

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: Select plan period

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Jacqueline Diaz	Principal	Both	ELA Math Attend. Spec.Ed.
Ashleigh Emily	Principal Intern	Both	ELA Math Attend. ELL Spec. Ed
	Academic Improvement Coordinator	Both	ELA ELL Math Attend. Spec.Ed.
Christine Elkin	Cadre Coach	Both	ELA Spec.Ed.
Amy Ernest	Special Needs Teacher	Both	Spec.Ed. Attend. Choose Choose
Nicole Stone	Kindergarten Grade Teacher	Both	ELA Math Choose Choose
Logan Barber	First Grade Teacher	Both	ELA Math Choose Choose
Dana Hylton	Second Grade Teacher	Both	Math ELA Choose Choose
Breanna Fitzgerald	Third Grade Teacher	Both	ELA Math Choose Choose
Lea Griffis	Fourth Grade Teacher	Both	Math ELA
Lisa Carter	Fifth Grade Teacher	Both	ELA, Math, Choose, Choose
Cara Wiseheart	Math Coach	Both	Math, SpEd, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

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

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

District Vision

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	K - 5	Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Exact Path	Yes	1,2	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
Science	4	Generation Genius	Yes	1,2,3	Science program to engage and educate students		
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	<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 Standards. Curriculum information is located in the main office as well as on the schools Learning Management System pages. The INSIP plans will also be posted on the district's website and the school's website.

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input checked="" type="checkbox"/>
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
Running Records	k - 5	Other	Used to monitor progress and to determine guided reading levels	Yes	<input checked="" type="checkbox"/>
District Mastery	1 - 8	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	k - 1	Benchmk	Used to assess total mastery of foundational skills in reading and math	Yes	<input checked="" type="checkbox"/>
Daily Math Review	k - 12	CFA	Guides instruction and review based on student and class needs	Yes	<input checked="" type="checkbox"/>

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"/>

For Title I schools with Schoolwide Programs only:

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

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

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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input checked="" type="checkbox"/>	Career Day/Fair or Community Day
<input 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		

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

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal/ Superintendent's Office.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.

- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM 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 [Required for all]

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

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

<input type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input 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

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

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

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 by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

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. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all staff and students.
What professional development might be necessary for staff to work effectively in cross-cultural situations?

We work on a regular basis to provide resources and 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.

Core Element 8: Review Attendance [Required for all]

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

What may be contributing to the attendance trend?

Our at-risk families lack resources such as consistent housing, transportation, counseling services and supports as well as guidance in children behavioral health needs. The Covid-19 pandemic also greatly affected attendance rates due to mandatory quarantine and isolation periods for 2020-2021 and 2021-2022. Another contributing factor is that due to the relaxed attendance regulations during the pandemic, it has been difficult to bring urgency back to the practices of some families during the post-pandemic year of 2022-2023.

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.

Number of students absent 10% or more of the school year. Last year: 180 Two years ago: 195 Three years ago: 137

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

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

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

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

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

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

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

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

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

Parents are informed of student progress in core academic areas aligned to Indiana Academic Standards and performance on Benchmark assessments for reading, writing, 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 Powerschool, 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 schoolwide plan?

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

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

This section applies only to schools that receive Title I funds and operate a Schoolwide Program

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

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

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

Not Applicable

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

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

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

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

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
Carrie McCoy	General Elementary/Math/Kindergarten License	Kindergarten Teacher
Nicole Stone	General Elementary/Kindergarten License	Kindergarten Teacher
Amanda Stumler	General Elementary License	Kindergarten Teacher
Allison Thompson	General Elementary License	First Grade Teacher
Angela Roberson	General Elementary/Transition to Teaching	First Grade Teacher
Logan Barber	General Elementary License	First Grade Teacher
Brittany Hammonds	Emergency License	First Grade Teacher
Meredith Terry	General Elementary License/Mildly Mentally Handicapped	Second Grade Teacher
Dana Hylton	General Elementary License/Kindergarten	Second Grade Teacher
Eloise Derecho	General Elementary License	Second Grade Teacher
Megan Biggerstaff	General Elementary License, Science	Second Grade Teacher
Jessica Sawyer	General Elementary License	Third Grade Teacher
Breanna Fitzgerald	General Elementary License	Third Grade Teacher
Mary Milliner	General Elementary License	Third Grade Teacher
Lea Ann Griffis	General Elementary License	Fourth Grade Teacher
Trisha Warren	General Elementary License	Fourth Grade Teacher
Reagan Corbett	General Elementary License	Fourth Grade Teacher
Lisa Carter	General Elementary/Administrator/Kindergarten License	Fifth Grade Teacher
Anne Gerritsen	General Elementary/Transition to Teaching	Fifth Grade Teacher
Katelyn Bartley	General Elementary License	Fifth Grade Teacher
Derek Deakin	Intense/Mild Intervention License	Severe Disabilities Teacher
Alyssa Wadsworth	Emergency License	Emotional Disabilities Teacher
Ashley Storms	General Elementary License/Special Education Provisional	Inclusion Teacher/Coordinator
Katie Vincent	Communication Disorders License	Speech Clinician
Jenna Grantz	Communication Disorders License	Speech Clinician
Ashleigh Emily	General Elementary/Administrator License	Principal Intern
Christine Elkin	General Elementary/Primary, Intermediate Generalist, Admin License	Reading Coach

