

School Name: Jeremiah Gray Kindergarten Academy

School Number: 5038

Street Address: 5225 Gray Road

City: Indianapolis

Zip Code: 46237

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2025-2026

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

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--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply)	
This school receives Title IA funding. Yes No Is the school’s Title I program Schoolwide or Targeted Assistance? SW TA <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Jackie Miller	Principal	CNA, SIP, Both	
Courtney Hess	Assistant Principal	CNA, SIP, Both	
Hayley Terrell	Master Teacher	CNA, SIP, Both	
Amanda Spangler	PEA Representative	CNA, SIP, Both	
Samantha Acevedo	Kindergarten Teacher	CNA, SIP, Both	
Rachel Colburn	EL Teacher	CNA, SIP, Both	
Chelsie Bedel	Kindergarten Teacher	CNA, SIP, Both	
Fawn Harris	Kindergarten Teacher	CNA, SIP, Both	
Lyndsey Coffey	Instructional Aide/Parent	CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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

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

District Vision:

All students will be empowered to grow academically, socially, and behaviorally.

School Vision:

At Jeremiah Gray Kindergarten we are committed to building kind, confident learners.

District Mission:

The mission of Perry Township Schools is to offer enriching educational opportunities that honor differences, empower strengths and ignite a passion for lifelong learning, enabling ALL students to achieve at high levels.

School Mission:

At Jeremiah Gray Kindergarten, we believe that all Kids Can learn and grow. We believe that Relationships Matter, and foster meaningful relationships with our students, our staff, and our school community. We Pursue Excellence each day, through targeted instruction to meet the individual needs of every student.

District Goals:

1. Improve academic performance so that all students will achieve at high levels as they prepare for higher education and careers.
2. Foster a positive school climate for all stakeholders that promotes respect, diversity and inclusivity.
3. Perry Township is proud of our school community and will collaborate with parents, guardians, local businesses and community organizations to enrich students' educational experiences.
4. Prioritize transparency and accountability in financial management, ensuring that taxpayer funds are allocated efficiently and effectively to support student learning and well-being.

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K	Amplify CKLA	Yes No	Tier 1, 2, 3	District adopted reading program	Yes No	
Math	K	Everyday Math	Yes No	Tier 1, 2, 3	District adopted math program	Yes No	
Art	K	Harcourt	Yes No	Tier 1, 2, 3	District adopted art program	Yes No	
Music	K	Quaver	Yes No	Tier 1, 2, 3	District adopted music program	Yes No	
						Yes No	
						Yes No	
						Yes No	
						Yes No	
						Yes No	
						Yes No	
						Yes No	

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): district or school offices and online at perryschools.org

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

Our school is a very data-driven school! Teachers meet bi-monthly to discuss student data and create intervention activities to address student deficits. Our school has two full time interventionists that pull small groups of children each day to work on early literacy skills. We also have an English Learner team consisting of two full time teachers and two tutor-translators. English Learners are pulled into small groups to work on language skills that align to the tier one language arts instruction.

Our school holds at least three family nights throughout the year to provide opportunities for parents to learn how to support their children's academic success at home. Two of our family nights are centered around early literacy, and provide resources and activities to support learning at home. Our other family night is a parent data meeting that helps parents understand our early literacy assessments so they can have an understanding of where their child is performing.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
mClass	K	Benchmark, Com. Form., Summative, Other	Reading assessment of early literacy skills	Yes No	
Wida Access	K	Benchmark, Com. Form., Summative, Other	Annual assessment of acquisition of English language skills; state mandated	Yes No	
Cogat	K	Benchmark, Com. Form., Summative, Other	Screening for high ability grouping	Yes No	
NWEA	K	Benchmark, Com. Form., Summative, Other	Screening for high ability grouping	Yes No	
Mindplay	K	Benchmark, Com. Form., Summative, Other	Screener for students labeled at-risk for dyslexia	Yes No	
Subject-specific assessments	K	Benchmark, Com. Form., Summative, Other	Curriculum-based assessments to monitor progress for enrichment and remediation purposes	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

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

For Title I schools with Schoolwide Programs only:

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

Teachers meet throughout the school year to discuss student data and progress. We have three benchmark meetings to gauge the progress of each student. We then have bimonthly data meetings to discuss student progress monitoring. Teachers collaborate to identify student trends and determine the best activities and interventions to support student growth.

