

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT

PLAN For implementation during the following years: 2024 - 2027

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

Who is 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 ? * Choose an item. <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- 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)
Kathleen Gilland	Principal	Both	ELA , Math, Attend, SpEd
Leslie Koukola	Academic Improvement	Both	ELA, Math SpEd, ELL
Sarah Hockersmith	Math Coach / Intervention	Both	Math, Attend, SpEd
Natalie Weber	Kindergarten Teacher	Both	ELA, Math, SpEd
Amelia Vogel	First Grade Teacher	Both	ELA, Math, SpEd
KayIn Davenport	Second Grade Teacher	Both	ELA, Math, SpEd
Sara Shelton	Third Grade Teacher	Both	ELA, Math, SpEd
Krista Thompson	Fifth Grade Teacher	Both	ELA, Math, Attend
Renee Hoyland	Principal Intern	Both	ELA, Math, Attend, SpEd
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 premier provider of education by serving as the bridge connecting stakeholders to ensure all students are college and career ready.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

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

School Vision

Thomas Jefferson Elementary School strives to create a culturally sensitive environment where all students can succeed. Thomas Jefferson believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and grounded in shared decision-making. The Belief, Mission and Vision statements reflect the shared philosophy of all stakeholders.

School Mission

The mission of Thomas Jefferson Elementary School is to challenge and empower all students to reach their personal best.

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

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance.

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.

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"/>
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.

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 - 9	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	Assessment system based upon student data	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.

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

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

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 type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input checked="" type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input checked="" type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other		

Core Element 6: Safe and Disciplined Environment [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 are 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.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff

REPORTING PROCEDURES

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
 - 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 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.

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.

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.

Core Element 8: Review Attendance [Required for all]

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

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

Last year: 26

Two years ago: 51

Three years ago: 21

What may be contributing to the attendance trend?

Thomas Jefferson is seeing more families allow students days to rest and recover. Families follow the guidelines for notifying the office however these are becoming more prevalent than in years past.

Many families believe that their child/ren need emotional recovery days. Therefore, parents are allowing and encouraging their child/ren to take a mental health day.

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.

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

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

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 communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. Teachers actively communicate academic progress with families. 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 our ambassador program and morning meetings, we empower students to have an active presence and help them develop a collective identity. We are also working on implementing restorative practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. 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 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 teacher 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
Anglelina Rivera	CDA Preschool	Preschool
Ashlea Niemann	Early Childhood, Special Education	Preschool
Megan Peazzoni Yates	Emergency License	Kindergarten
Natalie Weber	General Elementary License	Kindergarten
Janel Vejar	General Elementary License	First Grade
Amelia Vogel	General Elementary License	First Grade
Reilly Anderson	General Elementary License	Second Grade
Kayln Davenport	General Elementary License	Second Grade
Sara Shelton	General Elementary License	Third Grade
Claire Posey	General Elementary License	Third Grade
Lei'lani Davis	General Elementary License	Fourth Grade
Krista Thompson	General Elementary License	Fifth Grade
Jordan White	General Elementary License, Mild Intervention P-12	Fourth/Fifth Grade
Victoria Simmons	General Elementary License, Mild Intervention P-12	Special Education Severe Disabilities
Heidi Southwood	General Elementary License, Mild Intervention P-12	Special Education Severe Disabilities
Abigail Perdue	Mild Intervention K-12	Special Education Inclusion
Jennifer Routt	General Elementary License	Intervention
Sarah Hockersmith	General Elementary License	Coach/Intervention
Leslie Koukola	General Elementary License	Academic Improvement Coordinator
Jason Cook	General Elementary License	Physical Education/Technology
Kirsten Larson-Lewis	General Elementary License	Art
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.**

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"/>	Attendance*
<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input checked="" type="checkbox"/>	*Including student subgroups
List or Link Other Data Sources Below					
Link: https://docs.google.com/spreadsheets/d/19ANPc6jVAZNBtNH3MKW_zoEX2Ddlf57d_dsoN90m42g/edit?usp=sharing			Link ->		

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

Goal:

By Spring of 2027 60% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.

Benchmarks:

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

By Spring 2026 55% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.

By Spring of 2027 60% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.

Area of Focus: Reading

Learner Centered Problem: While students are able to read comprehension questions, they struggle with understanding the question asked and integrating text evidence using critical thinking skills.

