School Name: Crawford County Middle School

School Number: 1061

Street Address: 177 2nd Street

City: Marengo

Zip Code: 47140

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2019-2022</mark>, 2020-2023, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

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

Principal: Brandy Stroud Telephone: 812-365-2116	Email: bstroud@cccs.k12.in.us

Superintendent: Michael Key Telephone: 812-365-2135	Email: mkey@cccs.k12.in.us

Contact for Grants: Amy Belcher Telephone: 812-365-2135	Email: abelcher@cccs.k12.in.us

Read all the way 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 private 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**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (Highlight answer choices below.)

This is an initial three (3) year plan. **Yes No**	This is a review/update of a plan currently in use. **Yes No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**choolwide or **T**argeted **A**ssistance? **SW** TA
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

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

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(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 and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Julia Griffith	Teacher	CNA, **SIP**, Both	Societal Functionality
Geno Wise	Counselor	CNA, **SIP**, Both	Societal Functionality
Amanda KIng	Title I Aide	CNA, **SIP**, Both	Societal Functionality
Lisa Striegel	Teacher	CNA, **SIP,** Both	Academic Proficiency and Growth
Jason Sturgeon	Parent	CNA, **SIP**, Both	Societal Functionality
Pam Holzbog	Teacher	CNA, **SIP**, Both	Academic Proficiency and Growth
Jenny Jones	Teacher	CNA, **SIP**, Both	Societal Functionality
David Coultas	Teacher	CNA, **SIP**, Both	Academic Proficiency and Growth
Heather Nichols	Teacher	CNA, **SIP**, Both	Academic Proficiency and Growth
Amy Baxley	Teacher	CNA, **SIP,** Both	Academic Proficiency and Growth
Justin Hammond	Teacher	CNA, **SIP**, Both	Academic Proficiency and Growth

Brandy Stroud	Principal	**CNA, <mark>SIP,</mark> Both**	Academic Proficiency/PBL/STEM
Jenny Caffrey	Teacher	**CNA, <mark>SIP,</mark> Both**	Societal Functionality
Amy Belcher	Program Director	**CNA, <mark>SIP,</mark> Both**	Academic Proficiency/PBL/STEM
Amanda McClure	Title I Aide	**CNA, <mark>SIP,</mark> Both**	Academic Proficiency and Growth
Linda Baker	Title I Aide	**CNA, <mark>SIP,</mark> Both**	Academic Proficiency and Growth

--- ALIGNMENT [optional] ---

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

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

District Vision: Growing Toward Greatness   School Vision: Growing Toward Greatness

District Mission:
Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

School Mission:
Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

District Goals:

Students will be able to perform at or beyond grade level expectations in English Language Arts

Students will be able to perform at or beyond grade level expectations in Mathematics.

Develop a school culture that promotes positive behaviors, self-regulation, growth mindset, and recognized trauma informed care practices utilizing MTSS.

Increase understanding and implementation of Project-Based Learning/STEM in the district.

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Do the school's mission and vision support district goals?   Yes   No

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? N/A

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not underline 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 (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
ELA	6-8	iReady Reading	Yes No	Tier 1, 2, 3	Core component of the reading program/formative assessment	Yes No	X
Math	6-8	iReady Math	Yes No	Tier 1, 2, 3	Core component of the math program/formative assessment	Yes No	X
Social Studies	6-8	Scholastic Social Studies	Yes No	Tier 1, 2, 3	Supplemental instructional material	Yes No	
Science	6-8	Discovery Ed	Yes No	Tier 1, 2, 3	Core component of science program	Yes No	
ELA	6-8	IXL	Yes No	Tier 1, 2, 3	Supplemental instructional material	Yes No	
Math	6-8	IXL	Yes No	Tier 1, 2, 3	Supplemental instructional material	Yes No	
Social Emotional Learning	6-8	Positive Action	Yes No	Tier 1, 2, 3	Core social emotional curriculum	Yes No	X

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

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

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

Core Curricula have been developed at the district level and is based on Indiana Academic Standards. Grade level teams have identified Priority, Supporting and Additional Standards from a thorough deconstruction of the Indiana Academic Standards. Grade level teams share pacing guides for the scope and sequence of standards. Current resources include Curriculum Associates Ready/iReady Mathematics. The curriculum and pacing guides are available at the school office during the school year between 9:00 AM and 2:30 PM.

