



INDIANA DEPARTMENT *of* EDUCATION

School Name: Crawfordsville Middle School

School Number: 6281

Street Address: 705 Wallace Ave.

City: Crawfordsville

Zip Code: 47933

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026

----- 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 school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools 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](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance ? SW TA
<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 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 subcommittee 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 Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Tami Haas	Principal	CNA, SIP, Both	
Blake Surber	Assistant Principal	CNA, SIP, Both	
Lexi Carson	Special Education Teacher	CNA, SIP, Both	
Chastity French	Math Teacher	CNA, SIP, Both	
Rachel O'Neal	English Teacher	CNA, SIP, Both	
Stacey Guard	Science Teacher	CNA, SIP, Both	
Jason Surber	Social Studies Teacher	CNA, SIP, Both	
Jennie Swick	Choir Director/Teacher	CNA, SIP, Both	
Laurie Vellner	Art Teacher	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

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

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

District Vision: The vision of the Crawfordsville Community School Corporation is to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society.

District Mission: The mission of CCSC:

- Support a variety of paths to academic success and lifelong learning
- Support character education and character development in the school community
- Support the appropriate use of fiscal resources to maintain and enhance the community’s investment in education
- Support programs to overcome obstacles that interfere with learning
- Support the involvement of parents and community as partners in education

School Mission: To empower and inspire all students to apply knowledge, skills, and attributes necessary to become creative problem solvers, to achieve personal success, and to contribute responsibly to our community.

Does the school’s mission support the district’s mission? *(highlight response)* Yes No
Do the school’s mission and vision support district goals? *(highlight response)* Yes No

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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Math	6-8	SAVVAS Envision	Yes No	Tier 1, 2, 3	Instructional framework that includes both math fluency and problem-solving	Yes No	<input checked="" type="checkbox"/>
Science	6-8	Lab-Aids	Yes No	Tier 1, 2, 3	Instructional framework that is aligned to Indiana Academic Standards	Yes No	<input checked="" type="checkbox"/>
Social Studies	6-8	McGraw Hill	Yes No	Tier 1, 2, 3	Cross-curricular integration and content writing and literacy standards	Yes No	<input checked="" type="checkbox"/>
ELA	6-8	ListenWise	Yes No	Tier 1, 2, 3	Cross-curricular integration and content standards	Yes No	<input checked="" type="checkbox"/>
ELA	6-8	NEWSELA	Yes No	Tier 1, 2, 3	Cross-curricular integration and content writing and literacy standards	Yes No	<input checked="" type="checkbox"/>
ELA	6-8	SCOPE	Yes No	Tier 1, 2, 3	Cross-curricular integration and content writing and literacy standards	Yes No	<input checked="" type="checkbox"/>
ELA and Math	7-8	IXL	Yes No	Tier 1, 2, 3	Practice and re-teaching Intervention for Indiana Academic Standards	Yes No	<input checked="" type="checkbox"/>

ELA and Math	6	iReady Personalized Learning	Yes No	Tier 1, 2, 3	Re-Teaching intervention for Indiana Academic Standards and aligns to formative assessment	Yes No	<input checked="" type="checkbox"/>
Music (Band, Choir Exploring Music)	6-8	Standard of Excellence (Book 1), Sight Reading Factory	Yes No	Tier 1, 2, 3	Instrument fundamentals and practice exercises, music theory, music sight reading	Yes No	<input checked="" type="checkbox"/>
College & Careers	8	Edmentum	Yes No	Tier 1, 2, 3	Instructional framework to prepare for college and career readiness	Yes No	<input checked="" type="checkbox"/>
Medical Detectives, Engineering, Computer Science, Environment and Space	7-8	PLTW	Yes No	Tier 1, 2, 3	Engagement in collaborative problem solving and exploration in CTE pathways	Yes No	<input checked="" type="checkbox"/>
Spanish	7-8	SenorWooly	Yes No	Tier 1, 2, 3	Integrate reading and music into Spanish learning	Yes No	<input checked="" type="checkbox"/>
Visual Arts	7-8	Pearson Scott Foresman/Glencoe McGraw Hill	Yes No	Tier 1, 2, 3	Lesson over elements of art: reading, vocabulary, practice, projects, quiz	Yes No	<input checked="" type="checkbox"/>
Advisory	6-8	Second Steps	Yes No	Tier 1, 2, 3	Social emotional learning curriculum	Yes No	<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 No	<input checked="" type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input checked="" type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input checked="" type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input checked="" type="checkbox"/>

