the classroom, students are not able to show mastery while working independently.
River Valley did not meet our school improvement goal in ELA across all grade levels. How can we build on our current pockets of success?	Why did we not meet our goals? • While overall our data has improved slightly, we are still seeing dips in cohort data. During Tier 1 instruction, we will continue to working on with students on thinking tasks rather than mimicking tasks. We are increasing the number of students placed in a Tier 2 and/or Tier 3, which allows us to increase the number of students receiving ELA instruction. During Tier 2 and Tier 3 time, teachers are focusing on gap skills with students. Why are students struggling with comprehension? • We have spent a lot of time focusing on reading comprehension, but we need to increase strategies we use to build background knowledge. We have also noticed that many students lack the reading endurance to get through long or difficult passages successfully and/or evaluate multiple passages and cite evidence. Students struggle with the instructional vocabulary needed to complete tasks. More time needs to be spent on those key concepts. Why are students not successful identifying key ideas and providing textual support and reasoning? • Students need to read a variety of texts in all discipline areas and at various text complexities. The instructional demand of tasks used to learn a skill/concept must reflect grade level text complexity.

River Valley has students who struggle behaviorally as well as academically, how can we help them succeed?	Why did the number of office referrals go up last year? • We have been in the habit of looking at discipline data monthly/quarter instead of cumulatively. When we looked at our cumulative data, we were disappointed in the percentage of students who received a referral. Instead of only looking at data monthly, we will begin looking at the cumulative number and addressing behaviors of concern. We will bring the individuals identified by number of referrals to the PRIDE committee to discuss and offer strategies to teachers. Why do students continue to misbehave after consequences are received? • De-escalation and replacement strategies need to be taught, practiced, and reinforced consistently. Why doesn't our Tier 1 PRIDE System work better at helping students be more successful? • PRIDE Committee will review and adjust the school-wide plan with teachers, and examine the behavior referrals. We will revamp strategies as needed. Why do some of our teachers struggle with implementing an effective Tier 1/2 behavior plan? • Gradual release of self-regulation strategies and root cause analysis through restorative practices training needs to be employed.

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

↓   ↓

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
    a. A continuation of existing goals and/or

       b.   New goals based on areas where improvement is needed immediately.

2.   Develop a professional development plan, basing professional development goals on:

      a.   Strategies in the school improvement plan.

      b.   Other areas, apart from the improvement plan, where professional development is a priority.

3.   Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA 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 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.			

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

GOAL 1	By Spring 2025 > 45% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAm.		
Data Checkpoints (dates)	September 2024	December 2024	May 2025
Evidence at Checkpoints	StudySync Common Assessment, ELA Scores on NWEA, and Checkpoint data	StudySync Common Assessment, ELA Scores on NWEA, and Checkpoint data	NWEA Data, Checkpoint Data, and ELA Scores on Ilearn/IAM.
Evidence- Based Strategy 1	The Knowledge Gap – The Hidden Cause of America's Broken Education System and How to Fix It By: Natalie Wexler Shifting the Balance – 6 Ways to Bring Science of Reading into the Upper Elementary Classroom By: K. Cunningham, J. Burkins, and K. Yates		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will use the established Indiana Academic Standards to provide feedback for students on their progress to mastery based on student work samples.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will use the established Indiana Academic Standards and frameworks to provide feedback for students.
Action Step 2	Teachers will analyze data from student work and assessments to determine the standard(s) needing reteaching.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will analyze data from student work and assessments.
Action Step 3	Teachers will use instructional strategies to build background knowledge.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will incorporate strategies for building background knowledge.
Action Step 4	Every grade level with determine content and academic vocabulary from the list provided in the framework. This will be shared with all content teachers so that all classes are covering the content and academic vocab.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will provide list each quarter along with walkthroughs in classrooms.
Action Step 5	Teachers will be trained by District Coach and Building Literacy Coach in supporting Science of Reading with training that includes using Oral Reading Fluency to increase fluency and morphology to assist students in chunking words.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will receive specific training on the Science of Reading – Oral Reading Fluency and Morphology

Evidence- Based Strategy 2	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey The Strategic Teacher – Selecting the Right Research Based Strategy for Every Lesson by H. Silver, R. Strong, and M. Perini		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will become familiar with the 4 phases of the instructional model: I do, we do, you do it together, you do it alone.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will receive specific training on the four phases of the instructional model and how to utilize each in his or her classroom.
Action Step 2	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of Responsibility Model.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100 % of teachers will participate in a professional development training of the instructional scaffolds pertaining to the Gradual Release of Responsibility Model.
Action Step 3	Teachers from each grade level will collaborate to establish a goal or target for their learners.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will collaborate and determine a goal or target for their students.
Action Step 4	Teachers will select strategies to optimize students' thinking opportunities to promote engagement and learning.	August 2024-May 2025	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will analyze data through observational assessments, student feedback surveys, and tracking participation in interactive learning activities.