Kirsten Larson	General Elementary License	Art/PE Teacher
Britt Hooks	General Elementary License	PLTW/PE Teacher
Doris Brooks-Braniff	Special Education Provisional	Music/PE Teacher
		Media Center/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 add or link the data reviewed for this plan.**

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

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

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Goal 1

Measurable outcome met? No

Area of Focus: ELA

By Spring 2024, >40% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

Benchmarks

By Spring 2024, > 40% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2025, > 50% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

By Spring 2026, > 60% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.

Area of Focus: Reading

Priority question: How do students respond to what they have read?

Learner-centered problem: While students are able to respond to what is being read to them, students lack foundational reading skills and strategies to respond at a grade level performance standard.

Problem of Practice: As teachers break apart complex questions to aid student comprehension, teachers accept below grade level responses orally and in written form. Teachers need more opportunities to provide feedback.

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

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

Professional development opportunities have not been provided for how to provide effective feedback. Our school will continue to use the Data Wise process and Teacher Clarity to drive instruction.

Goal 2

Measurable outcome met? No

By Spring 2024, >40% of our students in Grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

Benchmarks

By Spring 2024, > 40% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

By Spring 2025, > 50% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

By Spring 2026, > 60% of students in grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.

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

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

Our school will continue to utilize the Data Wise process and Teacher Clarity to drive instruction.

Area of Focus: Math

Priority question: How can students move to solving multi-step problems more independently?

Learner-centered problem: While students have a basic understanding of computational skills, they need repeated and systematic exposure to have an indepth understanding of computational skills and strategies.

Problem of Practice: As teachers, we provide opportunitites to introduce new concepts; however, teachers are not providing intentional feedback to address common misconceptions through error analysis, so they can solve problems independently.

Goal 3

Measurable outcome met? No

By Spring 2024, >92% of students will have no office referrals as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2024, >92% of students will have less than ten absences as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

Benchmarks

By Spring 2024, >92% of students will have no office referrals as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2024, >92% of students will have less than ten absences as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2025, > 94% of students will have no office referrals as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2025, > 94% of students will have less than ten absences as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2026, > 96% of students will have no office referrals as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

By Spring 2026, > 96% of students will have less than ten absences as a result of teachers implementing social emotional strategies and a classroom behavior management system while following the tiers of behavior matrix system.

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

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

The goal was not met because there is a lack of consistency amongst staff with the implementation of tiers of behavior strategies and protocols. There is also an increase in trauma related social and emotional behaviors due to the Covid-19 pandemic.

Area of Focus: PRIDE Expectations

Priority question: How can students display appropriate behavior in all areas of the school environment?

Learner-centered problem: Students are capable of appropriate behavior in the classroom environment, but fail to in all areas including lunch, recess, and common areas.

Problem of Practice: As teachers, we provide opportunities to describe and model expectations in structured environments, we do not model and enforce expectations in non-structured areas on a repeated basis.

Goal 4

Measurable outcome met? No

By Spring 2024, 100% of teachers in grades PreK-5 will implement STEM skills to foster creative and cognitive thinking in conjunction with elementary content subjects and Franklin Square Elementary School will achieve Indiana STEM Certification.

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

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

The goal was not met previously because Franklin Square Elementary School has been participating in ongoing STEM professional development and onboarding new staff over the past three school years. We will make our first attempt at certification in the 2024-2025 school year.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success. Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final column.

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re- respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1	

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Franklin Square Elementary will provide comprehensive English Language Arts instruction that will provide students with opportunities to strengthen foundational reading skills as well as demonstrate the ability to respond to rigorous texts.	Yes	ILearn Data: https://docs.google.com/document/d/13aLUqLuFgl3UCONxgKRKSpgcwLtOFh_Nhk7Q7IRzCII/edit?usp=sharing IREAD Data: https://docs.google.com/document/d/1h8ItsUUQRrlnSHONEaceCKnKcJkpxbL8C-vtA4p36pg/edit?usp=sharing NWEA Data: https://docs.google.com/document/d/1HW0-0v6_EjzuMZ1AwNqhuODhF53p8rbMwflMT8QgfsW/edit?usp=sharing Dyslexia Screening Data: https://docs.google.com/document/d/1P7li-BXZapv3g4OEcu6VDPLFn8vSFdOOrmsIkIRdOI/edit?usp=sharing DMA Data: https://docs.google.com/document/d/1KW3sP-oM4cSd9RvtOQ4kYXbSHADd5VF7 -apbgNQNb0/edit?usp=sharing	Current performance levels in English/Language Arts are far from the desired performance levels based upon ILearn and NWEA data. In addition, the Dyslexia Screening data indicates the need to focus on foundational reading skills that could be leading to comprehension issues in the intermediate grades.	<input checked="" type="checkbox"/>	1

