



School Name: William McKinley Elementary

School Number: 3953

Street Address: 4825 Magoun Ave.

City: East Chicago

Zip Code: 46312

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

Principal: Dr. Rasheeda Green

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Superintendent: Dr. Javier Abrego

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Contact for Grants: Ms. Cindy Castro

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

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

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

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

This is an initial three (3) year plan. **Yes No** This is a review/update of a plan currently in use. **Yes No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

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

This school receives Title IA funding. **Yes No** Is the school's Title I program **Schoolwide** or **Targeted Assistance**? **SW TA** **If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*₂

--- 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)
Sample: Alma Smith	Teacher	CNA, SIP, BOTH	ELA, Black, Spec. Ed.
Allyson Arredondo	Teacher	Both	Black & SPED
Amy Bradford	Teacher	Both	Black & SPED
Tyla Miller	Teacher	Both	Black & SPED
Melissa Burgess	Teacher	Both	Black & SPED
Rosamarie Hinojosa	Paraprofessional	Both	Black & SPED
Jessica Nunez	Bilingual Family Liaison	Both	Black & SPED
Cierra Upshaw	Parent	Both	Black & SPED
Ruzica Hamilton	EL Specialist	Both	Black & SPED
Debra Williams	Community Member	Both	Black & SPED
Rasheeda Green	Principal	Both	Black & SPED

Techa Lott	Teacher of Record	Both	Black & SPED
Crystal Montemayor	School Psychologist	Both	Black & SPED
Charles Sanders	Dean of Student	Both	Black & SPED
Celeste Maldonado	Community Member	Both	Black & SPED
Christina Gutierrez	Elementary Director	Both	Black & SPED

--- 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: "Learning for ALL...Whatever it Takes"

District Goals:

- All Schools will have a C rating or above.
- All schools will attain a 50% passing rate on state assessments (ELA/Math).
- All students will attain a +95% attendance rate, and our teachers/staff will achieve a +98% attendance rate.
- All schools will implement a Reteach block during the school day.
- SCEC will develop partnerships to support our students.
- The SCEC will improve the culture and climate of our schools by setting high expectations.

District Mission: All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

School Vision: McKinley Elementary, as a collaborative school community, will provide a nurturing learning experience. We are committed to preparing our students academically and socially. We foster a safe, positive learning environment that recognizes the whole child.

School Mission: Creating compassionate and confident lifelong learners. Cooperation, communication, and mutual respect are promoted through community partnership.

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? • NA

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 description

Sample: Reading	1-6	ABCReadingisFun	Yes	Tier1,2,3	Textbookandreadersarecore component reading program.	YesNo	X
ELA	K-6	AmericanReading Company	Yes No	Tier1,2,3	ARC's curriculum ensures students are able meet the demands of tomorrow through extensive reading, multiple extended writing projects, and daily practice discussing both ideas and tests with peers.	YesNo	X

Math	K-6	Reveal Mathematics	Yes No	Tier1,2,3	Reveal Mathematics allows teachers to create rich classroom environments in which students' stall levels become active, real-world problem solvers.	YesNo	
ELA	K-2	95%group	Yes No	Tier1,2,3	Provides resources utilized within Tier 2 and 3 instruction	YesNo	
ELA	3-6	BenchmarkLiteracy	Yes No	Tier1,2,3	Benchmark Provides teachers the ability to support students in the development of multiple reading skills needed to increase student comprehension, fluency,vocabulary, and decoding.	YesNo	
ELA	K-6	CurriculumMaps	Yes No	Tier1,2,3	Maps Facilitate Spacing, standards-based instruction, and ensure the delivery of a guaranteed and viable curriculum.	YesNo	
Math	K-6	Curriculum Maps	Yes No	Tier1,2,3	Maps Facilitate Spacing, standards-based instruction, and ensure the delivery of a guaranteed and viable curriculum.	YesNo	
ELA	K-6	Reading A-Z	Yes No	Tier1,2,3	Reading A-Z offers an extensive collection of leveled reading resources that puts developmentally appropriate content in each	YesNo	

					student's hands.		
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Math		MovingWithMath	Yes No	Tier1,2, D	Provides concrete manipulatives with the Concrete-Representational Abstract instructional methodology to develop conceptual understanding of essential objectives	Yes No	
ELA	K-6	NWEA	Yes No	Tier 1, 2, 3	A research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction	Yes No	
Math	K-6	NWEA	Yes No	Tier 1, 2, 3	A research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction.	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

Core Element 1: Curriculum [Required for all] *continued* Agree + Strongly Agree > 75% Agree + Strongly Agree

50%-74% Agree + Strongly Agree < 50%

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	4%	10%	33%	53%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	0%	2%	12%	47%	39%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	10%	4%	29%	41%	16%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	4%	12%	25%	47%	12%

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

- Building main office and district offices

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.

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Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	4%	4%	10%	36%	34%	12%
A process for coordinating instructional services (e.g., Head Start, adult education, etc.) is in place.	2%	8%	10%	43%	27%	10%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	2%	0%	10%	18%	42%	28%
Teachers use strategies that monitor and adjust instructional during lessons (e.g., adjusted based on checks for understanding).	0%	2%	0%	20%	42%	36%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	0%	2%	32%	38%	28%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	0%	28%	44%	28%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	2%	0%	24%	54%	20%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	0%	16%	62%	22%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	2%	4%	20%	52%	22%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	2%	18%	56%	24%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	2%	10%	27%	45%	16%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	4%	18%	46%	32%
Teachers work collaboratively to support and refine instructional effectiveness (e.g., with feedback, coaching, etc.).	0%	4%	4%	18%	34%	40%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	2%	24%	36%	38%

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.

- Teachers are expected to use formative data to adjust and differentiate instruction as needed. Specific attention is given to utilizing IREADY data to identify students for WIN (What I Need) time remediation and enrichment. Data collaboration and discussions concerning varied instructional strategies occur during weekly PLCs. The data conversations inform instructional practices during the daily 45 minute WIN

(What I Need) time for ELA and 30 minutes for math.

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.