The public may view the school's curriculum in the following location(s): The public may view the school's curriculum online via the district's website or in the main office of Crawfordsville Middle School.

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	No	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<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, 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
IReady Math		Formative	To measure growth and proficiency of individual students to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
IReady Reading		Formative	To measure growth and proficiency of individual students to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
WIDA		Summative	Language proficiency placement and individual student progress monitoring	Yes No	<input checked="" type="checkbox"/>
Math Common Assessments		Common Formative	To measure growth and proficiency of individual student in alignment with district curriculum maps to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
ELA Common Assessments		Common Formative	To measure growth and proficiency of individual student in alignment with district curriculum maps to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
Science Common Assessments		Common Formative	To measure growth and proficiency of individual student in alignment with district curriculum maps to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
Social Studies Common Assessments		Common Formative	To measure growth and proficiency of individual student in alignment with district curriculum maps to inform future differentiated instruction	Yes No	<input checked="" type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes No	<input 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 No	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<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 No	<input checked="" type="checkbox"/>

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

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

- Students utilize Chromebooks in a modified 1:1 format. Students have access to their own Chromebooks throughout the day, but the Chromebook stays at school. Students use the Chromebooks to access the learning management system, Canvas, as well as other online digital tools and resources. Students also utilize the Google library as part of classroom activities and assignments with Google Docs, Google Slides, and Google Sheets.

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	<input checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input checked="" type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input checked="" type="checkbox"/>

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

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
Preparing for College and Careers - High School Credit Course Offering	

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Crawfordsville Middle School utilizes its PBIS system to identify core values and consistent behavioral expectations for students in the building. The core values of CMS are to “Be Kind,” “Be Respectful,” “Be Responsible,” and “Be Safe.” CMS also utilizes school-wide social-emotional learning curriculum from Second Steps to commonly and consistently teach areas of social conflict, thoughts, emotions, decisions, bullying, and harassment. Appropriate consequences from office administration are also utilized in conjunction with re-teaching appropriate behavior.

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 socioeconomic groups are identified.

- Students are identified through the registration process when enrolling for school. A home language survey is given to all students upon registration and if a language other than English is marked as the first language the student name is referred to the ELL department. Families who qualify for free and reduced benefits are referred to the staff member who accepts applications for these benefits. Students who are identified as homeless are directed to McKinney-Vento CCSC primary contact.

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

- Students are able to participate and are encouraged to sign up for after-school activities that are organized through the 21st century after-school program and grant.
- Instruction for ELL students is specifically designed to support ELL students including an ELL instructor and ELL teaching assistant. ELL instructor and director conducts whole staff PD targeting inclusion instructional support for ELL students.
- Students who are identified as homeless or identified for free and reduced benefits based on socioeconomic status are provided support through transportation, food programs, school supplies, and after-school activities.

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

- Staff completes professional development in the area of racial bias and cultural competence. The professional development provides staff members with an awareness and strategies for overcoming bias and developing cultural competencies so that educators can work effectively and collaboratively with all students.
- ELL director and instructor conduct ongoing PD for all staff members including key language, name pronunciation, WIDA strategy techniques, and student accommodations.

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

- Students read a variety of topics across different times and cultures through both fiction and nonfiction. Cultures are learned through research, vocabulary, and discussion. Students also develop writing skills through research and essays that feature different regions of the world that include, but are not limited to Africa, Asia, or the Pacific. Students complete activities that compare and contrast American culture to other world cultures. Students also complete activities that instruct on different governments, economies, world religions, and cultures and how they develop, innovate, and diffuse over time. Materials are also used in the arts such as learning about diverse composers, music, including music in different languages and learning the origins of different music and the culture they originate.