<p>Franklin Square Elementary will provide students with a math curriculum that gives students opportunities to strengthen number sense as well as demonstrate understanding of mathematical processes.</p>	<p>Yes</p>	<p>ILearn Data: https://docs.google.com/document/d/13aLUqLuFgl3UCONxgKRKSpqgwLtOFh_Nhk7Q71RzCII/edit?usp=sharing</p> <p>IREAD Data: https://docs.google.com/document/d/1h8ItsUUQRrInSHONEaceCknKcJkpxbL8C-vtA4p36pg/edit?usp=sharing</p> <p>NWEA Data: https://docs.google.com/document/d/1HW0-0v6_EjzuMZ1AwNqhuODhF53p8rbMwflMT8QgfsW/edit?usp=sharing</p> <p>DMA Data: https://docs.google.com/document/d/1KW3sP-oM4cSd9RvtOO4kYXbSHADd5VF7 -apbgNQNb0/edit?usp=sharing</p>	<p>Current math performance data does not match the desired performance in all subskill areas of math. The data indicates the need to focus on the math framework to ensure that number sense, daily math review, and conceptual teaching routines are in place to strengthen Tier I instruction as a whole.</p>	<p>☒</p>	<p>2</p>
<p>Students at Franklin Square Elementary will attend school regularly and have the ability to self regulate their behavior so they will perform better academically and socially.</p>	<p>Yes</p>	<p>Attendance and Behavior Data: https://docs.google.com/document/d/1jWdQFVvMX2iBhFS0-yuQb6BQVEdKcnXrcGYRH6fsQK4/edit?usp=sharing</p>	<p>The 2022-2023 school discipline data indicates an increase in referrals and suspendable offenses in common areas such as restrooms, recess, special areas, cafeteria, and hallways. This increase is in part due to staffing issues that have been addressed to allow increased supervisions in those areas. Classroom and special area behaviors are being addressed through Conscious Discipline, common language, and common behavior expectations utilized throughout the building.</p>	<p>☒</p>	<p>3</p>

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Franklin Square students need more intentional instruction in the foundational skills of reading, as well as strategies to comprehend and respond to grade level text.</p>	<p>While teachers establish routines and plan units around opportunities to interact with text:</p> <ol style="list-style-type: none"> 1. The reading block does not consistently include a word work component that embeds the Science of Reading knowledge. Teachers need more training on the foundations of reading. 2. Students are not consistently held accountable to responding verbally in complete sentences and thoughts which can contribute to creating complete thoughts when responding to text in writing. 3. Students are not given enough opportunities to respond in writing to text followed by specific feedback from teachers. 4. Differentiation of Tier I Reading instruction is not consistent in all classrooms. 5. The GCCS Literacy Framework components are not being followed consistently. Teachers need to recommit to all components to balance time between Word Study, Focus Lesson, Guided Reading Groups, Independent Reading, and Writing. 6. Teachers need to implement GCCS adopted curriculum (Wonders) with fidelity.
<p>Franklin Square students need more intentional instruction in number sense, computation, and conceptual foundations that can be applied to problem – solving.</p>	<p>While teachers establish routines and plan units around the Indiana standards and the GCCS sequencing guide:</p> <ol style="list-style-type: none"> 1. Teachers need to understand how to break down the learning progression of the standards and clearly convey that to their students. 2. Students are lacking basic number sense causing it to be challenging to learn grade level standards and complete mathematical tasks independently. 3. The GCCS Numeracy Framework components are not being followed consistently. Teachers need to recommit to all components to balance time between DMR, Math Fact Mastery, Number Routines, Conceptual Unit, and Critical Thinking/Problem Solving. 4. Teachers need to implement GCCS adopted curriculum (Reveal) with fidelity.
<p>Data of the number of discipline referrals shows that we have increased the quantity of discipline referrals over the past year. We have also noted a substantial increase in the number of chronic absences compared to before the Covid 19 pandemic. Our desired performance is that students come to school, feel safe at school, and learn how to use self regulation techniques independently. Data also indicates increased behavior in non-structured areas, such as recess, hallways, and cafeteria.</p>	<p>While we as teachers establish routines and classroom systems that are successful for supporting many students:</p> <ol style="list-style-type: none"> 1. There is not a set curriculum in place to actively teach students how to solve problems, self-regulate, and support student behavior. 2. More students are demonstrating unmet emotional needs at school therefore chronic absences are higher. 3. The GCCS procedures for communicating with parents of students with chronic absences are not being followed consistently. 4. Staff needs to increase supervision and teach expectations for common areas.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By Spring 2024, >40% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/IAM.			
Data Checkpoints (dates)	September 29, 2023 - End Q1	December 15, 2023 - End of Q2	March 15, 2024 - End of Q3	
Evidence at Checkpoints	Rolling Agenda, checklist data, DMA Data on Performance Matters, Grade level student samples of open ended or constructed responses	Rolling Agenda, checklist data, DMA Data on Performance Matters, Grade level student samples of open ended or constructed responses	Rolling Agenda, checklist data, DMA Data on Performance Matters, Grade level student samples of open ended or constructed responses	
Evidence-Based Strategy 1	<p>Implement researched based foundational reading strategies from Orton Gillingham and the Institute for Multi-Sensory Education (IMSE)</p> <p>Institute for Multi-Sensory Education. (2022) Comprehensive Orton-Gillingham Plus Teacher Guide: Comprehensive OG Plus Scope and Sequence Phonics Lessons for Early Elementary and Intervention. Southfield, MI: Institute for Multi-Sensory Education, 2022.</p> <p>Ritchey KD, Goeke JL. Orton-Gillingham and Orton-Gillingham—Based Reading Instruction: A Review of the Literature. <i>The Journal of Special Education</i>. 2006;40(3):171-183.</p> <p>Blevins, Wiley, and Douglas Fisher. <i>A Fresh Look At Phonics, Grades K-2: Common Causes of Failure and 7 Ingredients for Success</i>. Thousand Oaks, California: Corwin Literacy, 2017.</p>		PD needed <input checked="" type="checkbox"/>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will work collaboratively to create Learning Intentions and Success Criteria based on Teacher Clarity for foundational reading skill standards.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT Literacy Coach, Cadre Coach	<p>100% of teachers will participate in writing Learning Intentions and Success Criteria through team collaboration 80% of time.</p> <p>By Spring of 2024, 70% of students will show mastery on word work and foundational reading skills as evidenced by checklist data, progress monitoring data, and IREAD, Jan Richardson comprehension assessments, running records, and ILEARN.</p>
Action Step 2	Teachers in grades K-2 will use the Orton Gillingham strategy of teaching a new phoneme/spelling pattern routine within the three tiers of instruction.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT Literacy Coach, Cadre Coach	<p>100% of teachers in grades K-2 will use the OG strategy of teaching a new phoneme/spelling pattern routine at least 80% of the time when introducing a new high frequency word.</p> <p>By Spring of 2024, 70% of students will show mastery on word work and foundational reading skills as evidenced by checklist data, and progress monitoring data.</p>