Yr 2 Measurable Objective	By Spring 2026 > 50% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAm.

Yr 3 Measurable Objective	By Spring 2027 > 55% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAm.

GOAL 2	By Spring 2025 > 35% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAm.			
Data Checkpoints (dates)	September 2024	December 2024		May 2025
Evidence at Checkpoints	Math Scores on NWEA/Checkpoint data	Math Scores on NWEA/Checkpoint data		Math Scores on Ilearn/IAM.
Evidence- Based Strategy 1	Building Thinking Classrooms in Mathematics by Peter Liljedahl			**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continue a book study with administration, coaches, and Math BLT members	August 2024- May 2025	Admin Team, Math Coach, BLT Math Team Members	100% of admin, BLT members, and math coach will participate in the Building Thinking Classrooms in Mathematics book study.
Action Step 2	Admin, Coach, and BLT Math Team members will provide professional development on building thinking classrooms.	August 2024- May 2025	Admin Team, Math Coach, District Math Coach, and BLT Math Team Members	Instructional walk-throughs will show evidence of 90% or more of teachers implementing thinking classrooms.
Action Step 3	Teachers will select strategies to optimize students' thinking opportunities to promote engagement	August 2024- May 2025	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will analyze data through observational assessments, student feedback surveys, and tracking participation in interactive learning activities.
Action Step 4	Teachers use formative, summative, and self-reflection throughout their instruction.	August 2024- May 2025	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will use assessment data to differentiate and scaffold instruction in their classes (core, impacts, and/or intervention).

Evidence- Based Strategy 2	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey The Strategic Teacher – Selecting the Right Research Based Strategy for Every Lesson by H. Silver, R. Strong, and M. Perini			**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will become familiar with the 4 phases of the instructional model.	August 2024- May 2025	Admin Team, Math Coach, BLT Math Team Members	100% of teachers will receive specific training on the four phases of the instructional model and how to utilize each in his or her classroom.
Action Step 2	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of Responsibility	August 2024- May 2025	Admin Team, Math Coach, District Math Coach, and BLT Math Team Members	100 % of teachers will participate in a professional development training of the instructional scaffolds pertaining to the Gradual Release of Responsibility Model.
Action Step 3	Teachers from each grade level will collaborate to establish a goal or target for their learners.	August 2024- May 2025	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will collaborate and determine a goal or target for their students.
Action Step 4	Teachers will utilize the gradual release of responsibility instructional framework in his or her classroom.	August 2024- May 2025	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will effectively use the gradual release of responsibility instructional framework during their instructional lessons.

Yr 2 Measurable Objective	By Spring 2026 > 40% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAm.
Yr 3 Measurable Objective	By Spring 2027 > 45 % of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAm.

GOAL 3	By Spring 2025, the total percentage of students not receiving multiple office referrals will be 80% or better.		
Data Checkpoints (dates)	End of Semester 1	End of Quarter 3	End of Year
Evidence at Checkpoints	Discipline Data- End of Semester	Discipline Data- End of Quarter 3	Discipline Data- End of Year
Evidence- Based Strategy 1	Quick Responses for Reducing Misbehavior and Suspensions: A Behavioral Toolbox for Classroom and School Leaders		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify students who have multiple infractions or referrals to discuss with team during monthly team meetings.	August 2024- May 2025	Admin Team, Teachers, Dean, and BIC	90% of teachers will meet and discuss students of concern after looking at and analyzing discipline data.
Action Step 2	Tier 2 and Tier 3 Behavior Intervention Classes	August 2024- May 2025	Admin Team, Teachers, Dean, and BIC	100% of students identified as having multiple office referrals will receive intervention to support their behavior needs.
Action Step 3	BIC will collect data through check-in and check-out sheets (filled out daily by classroom teachers).	August 2024- May 2025	Admin Team, Teachers, Dean, and BIC	80% of students participating in the check-in/check-out program will decrease the number of office referrals.
Action Step 4	Review discipline data to determine preventative strategies (reteaching expectations, incentives, etc.)	August 2024- May 2025	Admin Team, BIC, and Emotionally Handicapped Classroom Teacher	100% of PRIDE Team will meet to help determine preventative strategies and provide professional development, as needed.