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 above 10% or more of the school year.

Last year: 71

Two Years Ago: 86

Three Years Ago: 36

What may be contributing to the attendance trend?

- The COVID-19 Pandemic has impacted chronic absenteeism.
- Mental health struggles have impacted chronic absenteeism.
- Homelife structure. Ex. - Parents that work night shifts.

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

- Mental health support with home visits when necessary
- Disciplinary measures including attendance contracts
- Attendance officer reports to the prosecutor when necessary along with DCS reports
- Academic credit recovery that occurs quarterly throughout the year with chronically absent students identified to participate
- Summer school credit recovery with chronically absent students identified to participate

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

- Weekly attendance reports analyzed to identify new at-risk attendance students
- Weekly attendance reports analyzed to progress monitor students who are in academic credit recovery or on attendance contracts
- Mental health meetings with school counselor or mental health specialist occur with chronically absent students as necessary

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

- Fall open house for all parents and students following quarter one of the school year. Parents are able to meet their teachers as well as walk their student’s school schedule and classes attended throughout the day.
- Teacher pages that are posted on the school website and sent out along with the school newsletter. Teacher pages cover content, assessments, and homework that students will be doing over bi-weekly periods.
- Incoming 6th grade parent orientation is held in April/May each year.
- Parent meetings for co-curricular classes such as band and choir.

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

- Parents can email school administration and teachers.
- Online bullying and safety incident reports available on the school website, which can be anonymous.
- Parents can call into the main office and speak to a live secretary.
- Case conferences are held in person for special education students.
- Parent meetings are scheduled through office administrators, counselor, student services coordinator, or mental health specialist.
- Surveys based on the Marzano High Reliability Schools framework.
- Parents are able to provide feedback at monthly school board meetings.

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

- The school conducts home visits from office administration, mental health specialist, or the school resource officer to engage in communication and support for families to increase student attendance
- Phone calls home begin when a student records 1-3 unexcused absences in order to be informed of the school attendance policy and/or to be offered support for increasing student attendance
- Family meetings when a student reaches 6 unexcused absences which include administration, a member of the counseling team, parent(s), and the school resource officer

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

- Newsletters, school messengers, flyers, and other important information such as 21st Century Scholars, are translated regularly into Spanish for the school's ELL families. The school has approximately 20% Hispanic population, so it is important for these families to receive accurate information. The school has also hired a bilingual student services coordinator in order for these families to converse immediately when contacting the office for assistance and support.

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		Specific Student Groups			General School Data		
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
X	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
X	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training	X	Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
IReady Reading		Administered in the Fall, Winter, and Spring at approximately 2 weeks, 19 weeks, and 30 weeks of instruction					
IReady Math		Administered in the Fall, Winter, and Spring at approximately 2 weeks, 19 weeks, and 30 weeks of instruction					

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

Review current goals using the data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? Yes **No**

Chronic Absenteeism - 71 students were chronically absent during the 2022-2023 school year. CMS will reduce this number to be equal to or less than 10% of the school enrollment.

If the 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** No

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

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

60% or more 8th grade students will take the course Preparing for College and Careers, which is a high school credit course.

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

The school will continue to prioritize master scheduling that allows for 8th grade students to be able to take the course Preparing for College and Careers.

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

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

The school will increase Math, ELA, and Science gen ed. proficiency rates by 5% in all grade levels tested in ILEARN.

