

School Name: Franklin Square Elementary School

School Number: 0874

Street Address: 605 E. Court Avenue

City: Jeffersonville

Zip Code: 47130

COMPREHENSIVE NEEDS ASSESEMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2024

Principal: Virenda Cunningham-Lester

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Superintendent: Mark Laughner

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This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: CSI	
(TSI only) Underperforming student groups identified by the federal government: Choose Choose Choose Choose Choose	
This school receives Title IA funding. Choose an item.	Is the school's Title I program School Wide or Targeted Assistance? * SW
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--PLANNING COMMITTEE --

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. 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)			
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>			
Virenda Cunningham-Lester	Principal	Both	ELA	Math	Attend.	Spec.Ed.
Jacqueline Diaz	Principal	Both	ELA	Math	Attend	Spec. Ed
Susan Ward	Academic Improvement Coordinator	Both	ELA	ELL	Choose	Choose
Abby Mulvihill	Academic Math Coach	Both	Math	Attend.	Choose	Choose
Susan Clay	Special Needs Teacher/Coordinator	Both	Spec.Ed.	Attend.	Choose	Choose
Katie Williams	First Grade Teacher	Both	ELA	Choose	Choose	Choose
Meredith Porter	Second Grade Teacher	Both	Math	Choose	Choose	Choose
Sidney Chumbler	Third Grade Teacher	Both	ELA	Choose	Choose	Choose
Trisha Warren	Fourth Grade Teacher	Both	Math	Choose	Choose	Choose
Mindy Riley	Fifth Grade Teacher	Both	ELA	Choose	Choose	Choose
Carrie McCoy	Kindergarten Teacher	Both	Math			

District Vision

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

School Vision

Franklin Square Elementary will be the foundation of educational excellence in the heart of downtown Jeffersonville, Indiana

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

Franklin Square Elementary will prepare students for 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
- Does the school’s mission and vision support district goals? Yes

SECTION A: Review Essential Information

Core Element 1: Curriculum

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 essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2	<i>Textbook and readers are core component of reading program.</i>	Yes	<input checked="" type="checkbox"/>
Reading	K-5	McGraw-Hill Wonders	Yes	1	Textbook and resources are the core math program	Yes	<input checked="" type="checkbox"/>
Math	K-5	McGraw-Hill My Math	Yes	1	Textbook and resources are the core math program	Yes	<input checked="" type="checkbox"/>
Science	K-5	Scotts Foresman	No	1	Textbook is a resource for the science units of study	Yes	<input checked="" type="checkbox"/>
Social Studies	K-5	Houghton Mifflin	No	1	Textbook is a resource for the social studies units of study	Yes	<input checked="" type="checkbox"/>
Music	K-5	GCCS Music Guides	Yes	1	Lesson plans aligned to music standards	Yes	<input checked="" type="checkbox"/>
Math	K-5	Balanced Math	Yes	1	Framework for conceptual math support aligned to core	Yes	<input checked="" type="checkbox"/>
Reading	K-5	Guided Reading	Yes	1,2	Differentiated instruction to develop reading proficiency	Yes	<input checked="" type="checkbox"/>
Writing	K-5	Guided Writing	Yes	1,2	Differentiated instruction to develop writing proficiency	Yes	<input checked="" type="checkbox"/>
Sequencing Guides	K-5	GCCS Sequencing Guides	Yes	1,2	Sequencing guides provide a map to teach IAS	Yes	<input checked="" type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>

Core Element 1: Curriculum

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

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

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

Core Element 2: Instructional Program

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

For Title I schools with School Wide 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 fail summative and formative assessments participate in remediation during the school day, after school programs and/or summer instruction. Supplemental programs are monitored and evaluated with progress monitoring and assessments. The interventions that will address critical areas will include: full day kindergarten, tiered small group instruction (IMPACT Groups), extended school year, and afterschool 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 supports 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 their 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 ss.

Core Element 3: Assessment

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 benchmark, common formative, 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
NWEA Fluency	K-2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA Map	K-5	Benchmark	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
Running Records	K-5	Other	Used to monitor progress and to determine guided reading levels	Yes	<input checked="" type="checkbox"/>
District Mastery	1-5	Com. Form.	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1-5	Com. Form.	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklist	K-1	Benchmark	Used to assess total mastery of foundational skills in reading and math	Yes	<input checked="" type="checkbox"/>
Daily Math Review	K-5	Com. Form.	Used to assess total mastery of foundational skills in reading and math	Yes	<input checked="" type="checkbox"/>
		Other		Yes	<input type="checkbox"/>
		Other		Yes	<input type="checkbox"/>
		Other		Choose	<input type="checkbox"/>

For Title I schools with School Wide 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.

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

Core Element 4: Coordination of Technology Initiatives

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

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, 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 and 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	<input checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input checked="" type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<input checked="" type="checkbox"/>

Core Element 5: Career Awareness and Development

Answer the questions for the grade levels in your school.

Grades K-5 only

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

Core Element 6: Safe and Disciplined Environment

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal.
- 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 to supervise students' entry into 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.