Additionally, our school leadership team uses student data to identify appropriate professional development opportunities for our teachers. Teachers meet weekly for on-going professional development, in which they analyze student work and refine their instructional practices.

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

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

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

Technology is used as a tool to engage students, enhance instruction, and reinforce foundational reading and math skills. District and school initiatives to support this are included in the following list:

- Each classroom has an interactive TV which is used by the classroom teacher and students for instructional purposes.
- Video streaming a wide variety of clips on varied subjects and topics provide students and teachers with curricular enrichment opportunities.
- Students each have a 1:1 device assigned to them for use at school and home if e-learning is necessary.
- Students have access to programs that support their learning: Boost, Word Force, McGraw-Hill Math and Reading
- Provide a solid program of technology staff development.
- Technology staff developers provide a coordinated staff development effort so that all teachers have ample opportunity to receive instruction and support as warranted or requested.
- Staff development is offered in various formats: formal instruction with small and large groups, one-on-one, written and on-line help sheets, and summer classes.
- A full-time computer lab instructor provides a systematic progression of skills for all students.
- Increase communication among teachers and buildings regarding successful application of technology to the curriculum using tools such as newsletters and Perry Tech Team meetings.
- Assistance to teachers in implementing technology-based lessons with their students.
- The Second Step curriculum on-line curriculum supports the social emotional learning standards.
- Panorama offers student and staff surveys to monitor the social emotional well-being of students.
- Parent Square platform is used to communicate regularly with families about school and district information, in that families native language.
- Smore online newsletter platform is used to communicate weekly with parents to share important school and district events and resources.
- Provide adequate bandwidth for access to the internet and web-based resources.
- Provide electronic utilities such as electronic grading, attendance, and data warehousing.

Coordination of these initiatives is an ongoing effort by many individuals and groups including:

- Director of technology and other central office administrators
- Building principals
- Technology staff developers
- District technology support team
- District and building technology committees

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)

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

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

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)

Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

What career awareness activities are provided for students? (Highlight all that apply)

Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours

Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

Black	Hispanic Ethnicity	White
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Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Language-minority students are identified through the Home Language Survey given when they register for school. Race and ethnicity are identified when families fill out the race/ethnicity form when they register. The free and reduced lunch application identifies students in lower socio-economic groups.

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

EL students receive WIDA testing annually and an ILP specific to their learning needs. We have two full time EL teachers that provide small group language instruction that aligns with the WIDA standards. We have one Spanish-speaking tutor/translator that leads small group instruction, and also facilitates an open form of communication for our students, teachers, and families. We have one Chin-speaking tutor/translator that leads small group instruction, and also facilitates an open form of communication for our students, teachers, and families. Teachers utilize SIOP and differentiated instructional strategies to meet the needs of our English Learners. Our school has two interventionists that support students that score at-risk on mClass assessments. They utilize benchmark assessments and progress monitoring data to provide targeted instruction to small groups of students. Ongoing data meetings monitor the progress of all of our students, and staff development time is provided to assist them in planning appropriate intervention activities to meet the needs of students. Family nights are held to increase the family-school connection.

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

Weekly professional development addresses the academic needs of our various student groups. Our staff has begun to participate in professional development that focuses on our refugee population and students that have suffered trauma. We would benefit from on-going training in these areas.

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

Second Step social-emotional curriculum emphasizes and explicitly teaches life and social skills such as school readiness, self-regulation, empathy, respect, and appreciating differences in others.

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: 85 (24-25) Two Years Ago: 90 (23-24) Three Years Ago: 134 (22-23)

What may be contributing to the attendance trend?

We are very happy that we have reduced the number of kids missing 10% or more of school last year! We had implemented monthly attendance incentives, and are very happy to see that it had a positive impact on students.

We do still see excessive absences for some students. Families have stated that they don't believe that Kindergarten is required and that they didn't realize that attendance was being monitored. Sometimes lack of reliable transportation prevents parents from getting kids to school if they miss the school bus.