NWEA	K-6	Benchmark, Com. Form., Summative, Other	The resulting data is used for the analysis of each student's academic growth and achievement.	Yes No	
NWEA Reading Fluency	K-3	Benchmark, Com. Form., Summative, Other	MAP Reading Fluency is an online adaptive reading assessment for students in grades PK-5 who are learning to read. It measures foundational reading skills, with an emphasis on oral fluency	Yes No	
Reveal Math	K-6	Benchmark, Com. Form., Summative, Other	Reveal Math is strategically designed to fuel active student engagement and deepen conceptual understanding.	Yes No	
Beyond Textbook Common Formative Assessments	K-6	Benchmark, Com. Form., Summative, Other	Common formative assessments provide the data needed to facilitate remediation, enrichment, and continuous instructional improvement.	Yes No	
Phonological Awareness Screener for Intervention (PASI)		Benchmark, Com. Form., Summative, Other	PASI is utilized as a diagnostic tool to pinpoint specific skill deficits and facilitate teachers' group of students for focused intervention based on the screener's results.	Yes No	
IRLA	K-6	Benchmark, Com. Form., Summative, Other	The IRLA delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth.	Yes No	

LLI	GR. 2-6	Benchmark, Com. Form., Summative, Other	Leveled Literacy Interventions is an intensive, small-group, supplementary literacy intervention for students who struggle with reading.	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	9

		Benchmark, Com. Form., Summative, Other		Yes No	
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Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	2%	0%	2%	10%	49%	37%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	0%	6%	4%	41%	49%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	4%	2%	0%	29%	37%	22%

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 teachers of McKinley Elementary are expected to include formative assessment as part of each week's instruction. Additionally, a system for data analysis and ongoing professional development intended to increase teachers' capacity to utilize data exists within the school's PLC structure. Administration leads PLC data discussion specific to common formative assessment data and the creation of flexible grouping of students for tier one and tier two instruction. Additionally, individual teacher data meetings occur once per quarter to assist teachers in using data to inform fluency checks, reading levels, and work habits.

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

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

Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

Core Element 4: Coordination of Technology Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	2%	2%	2%	12%	47%	35%
A plan is in place to provide in-service training in the use of technology.	0%	4%	0%	45%	31%	10%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	14%	0%	31%	24%	8%
There are established procedures for maintaining technology equipment.	0%	2%	0%	33%	39%	12%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	4%	0%	49%	35%	6%

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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 (in-person and virtual)
Other	

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

- Moving forward, the school is determined to provide more opportunities for students to progress along the Indiana Career Readiness Progression. This will serve to better prepare students for entering middle school, completing the Indiana Graduation Pathways, and ultimately graduating college and career ready.

Grades 6-8 only

Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers (in-person and virtual)	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.

- Moving forward, the school is determined to provide more opportunities for students to progress along the Indiana Career Readiness Progression. This will serve to better prepare students for entering high school, completing the Indiana Graduation Pathways, and ultimately graduating college and career ready.

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

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.

Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

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Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	2%	2%	2%	17%	50%	27%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	2%	6%	2%	17%	50%	23%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	2%	2%	0%	17%	44%	35%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	2%	6%	2%	21%	47%	27%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	13%	21%	4%	20%	23%	13%
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	4%	2%	0%	13%	56%	25%
All staff express belief that all children can learn and consistently encourage students to succeed.	2%	2%	0%	17%	35%	44%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	2%	2%	2%	23%	46%	25%

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

- Through the use of state data reports.

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

- The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.

- The school provides training and holds discussions with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' culture

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

- The school provides training and holds discussions with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' culture

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

- Curriculum maps have been refined to include resources that will be culturally relevant to our student population. Attention is also being given to utilizing the diverse, culturally relevant resources that exist in our community.

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: 130 Two Years Ago: 111 Three Years Ago: 69

What may be contributing to the attendance trend?

- A significant portion of the student population misses school for extended periods of time due to extended family and church trips. A need exists to communicate to families the importance of regular school attendance.

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

- A new student management system (i.e. Skyward) began to be utilized during the 2021-2022 school year and is being leveraged to communicate to students and families the importance of school attendance.
- The families of chronically absent students are referred to Geminus or our District's Parent Cafe (Community Partners) for additional support. All students with more than three absences are reviewed during our Student Support Team meetings. Family support and interventions are planned during this time to assist in improving student attendance.
- The school is currently proactively tracking "improving attendees."

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

- Building leadership tracks and reviews attendance data regularly to inform decision-making. The Building leadership team meets weekly to discuss chronic absenteeism and supports/interventions.

Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	0%	4%	4%	42%	50%
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.	3%	2%	4%	19%	50%	23%

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

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

- McKinley Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, McKinley makes a concerted effort to involve parents in all phases of their child's learning. Parents are informed of the services and events offered by the school through phone calls, text messages, newsletters, and the school webpage.
- Strategies and opportunities to increase family and community engagement include, but are not limited to monthly parent nights, semester awards, open houses, a back-to-school rally, raising successful learners workshop, scholastic book fair, Healthy Mental Growth for Children Workshop, American Education Week Open House, Family Fun Night, Community Night, Community Readers, Student and Parent Luncheon, Seasonal Family Activities, Santa's Workshop, Winter and Spring Music Programs, Presentations from Healthy East Chicago, ISTEP+ Workshop, Breast Cancer Awareness, and Literacy Training, Technology Workshops.

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

- The position of Parent Liaison and Bilingual Family Community Liaison exists to serve as the point person for maximizing family engagement in school-sponsored events and programs as well as facilitate increased communication between the school and families. The school's Parent Team assists in these efforts.

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

- McKinley Elementary utilizes the Skyward student management system to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed...
 - 3 absences- Teachers call home and notify the principal
 - 5 absences- A notice is sent to the child's home
 - 6 to 7 absences- Parents are required to come to the school to sign an attendance contract
 - 8 to 9 absences- A certified letter is sent to the child's parents
 - 10 absences- CPS is notified
- Additionally, families of chronically absent students are referred to Geminus and our Parent Cafe for additional support.

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

- The school provides training and holds discussions with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' cultures. Also, our newly hired Bilingual Family Coordinator serves as a liaison between our school and our parents to support translations and parental partnerships.

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?

- NA

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

- NA

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

- NA

Graduation rate last year: Percent of students on track to graduate in each cohort:

- NA

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.

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered.

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

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure the coordination of resources, programming, and services among local, state, and federal resources.

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.

- The School City of East Chicago has a city-wide preschool program that is located at the Carrie Gosh Early Learning Center. Collaboration occurs regularly between McKinley administration, teachers, and the preschool staff over curriculum and instructional strategies.

• McKinley Elementary School seeks to ensure the transition from preschool to elementary is one in which students and their families feel comfortable. As such, the school hosts an in-service for all incoming kindergarten students. Students meet the kindergarten teachers, are given a tour of the building, and ultimately learn what to expect and look forward to during their first days at the school. Parents are also provided a handout that contains resources and first-year expectations.

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.

- The district supports McKinley Elementary School by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the ECPS Teacher Mentor Program assists McKinley Elementary School novice teachers in learning about the district and Block Middle School by attending an orientation program at the beginning of the year.

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.

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

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:

The core element items are labeled above as... Agree + Strongly Agree > 75% Agree + Strongly Agree 50%-74% Agree + Strongly Agree < 50%

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.