REPORTING PROCEDURES

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

Core Element 7: Cultural Competency

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

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

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

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

Our school staff works on a regular basis to provide resources and trainings on Culturally Responsive teaching. This 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 the memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk) rather than through superficial pictures of "heroes" or images of Africa or Mexico or irrelevant mentioning in the curriculum. We will work with district resources to 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 that they can be more culturally responsive.

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

Our school strives to create a culturally sensitive environment where all students can succeed. We work on a regular basis to provide resources and trainings 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.

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

We will provide equitable access to strong, challenging school experiences for all students. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all students.

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 English Learners and all students by selecting and utilizing materials which provide specific guidance to enhance language development and cultural appreciation with content embedded across curricula, in units, and in lessons so that students of various cultural backgrounds can access and engage in grade-level content. Franklin Square offers a continuum of special education services designed to meet the needs of students with a diagnosed disability. The goal is to minimize the gap between the achievement of special education students and general education students by working with students in their least restrictive environment. Identified high ability students are involved in a pull-out enrichment program weekly with a specialized high ability teacher. Students work on cross-curricular activities based on a common theme, and activities culminate with an enrichment field trip.

Core Element 8: Review Attendance

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

What may be contributing to the attendance trend?

Our at-risk families lack resources such as consistent housing, transportation, counseling services and supports as well as guidance in children behavioral health needs.

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 administration to recognize trends and plans are implemented to address families who may need support. Parent contacts and conferences are conducted; letters are sent out to keep families informed of attendance concerns. The district collaborates with the local court system to provide support to families through a truancy advocate and probation officers.

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

Last year 2020-2021: FSES=137

Two years ago 2019-2020: MES=13, SH=13, **Total=26**

Three years ago 2018-2019: MES=31 SH=17, **Total=48**

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

Core Element 9: Parent and Family Engagement

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

The school has an active Parent Organization. The parent organization sponsors several family events throughout the year. They meet on a monthly basis to develop supports for students and staff. The parent organization serves as the conduit for improvement of the school wide plan to support academics. Other activities offered for parents to become involved are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including an academic team, and robotics events. Parents are given the opportunities to volunteer with PTO activities..

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

Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website provides a link 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?

Having positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we're empowering students to have an active presence and helping them develop a collective identity. We're also working toward implementing restorative justice practices to create a bigger impact next school year

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

The staff promotes equity by striving to make all parents feel welcome, accepted, and protected against discrimination. We continue to learn and work on how to eliminate bias in our systems and interactions through book studies and continued professional development.

Core Element 9: Parent and Family Engagement

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 our parents at conferences. Parents are informed throughout the year if it is necessary for their student to receive Tier 2 or Tier 3 academic intervention. Parents are encouraged to support their child's educational programming on a regular basis through a variety of volunteer opportunities and engagement in school programs.

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, and math 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 each quarter, parents LMS pages through Power School, 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 behavior 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 school wide 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 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.

Federal Programs (Title I, II, III, and IV), Instructional Services (staff development), Technological Services, Students Services, Special Education funds as well as local community and business partnerships will be used to improve the academic achievement of all students. In addition, Title 1 Professional Development funds 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).

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.

We work collaboratively with the early childhood programs to share our resources and to ensure kindergarten readiness. 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 is provided to assist in the transition. All area preschools are notified and invited to attend to help facilitate a smooth transition. IEP's for special needs students transitioning to kindergarten from Head Start are communicated. We work to maintain a PTQ level 3 and are striving for level 4.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders. Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct "mock" interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational course work in our schools. We provide a New Teacher orientation and Academy quarterly to onboard and support new employees to develop instructional practice and pedagogy.

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
Ashlea Niemann	Early Childhood Licensure	Preschool Teacher
Carrie McCoy	General Elementary/Math/Kindergarten License	Kindergarten Teacher
Nicole Stone	General Elementary/Kindergarten License	Kindergarten Teacher
Breana Fitzgerald	General Elementary License	Kindergarten Teacher
Katie Williams	General Elementary/Mild and Severe Mentally Disable License	First Grade Teacher
Sofia Candeleria	General Elementary License	First Grade Teacher
Erica Horton	General Elementary License	First Grade Teacher
Dana Hylton	General Elementary/Kindergarten License	Second Grade Teacher
Sharon Leavell Marshall	General Elementary License	Second Grade Teacher
Meredith Terry	General Elementary License	Second Grade Teacher
Meredith Porter	General Elementary/Mild Intervention License	Second Grade Teacher
Sidney Chumbler	General Elementary License	Third Grade Teacher
Lisa Carter	General Elementary/Administrator/Kindergarten License	Third Grade Teacher
Laura Wortman	General Elementary/Kindergarten License	Third Grade Teacher
Brandi Aquiningoc	General Elementary License	Fourth Grade Teacher
LeaAnn Griffis	General Elementary License	Fourth Grade Teacher
Trisha Warren	General Elementary License	Fourth Grade Teacher
Samantha Beatty	General Elementary Emergency License	Fifth Grade Teacher
Mindy Riley	General Elementary License	Fifth Grade Teacher
Andrew Durbin	General Elementary Emergency License	Fifth Grade Teacher
Derek Deakin	Intense/Mild Intervention License	Severe Disabilities Teacher
Mallory Spiller	General Elementary/Mild Intervention License	Emotional Disabilities Teacher
Susan Clay	Learning Disable/MMH License	Inclusion Teacher/Coordinator
Taylor Minter	Mild Intervention License	Inclusion Teacher/Coordinator