Evidence- Based Strategy 2	Greater Clark's Restorative Practices Continuum – Ellen Williamson CharacterStrong- A comprehensive and evidence-based solution to support life-readiness.		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continuous PD on CharacterStrong along with calendar/activities for daily/weekly lessons.	August 2024- May 2025	Admin team, SEL District Lead, and BIC	90% of teachers will attend CharacterStrong/SEL trainings offered at RVMS.
Action Step 2	CharacterStrong will be built into the daily schedule, and teachers will implement the curriculum.	August 2024- May 2025	Admin team	90% of teachers will implement CharacterStrong curriculum in their classes.
Action Step 3	Professional Development on restorative practices quarterly by Admin, BIC, and district level leads	August 2024- May 2025	Admin team, SEL lead, and BIC	100% of teachers and administrators will be trained on the restorative practices that can be utilized when dealing with conflict resolution.
Action Step 4	Re-entry Conferences – students who have OSS as a consequence	August 2024- May 2025	Admin team and BIC	100% of students who are given an out-of-school suspension will participate in a re-entry conference so they can take ownership of their behavior, practice empathy, perspective taking, and to navigate conflict resolution.

Yr 2 Measurable Objective	By Spring 2026, the total percentage of students not receiving an office discipline referral will be 85% or better.
Yr 3 Measurable Objective	By Spring 2027, the total percentage of students not receiving an office discipline referral will be 90% or better.

GOAL 4	By Spring 2025 > 25% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on ELA as measured by ILearn/IAm. By Spring 2025 > 18% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on Math as measured by ILearn/IAm.		
Data Checkpoints (dates)	September 2024	December 2024	May 2025
Evidence at Checkpoints	Math and ELA Scores on NWEA	Math and ELA Scores on NWEA	Math and ELA Scores on Ilearn/IAM

Evidence- Based Strategy 1	[Supporting All Students](#): Resource Guides for Scaffolding Instruction for English Language Arts and Mathematics			**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will use the established Indiana Academic Standards to provide feedback for students on their progress to mastery based on student work samples.	August 2024- May 2025	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will use the established IAS to provide feedback for students.
Action Step 2	Teachers will analyze data from student work and assessments to determine the standard(s) needing reteaching.	August 2024- May 2025	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	100% of teachers will analyze data from student work and assessments.
Action Step 3	Teachers will utilize data to collaborate and determine a strategy to be implemented during the reteach.	August 2024- May 2025	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will utilize data, collaborate, and share strategies for implementation.
Action Step 4	Every grade level with determine content and academic vocabulary from the list provided in the framework. This will be shared with all content teachers so that all classes are covering the content and academic vocab.	August 2024- May 2025	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will provide list each quarter along with walkthroughs in classrooms.

Evidence- Based Strategy 2				**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Required Activity	Evidence of Success
Action Step 1		August 2024- May 2025		
Action Step 2		August 2024- May 2025		
Action Step 3		August 2024- May 2025		
Action Step 4		August 2024- May 2025		

Yr 2 Measurable Objective	By Spring 2026 > 31% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on ELA as measured by ILearn/IAm. By Spring 2026 > 24% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on Math as measured by ILearn/IAm.
Yr 3 Measurable Objective	By Spring 2027 > 37% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on ELA as measured by ILearn/IAm. By Spring 2027 > 30% of students in grades 6-8 who are identified as Special Population Students will meet State Standards on Math as measured by ILearn/IAm.

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	River Valley 6th grade teachers will utilize the Readable English platform to support our struggling readers as well as 6th grade Math teachers will pilot the Total Fraction Techniques program to support students in their understanding.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funded and Title 1	
Evidence of Impact	• Rolling Agendas for PLC meetings • Classroom walkthroughs • Student growth on NWEA, Common Assessments, and Ilearn/IAM	

Plan for coaching and support during the learning process: Plan for coaching and support during the learning process: The Administrative Team along with our Literacy and Numeracy coaches will provide on-going professional development and support on the use of both Readable English and Total Fraction Techniques. Our Literacy and Numeracy coaches will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department to determine next steps. Period Zero Schedule
How will effectiveness be sustained over time? Plan for coaching and support during the learning process: The Administrative Team along with our Literacy and Numeracy coaches will provide on-going professional development and support on Readable English and Total Fraction Techniques. Our Literacy and Numeracy coaches will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department.