- These questions drove the discussion in identifying the “Key Factors from the Teacher Inquiry Form” and can be found in Appendix

E

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

McKinley building leadership, teachers, and district coaches will collaborate throughout the 2021-2022 school year in order to refine curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a...

-8.0% increase in students achieving proficiency in ELA -8.5% increase in students achieving proficiency in Math -8.0% decrease in students achieving low growth ELA +10.4% decrease in students achieving low growth Math -4.9% increase in students achieving high growth ELA* +5.8% increase in students achieving high growth Math**

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

- continue with utilizing Common Formative Assessments
 - were intentional about including 2nd grade this yr - would like to continue
- continue Math success/ WIN time (What I Need) - some grade levels were really able to reteach skills - students were switching teachers
 - more buy in this yr in sharing students
- Need to make sure Paras are comfortable with math - 6th grade and foundational literacy skills especially (provide professional development)
 - have had to do some pre lessons
- Maintenance of priority standards has to be addressed moving forward

If the goal was not met, explain why.

- The rigor of ILEARN and many students needing additional support on mastering foundational and numeracy skills
- Slow implementation of the reading series - was a very different way of teaching - Still need training from ARC
 - we have different levels of need across grade levels (some may want basic while others may need to move forward)
Need to determine what this looks like for new teachers
 - extra tool kits for SPED needed
- A continued revision/align ARC and other Literacy programs with the adopted ELA curriculum maps
- core curriculum element training

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

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Goal 2 Measurable outcome met? **+Yes -No**

Throughout the 2021-2022 school year, McKinley Elementary will (1) actively engage in the training, development, and implementation of an instructional priorities model and (2) create and implement a data-driven SUCCESS framework to improve student learning as indicated by...

-8.0% increase in students achieving proficiency in ELA -8.5% increase in students achieving proficiency in Math -8.0% decrease in students achieving low growth ELA +10.4% decrease in students achieving low growth Math -4.9% increase in students achieving high growth ELA* +5.8% increase in students achieving high growth Math**

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

- Teachers felt really good about SUCCESS/now WIN (What I Need) time. Teachers were able to create strategic intervention/ small groups and student feedback concerning engagements was very positive
- Walkthrough feedback could be more focused
 - would like to have a more detailed walk-through form that provides teachers with non-evaluative formative feedback
- ELL - some new teachers are going to need PD on working with ELs
 - A need exists to continue with own PLC meetings
 - Level 1s are still a concern
- SPED specific PD would be helpful as well
 - need to connect with what is going on in Gen ed. - need to attend all PLCs with Data
 - SPED needs to be having their own PLC and data meetings

- Cultural competency training is still a need.

If the goal was not met, explain why.

- See above

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

Goal 3 Measurable outcome met? +**Yes -No**

Throughout the 2021-2022 school year, McKinley Elementary will develop and progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based problem solving and decision-making around providing students with tiered academic, behavioral, and social support as indicated by:

- *A decrease of 19 suspensions
- *A 10% increase in students identified as model attendees
- *A 3% increase in staff attendance
- *An improvement in student and staff climate and culture survey data

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

- NA

If the goal was not met, explain why.

- confusion among staff on MTSS referral stars process-how are we identifying student needs
 - PD is needed on what is MTSS
- cultural competency
- Revision of SEL curriculum and the use of Panorama platform will be in place - using primarily the IDOE curriculum pieces and the monitoring of student data through Panorama
- many staff members are not comfortable dealing with our unique student populations and their needs
 - parental and community involvement was limited due to pandemic
 - a need exists for a safe and comfortable environment for our students and families - need to build rapport on this
- bullying, suicide prevention, and SEL supports will be needed to support all grade levels

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and

current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1 2 3 4 5 6

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

do not feel safe at school.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include the 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
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<p><u>We desire for all students to exhibit one or more academic year's growth and demonstrate proficiency, as indicated by</u></p> <p>formative, interim, and summative data, on both the Indiana Academic and Indiana Employability Skills standards.</p>	<p>Yes No</p>	<p>On average, 46.3% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 32.1% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has decreased by 24.9. Over the last 2 years, the percentage of students in high growth for MATH has increased by 20.0.</p> <p>Most recently, students demonstrated growth on IREADY 2022 benchmark assessment, with 98% of the students in Ela and 99% of the student in Math meeting their growth target.</p> <p>On average, 41.0% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 36.2% of students have demonstrated high growth</p>	<p>State assessment, interim, and formative data reveals our students are experiencing high levels of academic growth. We are determined to continue to challenge our students to meet our high expectations as we continue to strive for even higher percentages of students receiving high growth. We recognize the importance of sustained growth that results from a large percentage of our student population being academically below grade level proficiency.</p>	<p>X</p>	<p>2</p>
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		on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has decreased by 5.6. Over the last 2 years, the percentage of students in high growth for ELA has increased by 3.7.			
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We desire for all students to exhibit one or more academic year's growth and <u>demonstrate proficiency, as indicated by formative, interim, and summative data, on both the Indiana Academic and Indiana Employability Skills standards.</u>	Yes No	<p>On average, 24.2% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -2.2 percentage points change. On average, 30.4% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -25.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 6.2% on average over the past three years.</p> <p>On our most recent ILEARN scores, approximately 4.8% of students at McKinley Elementary demonstrated proficiency in ELA and Math. Based upon our IREADY End of the Year Benchmark data from the 2021-2022 school year, students meeting typical growth in ELA are reported as:</p> <p>K = 54%</p> <p>1st = 38%</p>	Data reveals a large number of students are below grade level proficiency. We are determined to maintain our high levels of student growth so that over time we are able to progressively move our students to academic proficiency. We recognize that ILEARN results from the 2018-2019 school year provide a base level from which we are determined to improve.		3
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		<p>2nd =42%</p> <p>3rd = 67%</p> <p>4th = 40%</p> <p>5th = 49%</p> <p>6th = 56%</p> <p>IREADY End of the Year Benchmark data from the 2021-2022 school year, students meeting typical growth in Math are reported as:</p> <p>K = 57%</p> <p>1st = 44%</p> <p>2nd =54%</p> <p>3rd = 41%</p> <p>4th = 40%</p> <p>5th = 49%</p> <p>6th = 61%</p>			
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<p>We aspire for students to develop a growth mindset, demonstrated by their ability to progress academically, socially, and emotionally. Through the MTSS framework, we will provide the tiered supports they need to thrive.</p>	<p>Yes No</p>	<p>Teacher, leadership, and student focus groups reveal the need to provide students with increased social-emotional support. Climate and culture survey data also support the need for increased social-emotional support. Additionally, the model attendee percentage at McKinley was 50% in 17-18 and 43.7% in 18-19. Quantitative and qualitative data analysis leads to the conclusion that student trauma and social-emotional needs are negatively impacting attendance, behavior, school culture, as well as proficiency and growth scores.</p> <p>In the 2021-2022 school year, McKinley Elementary acquired the use of the Panorama platform. In January 2022, students in grades 3-6 were given an SEL Survey regarding Student Competency and student Well Being. In Grades 3-5, 34% of the students felt that they needed more support with emotional regulation and 38% felt that support was</p>	<p>As we strive for our students to take ownership of their learning and be self-driven towards accomplishing their goals and dreams it will be imperative they receive the necessary academic, social, and emotional support. Further, we recognize the increased need for social-emotional support that is likely to result from Covid-19. We as a school are committed to providing the means and support for all students to overcome obstacles as they develop the skills and dispositions needed for future success.</p>	<p>X</p>	<p>1</p>
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		needed emotional support (having challenging emotions).			
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<p>We will work as a team, within professional learning communities, to analyze and leverage data in order to differentiate instruction, decrease proficiency gaps, and promote high-quality educational experiences for all student groups.</p>	<p>Yes No</p>	<p>African American- In the last year, the percentage of students in low growth has decreased by 3.5 percentage points. The average percentage of standard growth students for the last 2 years has been 24.3%. The average percentage of high-growth students for the last 2 years has been 33.9%. In the last year, the percentage of students in high growth has increased by 4.6 percentage points.</p> <p>SPED-In the last year, the percentage of students in low growth has increased by 17.6 percentage points. The average percentage of standard growth students for the last 2 years has been 35.5%. The average percentage of high-growth students for the last 2 years has been 30.3%. In the last year, the percentage of students in high growth has</p>	<p>McKinley Elementary is currently identified as TSI due to the underperforming student groups of SPED and African Americans. Moving forward, we continue to be devoted to ensuring educational equity and increasing opportunities for students to excel academically and dynamically advance along the Indiana Career Readiness Progression.</p>	<p>X</p>	<p>4</p>
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		decreased by 16.1 percentage points.			
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