Katie Vincent	Communication Disorders License	Speech Clinician
Susan Ward	General Elementary/Administrator License	Academic Improvement Coordinator
Abby Mulvihill	General Elementary/Administrator License/Reading Endorsement	Math Academic Coach
Katelan McCullum	General Elementary/Literacy Specialist License	Academic Intervention Teacher
Kirsten Larson	General Elementary License	Art/PE Teacher
Brook Kramer	General Elementary License	Technology/PE Teacher
Link:		

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>			
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>			

SECTION B: Goals

Goal 1

Measurable outcome met? No

Area of Focus: ELA

By Spring 2022, >40% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

Benchmarks

By Spring 2022 > 40% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2023 > 45% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2024 > 50% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

Priority question: How do students comprehend and respond to extended response questions?

Learner-Centered Problem: While students are able to state an answer for the prompt, they are not supplying sufficient details from the text to support their answer.

Problem of Practice: While teachers are developing skills for students to answer extended release questions, they are struggling to get students to proficiency in citing text evidence in their responses.

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

If the goal was not met, explain why.

The goal was not met due to the lack of direct instructions students received moving between in person school and virtual learning.

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

Goal 2

Area of Focus Math

Measurable outcome met? No

By Spring, 2022 >35% of our students in Grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

Benchmarks

By Spring 2022 > 35% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

By Spring 2023 > 40% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

By Spring 2024 > 45% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

Priority question: How do students comprehend and attack problem solving?

Learner-Centered Problem: While students are able to perform basic computation, they struggle to apply critical thinking skills to solve real world problems.

Problem of Practice: Math instruction is often centered around procedural knowledge of math skills, rather than conceptual understanding. If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

The goal was not met due to the lack of direct instructions students received moving between in person school and virtual learning.

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

Goal 3

Area of Focus PRIDE

Measurable outcome met? No

By Spring 2022, >85% of students will have no office referrals and increase their attendance as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the behavior matrix system, (excluding data from mandatory quarantine due to COVID).

Priority question: How do we aid students in adjusting their behavior to help them achieve academically?

Learner-Centered Problem: While students are able to be redirected with supports, many students struggle to sustain self-regulation.

Problem of Practice: While teachers are introducing self-regulation skills, we lack the implementation of behavior tier protocols in a consistent manner.

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

If the goal was not met, explain why.

The goal was not met due to COVID and students moving to eLearning

Choose a solution: Continue SEL and PRIDE lessons taught in the classrooms during a designated PRIDE time while learning and implementing SRT, Student Response Team.

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

SECTION C: GAP Analysis

Desired Performance Indicators 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
Readers that can explain what they read develop deeper understanding of the text. This helps them relate the text to their personal experiences	Yes	41.5% of students scored below proficiency and 22.5% of students scored approaching proficiency on Responding to text on the ILEARN assessment	Franklin Square Elementary is committed to developing life-long readers and learners. Our data indicates that more than half of our students are below proficiency in reading	<input checked="" type="checkbox"/>	1
Students who have a strong mathematics conceptual understanding learn to think, reason, and make connections to all math learning	Yes	38.5% of students scored below proficiency and 28% of students scored approaching proficiency on Math Problem Solving of the ILEARN assessment	Franklin Square Elementary is committed to developing life-long mathematicians. Our data indicates that more than half of our students are below proficiency in math problem solving	<input checked="" type="checkbox"/>	2
A trauma informed school directly impacts academic success, improves attendance, behavior, and creates a school-wide culture that supports all students	Yes	94% of “out of school” suspensions and 42% of “in school suspensions” were for physical aggression.	Franklin Square Elementary is committed to creating a safe, caring, and non-threatening environment and building culture. Our data indicates that most of our suspensions were because of physical aggression.	<input checked="" type="checkbox"/>	3
	Choose			<input type="checkbox"/>	Choose an item.

