

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024 - 2027

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Heather Gianfagna	Principal	SIP	ELA , Math, SpEd, Attend
Jessica Moman	Assistant Principal	SIP	ELA, Math, SpEd, Attend
Jeremy Toler	Dean/ Athletic Director	SIP	Attend, SpEd,
Tara Spiehs	Counselor	SIP	ELA, Math, SpEd, Attend
Katie Landers	Literacy Coach	SIP	ELA, SpEd, ,
Chelsea Schowe	AIC/ Numeracy Coach	SIP	Math, SpEd,
Nancy Cummings	SpEd Teacher 7 th Grade	SIP	SpEd, Math, ,
Mallory Spiller	SpEd Teacher	SIP	SpEd, ELA, ,
Paxton Schowe	8 th Grade Science	SIP	Math, ,
Andy McFarland	Math Teacher, 6 th Grade	SIP	Math
Link additional committee information here (if necessary) → Leadership Teams			

--- ALIGNMENT [optional] ---

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

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

District Vision

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

District Mission

Greater Clark County Schools will prepare students for lifelong success.

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.
GCCS will increase the % of students performing in math at or above grade level to 75%.
GCCS will increase the % of students with zero office referrals by 2%.
GCCS will increase student attendance to 96%.

School Vision

Parkview Middle School will provide an environment where all middle school level students advanced academically, socially, and emotionally through collaborative efforts of community, school personnel, and students.

School Mission

The mission of Parkview Middle School is to create developmentally appropriate purpose for our students by building a strong educational community and finding fresh ways to provide relevant learning opportunities.

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K – 5,6, 7 - 12	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	k - 5; 6- 8	Scott Foresman, Generation Genius k – 8; Savvas	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		

Place link here (if necessary) ->

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s):

GCCS curriculum is aligned with Indiana Standards. Curriculum information is located in the main office as well as on the schools Learning Management System pages. The INSIP plans will also be posted on the district's website and the school's website.

Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input checked="" type="checkbox"/>

A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
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NWEA	k - 2	Other	Dyslexia Screening process		<input type="checkbox"/>
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
District Mastery	1 - 8	Other	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	Other	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math		<input type="checkbox"/>
PSAT/SAT	9 - 11	Summative	Will be used in 2023 as part of state and federal accountability		<input type="checkbox"/>
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military		<input type="checkbox"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

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

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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Guest speakers
<input type="checkbox"/>	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?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input checked="" type="checkbox"/>	Career-related courses
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input checked="" type="checkbox"/>	Job-site tours
<input checked="" type="checkbox"/>	Guest speakers	<input checked="" type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	Online career navigation program
<input type="checkbox"/>	Other		

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

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

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

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

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

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

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

Briefly answer the following: What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal/ Superintendent's Office.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM/PM to supervise students entry/exit into and from the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff.

REPORTING PROCEDURES

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
 - Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.
4. Safe Crisis Teams are in place in all schools.

Core Element 7: Cultural Competency [Required for all]

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

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

<input checked="" type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

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

Our district and school strive to create a culturally sensitive environment for students in prek – 12 where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district was part of a Universal Design for Learning grant through Indiana University. Teachers were trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

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

Our district provides equitable access to strong, challenging school experiences. This starts by assessing our school culture and climate with intentional efforts to build a culture of high expectations and achievement for all staff and students. We coordinate with head start and implement pre-kindergarten programs to ensure all children start school with a good foundation. We strive to develop curriculum that reflects diverse backgrounds to foster more inclusive and relatable learning environments. Professional development is job-embedded for teachers on cultural competence and inclusive teaching strategies to better support students of diverse backgrounds. Mentoring and counseling programs are established to provide academic and behavioral support. Equitable distribution of educational resources, including textbooks, electronic devices, and other learning materials. We maintain robust systems for monitoring and reporting educational outcomes of all students.

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

We work on a regular basis to provide resources and training on Culturally Responsive Teaching. The focus emphasizes cultural ways of learning and cognition. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk. We will work with district resources to train teachers in Culturally Responsive teaching strategies by defining what culture is and understanding the myths surrounding Culturally Responsive teaching as well as the proven strategies that provide cultural representation in relevant ways with the curriculum. We will also train teachers in unconscious bias protocols that will enable teachers to become aware of and recognize their own biases when interpreting behavior in the classroom so they can be more culturally responsive.

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

We strive to follow guidelines for improving English Language Arts and mathematics materials for all learners from various racial, ethnic, language-minority and socio – economic groups by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across all curricula, in units, and in lessons so that students can access and engage in grade level content.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. **Last year:** 183 **Two years ago:** 193 **Three years ago:** 167

What may be contributing to the attendance trend?

Our at-risk families lack resources such as consistent housing, transportation, counseling services and supports. With advances in technology, we see more students staying home and being able to stay caught up on school work rather than being present at school. We have around 10 percent of our students who live within the walking zone and there are times when weather plays a role in their attendance at school.

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

We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:

- Average daily attendance data are monitored and discussed with teacher teams each quarter.
- We utilize the parent attendance legal notice and Truancy advocates assigned to our school to address habitual attendance concerns.
- Announcements and recognitions are made regularly to emphasize the importance of punctuality and attendance.