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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 - Social-Emotional Learning and Support	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause</i>
2 - Academic Growth	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause</i>

3-Academic Proficiency	Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause
4-Low Performing Student Groups (African Americans & SPED)	<p>SPED</p> <ul style="list-style-type: none"> • SPED specific PLCs are needed • Increased support for Paras to lead small groups • Continued MTSS implementation <p>African American</p> <ul style="list-style-type: none"> • Cultural competency training for the staff • Culturally relevant curriculum resources • Data Analysis & Family Engagement

Write your Goal(s) from these. Develop strategies from these. 29

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, are 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
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School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	The teachers of McKinley Elementary will leverage the newly developed curriculum maps throughout the 2021-2022 school year to improve core instruction and student outcomes as indicated by... *9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math		
Data Checkpoints (dates)	September	January	April
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores
Evidence- Based Strategy 1 Curriculum Map Implementation	-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. -Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.		PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage instructional leadership in curriculum map implementation planning	July 2022-Aug. 2022	District leadership, building leadership, academic coaches	A plan will be established for curriculum map implementation that ensures continuous job embedded support
Action Step 2	Lead all staff training on understanding the core curriculum elements.	Aug 2022 -Sept 2022	building leadership, academic coaches	Teachers will be able to implement the maps with fidelity
Action Step 3	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	Sept. 2022- June 2023	building leadership, academic coaches, teachers	PLC forms are being utilized and reviewed
Action Step 4	Establish data cycles to ensure a guaranteed and viable curriculum	Sept. 2022-June 2023	building leadership, academic coaches, teachers	Data is being utilized to inform mastery of the priority standards and to plan SUCCESS time

Action Step 5	Establish the use of student data binders/data tracking sheets.	Dec 2022-June2023	District leadership, building leadership, academic coaches	Data binders will be utilized in order for students to be able to track their academic growth
Yr. 2 Measurable Objective	<p>The teachers of McKinley Elementary will leverage curriculum maps throughout the 2022-2023 school year to improve core instruction and student outcomes as indicated by...</p> <p>*9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math</p>			

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Yr. 3 Measurable Objective	<p>The teachers of McKinley Elementary will leverage curriculum maps throughout the 2023-2024 school year to improve core instruction and student outcomes as indicated by...</p> <p>*9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math</p>			
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GOAL 2	<p>McKinley Elementary will utilize professional learning cycles and a WIN (What I NEED) framework to improve instructional practice throughout the 2021-2022 school year as indicated by...</p> <p>*9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math</p>			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores	
Evidence- Based Strategy 1 SUCCESS Time	<p>-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.</p> <p>-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Review and revise the WIN framework to create intervention small groups.	Aug. 2022-Sept 2022	District leadership, building leadership, academic coaches	WIN time observation data reveals students are being adequately afforded opportunities for remediation and enrichment
Action Step 2	Conduct PLCs specific to analyzing data and meeting the academic needs of low-performing student groups	Sept. 2022-June 2023	Building Leadership, SPED teachers, EL director	Data is being analyzed and used to plan student interventions and instructional PD.

Evidence- Based Strategy 2 Instructional Priorities Model	-Goddard, R., Hoy, W. and Hoy, A (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i> . American Educational Research Journal, 37(2), pp 479-507.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Develop an electronic monitoring tool to ensure	Sept. 2022-Oct. 2023	District Leadership, Building Leadership	An electronic monitoring tool is developed, aligned to

	the fidelity of implementation of instructional priorities.			the school's instructional priorities, and is being used to provide teachers with non-evaluative formative feedback.
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Action Step 2	Engage teachers in PD and follow-up supports specific to authentic engagement.	Sept. 2022-May 2022	Building Leadership, Academic Coaches	Observation data indicates teachers are implementing newly learned instructional strategies with fidelity
Action Step 3	Utilize the electronic walkthrough form to collect data and provide teachers with nonevaluative formative feedback.	Oct. 2022-May 2023	Building Leadership	Data indicates walkthroughs are occurring every week. Teacher surveys indicate perceived value to the non-evaluative formative feedback being received.
Evidence-Based Strategy 3 SIOP Training	-Hadjioannou, X., Hutchinson, M , Hockman, M. (2016) Addressing the Needs of 21 st -Century Teachers Working with Culturally and Linguistically Diverse Learners. CATESOL Journal. Available at https://files.eric.ed.gov/fulltext/EJ1119609.pdf			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

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Action Step 1	Develop and utilize an online platform to provide teachers with focused support on SIOP strategies	Aug.2022- Dec 2022	District Leadership, EL Leadership	Data indicates walkthroughs are occurring every week. Teacher surveys indicate perceived value to the non-evaluative formative feedback being received.
Evidence-Based Strategy 4 STEM	Hansen, M (2014) Characteristics of Schools Successful in STEM Evidence from Two States' Longitudinal Data The Journal of Educational Research, 107(5), pp 374-391			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Establish a STEM Certification Team	September 2022	District Leadership	A STEM certification team is formed and a meeting schedule created.
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Action Step 2	Create a STEM Certification implementation plan	September 2022	District Leadership	A STEM implementation plan is created and approved by the superintendent
Action Step 3	Establish systems for addressing each STEM Essential Element	Oct. 2022-Jun. 2023	District leadership, building leadership, academic coaches	Self-evaluation rubrics indicate essential elements are being addressed
Action Step 4	Engage science and other applicable teachers in professional learning modules to enhance their capacity to plan and deliver STEM-based units of study	Dec. 2022-Aug. 2023	Building leadership, academic coaches	STEM units of study have been created and/or adopted.