Data Sources

State-wide Assessment - ILEARN

English/Language Arts (ELA)

ELA - OVERALL

Number of students passing/total assessed (%)

Grade	Spring 17 <u>ISTEP</u>	Spring 18 <u>ISTEP</u>	Spring 19 <u>ILEARN</u>
3 M	22/32=69%	22/40=55%	13/26=50%
3 SH	26/37=70%	14/25=56%	11/27=41%
3 total	48/69=69%	36/65=55%	24/53=45%
4 M	23/35=66%	14/23=61%	12/36=33%
4 SH	20/32=63%	19/31=61%	5/27=19%
4 total	43/67=64%	33/54=61%	17/63=27%
5 M	15/22=68%	18/34=53%	9/30=30%
5 SH	13/22=59%	14/25=56%	12/29=41%
5 total	28/44=64%	32/59=54%	21/59=36%
Total	119/180=66%	72/178=40%	62/175=35%

Mathematics (Math)

MATH – OVERALL

Number of students passing/total assessed (%)

Grade	Spring 17 <u>ISTEP</u>	Spring 18 <u>ISTEP</u>	Spring 19 <u>ILEARN</u>
3 M	18/32=56%	20/40=50%	13/26=50%
3 SH	18/37=49%	10/25=40%	13/27=48%
3 total	36/69=52%	30/65=46%	26/53=49%
4 M	16/35=46%	11/23=48%	14/36=39%
4 SH	17/31=55%	13/31=42%	10/27=37%
4 total	33/67=49%	24/54=44%	24/63=38%
5 M	12/22=55%	15/34=44%	11/30=37%
5 SH	9/22=41%	12/25=48%	9/29=31%
5 total	21/44=48%	27/59=46%	20/59=34%
Total	90/180=50%	81/178=45%	70/175=40%

Student Achievement	Goal	Actual Overall School
ILEARN State Assessment	2020-2021	2020-2021
% of Students Passing ELA section of ILEARN 3-5 FSES	45%	25%
% of Students Passing Math section of ILEARN 3-5 FSES	50%	17%
% of students passing IREAD3 FSES	85%	94%

English Language Arts

ELA Writing Analysis: Extended Response Questions

Spring 2018 ISTEP+ written responses

	Constructed Response only Reading Literature Students scoring 4/6		Extended Response only Writing Genres, Process, Research Students scoring 4/6		Conventions in open response questions Students scoring 3/4	
	Maple	Spring Hill	Maple	Spring Hill	Maple	Spring Hill
Grade 3 (current 4th)	4/40 10%	2/25 8%	6/40 15%	7/25 28%	14/40 35%	18/25 72%
Grade 4 (current 5th)	8/22 36%	4/29 14%	12/22 55%	10/29 34%	16/22 73%	21/29 72%
Grade 5 (current 6th)	3/33 9%	2/24 8%	3/33 9%	3/24 13%	19/33 58%	11/24 46%

Mathematics

Spring 2018 ISTEP+ Math Application responses

	Algebraic Thinking and Data Analysis (Gr.3&4) / Geometry (Gr. 5) Open Ended Items 2/3		Algebraic Thinking and Data Analysis (Gr.3&4) / Geometry (Gr. 5) Open Ended Items 3/3		Mathematical Processes Open Ended 2/3		Mathematical Processes Open Ended 3/3	
	Maple	Spring Hill	Maple	Spring Hill	Maple	Spring Hill	Maple	Spring Hill
Grade 3 (current 4th)	14/40 35%	12/25 48%	4/40 10%	3/25 12%	13/40 33%	12/25 48%	4/40 10%	2/25 8%
Grade 4 (current 5th)	7/22 32%	10/29 34%	7/22 32%	6/29 21%	2/22 9%	6/29 21%	0/22 0%	3/29 10%
Grade 5 (current 6th)	6/33 18%	8/24 33%	3/33 9%	4/24 17%	9/33 27%	8/24 33%	4/33 12%	5/24 21%

Open-Response with RACE Rubric	2020-2021			
	% passing Q2	% passing Q3	% passing Q4	% passing for year
Grade 1	41%	52%	52%	48%
Grade 2	59%	71%	74%	68%
Grade 3	57%	64%	64%	62%
Grade 4	53%	58%	66%	59%
Grade 5	68%	44%	47%	53%
Overall school-wide passing % GOAL				70%
Overall school-wide passing %				58%

Discipline

	Maple	Spring Hill	Total
Destruction of Property	2/96 2%	0/57 0%	2/153 1%
Disrespect	5/96 5%	3/57 5%	8/153 5%
Disruption/Defiance	27/96 28%	32/57 56%	60/153 39%
Fighting	5/96 5%	2/57 4%	7/153 5%
Inappropriate Language	12/96 13%	2/57 4%	14/153 9%
Physical Aggression	37/96 39%	12/57 21%	49/153 32%
Theft	2/96 2%	0/57 0%	2/153 1%
Technology Violation	6/96 6%	0/57 0%	6/153 4%
Bathroom Misconduct	0/96 0%	1/57 2%	1/153 1%
Bus Misconduct	0/96 0%	2/57 4%	2/153 1%
Bullying	0/96 0%	3/57 5%	3/153 2%

	TOTAL	Physical Aggression	Disruption/Defiance	Intimidation
In School Suspension	24	10/24 = 42%	3/24=13%	3/24=13%
Out of School Suspension	16	15/16=94%	8/16=50%	2/16=13%

