

School Name: Switzerland County Middle School

School Number: 7987

Street Address: 1004 W. Main St.

City: Vevay

Zip Code: 47043

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

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

### ----- CONTACT INFORMATION -----

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*Read all the way through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public and private 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**

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

This is an initial three (3) year plan. <b>Yes No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b> Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW TA</b> <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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sean McGarvey	Principal	CNA, SIP, Both	Special Education
Casie Jesop	Counselor	CNA, SIP, Both	Special Education
RaheJean Griffin	Teacher - Math	CNA, SIP, Both	
Ryan Jesop	Teacher - Business	CNA, SIP, Both	
Amanda Cole	Teacher - LA	CNA, SIP, Both	Special Education
Amanda Alford	Teacher - Technology Coach	CNA, SIP, Both	
Lori Hitzfield	Teacher - Special Education	CNA, SIP, Both	Special Education
Natalie Williams	Probation Officer - Juvenile	CNA, SIP, Both	
Erin Deck	Parent	CNA, SIP, Both	
		CNA, SIP, Both	

## --- ALIGNMENT [optional] ---

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

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

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**District Vision:** An environment where academic, social, and ethical growth is expected and where students share in and accept responsibility for their learning.

**School Vision:** Switzerland County Middle School, in collaboration with the community, inspires excellence and learning in order to promote individual talents and maximize each student’s potential.

**District Mission:**

To create a culture of confidence in which all students are empowered with the academic, social, and ethical knowledge and skills to become well-rounded citizens ready for life beyond high school.

**School Mission:**

The mission of Switzerland County Middle School is to provide our students with the academic and social skills necessary to assist them in becoming responsible, respectful, and productive lifelong learners who think critically and creatively.

**District Goals:**

To create life-long learners who can excel in various careers.

- |  |   |                             |
|--|---|-----------------------------|
| Does the school’s vision support the district’s vision?    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Does the school’s mission support the district’s mission?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| Do the school’s mission and vision support district goals? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Language Arts	7-8	Curate own Curriculum, Study Island, Quizziz	Yes No	Tier 1, 2, 3	Programs are core component of classroom instruction.	Yes No	X
Math	7-8	Textbook, Study Island, Quizziz	Yes No	Tier 1, 2, 3	Textbooks and programs are core components.	Yes No	X
Social Studies	7-8	Textbook, Study Island, Quizziz	Yes No	Tier 1, 2, 3	Textbooks and programs are core components.	Yes No	X
Science	7-8	Textbook, Study Island, Quizziz	Yes No	Tier 1, 2, 3	Textbooks and programs are core components.	Yes No	X
Health	7-8	Textbook, Study Island, Quizziz	Yes No	Tier 1, 2, 3	Textbooks and programs are core components.	Yes No	
PE	7-8	Curate own Curriculum	Yes No	Tier 1, 2, 3	Programs are core component of classroom instruction.	Yes No	
Music/Band	7-8	Curate own Curriculum	Yes No	Tier 1, 2, 3	Programs are core component of classroom instruction.	Yes No	
Business	8	Online Adopted Curriculum	Yes No	Tier 1, 2, 3	Online programs are core component of classroom instruction.	Yes No	X

			Yes No	Tier 1, 2, 3		<i>Yes No</i>	
			Yes No	Tier 1, 2, 3		<i>Yes No</i>	
			Yes No	Tier 1, 2, 3		<i>Yes No</i>	

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

*continued*

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

**The public may view the school's curriculum in the following location(s):** Each teacher has developed their curriculum over the last two years with the guidance of our Superintendent through multiple sessions. The public can see this curriculum upon request.

## Core Element 2: Instructional Program [Required for all]

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

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

### **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.

**SCMS is not a Title I School.**

### Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
Airways (Cambium Assessment Inc. - CAI)	7-8	Benchmark, Com. Form., Summative, Other	We give this assessment three times a year to monitor student progress and what areas that the school needs so focus on. The data from this assessment helps to drive our instruction.	Yes No	X
Semester Exams	7-8	Benchmark, Com. Form., Summative, Other	These assessments are developed by each individual teacher in accordance with the Power Standards of each class. Curriculum Re-Alignment has been a corporation wide focal point for the last several years.	Yes No	X
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

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

**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. **SCMS is not a Title I School**

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

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

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

## 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? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

### Grades 6-8 only

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

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

### Grades 9-12 only (add others in blanks as necessary)

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

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

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

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

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

## Core Element 7: Cultural Competency [Required for all]

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

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

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

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

In the month leading up to each school year families are asked to register their children through our on-line registration process. They log into our student management system, Skyward, and fill out the necessary forms and information that the school needs to identify and aid these students.