Yr. 2 Measurable Objective	<p>McKinley Elementary will utilize professional learning cycles and a SUCCESS framework to improve instructional practice throughout the 2022-2023 school year as indicated by...</p> <p>*8.0% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math</p>
Yr. 3 Measurable Objective	<p>McKinley Elementary will utilize professional learning cycles and a SUCCESS framework to improve instructional practice throughout the 2023-2024 school year as indicated by...</p> <p>*9.6% Increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *8.0% decrease in students achieving low growth ELA *10.4% decrease in students achieving low growth Math *6.6% increase in DNP students achieving high growth ELA *4.3% increase in DNP students achieving high growth Math</p>

GOAL 3	<p>Throughout the 2022-2023 school year, McKinley Elementary will more fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by__.</p> <p>*A decrease of 19 suspensions *A 10% increase in students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data</p>			
Data Checkpoints (dates)	September	January	April	June

Evidence at Checkpoints	Improving Attendees* Suspension Data	Improving Attendees* Suspension Data	Improving Attendees* Suspension Data Climate and Culture Data	Model Attendees* Suspension Data
Evidence- Based Strategy 1 SEL Supports	Payton, J , Weissberg, R , Durlak, J , Dymnicki, A , Taylor, R , Schellinger, K , & Pachan, M (2008) <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i> Collaborative for Academic, Social, and Emotional Learning			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Adopt and implement a district-wide SEL program	Aug. 2022-June 2023	District Leadership	An evidence-based SEL program is collaboratively chosen ³⁸

Action Step 2	All staff training on Equity in Education and establish SEL/MTSS Leadership Team	Aug 2022—January 2023	School Leadership and school staff	Self-Efficacy survey
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Action Step 3	Provide teachers training and support in utilizing the District SEL/MTSS program.	Aug. 2022-June 2023	District Leadership, building leadership	Teachers understand the components of the SEL program and how it fits into a system of holistic student supports
Action Step 4	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	September 2022-November 2023	SEL Leadership Team	Implemented schoolwide screener and assessment schedule
Action Step 5	Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	December 2022-March 2023	School staff	Teacher exit tickets and Pre/post observations

Action Step 6	Create SEL strategic plan including vision, mission, goals, and communication plan	April 2023-July 2023	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 7	Progress monitoring SEL strategic plan using PDSA model	August 2022-ongoing	SEL Leadership Team	Progress monitoring report

<p>Yr. 2 Measurable Objective</p>	<p>Throughout the 2022-2023 school year, McKinley Elementary will more fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by. __</p> <ul style="list-style-type: none"> *A decrease of 19 suspensions *A 10% increase in students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data
<p>Yr. 3 Measurable Objective</p>	<p>Throughout the 2023-2024 school year, McKinley Elementary will fully implement an MTSS framework that systematically facilitates data-based problem solving and decision making around providing students with tiered academic, behavioral, and social supports as indicated by. __</p> <ul style="list-style-type: none"> *A decrease of 19 suspensions *A 10% increase in students identified as model attendees *A 3% increase in staff attendance *An improvement in student and staff climate and culture survey data

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that immediately impacts some aspect of a job, such as learning to use an on-line grade book 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	McKinley Elementary will engage in a series of interconnected training and follow-up support in order to develop the capacity and systems needed for curriculum map implementation and revision. Specific attention will be given to: (1) developing	Linked SIP Goals Yes No
	an understanding of the key curriculum elements, (2) vertically aligning priority standards, and (3) utilizing proficiency scales, common formative assessments, and tiered assessments.	
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	

40

Appendix A

Evidence of Impact	<ul style="list-style-type: none"> • Teachers understand how to plan for and ensure a guaranteed and viable curriculum that is driven by the identified priority standards. • A comprehensive system of assessment exists and drives remediation and enrichment • Classroom instruction reflects the rigor of the Indiana Academic Standards • Student growth and achievement improve and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met.
<p>Plan for coaching and support during the learning process:</p> <p>Teacher leaders will work at aligning the ARC reading series and current math resources to the curriculum maps. These same teachers will lead implementation efforts to ensure all teachers understand and can use the key curriculum elements. Additionally, job-embedded support will occur during PLCs as a system for ensuring a guaranteed and viable curriculum is established. Emphasis will be placed on ensuring any training also includes job-embedded follow-up support. Specifically, non-evaluative walkthroughs that result in teachers receiving formative feedback will ensure continuous reflection and improvement.</p>	

<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> • Aspects of the training will be included in the new teacher onboarding process • A PDSA cycle will be followed and continually reviewed, revised, and updated. • Processes will be created to routinely address the curricular resources within teacher team meetings. 		
Professional Development Goal 2	<p>The McKinley Elementary instructional staff will engage in a series of systematic professional learning cycles tied to the development of an instructional priorities model in order to ensure high-quality core instruction. Specific focus will be given to ensuring high expectations, literacy development across content areas, and mathematical reasoning. Additionally, tiered supports will be developed to serve new teachers, emergency permit teachers, and teachers that are on improvement plans.</p> <p>Additionally, staff will receive training and support to ensure WIN (What I Need) time is driven by commitments to know where students are at in learning the priority standards, data is utilized to meet students' individual needs, and everyone thinks critically and collaborates. McKinley Elementary will receive training through the 2021-2023 school year to assist in the implementation of newly adopted/created curriculum resources including Beyond Textbooks.</p>	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none"> • An electronic observation walkthrough tool is developed and utilized to provide teachers with non-evaluative formative feedback. • Classroom observation data indicates fidelity of implementation of curriculum maps and literacy-based assessments. • An assessment audit indicates increased levels of DOK, metacognition, and student writing. • A process exists for systematically analyzing observational data and using it to inform decision-making. • Observation data indicates newly learned instructional practices are being implemented with fidelity. • Student growth and achievement improve and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. 	