PRIDE - Behavior / Attendance	Goal	2020-2021- Actual			
	2020-2021	Q1	Q2	Q3	Q4
% of Student with No Behavioral Referrals-cumulative FSES	90%	95.4%	98.6%	96.4%	93.8%
# of Behavioral Referrals - cumulative FSES	35	15	20	20	36
% Student Attendance - cumulative FSES	92%	90.5%	89.5%	90.0%	90.5%

District NWEA Assessment

	NWEA Reading 18-19	NWEA Math18-19
Green – On Level	68	55
Yellow – Below Level	55	50
Red – Well Below Level	162	176
TOTAL	285	281

Formative Assessments	Goal	2020-2021- Actual	
NWEA Grades K-5	2020-2021	BOY	MOY
Reading FSES	47%	66%	53%
Reading Predicted to pass FSES	40%	38%	39%
Math FSES	41%	53%	40%
Math Predicted to pass FSES	36%	34%	34%

Attendance

School	School #	17-18	18-19	19-20	20-21
SHES	0877	25	17	13	
MES	0869	32	31	13	
Franklin Square Elem.					
TOTAL		57	48	26	90.1%

Demographics	Actual
Gr. K-5	2020-2021
Student Enrollment Total FSES	366
Free and Reduced Lunch FSES	64.2%
Percent Special Education FSES	20.3%
Percent English as a Second Language FSES	3.0%
Ethnicity FSES	61.2%

PRIDE - Behavior / Attendance	Goal	2020-2021- Actual			
Gr. K-5	2020-2021	Q1	Q2	Q3	Q4
% of Student with No Behavioral Referrals-cumulative FSES	90%	95.4%	98.6%	96.4%	93.8%
# of Behavioral Referrals - cumulative FSES	35	15	20	20	36
% Student Attendance - cumulative FSES	92%	90.5%	89.5%	90.0%	90.5%

Step 2: Conduct Root Cause Analyses

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Data indicates that students are not closely reading text in order to support their answers with text evidence. Their written responses are not anchored in text and are not sufficient to gain all points on the applied portion of the ELA section of ILEARN. Specifically, students are not adding enough details from the text</p>	<p>Why did we not meet our goal? 1. Students lack concise vocabulary and sound strategies to decode new words. They need more exposure to non-fiction text. Why did we not meet our overall school-wide passing goal? 2. Teachers have implemented RACE strategies; however, students do not apply strategies to extended response writing. How can we build stamina in student’s independent reading and responding to extended text question? 3. Students need to read extended passages with accountability of answering open-ended comprehension responses.</p>
<p>While students are able to perform basic computation with algorithms, they are not able to use numbers flexibly in other situations.</p>	<p>Why did we not meet our goal? 1. Students lack of number sense and making application. Instructional focus has been on math fact mastery without understanding. How can we address this deficit in other content areas? 2. Lack of non-fiction reading skills hinders students in the problem solving process. Why are students not successful in problem solving? 3. Instruction needs to include repeated practice in non-mastered skills. Why are students not independently applying math practice standards? 4. Students lack the ability to apply learned skills to all math problems.</p>
<p>While staff implement many strategies as a trauma informed school, to address disruptions, repeated disruptions are still referred out of the classroom.</p>	<p>Why do our students continue to misbehave after receiving consequences? 1. Many students lack a home environment with daily structure and appropriate behavioral responses. How does our behavior data also impact our attendance data? 2. Lack of structure and routines at home prevent students from arriving on time and being present at school.</p>

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

GOAL 1	By Spring 2022, >40% of students in grades 3-5 will meet state standard in ELA as measured by ILEARN/IAM.			
Data Checkpoints (dates)	October 1, 2021 - End Q1	Jan. 3, 2022- Begin Q3	Mar. 18, 2022 - End Q3	
Evidence at Checkpoints	Rolling Agenda, Performance Matters, Grade level student samples of short responses Rubric,	Rolling Agenda, Data Wall, NWEA, Writing Benchmark DMA	Rolling agenda, Data Wall, 3 scored writing pieces using the state writing rubric where 70% score greater that 3 out of 4.	
Evidence- Based Strategy 1	70% of students will demonstrate proficiency when answering open-ended responses when utilizing the RACE Scoring Rubric			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Review of writing instruction will focus on the gradual release of the RACE strategy in all writing	Q1 August-October 1, 2021	Classroom teachers, BLT AIC/Writing Lead Teacher	<ul style="list-style-type: none"> • Student Work Samples • Teacher/Corporation Assessment – (PM) DMA • State Assessment – ILEARN • Corporation Assessment – Writing Benchmark
Action Step 2	Students will score writing using the Primary/Intermediate rubrics	Q2-Q4 October-May 2022	Classroom teachers, BLT	<ul style="list-style-type: none"> • Teacher/Corporation Assessment –(PM) DMA • State Assessment – ILEARN • Corporation Assessment – Writing Benchmark
Action Step 3	Teacher and peer feedback will be used to revise writing responses	Q3-Q4 Jan.- May 2022	Classroom teachers, Sped, Interventionist, AIC, BLT	<ul style="list-style-type: none"> • Student Work Samples • Corporation Assessment – DMA • State Assessment – ILEARN
Action Step 4	To close the SpEd/Low performing students gap, we will use an adapted RACE Rubric.	August 2021 – May 2022	Classroom teachers, AIC, Interventionist, Sped, BLT	<ul style="list-style-type: none"> • Student Work Samples • Corporation Assessment – DMA • State Assessment – ILEARN/IAM
Evidence- Based Strategy 2	On end of quarter DMA Open Response Questions, 70% of students will score equal to or greater than a 3 out of 4 possible points on the Extended Response Performance Task Rubric.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Explicit instruction will be used to transfer RACE into extended writing	August 2021 – May 2022	Classroom teachers. BLT	<ul style="list-style-type: none"> • Student Work Samples • Teacher/Corporation Assessment – PM, DMA • Corporation Writing Benchmark
Action Step 2	Build stamina for independent reading and writing	August 2021 – May 2022	Classroom teachers, BLT	<ul style="list-style-type: none"> • Student Work Samples • Teacher/Corporation Assessment – PM, DMA • Corporation Writing Benchmark
Action Step 3	All students/SpEd will use an adapted 4 point writing rubric to help close the achievement and SpEd gap	August 2021 – May 2022	Classroom teachers, BLT	<ul style="list-style-type: none"> • Student Work Samples • Teacher/Corporation Assessment – PM, DMA • Corporation Writing Benchmark
Action Step 4	Grade level collaboration to evaluate and score student writing.	August 2021 – May 2022	Classroom teachers, BLT	<ul style="list-style-type: none"> • Student Work Samples • Teacher/Corporation Assessment – PM, DMA • Corporation Writing Benchmark