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

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with the administration to recognize trends. Plans are developed and implemented to address families who may need support. Parkview Middle School is following the district’s attendance policy procedures for 2024-2025.

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

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

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

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

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

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

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

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

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

Parents are informed of student progress in core academic areas aligned to Indiana Academic Standards and performance on Benchmark assessments for reading, writing, mathematics, on a regular basis. The school will provide individual academic assessment results and/or progress to parents several times during the school year. Communicating performance results to parents will include: midterms, Parent Powerschool pages, blogs, class Dojo, and Google Classroom. Report cards are distributed quarterly. Parent teacher conferences are conducted in November. NWEA math and reading reports as well as behavioral goals and concerns are shared with parents throughout the year at designated intervals.

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

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

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

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

We strive to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

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

We offer three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders.

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

All students are enrolled in the Freshman Seminar course during their 9th grade. This class focuses on introducing and promoting each of the High School's academic opportunities and advises students on the best fit for them based on interest inventories.

Graduation rate last year: n/a

Percent of students on track to graduate in each cohort: n/a

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

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

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

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

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

Not Applicable

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

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

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

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

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Alsept, Alyssa	Alternative Special Education; Mild Intervention, REPA 3	6 th Grade Special Education
Bannis, Benilia	Mild Intervention, P-12, REPA; Emergency License	ED
Demeter, Ann	Science- Emergency License	7 th Grade Science
Crawford, Erin	Elementary Generalist Rules; K-6 REPA 3	8th Grade Math
Cummings, Nancy	Seriously Emotionally Handicapped K-12; Mathematics 5-9; LD	7 th Grade Special Education
Cymbalist, Andy	Adaptive Physical Education K-12; Health 5-12	6-8 Physical Education
Davenport, Erin	Language Arts 5-12, Instructional Practitioner	7 th Grade ELA
Delauney, Nina	Instructional; 5-12; REPA 3	6-8 Theater
Dickey, Hazel	Gov. & Citizenship; Historical Perspectives; 5-12; REPA 3	7th Grade Social Studies
Fabrizio, Kristen	Historical Perspectives 5-12, Science 5-9, REPA 3	6 th Grade Social Studies, Science
Famer, Adair	Exceptional Needs: Mild Intervention P-12; REPA	6th Grade Special Education
Ferraro, Greg	US History; Government; 5-12; Rules 46-47	8th Grade Social Studies
Fleshman, Dan	English 5-12, Rules 46-47	8th Grade ELA
Foster, Kim	Instructional; 5-12; REPA 3; Mathematics	7th Grade Math
Fuson, Jen	Mathematics 1-9; Elementary Administration	7th Grade Math
Gianfagna, Heather	Building Level Administrator P-12	Principal
Gilles, Garrett	Instructional; 5-12; REPA 3; Language Arts	8th Grade ELA
Hammack, Christa	Science; General Elementary; Math Specialist K-6; General Elem.	7 th Grade Math
Hatchell, Amy	Music	Band 6-8
Ladley, Madeline	Emergency License	6th Grade ELA
Johnson, Rebecca	Mathematics 5-9, REPA 3; Instrumental and General Music P-12	8th Grade Math
Kolb, Patricia	General Elementary K6, 7/8 Non-Depart. ; Bulletin 400	6 th Grade Science/ Social Studies
Landers, Kaitlyn	Elementary Generalist K-6; REPA	7th Grade Social Studies
Leanhart, Whitney	Mild Intervention; P-12; REPA 3	Special Education-Severe

Leonard, Dustin	US History; Psy., World Civ., Sen.High Jun. Mid. Rules 46-47	Alternative Education 6-8
Markuson, Chelsea	Visual Arts; Instructional; P-12; REPA 3	6-8 Art
McFarland, Andrew	Elementary/ Intermediate Generalist Rules 2002	6th Math
Miller, Steve	Elementary/ Intermediate Generalist	6th Math
Mitchell, Nick	Earth/ Space Science; 5-12; REPA 3	8th Grade Science
Moman, Jessica	Building Level Administrator P-12	Assistant Principal
Murphy, Joel	Intense Interventionist; P-12; Mild Intervention P-12, REPA 3	8th Grade Special Education
Nichols, Taylor	Mild Interventionist; REPA 3	8th Grade Special Education
Nix, Grace	Emergency License T to T	7th Grade ELA
Page, Michele	School Counselor	7th-8th Grade Counselor
Schwieman, Sara	General Elementary, 1-6, 7/8	6th Grade Math
Renfro, Jennifer	Language Arts 1-9; Rules 46-47	7th Grade ELA
Schatz, Reagan	Choir	6-8 Choir
Schowe, Chelsea	Mathematics Middle School; Rules 2002	Numeracy Coach/ AIC
Schowe, Paxton	Physical Science, 5-12 REPA 3	8th Grade Science
Smith, Andrew	Historical Perspectives 5-12, Rules 46-47	7th Grade Social Studies
Spiehs, Tara	School Counselor	6th-7th Grade Counselor
Spiller, Mallory	Mild Interventionist	7th Grade Special Education
Toler, Jeremy	English 5-12, Rules 46-47	Dean/ Athletic Director
Vogel, Patricia	Mild Interventionist, Middle School; Rules 2002	Special Education-Severe
Wagner, Abigayle	Elementary Generalist Rules; K-6 REPA 3	Computer Science
Wilcox, Susan	US History; Government; P-12; Rules 46-47	8th Grade Social Studies
Wilkerson, Lisa	Instructional; 5-12; REPA 3; Language Arts (Emergency permit)	6th Grade ELA
Wilt, Stephanie	Science, General Elementary, 1-6, 7/8, Rules 46-47	7th Grade Science
Link: Staff Certifications		

