

School Name: Graham Creek Elementary

School Number: 3361

Street Address: 7910 South CR 90 West

City: Commiskey

Zip Code: 47227

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

Principal: Todd Hearne
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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. 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 only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is. | |

This school receives Title IA funding. **Yes No**

Is the school's Title I program **Schoolwide** or Targeted Assistance? **SW TA**

**If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

PLANNING COMMITTEE

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

List members of the committee below 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) |
|---------------------|---------------------------|-----------------------|--------------------------|
| Todd Hearne | Principal | CNA,SIP, Both | |
| Dawn Turner | 3rd grade Teacher | CNA, SIP, Both | |
| Jennifer Kent | Kindergarten Teacher | CNA, SIP, Both | |
| Kristin Jahn | Special Education Teacher | CNA, SIP, Both | |
| Charlee Simpson | Parent | CNA, SIP, Both | |
| Courtney Kreutzjans | Instructional Coach | 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.

District Vision:

School Vision:

Guiding
Children to
Excellence
along with the
District
Mission.

District Mission:

School Mission:

Inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Same as district mission

District Goals:

- Recruit and Retain
- Preparing Panthers for College and Careers
- Academic Excellence
- Fiscal Responsibility

Does the school's vision support the district's vision? **Yes** No

Does the school's mission support the district's mission? **Yes** No

Do the school's mission and vision support district goals? **Yes** 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? N/A

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 |
|----------------|------------|---|----------------|---------------------------------|--|---------------|---|
| Reading/ELA | K-6 | <i>Wonders</i> | Yes | Tier 1, 2, 3 | <i>Textbook and readers are core component of reading program.</i> | Yes No | |
| Reading/ELA | K-3 | UFLI | Yes | Tier 1, 2, 3 | Explicit phonics instruction | Yes No | |
| Reading/ELA | K-3 4-6 | Heggerty | Yes | Tier 1, 2, 3 Tier 1, 2, 3 | Explicit phonemic awareness instruction | Yes No | |
| Reading/ELA | K-2 | Reading Eggs/Fast Phonics/Reading Eggspress | Yes | Tier 1, 2, 3 | Supplemental Phonological Awareness, Phonics, and Reading Comprehension digital activities | Yes No | |
| Reading/ELA | K-6 | Barton's | Yes | Tier 1, 2, 3 | Intervention for students identified with characteristics of Dyslexia | Yes No | |

| | | | | | | | |
|----------------|-----|----------------|-----|--------------|--|--------|--|
| Reading/ELA | 1-6 | SRA | yes | Tier 1, 2, 3 | Special Ed Intervention | Yes No | |
| ELA/Math | K-6 | IXL | Yes | Tier 1, 2, 3 | Supports differentiation in regards to our summative assessment. | Yes No | |
| Math | K-6 | Reflex Math | Yes | Tier 1, 2, 3 | Supports differentiation in regards to our summative assessment. | Yes No | |
| Math | K-6 | Go Math | Yes | Tier 1, 2, 3 | Textbook aligned to our IN Standards based Curriculum Map | Yes No | |
| Science | K-6 | Science Fusion | Yes | Tier 1, 2, 3 | Textbook supporting CORE science curriculum | Yes No | |
| Social Studies | K-6 | Studies Weekly | Yes | Tier 1, 2, 3 | Text series supporting CORE social studies curriculum | Yes No | |

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): Corporation/School Website (jpsc.org), IDOE website via the Indiana Academic Standards

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 | |
| 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 | |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding). | Yes No | |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction. | Yes No | |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content. | Yes No | |
| Instructional strategies provide students with multiple options for illustrating their knowledge. | Yes No | |
| Instructional strategies foster active participation by students during the instructional process. | Yes No | |
| Teachers and staff promote authentic learning and student engagement across all content areas. | Yes No | |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process. | Yes No | |
| Instructional strategies assist with bridging the cultural differences in the learning environment. | Yes No | |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction. | Yes No | |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc). | Yes No | |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources. | Yes No | |

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.