Yr 2 Measurable Objective	By Spring 2023, >45% of students in grades 3-5 will meet state standard in ELA as measured by ILEARN/IAM.
Yr 3 Measurable Objective	By Spring 2024, >80% of students in grades 3-5 will meet state standard in ELA as measured by ILEARN/IAM.

GOAL 2	By Spring, 2022 >35% of our students in Grades 3-5 will meet state standard in Math as measured by ILEARN/IAM.			
Data Checkpoints (dates)	October 1, 2021 - End Q1	Jan. 3, 2022 Begin Q3	Mar. 18, 2022 End Q3	
Evidence at Checkpoints	Rolling Agenda, Performance Matter, Students' DMR to assess use of Math strategies	Rolling Agenda, NWEA, Data Wall DMA-analyze key errors on the performance task.	Data Wall, Benchmark -(Students will complete and self-score a quarterly performance task using the ILEARN rubric, DMA	
Evidence- Based Strategy 1	100% of teachers will collaborate to create lessons that utilize gradual release strategies of the math standards with routines and strategies to build conceptual math and problem solving concepts.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will collab at grade levels to create math strategies aligned to sequence standards.	Q1-Q4 August 2021 – May 2022	<ul style="list-style-type: none"> Classroom/Sped Teachers Math Coach 	<ul style="list-style-type: none"> Classroom Assessment – DMR Teacher Assessment-PM Corporation Assessment - DMA
Action Step 2	Teachers will use district slide deck to teach mental math and focus on math fluency.	Q1-4 August 2021 – May 2022	<ul style="list-style-type: none"> Classroom Teachers Math Coach 	<ul style="list-style-type: none"> Classroom Assessment – DMR Teacher Assessment-PM Corporation Assessment - DMA
Action Step 3	Teachers will design DMR to reflect use of number sense routines.	Q1-4 August 2021 – May 2022	<ul style="list-style-type: none"> Classroom Teachers Math Coach 	<ul style="list-style-type: none"> Classroom Assessment – DMR Teacher Assessment-PM Corporation Assessment - DMA
Action Step 4	Teachers will design math tasks that focus on utilizing problem solving skills.	Q2-4 Oct. 2021-May 2022	<ul style="list-style-type: none"> Classroom /Sped Teachers Math Coach 	<ul style="list-style-type: none"> Classroom Assessment Teacher Assessment-PM Corporation Assessment-DMA
Evidence- Based Strategy 2	70% of Students will use math strategies to solve multi-step problems and show growth on the NWEA BOY to MOY assessment..			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will model strategies to solve multi-step math tasks	August 2021 – May 2022	<ul style="list-style-type: none"> Classroom, SpEd Teachers 	<ul style="list-style-type: none"> State Assessment – ILEARN/IAM Walk Throughs
Action Step 2	Teachers will collaborate to align 3-ACT tasks and numberless word problems to grade level standards	August 2021 – May 2022	<ul style="list-style-type: none"> Classroom, SpEd Teachers 	<ul style="list-style-type: none"> State Assessment – ILEARN Walk Throughs Student Samples
Action Step 3	Model exemplar problems solving tasks and score with rubric	August 2021 – May 2022	<ul style="list-style-type: none"> Classroom, SpEd Teachers 	<ul style="list-style-type: none"> State Assessment – ILEARN Walk Throughs Student Samples
Action Step 4	Develop exemplar tasks for Learning Checks to evaluate student understanding	August 2021 – May 2022	<ul style="list-style-type: none"> Classroom, SpEd Teachers 	<ul style="list-style-type: none"> State Assessment – ILEARN Learning Checks/PM
Action Step 5	Special Needs students will use hands on materials in small groups to solve math problems	August 2021 – May 2022	<ul style="list-style-type: none"> SpEd Teachers 	<ul style="list-style-type: none"> State Assessment – ILEARN State Assessment – IAM Walk Throughs