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

Many low-income students do not experience positive reinforcements needed for normal social and emotional development. Often they lack the academic support at home to achieve academic success. A school counselor is needed to help facilitate positive social and emotional development and establish academic support. Providing professional support has help these students to reach their potential of becoming a well-rounded student. Our school counselors provide the following assistance to our students: 1. Provide positive reinforcements needed for normal social and emotional development. 2. Facilitate positive social and emotional development and establish academic support. 3. Provide support to students who are experiencing various risks associated with their families.

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

Any programs that allow our teachers and staff the opportunity to be able to see first hand how some of our students live would be beneficial. Sometimes the most practical approach is the best. Guest speakers who grew up in poor social and economical conditions and then succeeded as adults could provide a valuable professional development opportunity for school staff members.

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

Beside the school using the state approved curriculum for all cultural differences the school also has guest speakers come in to talk to the students. Teachers use any material outside of that they feel is relevant and can ensure cultural differences be recognized and appreciated.

## 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:   2                        Two Years Ago:   3                        Three Years Ago:   6  

### **What may be contributing to the attendance trend?**

There are many factors involved that include socio-economic reasons and parent involvement. Switzerland County has a high percentage of the population who would be considered at risk. At times families do not value an education as being a high priority. This attitude toward the school is one reason why some students have a high rate of absenteeism. Some families lack reliable modes of transportation and at times struggle getting students to school, even with buses running all over the county. Other factors such as sickness and having a highly transient population contributes to chronic absenteeism.

### **What procedures and practices are being implemented to address chronic absenteeism?**

The school is working with the local court system and juvenile probation office to create a stricter attendance program with harder consequences for being absent from school. The hope is that by creating this program my students will be at school instead of being absent. An Incentive Program was also developed three years ago rewarding students who attend school on a regular basis.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Attendance Officer and Principal meet on a weekly basis.

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

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

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

SCMS is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The parent/guardian of each student is given access to the school's Student Handbook at the beginning of the year. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described.

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

We have Parent/Teachers Conferences each year where parents are allowed to come in and see the teachers and talk about the progress of their child. Parents and community members are encouraged to email, call, or make an in-person visit if they need to communicate with the school. Other ways for parents to interact with school personnel are at athletic contests, school programs (Band/Choir), and field trips that they are encouraged to attend and participate in.

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

Our Incentive Program that both students and parents can take part in encourages high levels of student attendance. Also, we have committees where parents at times are invited to be an active part of where they can share their thoughts and opinions on what the school can do to help out families when it comes to increasing attendance.

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

SCMS has a series of programs that allows school staff, teachers, and students to take part in a series of activities that encourage teamwork and partnership. Each year the school has a field trip near the beginning of the year where all parties involved are in team-building activities that allow everyone to get to know others outside the normal confines of a school classroom. Communication is a key part of this process and this open dialogue promotes the idea that even though we come from different backgrounds we still have several things in common.

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

### **SCMS is not a Title I School**

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

**How do course offerings allow all students to become eligible to receive an academic honors diploma?**

SCMS does offer classes at the junior high level that count for HS Credit. These classes include Business, Agriculture, Band, Choir, and Algebra I. By having the students take these classes before HS it allows students more options later on.

**How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?**

See Above

**How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?**

See Above

**Graduation rate last year: N/A**

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

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

### **SCMS is not a Title I School**

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

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

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

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

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.

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
Amanda Cole	Language Arts - Grades 5-9	7th Grade Language Arts
RaheJean Griffin	Mathematics - Grades 5-9	7th Grade Math
Russ Wiggins	Life Science - Middle School/Junior High	7th Grade Science
Darren Byrd	Historical Perspectives - Grades 5-12	8th Grade Social Studies
David Gee	Health - Grades 5-12	7th/8th Grade Health
Chad Combs	Physical Education - Grades P-12	7th/8th Grade PE
Ryan Jesop	Business/Business and Information Technology - Grades 5-12	8th Grade Business/PCC
Rebecca Meyerhoff	Language Arts - Middle School/Junior High	8th Grade Language Arts
Thera South	Mathematics - Grades 5-9	8th Grade Math
Cory Bougher	Government/Computer Education - Grades 5-12	7th Grade Social Studies
Brenna Pietrykowski	Life Science - Grades 5-9	8th Grade Science
Lori Hitzfield	Mild Intervention - Grades P-12	7th/8th Grade Special Education
Elizabeth Smith	Health - Grades 5-12	7th/8th Grade Health
Cameran Everage	Instrumental and General Music - Grades P-12	7th/8th Grade Band
Brittany Everage	Instrumental and General Music - Grades P-12	7th/8th Grade Choir
Casie Jesop	Counseling	School Counselor
Amanda Alford	Science - Grades 5-9	Virtual Academy