Tier 2: Targeted Group Interventions for Language Arts and/or Math

- Supplemental, research-based instruction takes place for small groups of students who haven’t responded to the core curriculum and need additional support.
- 30 minutes daily beyond the Tier 1 core program.
- Additional interventions in small groups of 3 or 5 students with similar needs are implemented.
- Based upon continuous progress monitoring, students may move back to Tier 1, modifications to the Tier 2 Interventions may be made, or students may be identified for Tier 3. Typically 5% of students are identified for Tier 3.

Tier 3: Targeted Intensive Interventions for Language Arts and/or Math

- More intense and explicit research-based instruction takes place for individuals or smaller groups of 2 or 3 students who haven’t responded to Tier 2 interventions and need additional support.
- This tier includes high-risk students experiencing considerable difficulty.
- These students receive up to an additional 60 minutes of intensive intervention in addition to the 90-minute (60-minute Math) Tier 1 core curriculum.

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 |
|-----------------|------------|--|---|--------------|---|
| NWEA Reading | 3-6 | Benchmark, Com. Form., Summative, Other | BOY and MOY for all 3-6. Used to guide core and MTSS instruction in reading. | Yes No | |
| NWEA Math | K-2 3-6 | Benchmark, Com. Form., Summative, Other | BOY, MOY, EOY for all K-2 students. BOY and MOY for all 3-6 students. Used to guide core and MTSS instruction for Math. | Yes No | |
| COGAT | K-6 | Benchmark, Com. Form., Summative, Other | 1 time/Used to identify those students with high ability needs. | Yes No | |

| | | | | | |
|--|------------|--|--|--------|--|
| Dibels | K-2 | Benchmark, Com. Form., Summative, Other | BOY, MOY, EOY for all K-2. Used to guide core and MTSS instruction in reading. This assessment is a part of the universal dyslexia and Level I screeners | Yes No | |
| IXL | 2 | Benchmark, Com. Form., Summative, Other | BOY and MOY. Used to guide core and MTSS instruction in reading. | Yes No | |
| CORE Phonics Assessment | K-2 3-6 | Benchmark, Com. Form., Summative, Other | BOY, MOY, EOY for all K-2 students. BOY and MOY for 3-6 students. | Yes No | |
| Heggerty Phonemic Awareness Assessment | K-2 | Benchmark, Com. Form., Summative, Other | BOY, MOY, EOY for all K-2 students. | 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 | |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | Yes No | |
| 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 | |

For Title I schools with Schoolwide Programs only:

Teachers at Graham Creek Elementary are encouraged to research instructional innovations that may be directly applied into the classroom. Professional development is encouraged and funded through the school corporation. Staff meetings have professional development time built into each meeting. Graham Creek Elementary supports open communication among the staff and building administrator. Graham Creek has a building discussion committee that brings questions, concerns, suggestions, etc. to the building administrator. This group meets monthly. Staff always have input regarding student achievement and assessments during grade level meetings, staff meetings, or in small group discussions with the building.

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

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

We want to continue to build greater communication between parents and schools so that parents can learn from us and we can learn from them. Jennings County School Corporation needs to make sure that parents understand the need for technology and that they are aware of how students should care for and maintain devices so that they remain in good working condition and have a low maintenance cost. The school corporation can gain a better understanding from parents on what students’ technology needs are in their home environments. Initiatives include an infrastructure that is prepared to handle increased technology use by teachers and students, regular, quality professional development that addresses both teachers’ technological skill and curricular integration, district and school culture that embraces collaboration and risk, strong district-level vision for the purpose and use of technology, as well as a diverse teams to make decisions, address problems, and make technology policies.

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

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 (Club Days monthly) |
| 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 (Club Days Monthly) | Online career navigation program |
| Other - College Visit | |

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 | |

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

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.

During our annual enrollment, each family fills out demographic information that identifies racial, ethnic and socio-economics of our students.

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

- Our corporation follows the elements that contribute to a system's ability to become more culturally competent.
- A leadership team is in place and implemented sensitivity training.
- Teachers continuously teach students about ethnic, race, religion and differences in their lessons.
- One week during May is devoted to multicultural awareness in all schools.
- Our counselors provide monthly guidance lessons on acceptance, empathy, bullying, and friendship.

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

GCE has two teachers and a principal who finished year three of five with the Indiana Center on Teacher Quality (ICTQ). Six additional teachers will continue professional development training this year. The focal point of the ICTQ professional development is Universal Design of Learning and PBIS.