If the 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** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

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 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 (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
<p><i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i></p>	<p><i>No</i></p>	<p><i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i></p>	<p><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 suspensions and expulsions have increased.</i></p>	<p>X</p>	<p>1</p>

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>Student attendance is key to academic and social/emotional progress. Decreasing chronic absenteeism in our students will decrease the number of students who are at risk for falling further behind in school due to their attendance.</p>	<p>Yes No</p>	<p>Chronic absenteeism has increased over the past three years from 2-3% of student enrollment to 12.5% of student enrollment.</p>	<p>CMS is committed to supporting students who are at risk of becoming chronically absent in order to decrease the number of students who are academically, socially, and emotionally at risk due to not being at school. Data indicates that the number of students who are chronically absent has decreased slightly but not enough to meet the 10% of the student population goal.</p>	<p>X</p>	<p>1</p>
<p>Proficiency at each grade level in math, language arts, and science is critical to future academic success.</p>	<p>Yes No</p>	<p>Grade level proficiency scores on state standardized testing (ILEARN) have not increased in every content/grade level by 5% from 2022 to 2023.</p> <p>6th ELA - 26% to 33.7%</p> <p>7th ELA - 27% to 30.1%</p> <p>8th ELA - 40 % to 38.1%</p> <p>6th MA - 28% to 32.6 %</p> <p>7th MA - 15% to 25.9%</p> <p>8th MA - 23% to 20.9%</p> <p>6th SCI - 24% to 28.7%</p>	<p>CMS is committed to supporting students in achieving scores that are at or above grade level in all subjects. Data indicates that since the first year of ILEARN administration in the spring of 2019 scores have fallen in math, language arts, and science in the most recent scores from the spring of 2022.</p>	<p>X</p>	<p>2</p>
<p>Students must obtain skills and knowledge through a well rounded education in order to be prepared to be successful post high school graduation.</p>	<p>Yes No</p>	<p>High school graduation pathways individualize a student’s graduation requirements that fit their post-graduation goal. Graduation pathways lead to enrollment in post</p>	<p>CMS is committed to supporting students as they leave middle school and begin to plan their graduation pathways for post-graduate plans. Data indicates the current college and career class was not available to all students in their schedule.</p>	<p>X</p>	<p>3</p>

		graduate studies, direct employment, or enlisting in the military. Currently, not all students have access to a specific course in the 8th grade that instructs on preparing for college and careers, as they begin to plan their freshman year and beyond of high school.			
Opportunities are available for parents to provide feedback on school operations.	Yes No	School lacks structured avenues for parents to provide feedback on school operations.	CMS is committed to increasing opportunities for parents to provide feedback on school operations as a result of a lack of structured ways to do so.	X	4

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)
Decreasing the number of students who are chronically absent from school.	<ul style="list-style-type: none"> • The COVID-19 pandemic has created a pattern of extended absences leading to an increase in students who exhibit chronic absenteeism • A variety of mental health factors have increased among

	<p>students and this has led to an increase in students who exhibit chronic absenteeism</p> <ul style="list-style-type: none"> ● Sporadic collaboration between school and local community agencies has led to families lacking accountability with student attendance which has led to an increase in students who exhibit chronic absenteeism
<p>Increasing the number of students who are achieving proficiency in math, language arts, and science as evidenced by the state standardized test, ILEARN.</p>	<ul style="list-style-type: none"> ● Chronic absenteeism has led to increased student learning gaps, as a result of being absent for instruction on critical standards and skills ● The effects of the COVID-19 pandemic continue to show increased learning gaps as a result of virtual instruction, students missing school and quarantines ● The number of new teachers lacking experience in standards, instruction, and experience in research best practices has increased over the past 5 years
<p>Increasing opportunities for students to explore standards and skills within the area of college and careers.</p>	<ul style="list-style-type: none"> ● College and career standards were placed in the master schedule but were not available to all students ● Emphasis on state standardized testing has caused college, career, and employability standards to not receive the level of commitment that is necessary for students
<p>Increasing opportunities for parents to provide feedback on school improvement and operations</p>	<ul style="list-style-type: none"> ● Lack of a parent advisory council has led to minimal input from parent/guardians ● The number of ways parents have to get involved in decision making and sharing opinions has led to low parent involvement

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2024, 60% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	August 18	December 18	March 18	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades. Nitkin, D., Ready, D. D., & Bowers, A. J. (2022, February 28). <i>Using technology to personalize middle school math instruction: Evidence from a blended learning program in five public schools</i> . Frontiers. https://www.frontiersin.org/articles/10.3389/feduc.2022.646471/full			PD Needed: Yes No <i>(Highlight)</i>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2023- May 2024	Leadership Team, Central Office Staff, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by team leads and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 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.			