## SECTION B: Needs Assessment

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

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

### **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.

Our committee discussed several of the core elements from Section A and there were parts of each element that needed further discussion. We focused on the areas of Curriculum, Attendance, Technology, Assessment and Parent and Family Engagement. This is a very unusual year in the Educational World due to Covid-19 and how it is currently affecting the overall school experience for students, teachers, and all other school staff members. We had to look at new policies and procedures (where applicable) when it came to the school's Response Plan for Covid-19.

**Curriculum:** The teachers and administrators over the last two years have spent several professional development sessions re-aligning the school's curriculum. This re-alignment of the curriculum has allowed us to focus on power standards which are covered during the state assessments. This leads the school to be able to focus on sub-groups like Special Education to provide the coverage of the standards/academic areas that need to be fully addressed.

**Attendance:** The school's attendance has improved over the past two years but the 2020-2021 school year will be particularly challenging with the school offering both In-Person and Virtual Learning options. We have roughly 15% of the student body who choose the Virtual Academy. The committee discussed ways to make sure that student attendance continues to project up.

**Technology:** Over the summer (2020) and at the beginning of the school year teachers were given the opportunity to take part in professional development opportunities that included Google Classroom and Google Meet. This is the platform that we are using for our In-Person and Virtual Academy. The committee likes the direction the school is headed in this area. The students use Chromebooks which are monitored, updated, and repaired when needed by the Technology Department.

**Assessment:** As mentioned before the teachers have been working on re-aligning the curriculum used in the classroom. During this process the teachers have developed assessments that are given every 4 ½ weeks, 9 weeks, and semester. In addition to this the school uses ClearSight (formerly Airways) testing three times a year to monitor student progress. A Data Wall is used to track student progress, which allows us to focus on sub-groups such as Special Education students. One of our school goals is to improve the scores of students in the Special Education program and this allows us to monitor and intervene when needed and fill in those educational gaps.

**Parent and Family Engagement:** This has been an issue for our school and community for several years. The committee discussed ways to get more parent involvement in a year where Covid-19 is making it hard for parents to come into the school. Traditional means such as Orientation Night and Parent/Teacher Conferences have to be virtual now and this lowers the participation rate of parents being involved. The school is providing hot spots to school families that are struggling with internet service to help promote Virtual participation by parents and families in the community.

**Data Information Link:**

<https://docs.google.com/spreadsheets/d/1Fy2gZaGmIX7VzsCpieyGDCrI2YbXgMHx3PPKeZFQRf4/edit?ts=5cb0a197#gid=429469962>

\*The last year included in some parts of this data is the 2018-2019 school year. Data from the 2019-2020 school year in several categories, such as discipline and attendance, is not a true indicator of information due to more than 25% of the school year being altered due to Covid-19.

## **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.

**Goal 1: Collaboration opportunities amongst Teachers will be provided and implemented to improve student proficiency in reading, writing, language mechanics, and math for all students serviced in the *Special Education Program* as measured by ClearSight, ILEARN, and cooperation developed assessments.**

Measurable outcome met? Yes **No**

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

If the goal was not met, explain why.

At the end of the 2019-2020 school year the state assessment, ILEARN, was cancelled and no available data exists that can be compared to the previous year. Schools are unable to determine if improvement took place or not. During the 2019-2020 school year teachers and administrators were meeting every month analyzing results of AirWays tests, in-house assessments, and in-class progress of each and every student with a focus on students in the Special Education and High Ability Programs. We created a Data Wall where we tracked every student's progress and updated it accordingly. We plan on repeating this same process this year with the hope of being able to administer the State Assessment and track the results. Teachers and administrators were excited as the school year progressed, we saw improvements by the students across the board and had hopes that the hard work by everyone would have resulted in scores on the state assessments improve dramatically. All schools will be having to go back to the results of each student from two years ago and compare it to the results for the 2020-2021 school year.