Action Step 3	Teachers in K-2 will use the Three-Part Drill from Orton Gillingham within the three tiers of instruction.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT Literacy Coach, Cadre Coach	100% of teachers in grades K-2 will use the OG Three-Part Drill a minimum of 4-5 days per week. By Spring of 2024, 70% of students will show mastery on word work and foundational reading skills as evidenced by checklist data and progress monitoring data.
Action Step 4	Teachers in grades K-2 will use the Orton Gillingham’s multi-sensory method to teach a new high-frequency (red) word.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	100% of teachers in grades K-2 will use the Orton Gillingham’s method to teach a new high-frequency word 80% of the time. By Spring of 2024, 70% of students will show mastery on word work and foundational reading skills as evidenced by checklist data and progress monitoring data.
Evidence- Based Strategy 2	Implement the researched based strategy of writing to respond to text, which has been proven to increase comprehension. Graham, Steve, and Michael Hebert. <i>Writing to Read: Evidence for How Writing Can Improve. Carnegie Corporation Time to Act Report.</i> Washington, DC: Alliance for Excellent Education, 2010.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will work collaboratively to create multiple ways for responding to text.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	100% of teachers will participate in the collaborative work 80% of the scheduled time.
Action Step 2	Teachers will incorporate the use of modeling and scaffolding how to verbally respond to text in complete sentences.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	100% of teachers will hold students accountable to verbally responding in complete sentences 80% of the time.
Action Step 3	Teachers will model and scaffold the use of a written response to text on a regular basis by way of classroom assignments and/or exit tickets.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	By Spring of 2024, 70% of students will consistently score 2/2 on open response questions on District Mastery Assessments in grades 1-5.

Evidence- Based Strategy 3	Provide effective feedback for reading and writing responses. “Seven Keys to Effective Feedback.” ASCD, www.ascd.org/el/articles/seven-keys-to-effective-feedback . Accessed 14 Aug. 2023.			PD needed <input checked="" type="checkbox"/>
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 about feedback.	July 2023 – May 2024	AIC, Literacy Coach, Literacy Committee, Cadre Coach	100% of teachers and instructional staff will participate in the on-going, job embedded training 80% of the scheduled time.
Action Step 2	Teachers will provide explicit feedback during whole group and small group instruction.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	100% of reading teachers will provide oral feedback during each literacy framework component 80% of the time. 100% of reading teachers will provide written feedback on a reading/writing responses weekly.
Action Step 3	Teachers will provide oral and written feedback on a weekly basis for student written responses.	July 2023 – May 2024	Classroom teachers, Special Education Teachers, BLT, Literacy Coach, Cadre Coach	By May of 2024, 70% of all students will earn a 2/2 on formative written response questions on District Mastery Assessments.
Yr 2 Measurable Objective	By Spring 2025, >50% of students in grades 3-5 will meet state standard in ELA as measured by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2026, >60% of students in grades 3-5 will meet state standard in ELA as measured by ILEARN/IAM.			