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	Bus Discipline Reports*
<input type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input type="checkbox"/>	Staff Training	<input type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input type="checkbox"/>	*Including student subgroups
List or Link Other Data Sources Below							
PVMS ILearn Data 2023-2024		PVMS Discipline Summary 23-24		PVMS NWEA Proficiency 23-24		PVMS Data Dashboard 23-24	
Link ->				Link ->			

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1**Measurable outcome met?** No

By Spring 2025 > 40.00% of students in grades 6-8 will meet State Standard in ELA as measured by ILEARN/I AM.

Benchmarks:

By Spring 2023 > 37.67% of students in grades 6-8 will meet State Standard in ELA as measured by ILEARN/I AM

By Spring 2024 > 38.00% of students in grades 6-8 will meet State Standard in ELA as measured by ILEARN/I AM.

By Spring 2025 > 40.00% of students in grades 3-5 will meet State Standard in ELA as measured by ILEARN/I AM.

Area of Focus: Literacy

Priority Question: How do students use schema and text evidence to answer implicit questions?

Learner-Centered Problem: While students are able to read comprehension questions that are explicit, students struggle with understanding implicit questions and integrating text evidence paired with schema to provide answers.

Problem of Practice: As teachers, we provide models of using text evidence to answer comprehension questions, but struggle with the scaffolding of differentiated techniques to bring students to independently respond to deeper level comprehension questions.

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

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

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?** No

By Spring 2025 > 35.00% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM.

Benchmarks:

By Spring 2023 > 27.67% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM.

By Spring 2024 > 30.00% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM.

By Spring 2025 > 35.00% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM.

Area of Focus: Math

Priority Question: How do students comprehend and attack problem solving?

Learner-Centered Problem: While students are able to solve computation problems in isolation, they struggle to apply critical thinking skills to solve the problem.

Problem of Practice: As teachers we do not have a consistent strategy for teaching students to apply critical thinking skills in problem solving.

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

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

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? No

By Spring 2025 > 90% of students in grades 6-8 will have no behavioral referrals due to Tier 1 strategies for behavior intervention.

Benchmarks:

By Spring 2023 > 85% of students in grades 6-8 students will have no behavioral referrals due to Tier 1 strategies for behavior intervention.

By Spring 2024 > 87% of students in grades 6-8 students will have no behavioral referrals due to Tier 1 strategies for behavior intervention.

By Spring 2025 > 90% of students in grades 6-8 students will have no behavioral referrals due to Tier 1 strategies for behavior intervention.

Area of Focus: PRIDE Behavior

Learner-Centered Problem: The same students exhibit repeated behaviors that interfere with the learning environment.

Problem of Practice: Tier I behaviors are not being addressed with Tier 1 strategies. As teachers we do not spend time teaching replacement behaviors through gradual release to students with repeated behavior issues, and we need to spend more time revisiting expectations and reteaching appropriate behaviors.