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.

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

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.
Provide remediation opportunities for reteach and skills practice. Our Title I instructional assistants work with students in the classroom and in addition provide small group and/or individual remediation to our at risk students as needed.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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)	Frequency	Type and Rationale for Use	Continue Use		X
iReady	6-8	==Benchmark==, Com. Form., Summative, Other	Formative assessment for ELA and Math- provides RTI and student growth data	==Yes==	No	X
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

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

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.

Teachers are required to attend data meetings as facilitated by the principal. All teachers have access to assessment data and have a program they may use to appropriately group students to allow for growth and achievement.

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

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

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

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

Answer the questions for the grade levels in your school.

Grades 6-8 only

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

If "Not currently implementing career exploration activities" was 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	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	X
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by ==highlighting== groups below.

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

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

Parents complete a Race/Ethnicity and a Home Language Survey upon enrollment.
Parents complete a Free/Reduced lunch form each year.

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

Childhood hunger is a leading cause of low performance. Our entire school population, regardless of free/reduced status, benefits from the Community Eligibility Provision program, providing free breakfast and lunch to our students.

Students are enrolled in a WIN (What I Need) that provides instructional help, social/emotional learning opportunities, and RTI interventions.

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

Any professional development highlighting needs of students with low socioeconomic status would be beneficial. Our staff has been trained in

trauma-informed care, but could benefit from any of the latest information. Our staff was also trained in utilizing Google classroom offline for our students without internet access.

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

Positive Actions- Social/Emotional Learning curriculum

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: undetermined due to COVID   Two Years Ago: 20.3%

What may be contributing to the attendance trend?

The value placed on education is low by some of the community. We also have inadequate local quality access to physical and mental health services.

What procedures and practices are being implemented to address chronic absenteeism?
Project Attend through our prosecutor's office has been implemented.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
Meetings will be held twice a month with the Project Attend team.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	X
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	No	X

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

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

Use of Facebook, Harmony database system, and school website to share information regarding student progress, upcoming events, and important information.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
The school will use open communication through email, parent- teacher conferences, phone calls and surveys to address parent concerns

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
The school will use all-call, school Facebook page, corporation website, pamphlets or school announcements. We provide each family with a handbook at the beginning of the year outlining attendance policies. We provide access to Project Attend, which gets to the bottom of attendance issues.

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

The school will use open communication through email, parent- teacher conferences, phone calls and surveys to address cultural differences. The school will facilitate cross-cultural skills by providing professional development for all staff members.

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.

The school will engage in meaningful dialogue with the family members to monitor student progress and plan for academic success during parent/teacher conferences and parent access through the family access portal in the student management system. Annual career exploration and parent night provides meaningful opportunities for families and students to interact with various career experts, colleges, technical schools, and 21st Century Scholars.

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

Individualized student reports from state testing are sent home with students or mailed.   Formative assessment data can be made available at any time for parent view. Copies may be mailed or emailed home to families.

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

The school will engage in meaningful dialogue with the family members to monitor student progress and plan for academic success during parent/teacher conferences and parent access through the family access portal in the student management system. The school will use open communication through email, parent- teacher conferences, phone calls and surveys

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

This section applies only to schools that receive Title I funding 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.

We use a variety of funds (Title I, Title IV) to support initiatives in STEM and Social Emotional Learning. We pair these federal funds with a variety of grant opportunities (CF-CC, CHE) to continue our professional learning, instructional tools, etc. For our academic goals, we primarily utilize federal funds for supplemental instructional materials and professional development (Title I)

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.
The school will assist preschool students from Head Start and Boys and Girls Club with the transition to elementary school by having the students visit, tour, and observe the kindergarten classroom and school. The Boys and Girls Club preschool teacher and kindergarten teacher regularly collaborate on curriculum so the preschool students will be prepared academically. The school hosts a Kindergarten Round-Up to give parents information about the upcoming year. The school has a Title 1 program to get students and parents into the school to promote reading and we invite the incoming kindergarten students.