Yr 2 Measurable Objective	By Spring, 2023 >40% of our students in Grades 3-5 will meet state standard in math as by ILEARN/IAM.
Yr 3 Measurable Objective	By Spring 2024 > 45% of our students in grades 3-5 will meet state standard in Math as measured by ILEARN/IAM.

GOAL 3	By Spring 2022, >85% of students will have no office referrals and increase their attendance as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the behavior matrix system, (excluding data from mandatory quarantine due to COVID.			
Data Checkpoints (dates)	October 1, 2021 - End Q1	Jan. 3, 2022 Begin Q3	Mar. 18, 2022 End Q3	
Evidence at Checkpoints	Falcon Feature Walks during period 0 to share ideas for PRIDE lessons / organization	Tier plans implemented	School-wide system in place	
Evidence- Based Strategy 1	Teachers will conduct morning social emotional meetings.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action 1	SRT PD for FSES Staff Members	August 21- October 2021	Student Response Team	Rolling Agenda, SRT Guidelines
Action 2	Monthly teacher PD for SEL	August 2021- May 2022	PRIDE/SEL Team	Rolling agenda, Certification of IDOE course
Action Step 3	Teachers will have common time to teach PRIDE, SEL, and importance of attendance	August 2021 – May 2022	Principal, Classroom teachers	School Schedule, Walk Through and Teacher Lesson Plans
Action Step 4	Classrooms will have a calming area and students will understand expectations	August 2021 – May 2022	Classroom teachers	Walk Through
Action Step 5	Rewards will be offered to students meeting the PRIDE expectations	August 2021 – May 2022	Principal, PRIDE Team, Classroom teachers	PRIDE Celebration
Evidence- Based Strategy 2	Teachers will conduct weekly PRIDE lessons.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PRIDE Launch	August 2021 / January 2022	PRIDE Team, Classroom teachers	PRIDE Launch Video
Action Step 2	Teachers will post PRIDE/SEL Posters and behavior management system	August 2021 – May 2022	Principal, PRIDE Team, Classroom teachers	Walk Through
Action Step 3	Monitor behavior referrals and attendance data	End of Q1, Q2, Q3	PRIDE Team, BLT	Referral Data Attendance Data

Yr 2 Measurable Objective	By Spring 2023, >90% of students will have no office referrals and increase their attendance as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the behavior matrix system, (excluding data from mandatory quarantine due to COVID.
Yr 3 Measurable Objective	By Spring 2024, >95% of students will have no office referrals and increase their attendance as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the behavior matrix system, (excluding data from mandatory quarantine due to COVID.

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	Franklin Square Elementary Schools began PD on using the RACE strategies for open-response questions. Franklin Square Elementary next step is to continue implementing the RACE strategy and analyzing student writing using the state writing rubric. This will lead to mastery on the ILEARN open response questions.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	Data: <ul style="list-style-type: none"> • Learning Checks-PM • District Mastery Assessments (DMA) • ILEARN 	
<i>Plan for coaching and support during the learning process:</i> Staff Meeting: Literacy Team will present Rolling Agenda to the Teacher meetings. Committee Meeting: Literacy Team will meet to monitor progress and outline future PD topics on Feedback. BLT Meeting: BLT Team will look at data and feedback from the Literacy Team to make suggestions for Professional Development		

Professional Development Goal 2	Franklin Square Elementary School began PD on using wordless math problems to develop conceptual understandings. Franklin Square Elementary next step is to continue our focus on number sense and implementing multi step math tasks in order to increase student mastery of problem solving.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	Data: <ul style="list-style-type: none"> • Learning Checks • District Mastery Assessments • ILEARN 	
Plan for coaching and support during the learning process: Link Q1 PD Plan Here Staff Meeting: Math Team will present Rolling Agenda to the Teacher Meeting. Committee Meeting: Math Team will meet to monitor progress and outline future PD topics on Feedback. BLT Meeting: BLT Team will look at data and feedback from the Math Team to make suggestions for Professional Development		
How will effectiveness be sustained over time? Continue to look at data and adjust strategies based on the evidence.		
<i>How will effectiveness be sustained over time?</i> Continue to look at data and adjust strategies based on the evidence.		

Professional Development Goal 3	Franklin Square Elementary Schools began PD on Studying Social Emotional Learning. Franklin Square Elementary next step is to implement strategies that support student's social and emotional needs.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	Data: <ul style="list-style-type: none"> • Walk Through Data • Office Referrals 	
Plan for coaching and support during the learning process: Staff Meeting: PRIDE Team will present Rolling Agenda to the Teacher Meeting. Committee Meeting: PRIDE Team will meet to monitor progress and outline future PD topics on Feedback. BLT Meeting: BLT Team will look at data and feedback from the PRIDE Team to make suggestions for Professional Development		
How will effectiveness be sustained over time? Continue to look at data and adjust strategies based on the evidence.		