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

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

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 we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority																																										
Parkview Middle School provides a challenging curriculum with student centered instruction with a focus on reading and writing across content areas.	Yes	<table><tr><th>Parkview Middl</th><th>ILEARN 19</th><th>ILEARN 21</th><th>ILEARN 22</th><th>ILEARN 23</th><th>ILEARN 24</th><th>Change</th></tr><tr><td>Gr.6</td><td>43.00%</td><td>33.00%</td><td>32.00%</td><td>27.00%</td><td>26.00%</td><td>-1.00%</td></tr><tr><td>Gr.7</td><td>52.00%</td><td>38.00%</td><td>37.00%</td><td>29.00%</td><td>30.00%</td><td>1.00%</td></tr><tr><td>GR.8</td><td>48.00%</td><td>32.00%</td><td>32.00%</td><td>37.00%</td><td>37.00%</td><td>0.00%</td></tr><tr><td>Total</td><td>47.67%</td><td>34.33%</td><td>33.67%</td><td>30.88%</td><td>31.00%</td><td>0.12%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>0.00%</td></tr></table>	Parkview Middl	ILEARN 19	ILEARN 21	ILEARN 22	ILEARN 23	ILEARN 24	Change	Gr.6	43.00%	33.00%	32.00%	27.00%	26.00%	-1.00%	Gr.7	52.00%	38.00%	37.00%	29.00%	30.00%	1.00%	GR.8	48.00%	32.00%	32.00%	37.00%	37.00%	0.00%	Total	47.67%	34.33%	33.67%	30.88%	31.00%	0.12%							0.00%	Our students still need to make progress towards reading and writing goals but we are still below our goal. There was some progress made in 8th grade ELA. All students will be provided instruction on writing in core classes with multiple strategies and approaches being taught as well as being given feedback for improvement through interventions, intentional conferencing and FREWS, and coaching cycles.		1
Parkview Middl	ILEARN 19	ILEARN 21	ILEARN 22	ILEARN 23	ILEARN 24	Change																																									
Gr.6	43.00%	33.00%	32.00%	27.00%	26.00%	-1.00%																																									
Gr.7	52.00%	38.00%	37.00%	29.00%	30.00%	1.00%																																									
GR.8	48.00%	32.00%	32.00%	37.00%	37.00%	0.00%																																									
Total	47.67%	34.33%	33.67%	30.88%	31.00%	0.12%																																									
						0.00%																																									
Parkview Middle School will utilize the numeracy framework to organize instruction and follow the sequence guides to teach academic standards as the basis for Tier I instruction.	Yes	<table><tr><th>Parkview Middl</th><th>ILEARN 19</th><th>ILEARN 21</th><th>ILEARN 22</th><th>ILEARN 23</th><th>ILEARN 24</th><th>Change</th></tr><tr><td>Gr.6</td><td>43.00%</td><td>30.00%</td><td>31.00%</td><td>27.00%</td><td>30.00%</td><td>3.00%</td></tr><tr><td>Gr.7</td><td>40.00%</td><td>19.00%</td><td>21.00%</td><td>21.00%</td><td>23.00%</td><td>2.00%</td></tr><tr><td>GR.8</td><td>33.00%</td><td>16.00%</td><td>19.00%</td><td>27.00%</td><td>30.00%</td><td>3.00%</td></tr><tr><td>Total</td><td>38.67%</td><td>21.67%</td><td>23.67%</td><td>24.82%</td><td>27.67%</td><td>2.85%</td></tr></table>	Parkview Middl	ILEARN 19	ILEARN 21	ILEARN 22	ILEARN 23	ILEARN 24	Change	Gr.6	43.00%	30.00%	31.00%	27.00%	30.00%	3.00%	Gr.7	40.00%	19.00%	21.00%	21.00%	23.00%	2.00%	GR.8	33.00%	16.00%	19.00%	27.00%	30.00%	3.00%	Total	38.67%	21.67%	23.67%	24.82%	27.67%	2.85%	We made some progress towards our goal in grade 8 but we are still below our goal in all grades. Teachers will use FMI kits to instruct on areas of deficits in student learning. Flexible math groups will be provided for additional instruction and support. All student will be provided instruction which includes problem solving, conceptual practices, and DMR math facts practice, number sense, and justifications.		2							
Parkview Middl	ILEARN 19	ILEARN 21	ILEARN 22	ILEARN 23	ILEARN 24	Change																																									
Gr.6	43.00%	30.00%	31.00%	27.00%	30.00%	3.00%																																									
Gr.7	40.00%	19.00%	21.00%	21.00%	23.00%	2.00%																																									
GR.8	33.00%	16.00%	19.00%	27.00%	30.00%	3.00%																																									
Total	38.67%	21.67%	23.67%	24.82%	27.67%	2.85%																																									
Parkview Middle School will provide a positive learning environment by utilizing TIER I instruction for PRIDE and SEL and supported by PBIS practices.	Yes	PVMS Discipline Summary 23-24	Parkview Middle School data indicates a need to focus on how students can self- regulate and resolve conflicts. An integration of Character Strong and PRIDE curriculum will create a school wide culture of expectations which includes the teaching of behavioral expectations, restorative practices, and recognition for appropriate behavior interventions.		3																																										

Parkview Middle School will provide and monitor an intervention model to support academic and behavior needs of all learners.	Yes	<p>PVMS NWEA Proficiency 23-24</p> <table><tr><th>Formative Assessments</th><th>Goal</th><th colspan="3">2023-24</th></tr><tr><th>NWEA Grades 6-8 (2015-18 STAR testing)</th><th>2023-24</th><th>BOY</th><th>MOY</th><th>EOY</th></tr><tr><td>Reading 41%</td><td>65.0%</td><td>62.0%</td><td>57.0%</td><td>56%</td></tr><tr><td>Reading Predicted to pass(LEARN)</td><td>64%</td><td>41.80%</td><td>35.0%</td><td>34.5%</td></tr><tr><td>Math 41%</td><td>72.0%</td><td>44.0%</td><td>54.0%</td><td>59%</td></tr><tr><td>Math Predicted to pass(LEARN)</td><td>47.0%</td><td>17.20%</td><td>23.7%</td><td>32.50%</td></tr></table>	Formative Assessments	Goal	2023-24			NWEA Grades 6-8 (2015-18 STAR testing)	2023-24	BOY	MOY	EOY	Reading 41%	65.0%	62.0%	57.0%	56%	Reading Predicted to pass(LEARN)	64%	41.80%	35.0%	34.5%	Math 41%	72.0%	44.0%	54.0%	59%	Math Predicted to pass(LEARN)	47.0%	17.20%	23.7%	32.50%	<p>We have seen some areas of growth for students in our Impact model, but have still not met our goal. We have worked on an intervention model and implemented this schedule. Teachers will use the LLI kits and guided reading plans, use progress monitoring, and flexible reading groups to move students forward. All students will be met where their learning needs are by matching core instructional techniques to student learning needs through conferencing and gradual release, specifically with writing.</p>	<div><div></div><div>4</div></div>
Formative Assessments	Goal	2023-24																																
NWEA Grades 6-8 (2015-18 STAR testing)	2023-24	BOY	MOY	EOY																														
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Reading Predicted to pass(LEARN)	64%	41.80%	35.0%	34.5%																														
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Math Predicted to pass(LEARN)	47.0%	17.20%	23.7%	32.50%																														