GOAL 2	By Spring 2024, >40% of our students in Grades 3-5 will meet State Standard in Math as measured by ILEARN/IAM.		
Data Checkpoints (dates)	September 29, 2023 - End Q1	December 15, 2023 - End of Q2	March 15, 2024 - End of Q3
Evidence at Checkpoints	Rolling Agenda, Performance Matters (3-5), Data Wall (K-2), DMRs, Learning Checks, DMAs, Benchmark with success criteria/ individual goals/growth	Rolling Agendas, NWEA, Performance Matters (3-5), Data Wall (K-2), DMRs, Learning Checks, DMAs (analyzing key errors on the performance task), Benchmark with success criteria/ individual goals/growth	Data Wall, Benchmark (students will complete and self-score a quarterly performance task using ILEARN rubric, Benchmark with success criteria/ individual goals/growth

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 80% of the scheduled time as reflected in grade level rolling agendas. Fisher, D., Frey, N., Amador, O., & Assof, Joseph. <i>The Teacher Clarity Playbook, Grades K-12</i> , Corwin 2018.				PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Teachers will collaborate at grade levels to create math lessons aligned to sequence standards.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will participate in the collaboration sessions 80% of the scheduled time.	
Action Step 2	Teachers will conduct math small groups to focus on standard at student level, mental math, spiral review, math fact mastery and problem solving.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will run small group instruction during the math block four days per week.	
Action Step 3	Teachers will design DMR to reflect use of number sense routines and review of skills not previously mastered.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will use data from their own class to design DMR progressions.	
Action Step 4	Teachers will design math tasks that focus on utilizing problem solving skills and build math endurance/perseverance.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will participate in the collaboration sessions to design math tasks 80% of the time.	
Action Step 5	Teachers will develop Success Criteria for each standard and students will develop individual goals.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will participate in the collaboration sessions to develop Success Criteria 80% of the time.	
Evidence- Based Strategy 2	K-5 teachers will utilize Number Sense and Computation activities, such as Number Talks, Number Routines, Math Fact Mastery, and/or Building Fact Fluency and DMR with spiral review daily.				PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Implement components of Numeracy Framework into the Math Block: DMR, Math Fact Mastery, Number Talks, Core Content, Critical Thinking Tasks,	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	85% of teachers will incorporate all componets of the Numeracy Framework 4 out of 5 days a week as determined by	

	Small Group Intervention, and Reveal Number Routines.			observations from Administration and Math Coach.
Action Step 2	Teachers will participate in professional development regarding Number Talks, Number Routines, and Math Fact Mastery material and utilize district math resources.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will participate in the collaboration sessions 80% of the time.
Action Step 3	Teachers will create anchor charts and activities that facilitate Number Talks and Math Talks to develop consistent language across the grade levels.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will create anchor charts for Number Talks, Number Routines, and/or Math Fact Mastery.
Action Step 4	Teachers will develop/articulate vertically aligned vocabulary and use explicit instruction for the vocabulary.	July 2023 – May 2024	Classroom teachers, Special Education teachers, Math Coach	100% of teachers will incorporate for the math vocabulary that has been vertically aligned as determined by observations from Administration and Math Coach.
Yr 2 Measurable Objective	By Spring 2025, >50% of our students in Grades 3-5 will meet state standard in math as by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2026, > 60% of our students in grades 3-5 will meet state standard in Math as measured by ILEARN/IAM.			

GOAL 3	By Spring 2024, >92% 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 tiers of behavior matrix system.			
Data Checkpoints (dates)	September 29, 2023 - End Q1	December 15, 2023 - End of Q2	March 15, 2024 - End of Q3	
Evidence at Checkpoints	Social Emotional Learning lesson time is embedded within the master schedule.	Discipline referral system in place using the Tiers of Behavior Matrix	Discipline Referral System Spreadsheet PowerSchool Discipline Log Report	
Evidence- Based Strategy 1	Teachers will conduct morning social emotional learning activities. Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Monthly teacher PD scheduled for Social Emotional Learning.	July 2023 – May 2024	PRIDE/SEL Team	100% of teachers will participate in the monthly professional development sessions 80% of the time.
Action Step 2	Teachers will have common time to teach Social Emotional Learning lessons.	July 2023 – May 2024	Principal, classroom teachers	100% of teachers will utilize the commonly scheduled teacher time for Social Emotional Learning lessons 80% of the time.
Action Step 3	Classrooms will have a calming area and students will understand expectations for that area.	July 2023 – May 2024	Classroom teachers	100% of teachers will have a calming area available to students 95% of the time.
Action Step 4	Rewards will be offered to students meeting PRIDE expectations.	July 2023 – May 2024	Principal, PRIDE team, classroom teachers	100% of teachers will utilize the reward system 80% of the time.
Evidence- Based Strategy 2	Teachers will integrate PRIDE lessons in all aspects of the school day. Implementation of the Postive Behavior Supports and Intervention model will be the basis of the school’s PRIDE program. <small>Center on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.</small>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PRIDE Assembly per grade level held within the first month of school.	August 2023	PRIDE Team, classroom teachers	A PRIDE Kickoff event will be accomplished within the first two weeks of school.
Action Step 2	Teachers and administrators will teach the importance of showing PRIDE in all areas of the school.	July 2023 – May 2024	Principal, PRIDE team, classroom teachers	100% of teachers and administrators redirect misbehaviors by referencing the PRIDE characteristics 80% of the time.
Action Step 3	Monitor behavior referrals and attendance data to show impact of PRIDE and SEL integration.	End of Q1, Q2, Q3 and Q4	PRIDE team, BLT	Referral and attendance data reports will be ran monthly and shared with staff for problem solving.
Action Step 4	Teachers and Administration will implement and utilize a Student Response team program.	July 2023 – May 2024	Staff and Administration	The Student Response Team data will be analyzed weekly/monthly/quarterly for dialogue about under or over utilization and future training needs.
Yr 2 Measurable Objective	By Spring 2025 > 94% 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 tiers of behavior matrix system.			