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

Each day our infosystem will generate an automatic attendance alert if a child is absent from school.

If teachers notice a child has missed more than one day, they will make contact with the parent to find out why a child has been absent. Our school social worker will reach out if attendance continues to be a concern. Attendance letters and meetings are used to foster collaboration with the parents to help determine ways we can support the child and help them get to school.

We have also implemented a monthly incentive attendance for students that are here each day.

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

Our school social worker meets with administration monthly to review attendance data to determine if absenteeism is still a concern.

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

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

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

Each year Jeremiah Gray Kindergarten hosts a Kindergarten Orientation for incoming parents. During this meeting, parents are given a resource packet with important school information.

The day before school begins, families attend an Open House that allows them to meet the teacher and complete school paperwork. During this event, staff are available to assist parents with setting up Skyward and Parent Square accounts. Interpreters are used to help our English Learner families complete paperwork and set up accounts.

We host two family nights that promote family involvement and literacy. Parents are given several resources to help their child with early literacy skills.

We host one parent data meeting in the middle of the year to help parents understand mClass benchmark testing. We explain the components of the assessment, and show parents exemplars of grade level literacy skills and reading. We provide parents with resources so they may help their child at home.

We also hold Parent & Teacher Conferences in the Fall so that we can meet with parents and help them understand their child's academic progress and needs.

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

During our orientation, open house, data meeting, and parent teacher conferences administration and teachers are available to answer questions. Parents are also encouraged to contact teachers or administration with questions or concerns.

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

Each day our infosystem will generate an automatic attendance alert if a child is absent from school. If teachers notice a child has missed more than one day, they will make contact with the parent to find out why a child has been absent. Our school social worker will reach out if attendance continues to be a concern. Attendance letters and meetings are used to foster collaboration with the parents to help determine ways we can support the child and help them get to school. We have also implemented a monthly incentive attendance for students that are here each day.

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

Our school has two interpreters that help teachers communicate effectively with students and families. During parent events or meetings, our tutor/translators use transmitters to translate as speakers present. We also utilize Parent Square that automatically translates posts and messages into a family's home language. We pay to have a premium account so our weekly Smore newsletter is translated for our families.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Our district uses Parent Square, a communication platform that allows parents to receive important information translated into their native language. This platform also allows two-way communication between the parent and teachers.

We utilize the Smore online platform, to send out weekly newsletters to our families. We pay for a premium version that translates our newsletter into multiple languages.

We host several family nights throughout the year. These events allow us to get parents into the building so we can provide resources they can use to support their child academically at home.

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

We host a parent data meeting. We are able to share information about our early literacy assessments and their child's individual results. We are able to help parents read through the reports and see the end of the year goals for their children. During this time, we are also able to provide insight into how they can support their child's literacy at home.

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

We communicate our school goals with our families, and give them suggestions for how they can help us meet these goals. We also have parent volunteers participate in our School Improvement Committee.

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

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

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

Informed by the comprehensive needs assessment, school leaders work closely with the district's Grant, Finance, and Curriculum Departments to align funding and programming resources with district goals and ensure operational stability. They utilize program evaluation tools and analyze student achievement outcomes to assess effectiveness. Additionally, school leadership actively pursues community partnerships that support the mission and vision of Perry Township Schools.

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

NIET: Professional Development Cycle and data response protocols.

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.

Principal attends case conferences of K bound district preschool students that are receiving services through special education programs. We hold a Parent Information Night. An OPEN HOUSE is held in July for students and families to meet their teachers, bus drivers, familiarize themselves with the building, etc.

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.

We use the NIET development process. The collaboration between the school instructional leadership team and the teacher ensures that feedback is aligned and can inform classroom instruction and broader school-wide strategies. This approach fosters a culture of continuous improvement, as both individual teachers and the overall system.