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)
1.Parkview Middle School has students with a variety of learning needs in reading and writing. How can we ensure growth for all students?	<p>1.Why did we not meet our goals? While we had growth, our overall goal was not met. Based on ILEARN and NWEA data, a significant portion of students are not reading on grade level.</p> <p>2.Why are they not reading on grade level? ILEARN and NWEA data suggest that several students are struggling with comprehension due to a lack of vocabulary knowledge.</p> <p>3.Why are they lacking in vocabulary knowledge? Students who are struggling with vocabulary are lacking context clues and word recognition skills.</p> <p>4.Why are they lacking in context clues and word recognition skills? Our ELA focus has been on reading comprehension skills, specifically finding evidence in a text to support comprehension question. During this time, vocabulary/word work has not been a focus.</p> <p>5.Why will word work be a focus now? Teachers will be trained in the released GCCS Framework that includes word work/vocabulary minutes in the ELA class. Our Literacy Coach will provide professional development on effective high-leverage practices for word work.</p>
2.Students who struggle with appropriate behavior are also struggling academically. How can we help students succeed and have appropriate behavior?	<p>1.Why did we not meet our goal? Tier 1 behaviors are not being addressed using Tier 1 Strategies.</p> <p>2.Why are Tier 1 strategies not being used? We have talked about Tiered behaviors but some teachers do not understand what is a Tier 1 behavior.</p> <p>3.Why do teachers not understand what a Tier 1 behavior is? We are being too reactive versus proactive and this leads to consequences escalating.</p> <p>4.Why are the consequences building? There is a lack of understanding on when to use a Tier 2 plan.</p> <p>5.Why is there a lack of understanding of a Tier 2 plan? This is the first year implementing a Tier 2 plan for students, so moving forward we will have a building PD on the process and uses of a Tier 2 plan.</p>

Identified Priorities from Previous Chart	List Root Cause(s)
<p>3.Students who struggle with appropriate behavior are also struggling academically. How can we help students succeed and have appropriate behavior?</p>	<p>1.Why did we not meet our goal? Tier 1 behaviors are not being addressed using Tier 1 Strategies.</p> <p>2.Why are Tier 1 strategies not being used? We have talked about Tiered behaviors but some teachers do not understand what is a Tier 1 behavior.</p> <p>3.Why do teachers not understand what a Tier 1 behavior is? We are being too reactive versus proactive and this leads to consequences escalating.</p> <p>4.Why are the consequences building? There is a lack of understanding on when to use a Tier 2 plan.</p> <p>5. Why is there a lack of understanding of a Tier 2 plan? This is the first year implementing a Tier 2 plan for students, so moving forward we will have a building PD on the process and uses of a Tier 2 plan.</p>
<p>4.Parkview Middle School has students with a variety of academic needs. How can we ensure growth for all students through interventions?</p>	<p>1.Why did we not meet our goals? Students were placed in intervention groups for an entire year, without much movement based on data.</p> <p>2.Why are students placed in the groups they are in? For this year's intervention groups, the groups have a specific focus based on student need - comprehension strategies, - but next year our groups will be fluid as students master the skills their group is focusing on based on NWEA and ILEARN checkpoint data.</p> <p>3.Why should students in intervention move groups throughout the year? As students master their intervention's specific skills, they should begin working on the next deficit.</p> <p>4.Why is focusing on a specific skill important? We have students that are needing to learn and master skills that are 3-4 years behind their current grade level.</p> <p>5.Why are students performing significantly below their grade level? We have not provided enough Tier 3 interventions for students, but we will be including more intervention classes in our schedule.</p>

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources		
Title IA 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

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. **SAMPLE BELOW.**

GOAL 1	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
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 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr 2 Measurable Objective	By Spring 2025, 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 2026, 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.			

Paste **LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE** > [PVMS Professional Development Calendar 24-25](#)

[PVMS Meeting Schedule 24-25](#)