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

**Goal 2: 60% of all students will demonstrate a proficiency level on ClearSight/ILEARN in Reading, Writing, and Math by the end of the 2020-2021 school year.**

Measurable outcome met? **Yes** **No**

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

If the goal was not met, explain why.

At the end of the 2019-2020 school year the state assessment, ILEARN, was cancelled and no available data exists that can be compared to the previous year. Schools are unable to determine if improvement took place or not. During the 2019-2020 school year teachers and administrators were meeting every month analyzing results of AirWays tests, in-house assessments, and in-class progress of each and every student with a focus on students in the Special Education and High Ability Programs. We created a Data Wall where we tracked every student's progress and updated it accordingly. We plan on repeating this same process this year with the hope of being able to administer the State Assessment and track the results. Teachers and administrators were excited as the school year progressed, we saw improvements by the students across the board and had hopes that the hard work by everyone would have resulted in scores on the state assessments improve dramatically. All schools will be having to go back to the results of each student from two years ago and compare it to the results for the 2020-2021 school year.

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

**Goal 3: 70% of all 8th Grade Students will be College and Career Ready as measured by the overall College Readiness Score and related data.**

Measurable outcome met?    **Yes**   **No**

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

If the goal was not met, explain why.

The program in place was not allowed to be fully completed due to school going Virtual in March (2020) due to Covid-19. Job shadowing opportunities were lost and guest speakers were unable to come into the school and speak to the students. The school felt this program, targeting 8th Graders, was moving along getting the students ready for opportunities such as the Vocational School at the HS level. We plan on using this same program again during the 2020-2021 school year and will monitor its progress accordingly.

If the goal was not met, should the school continue to work toward this goal?    **Yes**   **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’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> 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 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

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 &amp; expulsions increased 8% &amp; 4% 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>	<b>X</b>	<b>1</b>

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 Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Sustained student proficiency (60% or higher) in reading, writing, language mechanics, and math for all students serviced in the <i>Special Education Program</i> as measured by ClearSight, ILEARN, and cooperation developed assessments.	Yes No	Based on most recent data from state assessment students serviced in the Special Education program showed proficiency at a rate of 13.8% in LA and 6.9% in Math.	SCMS is committed to providing a learning environment where students in the Special Education Program can sustain and grow as learners. Data shows that there is a gap on where we currently are and where we want to be.	X	2
60% of all students will demonstrate a proficiency level on ClearSight/ILEARN in Reading, Writing, and Math by the end of the 2020-2021 school year.	Yes No	Based on most recent data from state assessment students have showed proficiency at a rate of 40.8% in LA and 28.3 in Math.	SCMS is committed to providing a learning environment where all students can sustain and grow as learners. Data shows that there is a gap on where we currently are and where we want to be.	X	1
Regular school attendance (95% rate or higher) provides students with consistency in their daily lives and promotes a positive learning environment.	Yes No	Attendance this year for both In-Person and Virtual Learning has proven difficult to maintain due to Covid-19 and the issues related to that.	SCMS is committed to monitoring student attendance and developing policies that will help encourage students to attend school on a more permanent basis.	X	4
70% of all 8th Grade Students will be College and Career Ready as measured by the overall College	Yes No	Data based on this goal from the last completed school year shows that less than 70% of all students met this	SCMS will continue to monitor and update this program to meet the needs of the students. This program is constantly being updated as what is considered College and Career Ready is constantly	X	3

Readiness Score and related data.		goal.	changing.		
	Yes No				
	Yes No				

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.).

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
<b>#1:</b>  <b>60% or higher Proficiency Level on State Assessment for the 2020-2021 School Year for LA, Reading, and Math for all students</b>	<b>Please see the chart below.</b>
<b>#2:</b>  <b>60% or higher Proficiency Level on State Assessments for the</b>	<b>Please see the chart below.</b>

<b>2020-2021 school year for LA, Reading, and Math for all Special Education students</b>	
<b>#3:</b>  <b>College Readiness/21st Century Skills/Lifelong Learners</b>	<b>Please see the chart below.</b>

*Write your Goal(s) from these.*

*Develop strategies from these.*

**Priority #1 - 60% or higher Proficiency Level on State Assessment for the 2020-2021 School Year for LA, Reading, and Math for all students**