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.

CCCS has implemented a mentor/mentee program that allows for teachers both new to the profession to work with a mentor in the building. This serves to assist the new staff member with the evaluation system and building procedures and policies. This is our corporation's attempt to ease the transition into teaching for those new to the profession and retain high quality teachers at CCCS. The administrative team will be attending a recruitment fair to select and reach quality candidates.

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
Justin Hammond	Mathematics General Elementary 1-9	Math 8/Algebra I
Julia Griffith	United States History Senior High-Junior/Middle School 5-12	Social Studies 8
Terri Mitchell	Science General Elementary 1-9	Science 8
Heather Nichols	English Senior High-Junior/Middle School 5-12	ELA 8
Matthew Thena	Instrumental and General Music Renewal initial Practitioner	Music/Band
Jason Sturgeon	General Elementary 1-6 Physical Education Instructional Accomplished Practitioner	6-8 PE
Scott Mitchell	Seriously Emotionally Handicapped General Elementary K-12	ED Special Education
Charity Payne	Mild Intervention Initial Practitioner	Mild Special Education
Amanda Napper	Instructional Proficient Practitioner Mild Intervention	Mild Special Education
Kyia Oppel	Mild Intervention Emergency Permit	Moderate Special Education
Janice Thayer	Consumer / Homemaking Education K-12	Prep for College and Careers/ FACS
Jenny Jones	General Elementary 1-6 ⅞ Non-Department	Computer Science 6-8
Kevin Milligan	Health Instructional 9-12	Health 6-8

Cheryl Burden	English Senior High-Junior/Middle School 5-12	Reading and Literature 6-8
Jenny Caffrey	General Elementary 1-6 7/8 Non-Dept	Science 7
Whitney Schwartz	Historical Perspectives Initial Practitioner	Social Studies 7
David Coultas	Mathematics 5-12 Emergency	Math 7
Amy Baxley	Language Arts 5-12	ELA 7
Heather Williams	Life Science 5-9	Science 6
Pamela Holzbog	General Elementary 1-6 7/8 Non-Dept	ELA 6
Debbie Ruble	World Civilizations Senior High-Junior/Middle School 5-12	Social Studies 6
Lisa Striegel	General Elementary 1-6 7/8 Non-Dept	Math 6
Amanda McClure	Paraprofessional Test	Title I Instructional Aide
Linda Baker	Paraprofessional Test	Title I Instructional Aide
Kimberly Smith	Paraprofessional Test	ED Instructional Aide
Brittany Vincent	Paraprofessional Test	Moderate Instructional Aide
Hope Boren	College transcript	Instructional Aide
Destiny Sneed	Paraprofessional Test	Mild Instructional Aide
Amanda King	College Transcript	Title I: Student Services

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.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed: Yes No**
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 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 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 2022, 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.

GOAL 1	By Spring of 2021, 70% of all CCMS students will show increased growth or proficiency in ELA and mathematics			
Data Checkpoints (dates)	September 2019 December 2019 April 2020	September 2020 December 2020 April 2021	September 2021 December 2021 April 2022	
Evidence at Checkpoints	iReady Diagnostic ILEARN	iReady Diagnostic ILEARN	iReady Diagnostic ILEARN	
Evidence- Based Strategy 1	Students will take part in iReady My Path math and ELA online instruction for no less than 45 minutes per week			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Diagnostic 1	Aug-Sept	teachers/aides	100% participation
Action Step 2	My Path Instruction and groupings	Sept-May	students/teachers	Students log 45 minutes of iReady time in math and ELA
Action Step 3	Diagnostic 2 and 3	Dec/May	teachers/aides	Growth on diagnostic
Action Step 4	ILEARN testing	April-May	teachers/aides/students	improved proficiency and growth ILEARN
Evidence- Based Strategy 2	Students will utilize IXL online program to remediate needed skills			PD Needed: Yes <mark>No</mark>
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 2	Teacher Assigned Lessons	Sept-May	teachers/students	student achievement of 80% or higher on all assigned lessons
Action Step 3	Diagnostic 2 and 3	Dec/May	teachers/aides	Growth on diagnostic
Action Step 4	ILEARN testing	April-May	teachers/aides/students	improved proficiency and growth ILEARN