Problem of Practice: As teachers, we model using text evidence to answer comprehension questions, but struggle with utilizing the gradual release scaffolding to bring students to independently use text evidence and critical thinking skills to answer deeper level comprehension questions.

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

TJ IREAD pass rate for Spring 2024 was 94.7%. The goal was met. We will work to maintain this high level of pass rate, but will no longer list this in our goals.

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

Goal 2

Measurable outcome met? no

Goal:

By Spring 2027> 60% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.

Benchmarks:

By Spring 2025> 50% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.

By Spring 2026> 55% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.

By Spring 2027> 60% of students in grades 3-5 will meet State Standard in Mathematics as measured by ILEARN/I AM.

Area of Focus: Math

Learner-Centered Problem: While students can solve basic computation problems using representation, they struggle to solve computation problems when moving outside of concrete and representational strategies to abstract application.

Problem of Practice: As teachers, we do not consistently and intentionally plan opportunities for students to make connections between concrete, representational and abstract concepts.

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

Thomas Jefferson will continue to work towards this goal in the 2024-2025 school year with an emphasis on students using various strategies to assist them through the problem-solving process.

Goal 3

Measurable outcome met? Yes

Goal:

By Spring 2025 > 90% of students will be successful with Tier 1 interventions.

By Spring 2024 > 88% of students will be successful with Tier 1 interventions.

By Spring 2023 > 86% of students will be successful with Tier 1 interventions.

Area of Focus: Behavior

Learner-Centered Problem: Students exhibit behaviors that interfere with the learning environment.

Problem of Practice: As teachers we spend time teaching SEL lessons, however we do not spend time teaching replacement behaviors through gradual release to students with repeated behavior issues.

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

By May of 2023, behavior data indicated 97.4% of Thomas Jefferson students received zero office referrals through the support of our Tier 1 interventions. We will continue to establish clear expectations for behavior. We will continue to use the Character Strong program to support our tier 1 classroom interventions.

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

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

<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>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.</i>	<i>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.</i>	X	1
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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
<p>Thomas Jefferson Elementary School provides a challenging curriculum with student-centered instruction that places an emphasis on the success of all students.</p>	<p style="text-align: center;">Yes</p>	<p>TJ School Profile and Data Dashboard https://docs.google.com/spreadsheets/d/19ANPc6JjVAZNBTNH3MKW_zoEX2Ddf57ddsoN90m42g/edit?usp=sharing</p>	<p>Our State Assessment data indicates that we fell short of our goals in both ELA and Math.</p> <p>In ELA our data shows that we have made great improvements in student performance based on state standardized tests. Our students have consistently grown annually and have gone from 33% pass rate to 48% pass rate. That was 2% short of our goal.</p> <p>In Math our data shows that we have made continued improvements in student performance based on state standardized tests. Our students have consistently grown annually and have gone from 37.6% pass rate to 46% pass rate. That was 4% short of our goal.</p>		<p>1</p>
<p>Thomas Jefferson Elementary School will provide an intervention plan to meet the needs of all learners.</p>	<p style="text-align: center;">Yes</p>	<p>. 2023-24 DMA Overall School Performance</p> <p>During the 2023-24 school year:</p> <p>22 students received tier 2 instruction</p> <p>14 students received tier 3 instruction</p> <p>25 students in grades K-2 flagged as non-proficient on the Level 1 Dyslexia screener</p>	<p>Performance data from DMA's, and Checklist indicates that our students are performing far better on DMA's and Checklists than they are the ILEARN test. The discrepancy is 20% or higher in both ELA and Math DMAs compared to the state ILEARN test.</p> <p>The Dyslexia screener shows that only 25 students school-wide were flagged on the level 1 screener. 85% of 2nd graders passed the level 1 Dyslexia Screener yet only 69% of 2nd graders are on track or passed IREAD. This is a substantial discrepancy between the two data points.</p>		<p>2</p>
<p>Thomas Jefferson Elementary School believes all students can learn and be successful.</p>	<p style="text-align: center;">Yes</p>	<p>ILEARN SPED Data TJ School Profile and Data Dashboard https://docs.google.com/spreadsheets/d/19ANPc6JjVAZNBTNH3MKW_zoEX2Ddf57ddsoN90m42g/edit?usp=sharing</p>	<p>Our data indicates students with disabilities as a group struggle to meet grade level standards, as indicated by ILEARN, NWEA results and local assessments. We restructured our system of communication between general education and special education teachers to ensure continuity of programming.</p>		<p>3</p>