Yr 3 Measurable Objective	By Spring 2026 > 96% 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 tiers of behavior matrix system.
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GOAL 4	By Spring 2024 100% of teachers in grades PreK-5 will implement STEM skills to foster creative and cognitive thinking in conjunction with elementary content subjects.			
Data Checkpoints (dates)	September 29, 2023 - End Q1	December 15, 2023 - End of Q2	March 15, 2024 - End of Q3	
Evidence at Checkpoints	Rolling Agenda IDOE Visit	PD Sign-In Sheet Rolling Agenda Lesson Plan	IDOE Visit	
Evidence- Based Strategy 1	Implementation of STEM education within the daily schedule. <i>Bybee, Rodger W. The Case for STEM Education : Challenges and Opportunities. Arlington, Virginia: National Science Teachers Association, 2013.</i>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	STEM committee members will be trained on lessons and equipment donated by the Cal Ripken Sr. Foundation.	July 2023 - May 2024	Ripley Foundation Consultant STEM Committee	100% of the STEM Committee teachers will participate in the training.
Action Step 2	STEM committee will plan with a Five Star consultant to submit application for STEM Certification for the 2024-2025 school year.	July 2023 - May 2024	Five Star Consultant FSES Administration STEM Committee	FSES will submit the STEM Certification Application by the published 2024-2025 deadline.
Action Step 3	STEM committee will collaborate with a Five Star consultant for lesson planning.	July 2023 - May 2024	Five Star Consultant FSES Administration STEM Committee	80% of the STEM Committee will attend the training.
Action Step 4	Teachers will participate in a training on STEM lessons.	July 2023 - May 2024	STEM Committee FSES Administration Five-Star Consultant	100% of teachers will utilize the STEM lesson plans 80% of the time during the STEM block.

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	Franklin Square Elementary School will utilize reading strategies that explicitly teach foundational reading skills and provide opportunities for students to respond to text verbally and in writing.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	<p>Data:</p> <ul style="list-style-type: none"> • Rolling agendas for staff meetings and grade level meetings • Classroom walkthroughs by Coaches, Principal Intern, and Principal • Running Record Data • Student samples of written response • NWEA Data • District Mastery Assessment Data • IMPACT progress monitoring 	
<p><i>Plan for coaching and support during the learning process:</i></p> <p>Cadre Coach for Kindergarten-Second Grade: Will provide professional development during Period Zero meetings, grade level planning sessions by modeling within the classroom, and observation and feedback through student-centered coaching cycles.</p> <p>Literacy Coach for Third-Fifth Grade: Will provide professional development during Period Zero meetings, grade level planning sessions by modeling within the classroom, and observation and feedback through student-centered coaching cycles.</p> <p>Building Leadership Team: Team will look at data and feedback from the Literacy Team to make suggestions for Professional Development</p>		
<p><i>How will effectiveness be sustained over time?</i></p> <p>We will monitor each quarter. We will allow teacher input and voice to drive future professional development. Our literacy coaches will work side by side and conference with teachers. The IMSE instructional strategies will be utilized and monitored by the cadre coach and administration. The MTSS team will be utilized for those students that are not performing. Teachers, coaches, and administration will continue to look at data, data trends, and adjust strategies based on the evidence.</p>		

Professional Development Goal 2	Franklin Square Elementary School will continue PD on using the Reveal math series while focusing on basic math strategies, including Number Sense Routines. Teachers will also build Success Criteria for students to identify individual daily mastery goals. Franklin Square Elementary next step is to continue our focus on Critical Thinking math tasks, while developing a Productive Struggle within our students.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	<p>Data:</p> <ul style="list-style-type: none"> • Rolling agendas for staff meetings and grade level meetings • Classroom walkthroughs by coaches, Principal intern, and Principal • Daily Math Review Data • Student samples of problem-solving • NWEA Data • District Mastery Assessment Data • IMPACT progress monitoring 	
<p><i>Plan for coaching and support during the learning process:</i> Numeracy Coach: Will provide professional development during Period Zero meetings, grade level planning sessions by modeling within the classroom, and observation and feedback coaching cycles. Bulding Leadership Team: Team will look at data and feedback from the Literacy Team to make suggestions for Professional Development</p>		
<p><i>How will effectiveness be sustained over time?</i> We will monitor each quarter. We will allow teacher input and voice to drive future professional development. Our numeracy coach will work side by side and conference with teachers. The MTSS team will be utilized for those students that are not performing. Teachers, Coaches and Administration will continue to look at data, data trends and adjust strategies based on the evidence.</p>		