Yr. 2 Measurable Objective	By Spring of 2022, 73% of all CCMS students will show increased growth or proficiency in ELA and mathematics
Yr. 3 Measurable Objective	By Spring of 2023, 75% of all CCMS students will show increased growth or proficiency in ELA and mathematics

GOAL 2	Develop programs that support and encompass the MTSS model.			
Data Checkpoints (dates)	**August 31**	**January 31**	**May 30**	
Evidence at Checkpoints	Discipline referrals & attendance data	Discipline referrals & attendance data	Discipline referrals & attendance data; graduation rate	
Evidence- Based Strategy 1	Increase understanding and implementation of MTSS in the building.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Implementation of schoolwide Mental health/SEL program.	August 2020-May 2021	Career Info teachers, social worker, principal	Student discipline referrals will reduce by 10%.
Action Step 2	Implementation of schoolwide Mental health/SEL program.	August 2020-May 2021	Career Info teachers, social worker, principal	Number of students missing more than 10 days a semester will reduce by 10%.
Action Step 3	Implementation of schoolwide RTI program.	August 2020-May 2021	Career Info teachers, social worker, principal	Graduation rate will be 90% or higher.

GOAL 3	100% of teachers will complete a Project-Based Learning unit by the end of the 2020-2021 school year.			
Data Checkpoints (dates)	**November 1**	**December 1**	**May 30**	
Evidence at Checkpoints	Lesson plans, training feedback & sign in	Lesson plans, training feedback & sign in	Lesson plans	
Evidence- Based Strategy 1	Increase understanding and implementation of Project Based Learning in the building.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers will attend three days of PBL training	October 2020-November 2021	Teachers, principal	All teachers will be PBL certified.
Action Step 2	Teachers will implement one PBL unit	November 2020-May 2021	Teachers, principal	Principal will have observed every teacher at some point during a PBL unit.

Professional Development Plan

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

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

Professional Development Goal 1	Increase the understanding of all iReady and IXL tools available for student remediation	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	Title 1, High Ability, other available grants	
Evidence of Impact	Focus groups, surveys, lesson & unit plans	

Plan for coaching and support during the learning process:
Support will be given by iReady and IXL staff. Staff will be available for email or phone questions. Creation of timelines for student groups to make sure things are progressing.

How will effectiveness be sustained over time?
Refresher courses, data meetings with staff, discussions on teaching practices with new new teachers, continued PD for new teachers

Professional Development Goal 2	Develop programs that support and encompass the MTSS model	Linked SIP Goals ==Yes== No
Possible Funding Source(s)	Title 1, High Ability, School Safety, other available grants	
Evidence of Impact	Focus groups, surveys, analysis of discipline and attendance	

Plan for coaching and support during the learning process:

Staff will work together in data meetings to sift through data and make comparisons to previous years as well as longitudinal data.

How will effectiveness be sustained over time?

Continued research of best practices; continued PD as necessary to reach new goals

Professional Development Goal 3	Increase understanding and implementation of Project Based Learning in the building.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title 1, Title IV, High Ability, GEAR UP, other available grants	
Evidence of Impact	Focus groups, surveys, lesson & unit plans	

Plan for coaching and support during the learning process:

Title IV Grant Application includes a STEM Coach to be available in each building for one full day to provide implementation support.

How will effectiveness be sustained over time?

Continued research of best practices; continued PD as necessary to reach new goals