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

The adopted Wonders reading series is culturally sensitive and addresses diversity. Our counselor continues her monthly lessons which includes acceptance, empathy, bullying, diversity, and friendships.

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: 8 Two Years Ago:14 Three Years Ago: 12

What may be contributing to the attendance trend?

Parents continue to keep their children out additional days for precautionary reasons. There has been an influx of flu-related illnesses over the past several years.

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

Office staff calls the student's parents to find out why the student is absent. Unexcused absences prompt the principal to visit a student's home in an attempt to locate them. Families are sent attendance letters, and some are invited to an attendance committee meeting where multiple agencies work together to help solve attendance problems.

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

The attendance review team will provide more individualized support. This team includes representatives from DCS, the court system, Centerstone, and parents.

The team will create an attendance action plan that outlines interventions and consequences if attendance fails to improve. The team will then monitor the student's progress to see if attendance goals are being met or if further action is required.

| Best Practice/Requirements Self-Check | Yes/No | X |
|--|-----------|---|
| The school has and follows a chronic absence reduction plan. | Yes No | |

| | | |
|---|-----|----|
| 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 |
|---|-----|----|

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

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

Throughout the year, we have numerous opportunities for families and community members to visit our school for activities including Title 1 Parent Involvement nights, music programs, art show, special grade level activities, Grandparent Days, our Veterans program, JCS district meetings, our Awards Program and the PTO school carnival. Our Title 1 teacher will also invite families to reading nights and other activities to assist their students at home.

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

Parents are able to share ideas, concerns, and/or suggestions through monthly PTO meetings, email, Parent Square, social media or by calling the school.

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

- We work diligently to build strong relationships with students and families to proactively solve potential attendance concerns.
- We strive to create a sense of belonging by making sure students know they are valued and missed when they are absent by making phone calls, sending home notes with siblings, etc.
- The principal or counselor will make contact with parents/guardians when students have attendance concerns.
- The Attendance Committee works with parents and the legal system on attendance contracts for students with more than 10 unexcused absences.

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

Our school has many yearly activities, convocations, and educational programs that bridge cultural differences. Holiday Programs, 5th/6th Cupcakes and Canvas, Grandparent’s Day, Community Food Drive, Fall and Spring Book Fairs, Santa’s Gift Shop, Veterans Day program, JC Public Library Summer Reading program, Educational Field Trips, Awards Day, and Monthly PTO meetings are open to all families.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Parents are invited to serve on our school improvement plan, textbook adoption committees and the corporation's Strategic Planning committee.

School Responsibilities:

- Foster a safe, welcoming learning environment.
- Welcome all parents and families.
- Provide high quality curriculum and instruction in an effective learning environment that meets Indiana State Standards.
- Set high expectations for all students.
- Support academic success by providing one-on-one support, small group instruction and whole group instruction in an appropriate manner.

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

At Fall P/T Conferences, teachers will share the Indiana Academic standards, the student's assessment data from IREAD, ILEARN, IXL, Dibels, and/or NWEA Reading and Math reports and how parents can monitor their child's progress.

Parents will be provided access to the parent testing portal for ILEARN

Parents will be provided ILEARN parent letters with the student's results.

IREAD3 and IREAD3(2nd grade) parent letters from the IDOE will be provided to parents of 2nd and 3rd graders after spring testing results are released.

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

Our Title I Instructional Coach assists in providing information to parents on how students will be utilizing technology for instruction and learning, parent tips for helping students at home are on our weekly school newsletters, information related to standards and parent involvement are posted on our school website. Classroom teachers send home newsletters to keep parents informed about what students are doing in the classroom, parents are invited to PTO monthly meetings, parents are invited to attend other family events at the school, Parent-Teacher conferences in the Fall. Parents are invited to serve on our school improvement plan, textbook adoption committees, and the school STEM committee.

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?

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

These funds are used to support classroom materials, remediation activities, parent involvement, high ability students, ELL students, and students with special education needs. Listed below are the funds currently used at GCE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- Graham Creek Elementary P.T.O.