GOAL 1	By Spring 2025 > 40.00% of students in grades 6-8 will meet State Standard in ELA as measured by ILEARN/I AM.			
Data Checkpoints (dates)	August 8-26th NWEA BOY December 4-23 rd ; ILearn Checkpoint 1	NWEA MOY December 4-23 rd ; ILearn Checkpoint 2	ILearn grades 6-8 (4/15-5/10); EOY NWEA May 6-24 th ; ILearn Checkpoint 3	
Evidence at Checkpoints	Quarterly Writing Task, Class Writing Samples, Writing Assessment; End of Unit Common Assessment from Study Sync.	Fall testing NWEA data Winter testing NWEA data; End of Unit Common Assessment from Study Sync.	Spring 2024 ILearn Results; number of students who demonstrate proficiency on the performance writing task and End of Unit Common Assessment from Study Sync.	
Evidence- Based Strategy 1	Writer's Workshop will be embedded in the Literacy Framework. Writing assessments administered once per quarter (Narrative/ Argumentative/ Informative/ Research). Utilizing Smekens Writing Workshop Professional Development Series.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will provide mini-lessons with a narrow focus on skills/concepts and explicitly teach strategies to support effective writing for students.	Mini-lessons will occur at the beginning of the writer's workshop (10-15 min).	ELA Teachers and collaborative teachers.	90% of the time ELA and collaborative teachers will begin a writing task with a focused mini lesson as observed by the literacy coach and administration. Highly effective team meetings with notes on the rolling agenda.
Action Step 2	Teachers will integrate writing and reading and use anchor/mentor texts to model writing strategies and techniques.	Weekly.	ELA Teachers and collaborative teachers. Literacy Coach will model and/or observe.	95% of the ELA and collaborative teachers will use an anchor chart and/ or mentor text to model writing strategies as observed through classroom walkthroughs by literacy coach and/ or administration.
Action Step 3	Science and Social Studies teachers will incorporate writing opportunities within units. (Informative, Argumentative, Constructed Response).	Quarterly.	Content area teachers (S & SS).	95% of social studies and science teachers will complete quarterly writing tasks as observed through walkthroughs and department meetings with shared student writing samples.
Action Step 4	Provide relevant, job-embedded professional development and instructional support for all teachers.	Quarterly.	Literacy Coach, ELA teachers, and co-teachers.	95% of teachers will have the writing professional development through department meetings as observed through attendance sheets. Spring 2025 ILearn Results; Quarterly writing tasks; Walkthrough data; Coaching meetings;

Evidence- Based Strategy 2	Teachers will model and teach the writing process and provide feedback during student conferences and/ or small group sessions. Utilizing Smekens Writing Workshop Professional Development Series.				PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Teachers will model the stages of the writing process utilizing mini lessons and anchor charts.	First Quarter.	ELA Teachers and collaborative teachers. Literacy Coach will model and/or observe.	100% of teachers will model the stages of the writing process. MOY NWEA testing data; Quarterly writing tasks; Student writing samples; Quarterly Performance Tasks.	
Action Step 2	Teachers will conference with students utilizing the Feedback Framework: Open, Decide, Feedback (strength/teach), Guided Practice and CFUs.	Quarterly.	ELA Teachers and special education teachers. Literacy Coach will model and/or observe.	100% of teachers will conference with students and providing feedback using the feedback framework for student writing. MOY NWEA testing data; Quarterly writing tasks; Student writing samples; Highly effective teaming rolling agendas; IEPs; ILPs;	
Action Step 3	Teachers will model and teach the writing characteristics for the genres: Narrative, Informative, & Argumentative.	Second Quarter.	ELA Teachers and collaborative teachers. Literacy Coach will model and/or observe.	100% of teachers will follow the sequence guide and teach each genre as outlined by the sequence plan. MOY NWEA testing data; Quarterly writing tasks; Student samples;	
Action Step 4	Provide relevant, job-embedded professional development and instructional support focusing on the writing process, rubrics, and feedback.	Third Quarter.	ELA Teachers and collaborative teachers. Literacy Coach will model and/or observe.	95% of teachers will have the writing professional development through department meetings as observed through attendance sheets. Spring 2025 ILearn Results.	
Yr 3 Measurable Objective	By Spring 2026 > 45.00% of students in grades 6-8 will meet State Standard in ELA as measured by ILEARN/I AM				

GOAL 2	By Spring 2025 > 35.00% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM			
Data Checkpoints (dates)	August 8-26th NWEA BOY December 4-23 rd ; ILearn Checkpoint 1; End of Unit Common Formative Assessments.	NWEA MOY December 4-23rd; ILearn Checkpoint 2; End of Unit Common Formative Assessments.	ILearn grades 6-8 (4/15-5/10); EOY NWEA May 6-24 th ; ILearn Checkpoint 3; End of Unit Common Formative Assessments.	
Evidence at Checkpoints	Grade Level Common Problem-Solving Task; End of Unit Assessments; BOY NWEA data.	MOY testing NWEA; ILearn Checkpoint 2.	Spring 2025 ILearn Results; ILearn Checkpoint 3; NWEA EOY data;	
Evidence- Based Strategy 1	Implementing and strengthening daily number sense routines utilizing <i>Daily Routines to Jump-Start Math Class</i> by John Sangiovanni including numeracy practices to enhance mathematics instruction.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will introduce new topics with conceptual lessons by teaching minilessons and chunking content so that students can make small connections that link to bigger math concepts.	Quarterly.	Math teachers and their collaborative teachers.	100% of math teachers will introduce new topics with conceptual lessons by teaching minilessons and chunking content so that students can make small connections that link to bigger math concepts as measured by the numeracy coach and/ or administrators.
Action Step 2	Implement daily number sense routines, using the book <i>Daily Routines to Jump-Start Math Class</i> by John Sangiovanni to develop students' mental math skills and deepen their understanding of numerical relationships. Incorporate numeracy practices, such as number lines, hundreds charts, and place value charts, to help students develop a strong sense number relationships. Encouraging collaboration and discussion to promote shared understanding, student confidence, and fluency in mathematics.	Weekly.	Math teachers and their students.	100% of math teachers will incorporate daily number sense routines and numeracy practices (such as number lines and charts) in their classrooms as a component of daily instruction 5 days per week as observed by the mathematics coach and/or administrators through walkthroughs. We will develop a schedule for implementing daily number sense routines and numeracy practices. Teachers will also regularly use formative assessments to monitor student progress, inform instruction, and adjust number sense routines and numeracy practices as needed. Teacher collaboration will be encouraged to share best practices and we will monitor and evaluate the effectiveness of strategies throughout the school year.