Professional Development Goal 3	Franklin Square Elementary School began PD on studying Social Emotional Learning. Franklin Square Elementary next step is to implement strategies that support student’s social and emotional needs. FSES staff will implement common language and expectations for all areas of the building. Staff will also implement Student Response Team process.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation Resources	
Evidence of Impact	<p>Data:</p> <ul style="list-style-type: none"> • Walk Through Data • Office Referrals • PD Calendar 	
<p><i>Plan for coaching and support during the learning process:</i></p> <p>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 Social Emotional Learning. BLT Meeting: BLT Team will look at data and feedback from the PRIDE Team to make suggestions for Professional Development</p>		
<p><i>How will effectiveness be sustained over time?</i></p> <p>The PRIDE team will continue to look at data and adjust strategies based on the evidence. The team will share attendance and discipline data with the staff on a regular basis to brainstorm and receive input.</p>		

Professional Development Goal 4	By Spring 2024, 100% of teachers in grades PreK-5 will implement STEM skills to foster creative and cognitive thinking in conjunction with elementary content subjects.	Linked SIP Goals ☒
Possible Funding Source(s)	Education Foundation Grant Cal Ripken Sr. Foundation Corporation Resources	
Evidence of Impact	<p>Data:</p> <ul style="list-style-type: none"> • Rolling agendas for staff meetings and grade level meetings • Classroom walkthroughs by coaches, Principal intern, and Principal • Student samples of problem-solving 	
<p><i>Plan for coaching and support during the learning process:</i> Staff Meeting: STEM Committee will present PD to the Whole Staff. Committee Meeting: STEM Committee will meet to monitor progress and outline future PD topics on Feedback. BLT Meeting: BLT Team will look at data and feedback from the STEM Committee to make suggestions for Professional Development</p>		
<p><i>How will effectiveness be sustained over time?</i> FSES and STEM Committee will maintain a close relationship with Cal Ripken Sr. Foundation and the downtown business community. Needed professional development will be present throughout the upcoming school years while securing any needed funds.</p>		

Professional Development Calendar

2023 - 2024

Week	Professional Development Focus: (Learning Intention)	Group Work (Learning Progressions)	Outcomes Success Criteria	Monitoring Assessment/Feedback
July 24 -28, 2023	<p>Monday and Tuesday: Full Staff Professional Development</p> <p>Wednesday: Grade Level Planning</p>	All Certified Staff	<p>FSES Academic Expectations- Provide vision and principal expectations. Set goals and steps to ensure success.</p> <p>School Safety- Learn new safety vocabulary and safety protocols.</p> <p>School Discipline/PRIDE Procedures</p> <p>GCCS Top Ten- Provide clarity on district academic and school culture goals.</p>	Rolling Agendas
July 31 - Aug. 4, 2023	<p>Tuesday: ELA and Math collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: NWEA, Literacy Materials, Mentorships</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/ Admin Intern as Available</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team worked through beginning of year procedures.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

		Leadership Team Members		
Aug. 7- 11, 2023	<p>Tuesday: Build A Falcon with Ellen Williams in Grade Level Meetings; discuss collective efficacy</p> <p>Wednesday: Build A Franklin Square Falcon and Franklin Square Staff Member in period 0.</p> <p>Thursday Evening: McGraw-Hill Math Training</p>	<p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Staff Meeting: Staff will gain a deeper understanding of collective efficacy in grade level teams and Franklin Square as a community.</p> <p>Math Evening Night: Staff will gain a stronger understanding of the math series.</p>	<p>Rolling Agendas</p> <p>Sign-In Sheets</p>
Aug. 14 - 18, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Administration Meeting with Five Star to determine STEM expectations</p> <p>BLT Meeting: INSIP Planning</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>STEM: Principal, Principal Intern, Five Star representative</p> <p>BLT Meeting: Building Leadership Team Members</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>STEM Meeting: Principal and Principal Intern looked at the rubric to prepare where we are, so we can become a stem certified school.</p> <p>BLT Meeting: The leadership team worked through the Gap Analysis, Areas of Focus, Action Plan, and PD Plans in the INSIP to align and make suggestions for edits.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

<p>Aug. 21 - 25, 2023</p>	<p>Monday: District Coaches to present on sequencing guides and ELA and Math district expectations during Grade Level Meetings</p> <p>Tuesday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, District Coach, Administrator/Admin Intern as Available</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, District Coach, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Aug. 28 - Sept.1, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings – Data Review</p> <p>Wednesday: NWEA reports</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings – Data Review</p> <p>BLT: Data Wall, Reading Trainings, Fall Family Night</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Staff reviewed various reports on NWEA to analyze data and share information with parents.</p> <p>BLT Meetings: The team viewed the data wall and added suggestions for each grade level. We also discussed upcoming reading trainings from the district.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Sept. 5 - 8, 2023</p>	<p>Tuesday: Suicide Training and Test Training</p> <p>Wednesday: Classroom Management</p> <p>Thursday: Math Collaboration</p>	<p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern</p>	<p>Staff Meeting: Staff will participate in the annual Indiana Test Security Training as required by the IDOE.</p> <p>Staff Meeting: Staff will review basic classroom management techniques.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

	for Teacher Clarity in Grade Level Meetings – Data Review	as Available	Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.	
Sept. 11 - 15, 2023	Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review	ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available	Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.	Rolling Agendas Classroom Walkthroughs Posted Success Criteria
Sept. 18 - 22, 2023	Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review	ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available	Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.	Rolling Agendas Classroom Walkthroughs Posted Success Criteria
Sept. 25 - Sept. 29, 2023	Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review	ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern	Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating	Rolling Agendas Classroom Walkthroughs