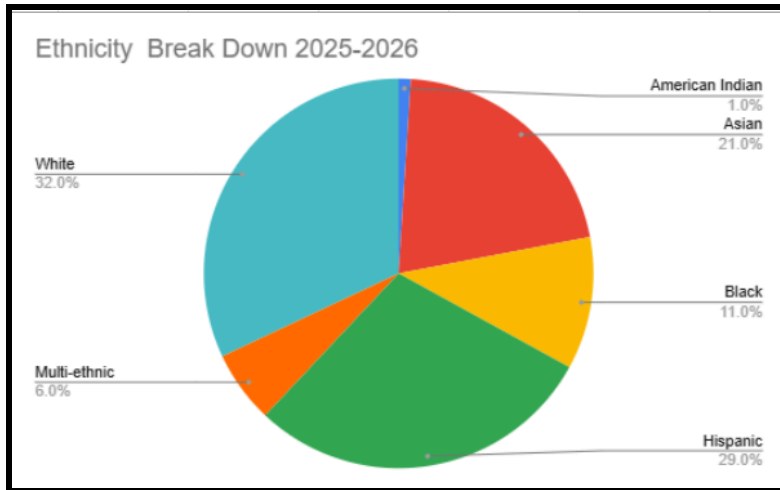
Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Fawn Harris	General Elementary	Kindergarten
Tiffany Bragg	Early Childhood Education P-3	Kindergarten
Kori McNamara	Elementary Generalist	Kindergarten
Kim Gentry	Elementary/Primary; Elementary/Intermediate; Mild Intervention	Kindergarten
Danielle Calderon	Elementary Generalist; Reading	Kindergarten
Amy Miles	Kindergarten/Primary; Physical Education	Kindergarten
Jennifer Still	General Elementary; Kindergarten	EL
Rachel Colburn	Elementary Generalist; Math; English Language Learners	EL
Sunday Ly	Elementary Generalist; Physical Education	PE
Stacey Erdman	General Elementary; Kindergarten	Music
Kendra Kidwell	Elementary/Primary; Elementary/Intermediate	Kindergarten
Camryn Silva	Elementary Generalist	Kindergarten
Karrington Koester	Elementary Generalist; Mathematics	Kindergarten
Chelsie Bedel	Elementary Generalist	Kindergarten
Samantha Acevedo	Elementary/Primary; Elementary/Intermediate	Kindergarten
Amanda Spangler	Kindergarten; General Elementary	Kindergarten
Debbie Krueckeberg	General Elementary	Kindergarten
Hayley Terrell	Elementary/Primary; Elementary/Intermediate; Mild Intervention; Teacher of English Learners	Kindergarten

Molly Little	Elementary Generalist; Exceptional Needs: Mild Intervention	Special Education
Anita McClellan	Alternative Special Education license, instructional is mild interventions P-12	Special Education
Deanna Wiese	Communication Disorders	SLP
Courtney Hess	Building Level Administrator; Early Literacy Endorsement; Elementary/Intermediate; Elementary/Primary	Assistant Principal
Jacquelyn Miller	Building Level Administrator; Government and Citizenship; Geographical Perspectives; Historical Perspectives	Principal

SECTION B: Needs Assessment

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



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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