Action Step 3	Teachers and special education teachers will participate in quarterly professional development on DMR (Daily Math Review), number sense routines, numeracy practices, and conceptual teaching.	Quarterly.	Math teachers, math coach, and special education teachers and administrators.	95% of math teachers and special education teachers will participate in quarterly professional development on DMR (Daily Math Review), number sense routines, numeracy practices, and conceptual teaching. We will utilize resources from books by John Sangiovanni (Productive Math Struggle & Daily Routines to Jump-Start Math Class) during these.
Action Step 4	Teachers will participate in instructional rounds to learn and provide feedback on DMR, daily number sense routines, and numeracy practices.	Quarters 2-3.	Math teachers and their collaborative teachers.	90% of math teachers will participate in instructional rounds to learn from and provide feedback on DMR, daily number sense routines, and numeracy practices.
Evidence- Based Strategy 2	Implementing problem solving with multi-step, open ended items which includes rigorous multi-step constructed/open ended responses. Encourage student collaboration and discussion to promote shared understanding and problem-solving strategies. Utilizing <i>Five Easy Steps to a Balanced Math Program</i> (Jan Christinson) for Poster Method, <i>Kaplin'sky Problem Solving Tasks</i> (Robert Kaplinsky), and <i>3-Act Tasks</i> for problem solving and open-ended response questions.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will model solving multistep, open ended problems using scaffolding strategies and anchor charts.	Bi-weekly.	Math teachers and their students.	95% of math teachers will model solving multi-step, open ended problems using scaffolding strategies and anchor charts as observed in walkthroughs by numeracy coach and/ or administrators.
Action Step 2	Teachers will analyze and provide feedback on student work involving multi-step, open ended problems biweekly.	Quarter 2-Quarter 4.	Math teachers and their students.	95% of math teachers will analyze and provide feedback on student work involving multi-step, open ended problems bi-weekly as observed through grade level department meetings.
Action Step 3	Teachers will integrate technological opportunities for students to solve multi-step problems.	B-weekly.	Math teachers and their students.	95% of math teachers will integrate technological opportunities for students to solve multi-step problems as observed by administrators in walkthroughs.

Action Step 4	Conduct on-going, job-embedded training for special education teachers, general education teachers and instructional support staff on strategies to use.	Quarterly.	Math Coach, math teachers, and special education teachers.	100% of math and collaborative teachers will participate in the on-going, job-embedded training on strategies to use to support students through intervention, impact, and the core classes.
Yr 3 Measurable Objective	By Spring 2026 > 40.00% of students in grades 6-8 will meet State Standard in Mathematics as measured by ILEARN/I AM.			