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

Graham Creek Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. GCE will work to coordinate all funds so that they may most effectively support our goals of raising achievement and supporting our students.

| 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 |
| X | Assessment by Student Group | | ESL Staff Training | X | Performance Gap Data | | Performance Gap Data |
| X | Common Formative Assessments | | Service Delivery Model | X | Special Education Training for Staff | | High Ability Training for Staff |
| | PSAT/SAT/ACT Assessments | | Federal (ESSA) Grade for Group | X | Approved Testing Accommodations | | Service Delivery Model |
| X | Dyslexia Screening Data | | Current Title III Grant | | Federal (ESSA) Grade for Group | | |
| | Common Formative Assessments | | Parental Involvement | X | IEP Compliance Report | | |
| X | Attendance Reports – general and by student groups | | WIDA | X | Special Education Staff Assignments | | |

| | | | | |
|----------|--|--|--|--|
| X | Survey of Students, Staff, Parents, and/or Community | Be sure there is no personally identifiable information for students in any/all linked/uploaded data. | | |
| X | 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.

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

Measurable outcome met? Yes **No**

Graham Creek Elementary’s data from the 2022-2023 ILEARN assessment indicated that the Writing Category had a range of 11% to 47% proficiency with a school-wide average of 25.5% proficiency. Graham Creek will raise our school-wide writing proficiency rate to 40% by the end of the 2025 -2026 school year.

Benchmark: 2023-2024: The school-wide proficiency rate in the writing category will increase to 40%.

2024-2025: The school-wide proficiency rate in the writing category will increase to 30%.

2025-2026: The school-wide proficiency rate in the writing category will increase to 40%.

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

N/A

If the goal was not met, explain why.

The 2023-2024 goal was not met. We had a range of 8%-47% with an average of 19.25% school wide proficiency rate. Our overall goals were not realistic at GCE. We understand the need for improvement at certain grade levels and are working to implement new strategies to increase scores in the future. (The data report for 2023-2024 is not the same as the reports available when creating the original goal.)

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

We have modified our goals to make the next two year’s goals more attainable.

Goal 2

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

Graham Creek Elementary recognizes that the overall math scores are an essential part of showing mastery of math standards. According to the 2022-2023 Math ILEARN assessment results, scores ranged from 25%-77% proficiency, with a school-wide average of 59% proficiency. Graham Creek will raise our school-wide math proficiency rate to 80% by the end of the 2025 -2026 school year.

Benchmark: 2023-2024: Scores will increase on the ILEARN Math test to at least 67%.

2024-2025: Scores will increase on the ILEARN Math test to at least 65%.

2025-2026: Scores will increase on the ILEARN Math test to at least 70%.

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

N/A

If the goal was not met, explain why.

The math goal for our school was not met. Our 2023/2024 ILEARN data shows a school wide average proficiency of 58%. The range was 37%-89%. We understand the need for improvement at certain grade levels and are working to implement new strategies to increase scores in the future. (The data report for 2023-2024 is not the same as the reports available when creating the original goal.)

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

We have modified our goals to make the next two year’s goals more attainable.

Goal 3

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

Graham Creek Elementary students’ attendance rates will be raised to at least 97.5% by the year 2026. Research based practices will be implemented to increase our attendance rate. We will focus on attendance through a new PBIS reward system.

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

N/A

If the goal was not met, explain why.

The goal was not met because our attendance rate for 2023-2024 was 94.3%

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

PBIS school wide goals will focus on improving our attendance rate. We implemented a call system and incentive program this past year which helped keep our chronic absentee numbers down. This system will continue.

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 | |
| <i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i> | <i>No</i> | <i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i> | <i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i> | X | 1 | |