Franklin Square Elementary 2021-2022 PD Plan

Week	Events	Professional Development	Group
July 26-30	Professional Development	Teacher Meeting: Back to School, Handbook, Safety, Procedures, Protocols	Cunningham / Diaz / Ward
August 9-13	Professional Development	Jan Richardson Assessment Kit Benchmark Information, STEM, Teacher success criteria and planning, NWEA protocols and procedures, Bullying	Ward / Diaz / STEM Team
August 16-20	Professional Development	Teacher standards planning, data wall, STEM with Ryan, student response	Cunningham / Diaz / Ryan / STEM Team
August 23-27	Professional Development	STEM, Performance Matters, Success Criteria, Corporation Frameworks, LMS pages	Cunningham / Diaz / Ward / Mulvihill
August 30-Sept. 3	Professional Development	Data Wall, LMS Page, Science of Happiness, Test Security Training	Cunningham / Diaz / Ward / PRIDE Team
Sept. 6-10	Professional Development	STEM, Intervention, Guided Reading, IMPACT, Success Criteria, RACE	Cunningham / Diaz / Ward / Mulvihill, ELA Team/ STEM Team
Sept. 13-17	Professional Development	Guided Reading, Intervention, Performance Matters, Productive Struggle	Ward / Mulvihill / Cunningham / Diaz / ELA Team
Sept. 20-24	Professional Development	STEM, Corporation Frameworks, Success Criteria	STEM Team / ELA, Writing, Math Team, Ward, Mulvihill
Sept. 27-Oct. 1	Professional Development	Success Criteria, Science of Happiness, Writing Rubrics and Framework, STEM	Mulvihill / Ward/ SEL Team / ELA Team / STEM Team
Oct. 18-22	Professional Development	Intervention, Writing Performance Tasks	Ward / ELA Team
Oct. 25-29	Professional Development	STEM, NWEA reports, Writing	Ward / ELA Team / STEM Team

Nov. 1-5	Professional Development / Parent	Parent – Teacher Conferences, Science of Happiness, Math Goal Setting	Teachers, SEL Team, Mulvihill, Math Team
Nov. 8-12	Professional Development	Success Criteria, Math Goal Setting, Math Fact Mastery	Mulvihill, Math Team
Nov. 15-19	Professional Development	Success Criteria, STEM, Math groups and stations	Mulvihill, Math Team, STEM Team
Nov. 22-26	Professional Development	Success Criteria	Mulvihill
Nov. 29-Dec. 3	Professional Development	Success Criteria, Math groups, Science of Happiness, Math Poster Method	Mulvihill, Math Team, SEL Team
Dec. 6-10	Professional Development	Math Poster Method, Math 3-Act Task	Mulvihill, Math Team
Dec. 13-17	Professional Development	STEM, Math 3-Act Task, Math DMR	Mulvihill, Math Team, STEM Team
Jan. 3-7	Professional Development	Science of Happiness, ELA Independent Work and Reading	Ward / ELA Team, SEL Team
Jan. 10-14	Professional Development	Intervention, ELA Independent Work and Reading	Ward / ELA Team
Jan. 17-21	Professional Development	ELA Independent Work and Reading, ELA instructional decision making	Ward / ELA Team
Jan. 24-28	Professional Development	Performance Matters, ELA instructional decision making	Ward / ELA Team
Jan. 31-Feb. 4	Professional Development	Performance Matters, Science of Happiness, Test Security	Mulvihill / SEL Team, Ward
Feb. 7-11	Professional Development	Math: Productive Struggle, Family Literacy Night	Mulvihill, Ward, Math Team
Feb. 14-18	Professional Development	Performance Matters, Math Fact Mastery	Mulvihill, Math Team
Feb. 21-25	Professional Development	Performance Matters, Math Fact Mastery	Mulvihill, Math Team
Feb. 28-March 4	Professional Development / Parent	Science of Happiness, Family Night for Families	SEL Team, Ward, ELA Team, Math Team

March 7-11	Professional Development	Success Criteria, ELA Block, STEM	Ward, Mulvihill, ELA Team, STEM Team
March 14-18	Professional Development	ELA Block	Ward, ELA Team
April 4-8	Professional Development	Math Block, Science of Happiness	Mulvihill, SEL Team, Math Team
April 11-15	Professional Development	Math Data, STEM	Mulvihill, Math Team, STEM Team
April 18-22	Professional Development	ELA Data	Ward, ELA Team
April 25-29	Professional Development	Writing	Ward, ELA Team
May 2-6	Professional Development	Math	Mulvihill, Math Team
May 9-13	Professional Development	ELA	Ward, ELA Team
May 16-20	Professional Development	Writing	Ward, ELA Team