Professional Development Goal 2	River Valley teachers will utilize the Building Thinking Classrooms in Mathematics book study to drive our instructional practices in the classroom. All teachers in ELA will focus on the morphology and Science of Reading.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funded and Title 1	
Evidence of Impact	• Rolling Agendas for PLC meetings **Share out instructional strategies, tasks, and thinking • Classroom walkthroughs and Standard For Success teacher evaluations **Vocabulary and morphology, Number sense routines, Total Fraction Techniques, FMI, JumpStart, Spiral Review, etc. • Student work samples – analyzed during PLC meetings	

Plan for coaching and support during the learning process: Plan for coaching and support during the learning process: The Administrative Team along with our Numeracy coach will provide on-going professional development and support on the Thinking Classrooms in Math. Our Numeracy coach will also model for teachers, as needed.   Professional Learning Community (PLC) meetings will take place weekly in each department. We will progress monitor our students in IMPACT/Intervention.
Period Zero Schedule

How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.

Professional Development Goal 3	All teachers in ELA will focus on the morphology and Science of Reading.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funded and Title 1	

Evidence of Impact	• Rolling Agendas for PLC meetings
	  **Share out instructional strategies, tasks, and thinking
	• Classroom walkthroughs and Standard For Success teacher evaluations
	  **Vocabulary, morphology, and Oral reading Fluency in StudySync
	• Student work samples – analyzed during PLC meetings	

Plan for coaching and support during the learning process: Plan for coaching and support during the learning process: The Administrative Team along with our Literacy coach will provide on-going professional development and support on the Science of Reading. Our Literacy coach will also model for teachers, as needed.   Professional Learning Community (PLC) meetings will take place weekly in each department. We will progress monitor our students in IMPACT/Intervention.
Period Zero Schedule

How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.

Professional Development Goal 3	As a PRIDE team, we will provide on-going training and professional development on Restorative practices to use in the classroom, so students are able to de-escalate themselves instead of being removed from the classroom. We will also provide training and implement Character Strong as our social-emotional learning platform.	**Linked SIP Goals** ☒
Possible Funding Source(s)	GCCS Funded and Title Funded	
Evidence of Impact	We will see a decrease in the number of students who are receiving multiple referrals. In addition, teachers will be better equipped to handle the social-emotional issues as they arise in the classroom.	

Plan for coaching and support during the learning process: The PRIDE leaders/team will provide continuous training and professional development on restorative practices and CharacterStrong (social-emotional learning platform). The PRIDE team will also create a behavior system that focuses on rewarding positive behavior instead of focusing on the negative. Meetings will take place bi-weekly with administration and the PRIDE Team. Our BIC (behavior intervention coordinator) will also provide a pacing guide for teachers to follow for implementation of CharacterStrong.
Period Zero Schedule

How will effectiveness be sustained over time? The members of the PRIDE Team along with our SEL Lead will continue to conduct ongoing professional development. We will have one 30-minute professional development time slot per month dedicated solely to Social and Emotional Learning, which will be led by the BIC or the Assistant Principal. Discipline data will be monitored and analyzed regularly with both our PRIDE Team and Grade Level Teams.

Professional Development Goal 4	With Special Populations as a targeted area for us, we will provide on-going training and professional development on scaffolds to use in the classroom. We will also provide professional development and resources on how to use the gradual release of responsibility model in their classrooms.	**Linked SIP Goals** ☐
Possible Funding Source(s)	GCCS Funded and Title Funded	
Evidence of Impact	• Rolling Agendas for Special Population Meetings which occur monthly. • Orton-Gillingham and Readable English with our targeted population,. • Classroom walkthroughs and Standard For Success teacher evaluations • Student work samples – analyzed during PLC meetings • Increased achievement on common assessments, NWEA, and ILearn/IAM.	

Plan for coaching and support during the learning process: The Administrative Team, Special Education Supervisors, along with our Literacy and Numeracy coaches will provide on-going professional development and support on the Gradual Release of Responsibility and Scaffolding. Our Literacy and Numeracy coaches will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department to help facilitate collaboration. We will train our staff on sheltered instructional strategies to support our identified and struggling learners access curriculum.
Period Zero Schedule

How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team, Special Education Supervisors, along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.

Additional Resources:

- NWEA Data 2023-24
- PRIDE Rolling Agenda 2023-24
- Monthly Discipline Data 2023-24
- Ilearn Data 2021-24