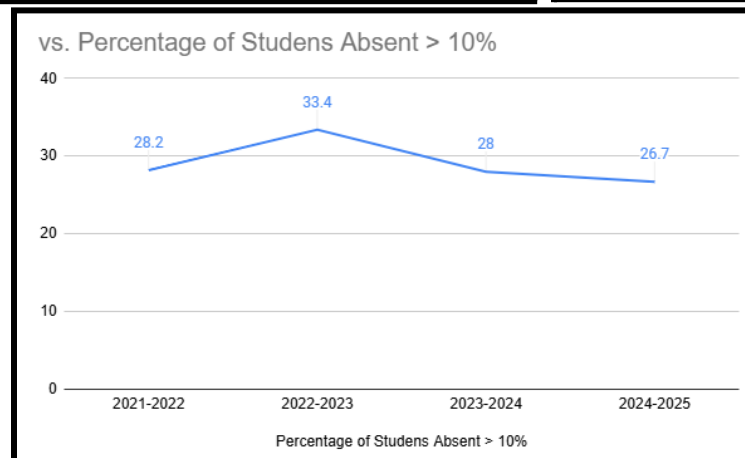
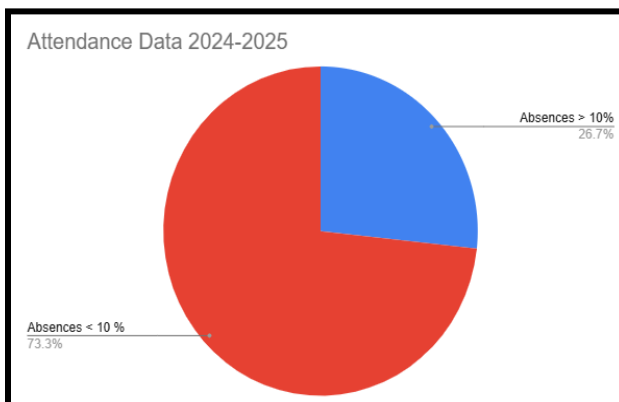
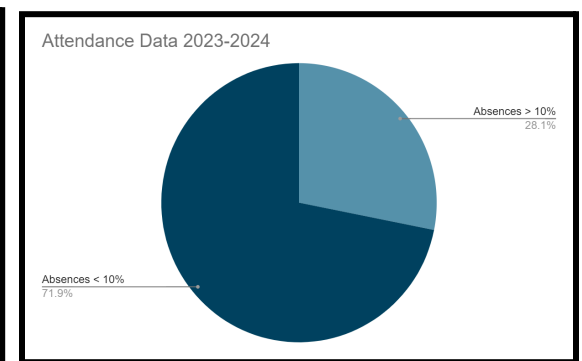
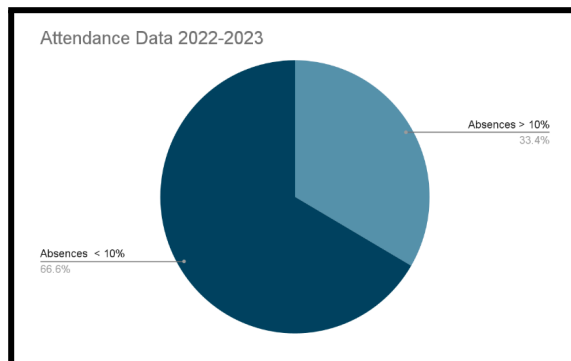
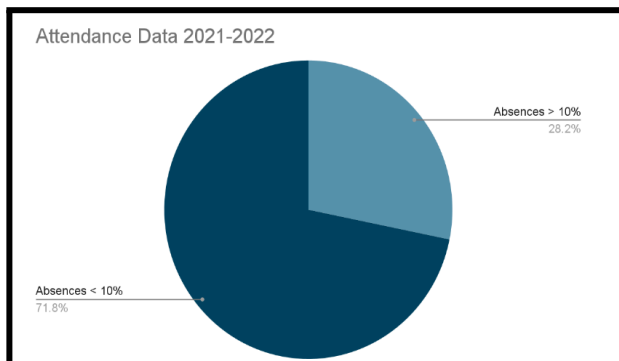
If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of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

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

Goal 1

Measurable outcome met? Yes **No**

Jeremiah Gray Kindergarten will increase our yearly attendance rate from 91% to 95%, while reducing our percentage of students that are absent more than 10% of the school year. – REVISED: We will decrease our percentage of students missing 10% or more of the year from 27% to 20%.



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

If the goal was not met, explain why.

We felt the need to revise our goal, because the measure was not accurately aligned to the number of students missing 10% or more of the school year, and feel like this will allow us to measure the goal better and help us come closer to attaining it.

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

*We have revised our goal to be a more accurate measure of individual student attendance rates. We have set this school goal and will share it with families. We will work to continuously share this goal, and let parents know their percentage of absences. We have set up weekly attendance meetings with our MTSS attendance team to monitor student attendance, and have a plan to meet with families once their child's attendance is at risk of meeting the 10% or greater.

Goal 2

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

Jeremiah Gray Kindergarten will increase the number of parent involvement opportunities that focus on student achievement, and provide educational resources to families that will support student learning at home.

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

We held multiple family engagement events, including a parent data meeting for students that scored well below on mClass assessment of early literacy skills. We were able to decrease our percentage of students in red from 25 students (7%) to 14 students (4%).