<p>Thomas Jefferson Elementary supports each student with social emotional needs by implementing tier 1 instruction in Pride and a reinforcement system for appropriate behavior.</p>	<p>Yes</p>	<p>Behavior intervention plans are implemented for students that struggle with self-regulation skills. Referral data indicates that many of our students receiving them are new to Thomas Jefferson.</p> <p>During the 2023-24 school year:</p> <p>6 students received tier 2 instruction with behavior plans</p> <p>4 students received tier 3 instruction with behavior plans</p>	<p>Our data indicates that when the Tier 1-PRIDE instruction and reinforcement is not working, implementing a specialized behavior plan increases success. Students that have attended Thomas Jefferson Elementary School for multiple years respond well. Tier 1 instruction to establish relationships and develop self-regulation and coping skills will be implemented along with restorative practices to identify root cause of behavior and appropriate plan development.</p> <p>The students that were placed on Behavior Intervention Plans remained on the plans for the entire school year and continue to be on a plan for the current school year. There is little data to show if the plans were successful. The lack of data to support success of the intervention plans will need to be addressed.</p>	<p>☒</p>	<p>4</p>

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Thomas Jefferson made growth on IREAD, but not on the ILEARN assessment. Thomas Jefferson has a diverse learning population. Thomas Jefferson needs to improve the overall achievement on the ILEARN assessment. How can we ensure growth for all students?</p>	<p>Why are some students able to make progress while others are not?</p> <ul style="list-style-type: none"> • Grade levels are not using the data deeply enough to find specific student needs (deficits) to guide instruction. • Teachers need to disaggregate the data to find specific student deficits. <p>Why are students struggling with comprehension at a higher level?</p> <ul style="list-style-type: none"> • Teachers will analyze and examine data at grade level meetings. • Reading coach will share strategies through whole group professional development, focused on rigor and best practice in reading. <p>Why did the students struggle on constructed response?</p> <ul style="list-style-type: none"> • Text complexity and stamina resulted in lower performance scores. <p>Why did so many students have insufficient writing which resulted in no score?</p> <ul style="list-style-type: none"> • As a school we are researching and learning new strategies to help student's respond appropriately and stay on topic. <p>Why does our data, planning and instruction not meet the needs of all learners?</p> <ul style="list-style-type: none"> • Coaches are working with teachers to use data to continue planning, plan for instruction and to monitor student progress.

<p>Thomas Jefferson did not meet our school improvement goal in math consistently across grade levels. Thomas Jefferson needs to improve the overall achievement on the ILEARN assessment in all grade levels. How can we build on the current pockets of success?</p>	<p>Grade levels are not using the data deeply enough to find specific student needs (deficits) to guide instruction.</p> <ul style="list-style-type: none"> We are not consistently implementing with fidelity what is intended to be taught based on the sequencing and best practice. Instead we go to what we have always taught and how we are comfortable teaching the concepts. <p>Why are students not independently applying the math process standards?</p> <ul style="list-style-type: none"> Teachers are teaching the math process standards, but language must be a natural part of instruction. Gradual release must be employed for students to engage in using these strategies independently. Coaching rounds will be utilized each semester to norm our practices. <p>Why are students not successful in applying the basic math knowledge in complex problems?</p> <ul style="list-style-type: none"> A problem of practice scaffold support is used and students do not have enough opportunities to develop strategies using productive struggle and problem solving on their own. <p>Why is there a disconnect between teacher planning and student mastery?</p> <ul style="list-style-type: none"> Teachers need to understand the progression of learning for standards and clearly convey that to their students.
<p>Thomas Jefferson Elementary supports each student with social emotional needs by implementing tier 1 instruction in Pride and a reinforcement system for appropriate behavior. We notice now Tier 1 is mostly successful and there is a need for tier 2/3 support. Thomas Jefferson needs to focus on our tier 2 and tier 3 plans to help students in these categories be successful in using their strategies.</p>	<p>Our tier 1 system is working, how do we reach our more intensive tier 2 and tier 3 students?</p> <ul style="list-style-type: none"> PRIDE committee will review the school-wide plan with teachers, examine the behavior referrals and change strategies where necessary. <p>Why do students continue to make poor choices after consequences are received?</p> <ul style="list-style-type: none"> Replacement behavior strategies need to be taught, practiced and reinforced consistently in alignment with the restorative practice philosophy. <p>Why are our tier 2 students not independently using self-regulation skills?</p> <ul style="list-style-type: none"> PRIDE committee will provide professional development on Conscious Discipline competencies and self-regulation. <p>Why do some teachers struggle with implementing an effective Tier 2 and Tier 3 behavior plan?</p> <ul style="list-style-type: none"> Gradual release of self-regulation strategies learned through Conscious Discipline and root cause analysis through restorative practices training needs to be implemented.