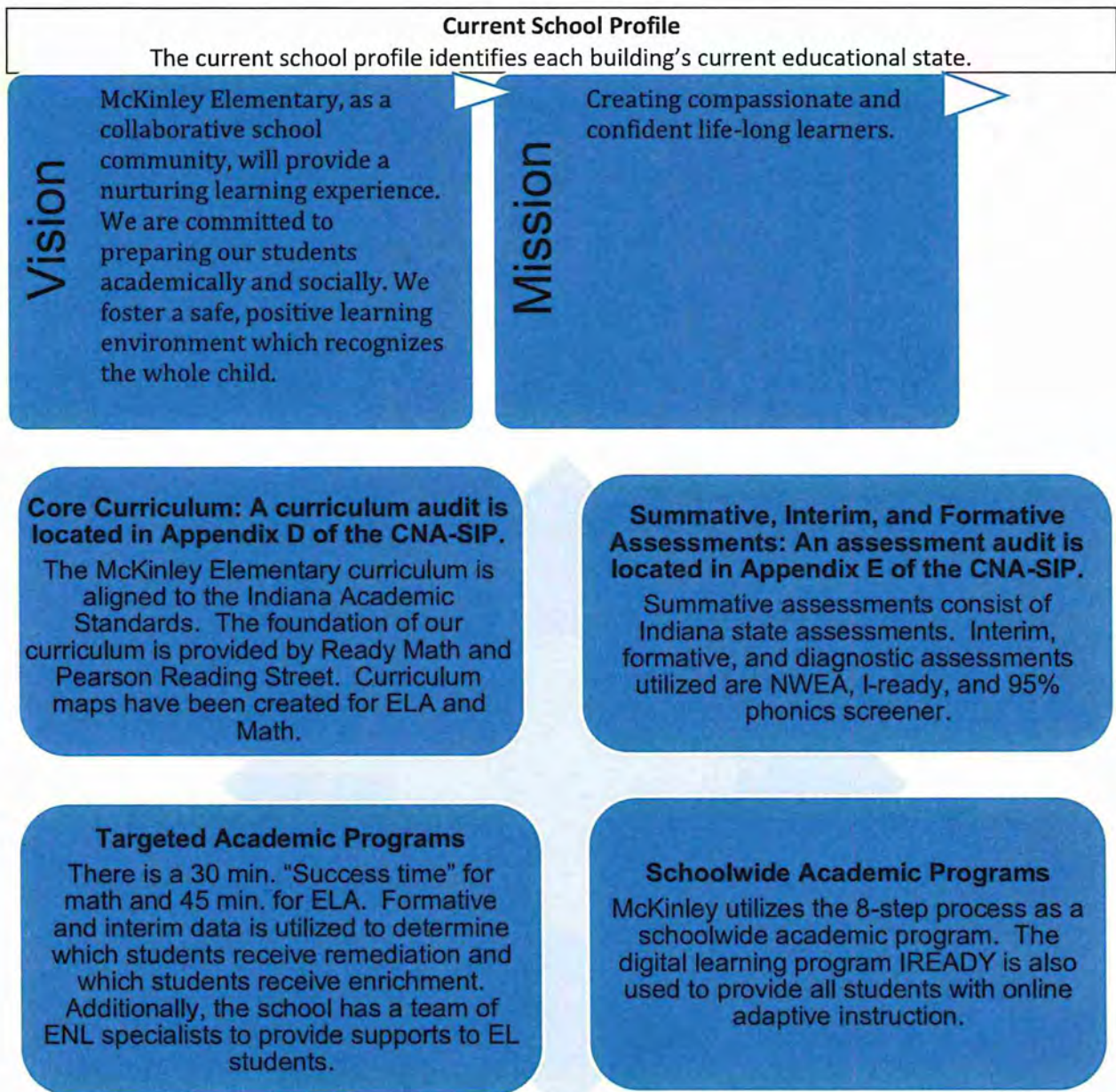
Plan for coaching and support during the learning process:

- Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as they are identified.
- A plan for systematically analyzing observation data will be established and used to inform future professional development opportunities and support.

How will effectiveness be sustained over time?

- Academic coaches will work with teachers to refine practices and ensure job-embedded support is continually provided.
- Teachers will collaborate over instructional strategies being implemented during PLCs.
- Opportunities will be provided to teachers for peer observations

Professional Development Goal 3	McKinley Elementary will engage in a series of aligned professional learning experiences to enhance the capacity of all staff to meet the academic, social, and emotional needs of all students. Teachers will have training in utilizing the MTSS process and reviewing data via the Panorama platform (SEL Surveys)	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none">● Behavioral and attendance data improves, and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met● SEL best practices are reflected in instruction as identified through classroom observation data.	
Plan for coaching and support during the learning process: Multiple sources of data (e.g , PD exit tickets, focus groups, observational data, and PLC discussions) will be utilized to inform and plan ongoing support		
How will effectiveness be sustained over time? SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding		



Teacher
Recruitment,
Selection,
Induction, and
Retention

The District supports McKinley Elementary by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, ECPS Teacher Mentor Program assists McKinley Elementary novice teachers in learning about the district and McKinley Elementary by attending an orientation program at the beginning of the year.

Teacher and
Staff
Professional
Learning

McKinley Elementary believes that professional development is a never-ending process that assists teachers in becoming reflective practitioners who actively close the achievement gap through effective instructional strategies. This is accomplished through weekly PLC meetings with district instructional coaches or principals and late start Wednesday professional development days.

Teacher and
Staff Coaching
and Evaluation
Model

The formal evaluation model is based on the requirements set forth by the IDOE and developed jointly by the school corporation and local teachers' union. The principal formally observes (1) short observation and (1) full observation per year. Informal observations occur weekly with teacher feedback provided.



Current School Improvement Strategies
Current school improvement strategies are centered on implementing the 8-Step process with fidelity. The cycle of improvement includes, (1) disaggregating data, (2) developing an instructional timeline, (3) delivering focused instruction, (4) administering frequent assessments, (5) reteaching non-mastered standards/skills, (6) providing enrichment opportunities for mastery students, (7) reinforcing learning through maintenance, and (8) progress monitoring. Specific attention is given to providing daily data-driven enrichment and remediation during success times. Additionally, McKinley is in the initial implementation year of MTSS. MTSS will be utilized to identify and provide support for students' social, emotional, behavioral, and academic needs.