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	By May of 2023 chronic absenteeism will be equal to or below 10% of the school enrollment.			
Data Checkpoints (dates)	October 6th, 2023	December 22nd, 2023	March 15th, 2024	May 24th, 2024
Evidence at Checkpoints	PowerSchool Absence Report	PowerSchool Absence Report	PowerSchool Absence Report	PowerSchool Absence Report
Evidence- Based Strategy 1 (must cite study)	<p>Communicate and clarify attendance procedures, expectations, and goals. Education, U. S. D. of. (2023, September 15). <i>Raising the bar for consistent school attendance</i>. ED.gov Blog. https://blog.ed.gov/2023/09/raising-the-bar-for-consistent-school-attendance/</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Communicate expectations and goals including the positive impact that attendance has on academic achievement.	August 2023-May 2024	School administration personnel.	Communication in newsletters and school messengers.
Action Step 2	Communicate school and district attendance policies that are included in the student handbook.	August 2023-May 2024	School administration personnel.	Communication in newsletters and school messengers.
Action Step 3	Promote a safe and positive school environment.	August 2023-May 2024	All school staff. School leadership team. Grade level staff teams. School administration personnel.	Development of student-centered PBIS model. Development of school spirit activities. Promotion of the school's core values of being safe, kind, respectful, and responsible.

Action Step 4	Monitor and analyze school attendance data.	August 2023-May 2024	School administration personnel. School leadership team.	PowerSchool reports analyzed at each progress period. Attendance data meetings with school administration.
Action Step 5	Utilize the district attendance officer for referral to legal community agencies.	August 2023-May 2024	School administration personnel and school resource officer.	Attendance notices served to families via the attendance officer/school resource officer.
This Goal for Year 2				
This Goal for Year 3				

CURRENT YEAR GOAL 3	80% or more of 8th grade students will enroll in the course Preparing for College and Careers for high school credit.			
Data Checkpoints (dates)	August 2023	January 2023		
Evidence at Checkpoints	First semester course enrollment numbers	Second semester course enrollment numbers		
Evidence- Based Strategy 1 (must cite study)	Develop and implement a course that teaches employability and postgraduate secondary skills. <i>The growing importance of college and Career Readiness Indicators.</i> Institute of Education Sciences (IES) Home Page, a part of the U.S. Department of Education. (n.d.). https://ies.ed.gov/ncee/edlabs/regions/central/blog/ccr-readiness-indicators.asp The Growing Importance of College and Career Readiness Indicators			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement college and career readiness course for 8th graders.	August 2023	School administration. Course instructor.	Preparing for College and Careers scheduled into the master schedule both the first and second semesters. 80% of 8th graders currently signed up for the course.
Action Step 2	Provide professional development and curricular and instructional support to the course instructor.	August 2023-May 2024	School administration. CTE director. Course instructor.	Classroom resources and activities used and learned for implementation.
This Goal for Year 3				

CURRENT YEAR GOAL 3	By Spring 2024 school-wide proficiency rates for each grade level will increase by 5% in math, language arts, and science (6th grade only).			
Data Checkpoints (dates)	September 2023	December 2023	March 2024	
Evidence at Checkpoints	IReady Grade Level Reports	IReady Grade Level Reports		
Evidence- Based Strategy 1 (must cite study)	Utilizing collaborative teams and collective leadership for school improvement. Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016). <i>Collaborative teams that transform schools: The next step in PLCs</i> . Marzano Research.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Operate PLCs that continuously collaborate in the areas of curriculum, instruction, and assessment	August 2022-May 2023	Math PLC Team ELA PLC Team SCI PLC Team SPED PLC Team School Leadership Team School Administration	Weekly PLC team meetings PLC Team Agendas PLC Team SMART Goals
Action Step 2	Teams Identify SMART Goals and Priority Focus Standards utilizing NWEA data, classroom data, and prior ILEARN standards report data	August 2023-September 2023	Math PLC Team ELA PLC Team SCI PLC Team SPED PLC Team School Leadership Team School Administration	SMART Goal Progress Monitoring via common assessments
Action Step 3	Teams Identify and Prioritize Standards in Need of Essential Support	August 2023 - October 2023	Math PLC Team ELA PLC Team SCI PLC Team SPED PLC Team School Leadership Team School Administration	Critical standards identified in alignment with SENS in district curriculum maps
Action Step 4	Teams develop formative and summative assessment questions that are aligned with	August 2023-May 2024	Math PLC Team ELA PLC Team SCI PLC Team SPED PLC Team	Assessment questions commonly developed for both formative and summative assessments