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.**

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

| | | | | | |
|-----------------------------------|--|---|---|-----------------------------------|---|
| GOAL 1 | Graham Creek Elementary's data from the 2022-2023 ILEARN assessment indicated that the Writing Category had a range of 11% to 47% proficiency with a school-wide average of 25.5% proficiency. Graham Creek will raise our school-wide writing proficiency rate to 40% by the end of the 2025 -2026 school year. | | | | |
| Data Checkpoints (dates) | August | December/January | May | | |
| Evidence at Checkpoints | Data will be shared with the entire staff highlighting the writing goals. | Midyear review of monthly writing portfolios will be examined to assure fidelity. | Grade level meetings will evaluate student writing portfolios. If data is available, the writing category proficiency percentages will be reviewed. | | |
| Evidence- Based Strategy 1 | Emphasis on writing portfolios to track student growth. https://www.oregon.gov/ode/educator-resources/standards/ela/documents/writing-framework-assessment.pdf https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf | | | | PD Needed: Yes No |
| Strategy Action Steps | Required Activity | Start/End Dates | | Person(s) Responsible | Evidence of Success |
| Action Step 1 | Create expectations for writing portfolios prior to the beginning of the 2023-2024 school year | June 2023 | | School Improvement Plan Committee | Writing portfolio expectations will be shared with staff and students. |
| Action Step 2 | Teachers share grade level writing rubrics (essay and constructed response). Teachers identify professional development needs for monthly writing workshops (survey). | August 2023-May 2026 | | Teachers | Increase in writing scores |
| Action Step 3 | Create writing portfolios for each student | August 2023-May 2024 | | Teachers and students | 100% of students will have a writing portfolio with writing samples for the 2023-2024 school year |

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| Action Step 4 | Review portfolios and iLearn data with next grade level at grade level meetings | August 2024-May2026 | | Teachers | 100% participation |
| Yr. 2 Measurable Objective | Graham Creek Elementary's data from 2023-2024 will raise our school-wide writing proficiency rate to 30%. | | | | |
| Yr. 3 Measurable Objective | Graham Creek Elementary's data from 2025-2026 will raise our school-wide writing proficiency rate to 40%. | | | | |

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|-----------------------------------|---|---|---|----------------------------|
| GOAL 2 | Graham Creek Elementary recognizes that the overall math scores are an essential part of showing mastery of math standards. According to the 2022-2023 Math ILEARN assessment results, scores ranged from 25%-77% proficiency, with a school-wide average of 59% proficiency. Graham Creek will raise our school-wide math proficiency rate to 70% by the end of the 2025 - 2026 school year. | | | |
| Data Checkpoints (dates) | August | December/January | May | |
| Evidence at Checkpoints | Percentile Rank on NWEA math assessment | Percentile Rank on NWEA math assessment | K-2 Percentile Rank on NWEA math assessment 3-6 - Use ILEARN math assessment | |
| Evidence- Based Strategy 1 | <p>Baker, Austin T. and Cuevas, Josh (2018) "The Importance of Automaticity Development in Mathematics," Georgia Educational Researcher: Vol. 14 : Iss. 2 , Article 2. DOI: 10.20429/ger.2018.140202 Available at: https://digitalcommons.georgiasouthern.edu/gerjournal/vol14/iss2/2</p> <p>"The Spiral: Why Everyday Mathematics Distributes Learning." <i>Everyday Mathematics</i>, everydaymath.uchicago.edu/about/why-it-works/spiral/.</p> | | | PD Needed: Yes No |
| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |

| | | | | |
|----------------------------|--|------------------------|----------|--------------------------------|
| Action Step 1 | DOK and Math vocabulary PD for teachers | August 2023 – May 2026 | Teachers | 100% participation |
| Action Step 2 | Weekly Spiral review | August 2023 – May 2026 | Teachers | Increase in ILEARN scores. |
| Action Step 3 | Online math programming (Reflex, IXL, Math Seeds, etc) | August 2023 – May 2026 | Teachers | Progress monitoring |
| Action Step 4 | Performance tasks | August 2023 – May 2026 | Teachers | Increase in ILEARN math scores |
| Yr. 2 Measurable Objective | By Spring 2025, Scores will increase on the ILEARN Math test to at least 65% average school wide proficiency | | | |
| Yr. 3 Measurable Objective | By Spring 2026, Scores will increase on the ILEARN Math test to at least 70% average school wide proficiency | | | |

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|-----------------------------------|--|--|-------------------------------|--|
| GOAL 3 | Student attendance rates will be at 97.5% or higher by the end of the 2026 school year. | | | |
| Data Checkpoints (dates) | October 4, 2024 | December 20, 2024 | March 7, 2025 | May 22, 2025 |
| Evidence at Checkpoints | Term 1 attendance rate | Term 2/Semester 1 attendance rate | Term 3 attendance rate | Term 4/Semester 2/School year attendance rate |
| Evidence- Based Strategy 1 | Communication between school and families about daily attendance. | | | |
| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
| Action Step 1 | Promote positive habits with school attendance with frequent information | August 2024-May 2025 | Principal/Counselor | Copy of Newsletters |