If the goal was not met, explain why.

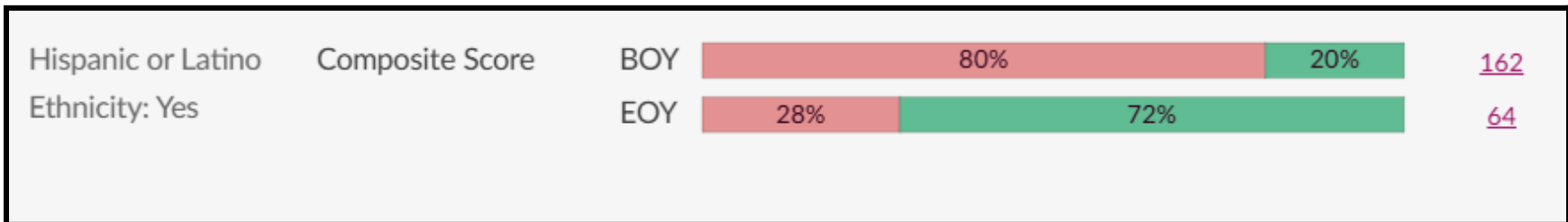
If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Even though we met our goal, we will continue to work on increasing opportunities for parent involvement. We are going to add parent/teacher conferences this year so we can bring all parents into the building to discuss their child's progress. At this time, we will offer ways they can support their child at home.

Goal 3

Measurable outcome met? Yes **No**

~~Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) from 6%, or 6 students to 91%, or 104 students. Additionally, 100% of our 99 Hispanic students (87%) that scored Well Below on the beginning of the year assessment will grow out of red.~~ Revised Goal: Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) to 85%.



Our school-wide goal is 91% proficient, so we want to make sure we are setting a rigorous goal for our Hispanic students as well. We would like to see at least 85% of our Hispanic students scoring proficient or above. We want 100% of our Hispanic students out of red.

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

If the goal was not met, explain why.

Our Hispanic students have historically struggled in early literacy skills. Sometimes their lack of language skills impedes their progress, and their parents have a hard time supporting them at home. We have also seen a trend of poor attendance for some of these students.

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

Yes. We still have a need to support our Hispanic students, and ensure that we help them reach their full potential. In the past, we have excluded our level 1 EI students from our MTSS process, because they were receiving Tier 3 support already. However, we have decided to include them in our MTSS work, so that we can work with staff and parents to identify appropriate interventions for these students that may be struggling to acquire early literacy skills.

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:

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Goal 1: <i>Jeremiah Gray Kindergarten will increase our yearly attendance rate from 91% to 95%, while reducing our percentage of students that are absent more than 10% of the school year.</i></p> <p>REVISED: Jeremiah Gray Kindergarten will decrease our percentage of students missing 10% or more of the year from 27% to 20%.</p> <p>Students that attend school consistently are able to access grade level instruction to master state standards.</p>	<p>Yes No</p>	<p>Our percentage of students missing more than 10% of the school year is increasing each year.</p> <p>We have steadily grown over the past three years: 18.7% (20-21), 28.2% (21-22), to 33.4% (22-23) to 26.7% (24-25)</p> <p>This year our percentage of students missing more than 10% of the year came in at 26.7% So while this is a 6.7% decrease, we still need to focus on reducing this number of chronic absences.</p>	<p>With our steady increase of students missing more than 10% of the year, we need to show an improvement in daily attendance.</p> <p>We need a reduction in the number of chronic absences.</p>	<p>Lack of transportation.</p> <p>Parents may not prioritize Kindergarten.</p> <p>Parents also may struggle to let children transition to school.</p>	<p>Yes</p>