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	

GOAL 1	By Spring 2025 50% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN / IAM.			
Data Checkpoints (dates)	NWEA BOY and ILEARN Checkpoints	NWEA MOY and ILEARN Checkpoints	NWEA EOY, ILEARN Benchmark, and ILEARN Summative Assessment	
Evidence at Checkpoints	NWEA BOY Data and ILEARN Checkpoint 1 Data	NWEA MOY Data and ILEARN Checkpoint 2 Data	NWEA EOY Data, ILEARN Checkpoint 3 Data, ILEARN Summative Assessment Data	
Evidence- Based Strategy 1	<p>Teachers will use embed curricular and instructional strategies aligned with the Science of Reading with an increased focus on phonemic awareness, phonics, vocabulary, and morphology. Instructional decisions will be based upon student data.</p> <p>Scarborough, H. S.: (2001). "Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice" in Handbook for research in early literacy (pp. 97–110), edited by S. Neuman and D. Dickinson, New York, NY: Guilford Press</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Explicit 20 day launch to create routines and set expectations	Q1	Coaches, Principal	100% of classroom teachers will include the launch in lesson plans. Coaches and principals will observe routines in classroom walkthroughs three times per quarter.
Action Step 2	IMSE Training/Science of Reading Training	Q1	GCCS District	80% of K-2 and 3-5 teachers will attend IMSE Orton Gillingham and/or Morphology training to strengthen phonics, word work, and vocabulary instruction.
Action Step 3	Science of Reading Training	Q1-Q4	AIC	90% of classroom teachers will participate in Orton Gillingham or Morphology training facilitated by our literacy coach one time per quarter.
Action Step 4	Literacy Coach will visit classrooms and meet with teams during planning to improve instruction based on student data.	Q1-Q4	Teachers	90% of grade level teams will review common grade level assessments at least two times per quarter.
Action Step 5	Teams will use data to guide instruction and provide feedback to students.	Q1-Q4	Teachers	90% of grade level teams will review common grade level assessments/student samples with student feedback two times per quarter.
Action Step 6	The Literacy coach will use the District Coaching Model to support teachers in Literacy Instruction.	Q1-Q4	AIC	80% of classroom teachers will have a minimum of three coaching observations/modeling best teaching practices per semester from the coach.

Evidence- Based Strategy 2	Teachers will participate in purposeful planning processes through the Teacher Clarity process to develop or use quality assessments for literacy to determine student proficiency. Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Unwrap and understand the standard.	Q1-Q4	Coaches	80% of teachers will participate in purposeful planning to unwrap/understand the standard at least one time per week.
Action Step 2	Analyze relevant data.	Q1-Q4	Coaches	90% of teachers will participate in purposeful planning with coaches to analyze relevant data a minimum of two times per quarter.
Action Step 3	Use error analysis to determine deficits within a standard.	Q1-Q4	Coaches	90% of teachers will participate in purposeful planning with coaches to determine deficits two times per quarter.
Yr 2 Measurable Objective	By Spring 2026 55% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN / IAM.			
Yr 3 Measurable Objective	By Spring 2027 60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN / IAM.			

Differentiation

Tier 1: All students will be provided specific and timely feedback on their ability to answer complex questions. Anchor charts, lessons and feedback will students to practice through the gradual release model. Parents will be informed of current focus skills and standards with opportunities to support.

Tier 2/3: Students who have a reading deficit will receive IMPACT lessons tailored to their needs. Progress Monitoring tools will be used to track growth and progress.

Professional Development: We will have monthly professional development to collaborate and learn from each other. Student work samples, lesson plans, and instruction practice will be led by teachers, BLT, or reading coach.