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)
 Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (Reference: Indiana Code 20-31-6)

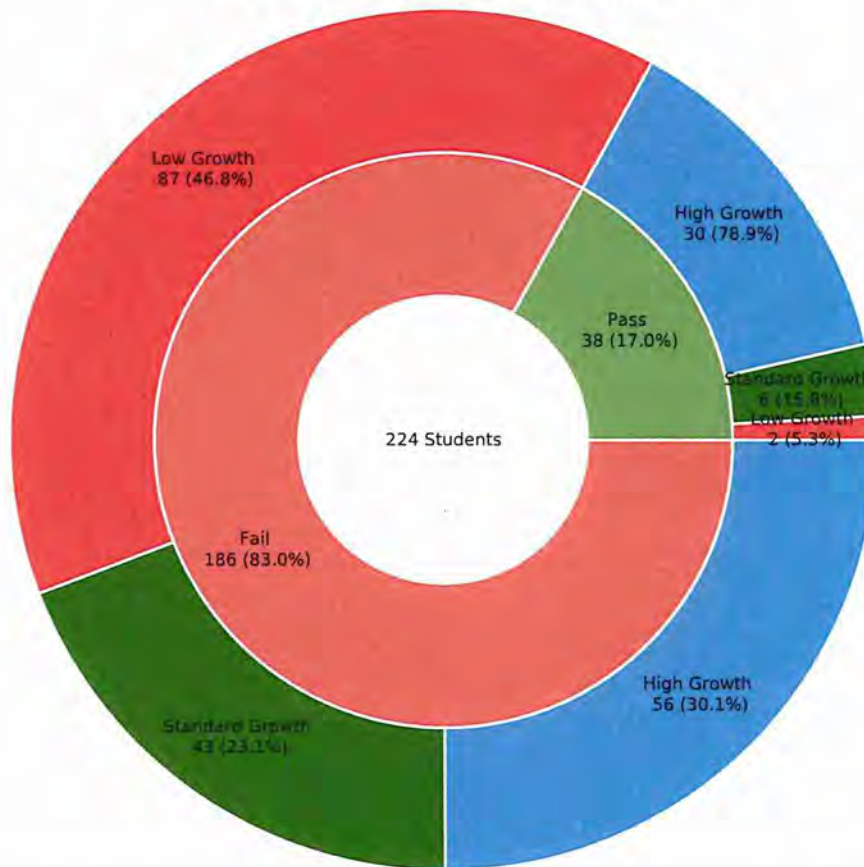


Appendix B

Report Card Analysis

William McKinley Elementary School

ELA Proficiency and Growth for 2019

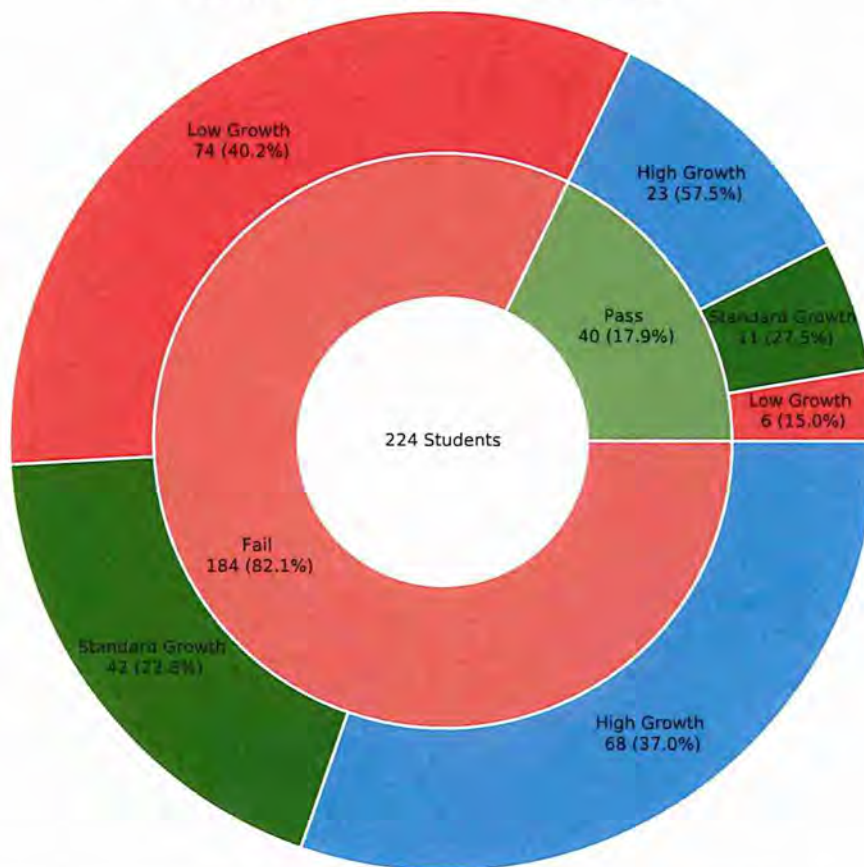


Of the 224 students, there were 17.0% who passed and 83.0% who did not pass. Of the students who passed, there were 78.9% demonstrated high growth, 15.8% demonstrated standard growth, and 5.3% demonstrated low growth. For the students who did not pass, there were 30.1% demonstrated high growth, 23.1% demonstrated standard growth, and 46.8% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 78.9%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 46.8%, this indicates that these students had less than one-year growth when compared to their academic peers.