GOAL 3	By Spring 2025 > 90% of students in grades 6-8 will have no behavioral referrals due to Tier 1 strategies for behavior intervention.			
Data Checkpoints (dates)	End of Quarter One- Sept. 30 th .	End of Quarter 2- December 15.	End of Quarter 3- March 15.	
Evidence at Checkpoints	All students will be educated on PRIDE lessons and Character Strong lessons #1-8 relating to topics of community, coping skills and PRIDE expectations; Student team meetings for quarter.	All students will be educated on PRIDE lessons and Character Strong lessons #9-17 as related to regulation, conflict resolution, and happiness. Student team meetings for quarter.	All students will be educated on PRIDE lessons and Character Strong lessons #9-17 as related to regulation, conflict resolution, and happiness.	
Evidence- Based Strategy 1	By then end of quarter 4, all students will be educated through the Character Strong Curriculum and PRIDE Lessons and able to identify ways to self-regulate and develop coping strategies.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Beginning of year overview of calendar and lessons for PRIDE / Character Strong. PRIDE kick-off event.	July 24-August 4.	Teachers, special education teachers, counselors and administrators. PRIDE team.	100% of teachers will use the beginning of year overview of PRIDE and the PRIDE kick-off. Student team meetings to review school-wide expectations.
Action Step 2	PRIDE calendar will be in place and lessons will taught by to students in each grade level.	Quarterly.	PRIDE team, teachers, special education teachers, and administrators.	100% of teachers will use the PRIDE calendar will be in place and lessons will taught by to students in each grade level as observed by quarterly walkthroughs by administration and PRIDE team.
Action Step 3	Hold monthly meetings to review strategies with staff.	Monthly.	PRIDE team, Dean, Administrators.	Hold monthly meetings to review PRIDE lessons, strategies and awards as measured by the FFM calendar and PRIDE team.
Action Step 4	Reward successes with PRIDE requirements.	Quarterly.	Staff; PRIDE team.	85% of students will be rewarded successes due to PRIDE requirements as measured by the PRIDE events.
Evidence- Based Strategy 2	By the end of Quarter 4, quarterly behavior rewards will be executed and teams will have implemented an intervention system and PRIDE PBIS for students with 3 or more office detention referrals (ODRs).			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Analyze school-wide behavior data.	Monthly.	Leadership teams- BLT and PRIDE.	100% of our teachers will examine school-wide behavior data monthly through grade level or staff meetings as documented by attendance roster.
Action Step 2	Analyze the effectiveness of Tier 2/3 behavior plans.	Monthly.	All teams of teachers.	100% of teachers will attend Behavior IMPACT meetings to develop plans for students who are not successful with Tier 1 interventions as measured with behavioral data.
Action Step 3	Create FBAs for any student that has 4 or more referrals.	Quarterly.	All teams of teachers.	100% of students with 4 or more referrals will have will be taken to the MTSS process.
Action Step 4	Monthly MTSS meetings for instructional strategies, brainstorming solutions and plan development.	Quarter 2 through Quarter 4.	MTSS team.	80% of classroom teachers will attend at least one MTSS meeting or PRIDE meeting to discuss solutions, strategies and plan development.
Yr 3 Measurable Objective	By Spring 2026 > 93% of students in grades 6-8 will have no behavioral referrals due to Tier 1 strategies for behavior intervention.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that is has an immediate impact of some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	95% of Parkview Middle School teachers will utilize the writing process and strategies to improve student writing performance as outlined by Smekens.	Linked SIP Goals ☒
Possible Funding Source(s)	Title IA, General Funds	
Evidence of Impact	1. Data from exit tickets, formative assessments, and student writing examples. 2. Data from students exiting tier 2 and impact groups and intervention groups. 3. Rolling agendas for department meetings. 4. Grade level student data monitoring Google sheet(s).	

Plan for coaching and support during the learning process:

Plan for coaching and support during the learning process: • Academic team meetings monthly will development and monitor the effectiveness of the writing process through the Full faculty meetings. • Period zero department meetings will focus on strategies for writing. • Highly effective team meetings will allow for training and support opportunities. • Literacy coach and administers walkthroughs will focus on writing process and strategies. • Interventions for ELA will be set up to focus on writing workshop. • Training will be held by the literacy coach for intervention planning and resources each quarter.

[PVMS Professional Development Calendar 24-25](#)

[PVMS Meeting Schedule 24-25](#)

How will effectiveness be sustained over time?

Highly effective teaming and building coaches will continue to provide professional development based on needs assessments, data review and the datawize process, and annual review of academic core writings through department meetings, walkthroughs and student work.

Professional Development Goal 2	Parkview Middle School teachers will utilize the math practice standards, numeracy framework, and conceptual lessons to increase student achievement.	Linked SIP Goals ☒
Possible Funding Source(s)	Title IA, General Funds	
Evidence of Impact	1. Rolling agendas for department meetings. 2. Classroom walk throughs and SFS teachers’ evaluations data 3. Student work samples 4. Math Practice standards implementation rubric 5. Grade level student data monitoring Google sheet(s).	
Plan for coaching and support during the learning process: Math department meetings and grade level collaboration with a focus on problem solving, DMR, and conceptual units. • Conceptual units and problem-solving calendar for each quarter. • Math committee led by the math coach will meet to develop the implementation rubric, monitor progress and develop future professional development. • Math coach will meet with staff members and push out resources on a monthly basis. • Math coach will meet with math intervention teachers to create a framework and plan for re-teaching and strategies to use. PVMS Professional Development Calendar 24-25		
How will effectiveness be sustained over time? Highly effective teaming and building coaches will continue to provide professional development based on needs assessments, data review, and annual review of academic core writings through department meetings, walkthroughs and student work. We will monitor each quarter. A building math coach will work side by side with teachers. We will allow teacher input and voice to drive future professional development. We will share student samples to norm our feedback and learn from peers.		

Professional Development Goal 3	100% of Parkview Middle School teachers will understand and utilize the PRIDE Lessons, Character Strong Curriculum, and strategies for behavior modification, de-escalation, and conflict resolution.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS funded; PRIDE fundraisers	
Evidence of Impact	1. Staff meeting record forms 2. Behavior referral data 3. Behavior intervention plans	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none">• The PRIDE team will be trained and train the rest of the staff regarding strategies to use for behavior modification.• The Behavior IMPACT/ MTSS meetings will be held monthly to review data, create TIER II plans/ FBAs, or BIPS.• Monthly staff meetings will be held to share practices, new strategies, and data.• The PRIDE committee will hold monthly meetings to analyze data and develop professional development in response to the data. <p>PVMS PRIDE/ SEL Calendar 24-25</p> <p>PVMS Professional Development Calendar 24-25</p>		
<p>How will effectiveness be sustained over time?</p> <p>We will monitor behavior referral numbers each quarter. We will allow teacher input and voice to drive future professional development. We will share student plans and progress. The PRIDE team & MTSS will be utilized monthly to allow for problem solving instructional strategies to help struggling teachers and students.</p>		