Parent Involvement: We will have a Family Literacy night and provide tips and support for parents to use at home. Parent Teacher Conferences will be held to discuss students' progress.

Transition: Students will visit their respective middle schools in the spring. Kindergarten teachers will share reading and math goals and kindergarten reading and math readiness skills at Camp K with parents.

GOAL 2	By Spring 2025 50% of students in grades 3-5 will meet State Standards in Math as measured by ILEARN / IAM.			
Data Checkpoints (dates)	NWEA BOY and ILEARN Checkpoints	NWEA MOY and ILEARN Checkpoints	NWEA EOY, ILEARN Benchmark, and ILEARN Summative Assessment	
Evidence at Checkpoints	NWEA BOY Data and ILEARN Checkpoint 1 Data	NWEA MOY Data and ILEARN Checkpoint 2 Data	NWEA EOY Data, ILEARN Checkpoint 3 Data, ILEARN Summative Assessment Data	
Evidence- Based Strategy 1	<p>Teachers will participate in purposeful planning processes through the Teacher Clarity process to develop or use quality instruction for mathematics that aligns with district and state curriculum.</p> <p>Hattie, John. 2008. Visible Learning. London, England: Routledge.</p> <p>Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy</p>		PD needed <input checked="" type="checkbox"/>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Follow six-day launch Unit 1, Math Is, from the McGraw Hill Reveal series to create routines and set expectations.	Q1	Classroom teachers	100% of classroom teachers will include the launch in lesson plans. Coaches and principals will observe routines in classroom walkthroughs three times per quarter.
Action Step 2	BFF Implementation in grades 1-5.	Q1-Q4	Classroom teachers, math coach	90% of teachers will implement BFF during their math block facilitated by the math coach. Coaches and administrators will observe routines in classroom walkthroughs three times per quarter.
Action Step 3	Math coach will visit classrooms and meet with teams during planning to improve instruction based on student data.	Q1-Q4	Math coach	90% of classroom teachers will have two coaching observations/modeling best teaching practices per semester from the coach.
Action Step 4	Teams will use data to guide instruction and provide feedback to students.	Q1-Q4	Classroom teachers	90% of grade level teams will review common assessments/student samples with student feedback two times per quarter.
Action Step 5	The math coach will support teachers in math instruction.	Q1-Q4	Math coach	90% of teachers will have instructional support from the math coach three times per quarter.

Evidence- Based Strategy 2	Teachers will work within the teacher clarity process to develop or use quality assessments for math to determine student proficiency. Hattie, John. 2008. Visible Learning. London, England: Routledge. Fisher, D., Frey, N. et. Al. 2019. The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction. Corwin Literacy			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Unwrap and understand the standards.	Q1-Q4	Teachers, coaches	80% of teachers will participate in purposeful planning to unwrap/understand the standard at least one time per week.
Action Step 2	Analyze relevant data.	Q1-Q4	Teachers, coaches	90% of teachers will participate in purposeful planning with coaches to analyze relevant data a minimum of two times per quarter.
Action Step 3	Use error analysis to determine deficits within a standard.	Q1-Q4	Teachers, coaches	90% of teachers will participate in purposeful planning with coaches to determine deficits two times per quarter.
Yr 2 Measurable Objective	By Spring 2025 55% of students in grades 3-5 will meet State Standards in Math as measured by ILEARN / IAM.			
Yr 3 Measurable Objective	By Spring 2026 60% of students in grades 3-5 will meet State Standards in Math as measured by ILEARN / IAM.			

GOAL 3	By Spring 2025, 98% of students will consistently demonstrate PRIDE expectations in daily activities by being referral free for the school year.			
	Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice? Center on PBIS, University of Oregon. www.pbis.org .			
Data Checkpoints (dates)	End of Q1	End of Q2	End of Q3	
Evidence at Checkpoints	Q1 Discipline Data	Semester 1 Discipline Data		Q3 Discipline Data
Evidence- Based Strategy 1	Teachers will have a behavior management system in place to promote school-wide PRIDE expectations and will develop a better understanding of culturally responsive teaching.			PD needed <input checked="" type="checkbox"/>
	Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice? Center on PBIS, University of Oregon. www.pbis.org .			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teach, model, and expect schoolwide PRIDE expectations through the year.	Q1- Q4	Teachers and All Staff	90% of teachers will teach and implement the PRIDE expectations daily as evidenced by student routines, discipline data, and observations by the administrators two times per quarter.
Action Step 2	Develop and utilize a MTSS system that tracks student progress with data that is recorded in a data dashboard.	Q1-Q4	All Staff	100% of teachers will have access to the MTSS referral system and the MTSS team will meet at least one time per month to review data as evidenced by the MTSS Rolling Agenda.
Action Step 3	Incorporate a daily morning meeting for the class to build community.	Q1-Q4	All Staff	90% of teachers will hold a morning meeting at least three times per week to build community as evidenced by observations from administrators two times per quarter.
Action Step 4	Participate in weekly Conscious Discipline training, incorporating components gradually.	Q1-Q4	Teachers and support staff	90% of teachers and support staff will participate in training three times per month. Training will be scheduled on the school calendar.