- Why? ↓
- 1. Classes are not meeting the rigor of the standards
- Why? ↓
- 2. Teachers are not addressing upper levels of DOK
- Why? ↓
- 3. Teachers do not know and use the varied instructional strategies needed
- Why? ↓
- 4. Resources and/or professional development have not been aligned to provide the needed instructional strategies
- Why? ↓

5. A system for providing and implementing common evidence based instruction strategies has not been implemented with fidelity

**Priority #2 - 60% or higher Proficiency Level on State Assessments for the 2020-2021 school year for LA, Reading, and Math for all Special Education students**

Why? ↓

1. Instruction is not spiraling to meet mastery-Instruction is “teach and move on”

Why? ↓

2. Teachers have no way of knowing what students have mastered

Why? ↓

3. Data is not available to inform student mastery

Why? ↓

4. Teachers are not routinely using formative assessments

Why? ↓

5. The process developing formative assessments linked to state standards has not been implemented across all classes evenly.

**Priority #3 - College Readiness/21st Century Skills/Lifelong Learners**

Why? ↓

1. Students are not completing individual assignments and projects

Why? ↓

2. Students are not taking ownership over their own learning



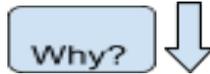
3. Students do not have a growth mindset



4. Student are not aware and do not understand their own thought processes



5. It has not been addressed in instruction



6. Teachers are not using metacognitive strategies



7. Teachers have not received training on using metacognitive strategies and the use of these strategies is not tested, measured, and/or monitored

## 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).

<b>Possible Funding Sources</b>		
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.

<b>GOAL 1</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2020- May 2021	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will			

	demonstrate mathematical proficiency as measured by the ILEARN assessment.
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<b>GOAL 1</b>	<b>Collaboration opportunities amongst Teachers will be provided and implemented to improve student proficiency in reading, writing, language mechanics, and math for all students serviced in the <i>Special Education Program</i> as measured by ClearSight, ILEARN, and cooperation developed assessments.</b>			
<b>Data Checkpoints (dates)</b>	<b>August 31</b>	<b>November 30</b>	<b>February 28</b>	
<b>Evidence at Checkpoints</b>	<b>ClearSight Fixed Form Assessment</b>	<b>ClearSight Fixed Form Assessment</b>	<b>ClearSight Fixed Form Assessment</b>	
<b>Evidence- Based Strategy 1</b>	<b>Continued Protocol Meetings and PD Opportunities during our Late Arrival Days so Teachers can collaborate and meet to review data points from throughout the school year which will produce assessments directed toward areas of improvement needed by the students.</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	<b>Presentations developed by Administration and presented to teachers</b>	<b>August-September (2020)</b>	<b>SIP/Leadership Team</b>	<b>Continuation of the development of formative assessments and analyzing the data from assessments.</b>
<b>Action Step 2</b>	<b>Monthly Protocol Meetings by Grade Level to examine assessments and where students can be helped</b>	<b>August, 2020-May, 2021</b>	<b>SIP/Leadership Team</b>	<b>Continuation of the development of formative assessments and analyzing the data from assessments.</b>
<b>Action Step 3</b>	<b>Guidance Counselor will work with Teachers and review assessment results to place students</b>	<b>August, 2020-May, 2021</b>	<b>SIP/Leadership Team</b>	<b>Continuation of the development of formative assessments and analyzing the data from</b>

	<b>in the optimum classes that will assist them.</b>			<b>assessments.</b>
<b>Year 2 Measurable Objective</b>	<b>All teachers will have successfully integrated all 4½ Week, 9 Week, and Semester Exams (Assessments) into their yearly curriculum and will be able to use that data to drive student instruction.</b>			
<b>Year 3 Measurable Objective</b>	<b>All teachers will have integrated and modified all Assessments based on their ability to analyze data that drives student instruction.</b>			