	Performance Level Descriptors			
This Goal for Year 2				
This Goal for Year 3				

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 online 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	School will continue to grow capacity of operating as an effective and efficient set of collaborative teams through the development of the professional learning community model.	Linked SIP Goals Yes No
Possible Funding Source(s)	Internal Professional Development	
Evidence of Impact	<ul style="list-style-type: none"> ● Progress monitoring of team SMART goals ● I Ready data analysis ● Common assessment data analysis ● ILEARN data analysis ● High-Reliability Schools survey data in levels one, two, and three ● Classroom teacher observations, specifically initial practitioners 	
Plan for coaching and support during the learning process:		
<ul style="list-style-type: none"> ● Whole group PLC sessions that concentrate and focus on key aspects and norms to effective and efficient professional learning communities ● High-Reliability Schools (HRS) framework will be used in conjunction with HRS levels one, two, and three to provide feedback on leading and lagging indicators 		
How will effectiveness be sustained over time?		
<ul style="list-style-type: none"> ● High Reliability Schools surveys will continue to be administered and data analyzed to determine areas of strength and growth as a building ● School leadership team will meet weekly to review PLC process and analyze school data ● Dedicated weekly PLC time will remain protected for curriculum, instruction, and assessment 		

Professional Development Goal 2	School will collaboratively discuss critical standards as vertical alignment with other buildings in the district in order to understand what students should come ready to learn and what students should be exiting the building with proficiency. Vertical alignment seminars will be conducted for teachers to discuss standards in need of essential support, instructional strategies, and performance level descriptors.	Linked SIP Goals Yes No
Possible Funding Source(s)	Internal Professional Development	
Evidence of Impact	Progress monitoring of team SMART goals <ul style="list-style-type: none"> ● NWEA data analysis ● Common assessment data analysis ● ILEARN data analysis ● High Reliability Schools survey data in levels one, two, and three ● Classroom teacher observations, specifically initial practitioners ● District curriculum maps 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● District and school administration will provide dedicated time for vertical alignment seminars to occur in core subject areas ● District and school administration will support follow up items and resources needed as a result of vertical alignment seminars 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Vertical alignment seminars will be consistently planned each year with agendas that protect discussion on curriculum, assessment, and instruction ● Teacher feedback will be utilized to make adjustments to future vertical alignment seminars ● High Reliability Schools survey data will continue to be administered and data analyzed to determine areas of strength and growth as a building 		

Professional Development Goal 3	Cross-curricular common questioning, specifically utilizing infographics, will be implemented with fidelity while also meeting literacy standards in respective content areas.	Linked SIP Goals Yes No
Possible Funding Source(s)	Internal Professional Development	
Evidence of Impact	<ul style="list-style-type: none"> ● Language arts teacher feedback from writing assessment data analysis ● IReady data analysis ● ILEARN data analysis 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● Language Arts PLC team will provide support as necessary to teachers implementing common cross-curricular writing ● Lead teachers from cross-curricular action research team will provide support as necessary to teachers implementing common cross-curricular infographic questioning ● Instructional rounds will be utilized as necessary to provide support to teachers implementing common cross-curricular writing 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Language Arts and Lead Action Research Team teachers will continue to provide individual, small, and whole-group professional development sessions on implementing infographics and quality question stems. 		