<p>Goal 2: Jeremiah Gray Kindergarten will increase the number of parent involvement opportunities that focus on student achievement, and provide educational resources to families that will support student learning at home.</p> <p>A strong partnership between parents and teachers allows for increased academic growth at school and home.</p>	<p>Yes No</p>	<p>Currently we offer several opportunities for parents to visit the school. However, teachers report that parents struggle to help their child with academic skills at home.</p> <p>Parents do not have knowledge or resources at home to support their child with homework and early literacy skills.</p>	<p>Knowing that many of our parents do not understand the demands of kindergarten, they are unable to help their children at home.</p> <p>We need to provide more opportunities for parents to receive the knowledge and resources they need to support their child's academic progress at home.</p>	<p>Parents may not understand the importance or rigor of Kindergarten.</p> <p>Parents may need more opportunities to be involved.</p>	<p>Yes</p>
<p>Goal 3: Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) from 6%, or 6 students to 91%, or 104 students. Additionally, 100% of our 99 Hispanic students (87%) that scored Well Below on the beginning of the year assessment will grow out of red. Revised Goal: Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) to 85%.</p> <p>All students, regardless of race or ethnicity, should be able to acquire the foundational reading skills necessary to become confident readers.</p>	<p>Yes No</p>	<p>Our Hispanic students are one of our lowest performing groups, and struggle to acquire foundational literacy skills.</p> <p>Parents do not speak English, and struggle to support their children at home.</p> <p>This community also works, and children are in the care of older siblings or sitters.</p>	<p>Noticing our Hispanic students struggle to acquire foundational literacy skills, we need to find ways to support their growth at school and home.</p> <p>We need to help our Hispanic families understand how to help their children, and provide resources to promote this support at home.</p>	<p>Parents may not understand the student role their children must take at school to be successful.</p> <p>They may not understand the academic expectations or how to help.</p>	<p>Yes</p>

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Goal #1</p> <p><i>Jeremiah Gray Kindergarten will increase our yearly attendance rate from 91% to 95%, while reducing our percentage of students that are absent more than 10% of the school year.</i> REVISED: Jeremiah Gray Kindergarten will decrease our percentage of students missing 10% or more of the year from 27% to 20%.</p> <p>Students that attend school consistently are able to access grade level instruction to master state standards.</p>	<p>Lack of transportation. Students may miss the bus due to family issues: oversleep, working parents, no vehicle.</p> <p>Parents may not prioritize Kindergarten. The perception may be that it isn't rigorous or necessary, and that they lack an understanding of the state standards. Culturally, school may not be a priority.</p> <p>Parents also may struggle to let children transition to school. They worry about their children, and school may seem scary for parents that haven't sent children to preschool or daycare before. Some students may have never been away from home before.</p>

<p>Goal #2</p> <p><i>Jeremiah Gray Kindergarten will increase the number of parent involvement opportunities that focus on student achievement, and provide educational resources to families that will support student learning at home.</i></p> <p>A strong partnership between parents and teachers allows for increased academic growth at school and home.</p>	<p>Parents may not understand the importance or rigor of Kindergarten. They may not realize the curriculum specifics, and don't know what to ask. School staff deliver instruction using state standards and district approved curriculum, and may not realize that it may be confusing to parents. A language barrier may make this even more difficult.</p> <p>Even though we have technology to support parents, it can sometimes be overwhelming to parents. They may need assistance accessing technology, and may struggle to use it. There is a lot of information coming home on various platforms, and it may be too much for parents to understand.</p> <p>Parents may need more opportunities to be involved. We may need to consider more family events, and possibly organize a parent group.</p>
<p>Goal #3</p> <p><i>Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) from 6%, or 6 students to 91%, or 104 students. Additionally, 100% of our 99 Hispanic students (87%) that scored Well Below on the beginning of the year assessment will grow out of red. Revised Goal: Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) to 85%.</i></p> <p>All students, regardless of race or ethnicity, should be able to acquire the foundational reading skills necessary to become confident readers.</p>	<p>Parents may not understand the student role their children must take at school to be successful. Culturally, they may not have the same school experience. They may have the perception that school isn't required to fulfill jobs their children may do later in life.</p> <p>They may not understand the academic expectations or how to help. They don't speak English and many don't take opportunities to learn the language.</p> <p>In order to communicate with the school, they require interpreters. We have one interpreter that has to support over 100 families.</p> <p>Culturally, our refugee population is coming from underdeveloped areas of the world, and they have a limited understanding of the US educational system. Children do not go to preschool, and have spent little time away from family. In some cases, children have incurred trauma. Some may have come to the country with one parent, leaving the other in their native country.</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	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