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|-----------------------------------|---|---|-------------------------------------|---------------------------------|
| | about the importance of attendance in newsletters, flyers/handouts at school events, principal remarks at Meet the Teacher Night | | | |
| Action Step 2 | Phone calls to parents of absent students | August 2024-May 2025 | Attendance Secretary | Skyward attendance records |
| Action Step 3 | Parent conference after 8 days absent and attendance contract. We also conduct attendance conference after 12 unexcused days absent and referral to district attendance committee | August 2024-May 2025 | Principal or Counselor | Skyward attendance records |
| Evidence- Based Strategy 2 | Promote a sense of belonging and pride for students at Graham Creek Elementary. | | | PD Needed: yes no |
| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
| Action Step 1 | Relationship building opportunities will be prioritized at the beginning of the year and throughout the school year | August 2024-May 2025 | ALL STAFF | |
| Action Step 2 | Provide students and families a list of extra-curricular opportunities afforded to the students of Graham Creek . | August 2024, updates and reminders in weekly newsletter | Principal and activity facilitators | Newsletters |

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|---------------|--|----------------------|-------------------------------------|--------------------------|
| Action Step 3 | Provide interventions and/or small groups meetings to students showcasing trouble with chronic absenteeism and provide a plan to track progress with goals | August 2024-May 2025 | School counselor, classroom teacher | Skyward Attendance Rates |
|---------------|--|----------------------|-------------------------------------|--------------------------|

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.

| | |
|---|--|
| Evidence of Impact | Graham Creek Elementary’s data from the 2022-2023 ILEARN assessment indicated that the Writing Category had a range of 11% to 47% proficiency with a school-wide average of 25.5% proficiency. Graham Creek will raise our school-wide writing proficiency rate to 40% by the end of the 2025 -2026 school year. |
| How will effectiveness be sustained over time? Staff monthly writing workshops, student P.A.W.S portfolios (P raise-worthy A uthentic W riting S amples) | |

Plan for coaching and support during the learning process: Differentiated Grade Level Meetings. Schedule is August 29 & 30, September 27 & 30, October 31 & November 1, February 6 & 7, March 20 & 21

| | | |
|--|--|---|
| Possible Funding Source(s) | District Funds | |
| Professional Development Goal 1 | Identify professional development needed based on survey results. Provide monthly writing workshops for staff. | Linked SIP Goals Yes No |

| | | | | |
|--|--|---|--|--|
| Professional Development Goal 2 | <ul style="list-style-type: none"> ● DOK and math vocabulary professional development opportunities provided during monthly grade level collaborations. ● Performance task professional development provided during monthly grade level collaborations. | Linked SIP Goals Yes No | | |
| Possible Funding Source(s) | None | | | |
| Evidence of Impact | Graham Creek Elementary recognizes that the overall math scores are an essential part of showing mastery of math standards. According to the 2022-2023 Math ILEARN assessment results, scores ranged from 25%-77% proficiency, with a school-wide average of 59% proficiency. Graham Creek will raise our school-wide math proficiency rate to 70% by the end of the 2025 -2026 school year. | | | |
| Plan for coaching and support during the learning process: During monthly grade level collaborations, instructional coach will guide grade level teams and give support as needed. Schedule is August 29 & 30, September 27 & 30, October 31 & November 1, February 6 & 7, March 20 & 21 | | | | |
| How will effectiveness be sustained over time? Continued training and the use of this approach. | | | | |

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|--|---|---|
| Professional Development Goal 3 | Provide continued professional development over IDOE Standards in Need of Support (SENS). | Linked SIP Goals Yes No |
| Possible Funding Source(s) | None | |
| Evidence of Impact | Benchmark/ILEARN | |
| <p>Plan for coaching and support during the learning process: During monthly PLCs, instructional coach and principal will guide grade level teams and give support as needed.</p> | | |
| <p>How will effectiveness be sustained over time? Continued training and the use of this approach.</p> | | |