<b>GOAL 2</b>	<b>60% of all students will demonstrate a proficiency level on ClearSight/ILEARN in Reading, Writing, and Math by the end of the 2020-2021 school year.</b>			
<b>Data Checkpoints (dates)</b>	<b>August 31</b>	<b>November 30</b>	<b>February 28</b>	
<b>Evidence at Checkpoints</b>	<b>ClearSight Fixed Form Assessment</b>	<b>ClearSight Fixed Form Assessment</b>	<b>ClearSight Fixed Form Assessment</b>	
<b>Evidence- Based Strategy 1</b>	<b>Continued Protocol Meetings and PD Opportunities during our Late Arrival Days so Teachers can collaborate and meet to review data points from throughout the school year, which will produce assessments directed toward areas of improvement needed by the students.</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	<b>Monthly Protocol Meetings by Grade Level to examine assessments and where students can be helped</b>	<b>August, 2020-May, 2021</b>	<b>SIP/Leadership Team</b>	<b>Data Wall where student data will be placed and analyzed so needs of students can be met</b>
<b>Action Step 2</b>	<b>PD Sessions for teachers to attend on how to implement these strategies (Will include sessions on Late Arrival Days)</b>	<b>August, 2020-May, 2021</b>	<b>SIP/Leadership Team</b>	<b>Updated Formative Assessments based on students results and analyzing that data</b>
<b>Year 2 Measurable Objective</b>	<b>65% of all students will demonstrate a proficiency level on ClearSight/ILEARN in Reading, Writing, and Math by the end of the 2021-2022 school year.</b>			

Year 3 Measurable Objective	<b>70% of all students will demonstrate a proficiency level on ClearSight/ILEARN in Reading, Writing, and Math by the end of the 2022-2023 school year.</b>	
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<b>GOAL 3</b>	<b>70% of all 8th Grade Students will be College and Career Ready as measured by the overall College Readiness Score and related data.</b>			
<b>Data Checkpoints (dates)</b>	<b>Fall, 2020</b>	<b>Winter, 2021</b>	<b>Spring, 2021</b>	
<b>Evidence at Checkpoints</b>	<b>Professional School Counseling Program Results</b>	<b>Indiana Career Explorer Test Results reviewed by Counselor and Teachers</b>	<b>Career Exploration and Planning (Students given opportunities outside the regular classroom setting.)</b>	
<b>Evidence- Based Strategy 1</b>	<b>Programs implemented for the students tailored to their individual needs and wants based on data gathered and analyzed by the Teachers and School Counselor.</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<b>Professional School Counseling Program will be used during Homeroom which students attend every day for 20 minutes and led by School Counselor</b>	<b>August-September (2020)</b>	<b>Principal/School Counselor/PCC Teacher</b>	<b>Programs implemented during Homeroom by Teachers.</b>
Action Step 2	<b>Time for students to take test and School Counselor and Teachers to review data and implement changes based on individual results</b>	<b>October, 2020-March, 2021</b>	<b>Principal/School Counselor/PCC Teacher</b>	<b>Data review and students placed in programs based on their individual interests.</b>
Action Step 3	<b>Students will be given opportunities to explore a</b>	<b>April-May (2021)</b>	<b>Principal/School Counselor/PCC Teacher</b>	<b>Off-site and guest speaking opportunities provided for</b>

	<p>variety of careers through on site visits to companies/organizations and have guest speakers come in and talk to students.</p>			<p>the students based on data review.</p>
<p>Year 2 Measurable Objective</p>	<p>75% of all 8th Grade Students will be College and Career Ready as measured by the overall College Readiness Score and related data.</p>			
<p>Year 3 Measurable Objective</p>	<p>80% of all 8th Grade Students will be College and Career Ready as measured by the overall College Readiness Score and related data.</p>			

## 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	<b>Teachers will develop the ability to breakdown data from formative assessments (ClearSight and ILEARN) so they know which standards have and have not been mastered and this will help drive instruction in their classrooms.</b>	Linked SIP Goals <b>Yes</b> No
Possible Funding Source(s)	<b>School Improvement (SIG), High Ability, General Funds</b>	
Evidence of Impact	<b>Monthly Protocol Meetings where all parties (Administration and Teachers) will review Formative Assessment Data and see the progress of student growth on these assessments. A Data Wall will be developed and maintained after each round of Formative Assessment. Three rounds of Formative Assessments will be given.</b>	
<p><b>Plan for coaching and support during the learning process:</b></p> <p><b>Administration will -</b></p> <ul style="list-style-type: none"> <li>● Provide an initial training (Sessions during the day and After School) in the form of a powerpoint presentation that breaks down data points and growth models from formative assessments.</li> <li>● Provide how to breakdown and interpret formative assessment data and how growth is achieved.</li> </ul> <p><b>Support will be given as follows -</b></p> <ul style="list-style-type: none"> <li>● Monthly Protocol Meetings will be scheduled by grade level to breakdown and discuss each formative assessment as it is taken by the students over the course of the year.</li> <li>● Monthly meetings where all parties will review data and see the progress of student growth.</li> </ul>		
<p><b>How will effectiveness be sustained over time?</b></p> <p><b>The hope is that by giving the teachers the ability to break down data it will give them the power and confidence needed to recognize which standards need to be focused on and it lets them drive instruction in their own classrooms. This process will be reviewed at the end of each year (in the years to come) and it will be analyzed by all stakeholders to make sure that the needs of the students are being met and what if anything needs to be done to improve the effectiveness of this process. Continuous review of any program is the key to continued success.</b></p>		