GOAL 1	<i>Jeremiah Gray Kindergarten will increase our yearly attendance rate from 91% to 95%, while reducing our percentage of students that are absent more than 10% of the school year.—REVISED: Jeremiah Gray Kindergarten will decrease our percentage of students missing 10% or more of the year from 27% to 20%.</i>			
Data Checkpoints (dates)	Monthly	End of Year		
Evidence at Checkpoints	Student absence data	Realization of Goal		
Evidence- Based Strategy 1	Progress Monitoring			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Track student attendance, and offer monthly rewards for perfect attendance.	September 1, 2025- May 2026	Jackie Miller, Courtney Hess and Jennifer Lopez Hunt	Each month we should see a decrease in student absences.
Action Step 2	Parent education about the rigor of Kindergarten, through parent nights, video clips, and communications.	September 1, 2025- May 2026	Jackie Miller, Courtney Hess, Jennifer Lopez Hunt, JGKA teachers.	Each month we should see a decrease in student absences.
Yr. 2 Measurable Objective				
Yr. 3 Measurable Objective				

GOAL 2	<i>Jeremiah Gray Kindergarten will increase the number of parent involvement opportunities that focus on student achievement, and provide educational resources to families that will support student learning at home.</i>			
Data Checkpoints (dates)	September 2025	December 2025	May 2026	
Evidence at Checkpoints	Agendas, Resources, Parent Sign-in sheets	Agendas, Resources, Parent Sign-in sheets	Agendas, Resources, Parent Sign-in sheets	
Evidence- Based Strategy 1	The staff of JGKA will prepare and offer a variety of opportunities to inform the parents about the Kindergarten Curriculum. They will coordinate more opportunities for parents to see what skills are being taught, and provide resources to support learning at home.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Family Events: Curriculum Nights, Parent Data Meetings	September 2025 through May 2026	Literacy Committee, Administration, Teachers, Interpreters	Parent attendance to these events will increase.
Action Step 2	Family Education and Resources	September 2025 through May 2026	Literacy Committee, Administration, Teachers, Interpreters	Parent Survey
Yr. 2 Measurable Objective				
Yr. 3 Measurable Objective				

GOAL 3	<i>Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) from 6%, or 6 students to 91%, or 104 students. Additionally, 100% of our 99 Hispanic students (87%) that scored Well-Below on the beginning of the year assessment will grow out of red. Revised Goal: Jeremiah Gray Kindergarten will increase our number of Hispanic students that scored proficient or above in their early literacy skills (mClass Dibels Composite) to 85%.</i>
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Data Checkpoints (dates)	Middle of Year Benchmark	End of Year Benchmark		
Evidence at Checkpoints	Students will grow in proficiency; Number of students in Red (Well-below) will decrease.	85% of our Hispanic students will score proficient or above on dibels composite. 100% will be out of Red (Well-below).		
Evidence- Based Strategy 1	Hispanic students will be progress monitored weekly by their General Education classrooms to receive more individualized and timely interventions during their classroom intervention time and pull-out support from our Interventionists, if needed			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Progress Monitor Weekly	September 2025-May 2026	JGKA Teachers	mClass Dibels Data
Action Step 2	Create pull out groups for intervention time	September 2025-May 2026	JGKA Teachers & Interventionists	mClass Dibels Data
Yr. 2 Measurable Objective				
Yr. 3 Measurable Objective				

Professional Development Plan

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

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

Professional Development Goal	Teachers will demonstrate best practices in teaching through professional development provided by master teachers trained in the NIET framework. This professional development includes specific social emotional learning strategies for teachers to support our diverse population of students.	Linked SIP Goals Yes No
Possible Funding Source(s)		
Evidence of Impact	Teachers that earn an average score of 3 on evaluations are considered effective and will help their students grow at least one year's worth through their instructional practices. Students will learn strategies, both academically and socially to support their learning and growth.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● Weekly professional development meetings with follow-up support provided by the instructional leadership team ● pre-observation conferences and post-observation conferences between the teacher and leadership team member ● Data analysis and lesson development support 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Weekly professional development meetings ● Team meetings ● Data meetings 		