Yr 2 Measurable Objective	By Spring 2026, students on tier 2 plans will show an 80% or greater reduction in behavior occurrences.
Yr 3 Measurable Objective	By Spring 2027, students on tier 2 plans will show a 90% or greater reduction in behavior occurrences.

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	100% of teachers will be trained on the science of reading to strengthen the teacher clarity process to plan, provide instruction based on student outcomes before, during, and after a unit of study with increased focus on word work and vocabulary.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ul style="list-style-type: none"> • Rolling agendas for period zero (professional development) and grade level purposeful planning documents • Instructional rounds (classroom visits by teachers) • Principal and instructional Coaches walkthroughs 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> • Reading coach will work with all teachers to support the planning process and align our work to the science of reading research • Monthly meetings to review data and make changes to intervention / enrichment groups • Grade levels will work weekly with the coach to plan relevant and meaningful learning experiences 		
How will effectiveness be sustained over time? We will monitor each quarter. Teacher input will be used to drive professional development that is relevant to the data and student needs. The reading coach will work alongside teachers and confer about challenges and next steps. MTSS team will be utilized for those students where tier 1 instruction is not working. Instructional rounds will be used to strengthen our work and align our grade levels vertically. Onboarding of new staff to Thomas Jefferson will be used to increase our overall effectiveness.		

Professional Development Goal 2	100% of teachers will utilize gradual release strategies of the math practice standards, conceptual math and math problem solving to enable students to apply strategies independently.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ul style="list-style-type: none"> • Rolling agendas for period zero (professional development) and grade level purposeful planning documents • Instructional rounds (classroom visits by teachers) • Principal and Coaches walkthroughs • Student work samples • Problem solving schedule in place by all teachers 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> • Math coach will work with all teachers to support the planning process and align our math blocks to ensure problem solving emphasis • Monthly meetings to review student work samples and rigor of our work • Grade levels will work weekly with the coach to plan relevant and meaningful learning experiences 		
<p>How will effectiveness be sustained over time?</p> <p>We will monitor each quarter. Teacher input will be used to drive professional development relevant to the data and student needs. The math coach will work alongside teachers and confer about challenges and next steps. MTSS team will be utilized for those students where tier 1 instruction is not working. Instructional rounds will be used to strengthen our work on strategies for problem solving. Onboarding of new staff to Thomas Jefferson will be used to increase our overall effectiveness.</p>		

Professional Development Goal 3	100% of tier 2 and tier 3 students will have a behavior plan in place with appropriate strategies	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ul style="list-style-type: none"> • Period zero staff agendas • MTSS Rolling agendas • Behavior referral and think sheet data • Behavior intervention plans • MTSS tracking system 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> • MTSS team will meet bimonthly to discuss students with tier 2 and tier 3 plans • PRIDE and SEL team will work with staff to support tier 2 intervention plans • PRIDE and SEL team will analyze data quarterly and create next steps for school-wide professional development • Data will be shared each semester with all staff 		
<p>How will effectiveness be sustained over time? We will monitor behavior referral and think sheet data each quarter. We will allow teacher input and voice to drive professional development needs. Student tier plans will be shared alongside progress data. Onboarding of new staff to Thomas Jefferson will be used to increase our overall effectiveness.</p>		

Thomas Jefferson Professional Development Plan

[TJ PD Calendar 2024-25](#)

https://docs.google.com/document/d/1C1Xk5IYUiRO3QBZtdq7XwqbVM5_m1KO1iQJG31XeghI/edit?usp=sharing