	<p>Wednesday: SRT Meeting</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p>	<p>as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p>	<p>more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: The staff will look at SRT implementation data to determine about under or over utilization and future training needs.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p>	<p>Posted Success Criteria</p>
Oct. 9 - 13, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: Conscious Discipline Training</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Staff will be introduced to the Conscious Discipline curriculum and brainstorm implementation strategies.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Oct. 16 - 20, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: Conscious Discipline Training</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

	<p>Level Meetings / Data Review</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p>	<p>Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p>	<p>Staff Meeting: Best practices in Conscious Discipline will be discussed and how to implement in classrooms.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p>	
<p>Oct. 23 - 27, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Oct. 30 - Nov. 3, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

<p>Nov. 6 - 10, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: Conscious Discipline Training</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Conscious Discipline will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Nov. 13 - 17, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: SRT Meeting</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: The staff will look at SRT implementation data to determine about under or over utilization and future training needs.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Nov. 27 - Dec. 1, 2023</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

		as Available		
Dec. 4 - 8, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: Conscious Discipline Training</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Conscious Discipline will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Dec. 11 - 15, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>Wednesday: SRT Meeting</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings / Data Review</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: The staff will look at SRT implementation data to determine about under or over utilization and future training needs.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Jan. 2 -5, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher,</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level</p>	<p>Rolling Agendas</p>

		<p>Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>Jan, 8 - 12, 2024</p>		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

			professional development.	
Jan. 16 - 19, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Staff will gain a deeper understandind of the Social Emotional Learning competencies and how they align to instruction and a Visible Learning strategy.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Jan. 22 - 26, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

			Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.	
Jan. 29 - Feb. 2, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Feb. 5 - 9, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

			<p>Staff Meeting: Staff will gain a deeper understanding of the Social Emotional Learning competencies and how they align to instruction and a Visible Learning strategy.</p>	
Feb. 12 - 16, 2024		<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
Feb. 19 - 23, 2023	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

	Level Meetings	Teachers, SPN Teacher, Administrator/Admin Intern as Available	<p>creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	
Feb. 26 - Mar. 2, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
March 4 - 8, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Five Star PD on</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p>

	<p>Responsible Decision Making/Student Centered Learning</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Staff will gain a deeper understanding of the Social Emotional Learning competencies and how they align to instruction and a Visible Learning strategy.</p>	<p>Posted Success Criteria</p>
<p>March 11 - 15, 2024</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

<p>April 1 - 5, 2024</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>April 8 -12, 2024</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Five Star PD on Responsible Decision Making/Student Centered Learning</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Staff will gain a deeper understandind of the Social</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

			Emotional Learning competencies and how they align to instruction and a Visible Learning strategy.	
April 15 - 19, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
April 22 - 26, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy,</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

			<p>and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	
April 29 - May 3, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
May 6 - 10, 2024	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

	<p>Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	
<p>May 13 - 17, 2024</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>
<p>May 20 - 24, 2024</p>	<p>Tuesday: ELA Collaboration for Teacher Clarity in Grade Level Meetings</p> <p>BLT Meeting: Leadership</p>	<p>ELA Collab: Literacy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>Teacher Clarity Meetings- Clarify the GCCS Frameworks. Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions</p>	<p>Rolling Agendas</p> <p>Classroom Walkthroughs</p> <p>Posted Success Criteria</p>

	<p>Meeting to Review Monthly, Weekly, Quarterly and Annual Goals</p> <p>Wednesday: Character Strong/STEM/PRIDE PD Rotation</p> <p>Thursday: Math Collaboration for Teacher Clarity in Grade Level Meetings</p>	<p>BLT Meeting: Building Leadership Team Members</p> <p>Staff: Full Certified Staff and Classified Specialists</p> <p>Math Collab: Numeracy Coach, Grade Level Teachers, SPN Teacher, Administrator/Admin Intern as Available</p>	<p>and success criteria to use with students.</p> <p>Build a deeper understanding of grade level standards through reviewing learning progressions and focusing on creating more meaningful learning intentions and success criteria to use with students.</p> <p>BLT Meeting: The leadership team will review monthly, quarterly, or annual goals in literacy, numeracy, and/or PRIDE to determine next steps in professional development.</p> <p>Staff Meeting: Best practices in Character Strong, STEM implementation, and PRIDE will be discussed with data driven conversations guiding the next steps in professional development.</p>	
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