Professional Development Goal 2	Provide teachers the opportunity to be exposed to “effective teaching strategies” and “instructional practices” recognized as the best in the educational world, with a focus being on Virtual Learning and how to best serve students in the current Educational World.	Linked SIP Goals <b>Yes</b> No
Possible Funding Source(s)	School Improvement (SIG), High Ability, General Funds	
Evidence of Impact	Series of meetings every nine weeks to review protocols and programs used Virtually that are used to educate students. The rationale behind these trainings is that Teachers at SCMS have never had training before, on programs such as Google Classroom and Google Meet, and by allowing them access to this type of training they would be better equipped to deliver instruction to students in a clear and concise manner that would allow for optimal learning.	
<p><b>Plan for coaching and support during the learning process:</b></p> <p><b>Administration will -</b></p> <ul style="list-style-type: none"> <li>• Along with Technology E-Coaches will provide an initial training that breaks down programs such as Google Classroom and Google Meet looks like and the strategies that go along with it.</li> <li>• Provide trainings on other programs such as Study Island, Quizzex, etc. that aid in process of Virtual Learning</li> </ul> <p><b>Support will be given as follows -</b></p> <ul style="list-style-type: none"> <li>• A series of trainings will be scheduled throughout the year where Administration and Teachers will come together to provide feedback and discussion can take place.</li> </ul>		
<p><b>How will effectiveness be sustained over time?</b></p> <p>This process of Virtual Learning will be reviewed at the end of each year (in the years to come) and it will be analyzed by all stakeholders to make sure that the needs of the students are being met and what if anything needs to be done to improve the effectiveness of this process. Continuous review of any program is the key to continued success. Virtual Learning is an area that is not going away anytime soon, it is/will be a part of the Educational World moving forward and all school personnel need to be prepared for this movement going forward.</p>		

Professional Development Goal 3	A small Teacher committee will research how schools located in high poverty areas are achieving high scores on state tests and then present their findings to Administration and teaching staff in an effort to bring those same practices to SCMS.	Linked SIP Goals <b>Yes</b> No
Possible Funding Source(s)	School Improvement (SIG), High Ability, General Funds	
Evidence of Impact	Our school is located in a high poverty area and by allowing teachers to research how other schools are being effective when it comes to achieving higher test scores it will provide our teachers with new approaches and ideas on how to combat this issue. At end of year Administration and Teachers will be able to see if implementation of new practices had a positive impact on students who qualify as living in a high poverty situation.	
<p>Plan for coaching and support during the learning process:</p> <p>Administration will -</p> <ul style="list-style-type: none"> <li>● Help the Teacher group identify other schools in our area who have the same economic make-up that SCMS does and set up days to visit those schools.</li> <li>● Help provide Subs for teachers, transportation arrangements, and information about our own school to share with the schools being visited.</li> <li>● Set up observations of classrooms that put into place these “findings” from other schools to see their effectiveness.</li> </ul> <p>Support will be given as follows -</p> <ul style="list-style-type: none"> <li>● Monthly meetings where Administration and Teachers will review which new strategies were used and their effectiveness.</li> <li>● Subs for teachers and transportation if additional visits are required.</li> </ul>		
<p>How will effectiveness be sustained over time?</p> <p>This process will be reviewed at the end of the year and it will be analyzed by all stakeholders to make sure that the needs of the students are being met and what if anything needs to be done to improve the effectiveness of this process. Continuous review of any program is the key to continued success and in this case follow-up with the other schools involved will be key to seeing if they are still using the programs that SCMS observed or have gone in a different direction. Communication between schools in this case will be essential to sustained and permanent growth.</p>		