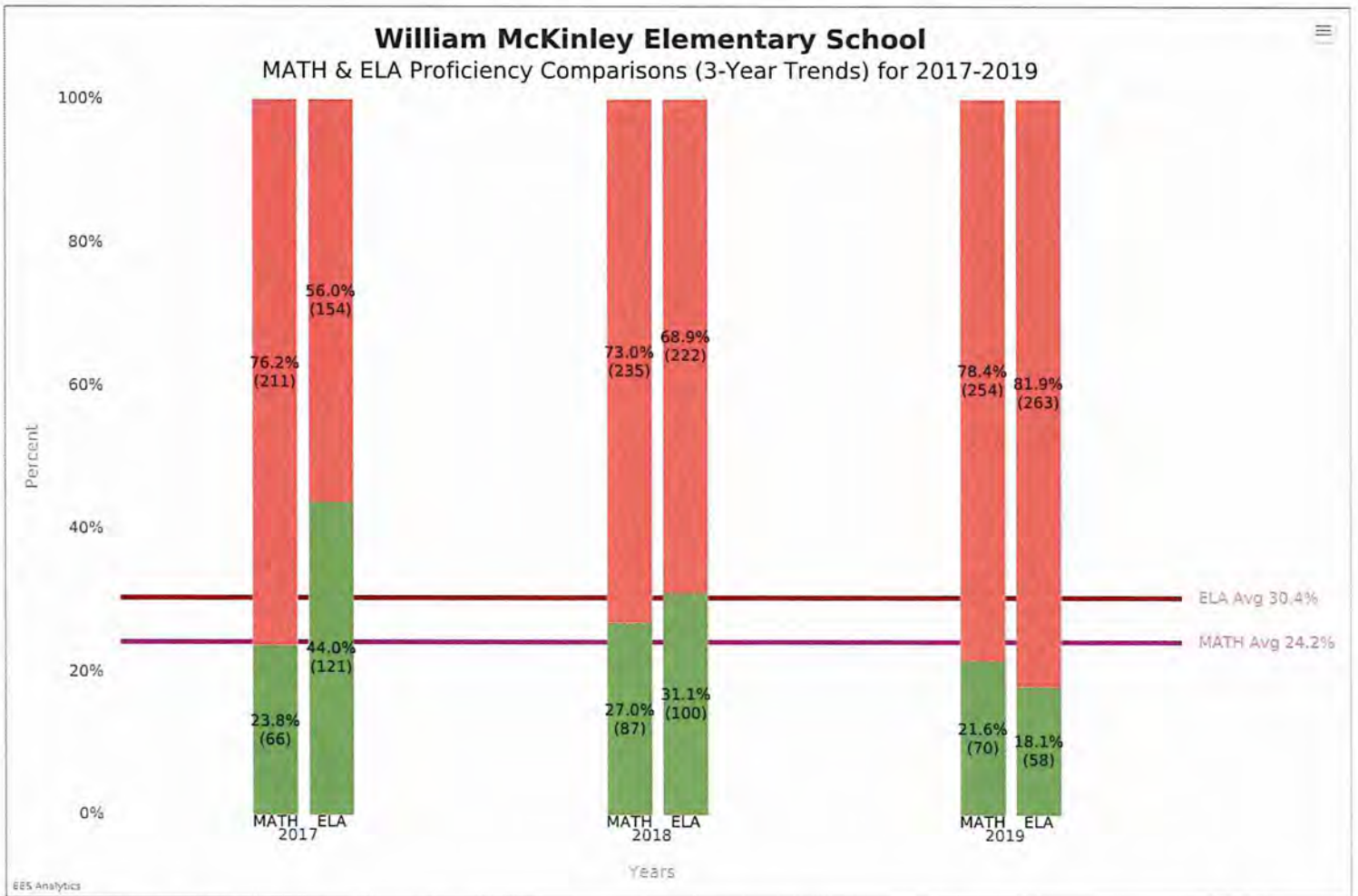
William McKinley Elementary School

MATH Proficiency and Growth for 2019

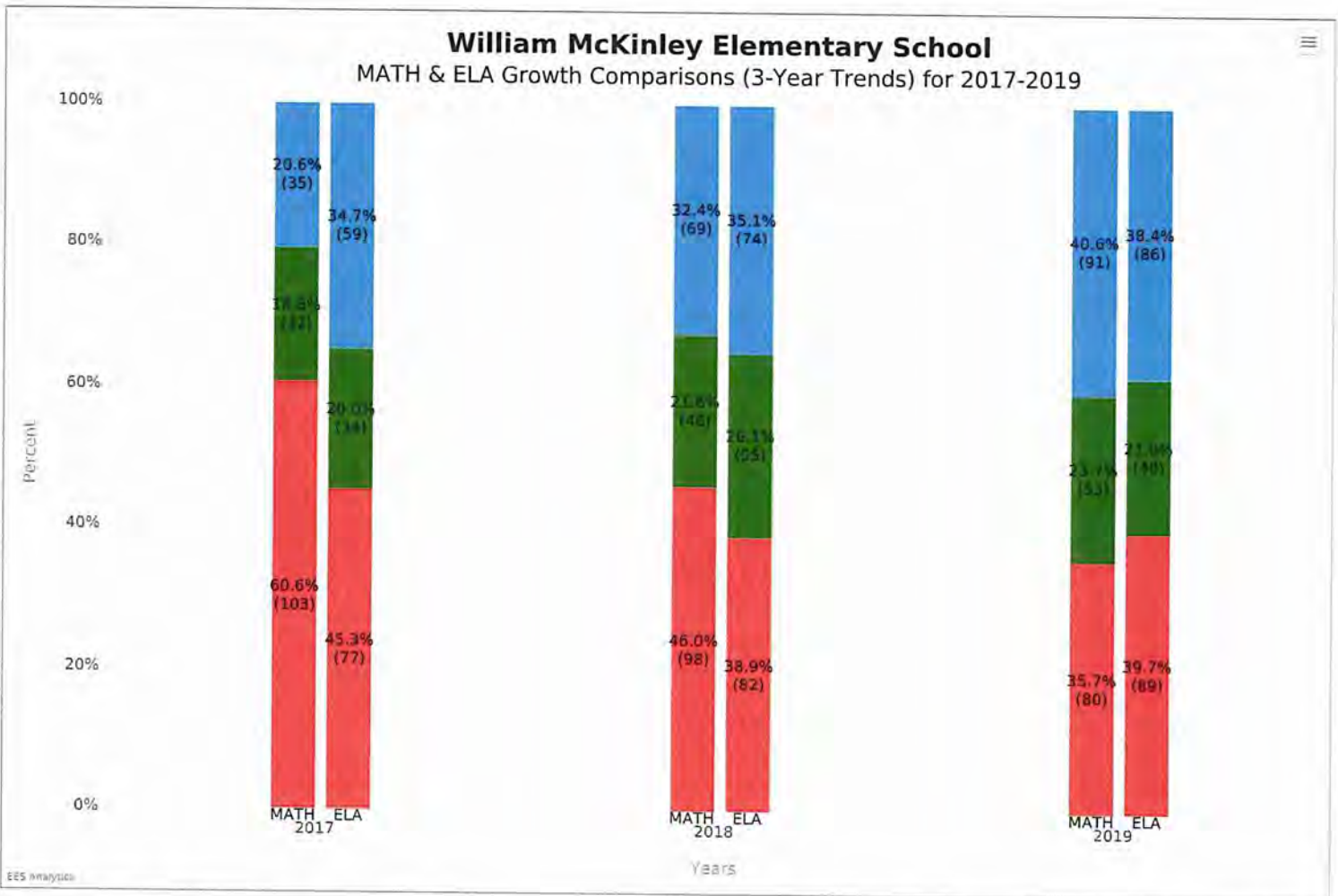


Of the 224 students, there were 17.9% who passed and 82.1% who did not pass. Of the students who passed, there were 57.5% demonstrated high growth, 27.5% demonstrated standard growth, and 15.0% demonstrated low growth. For the students who did not pass, there were 37.0% demonstrated high growth, 22.8% demonstrated standard growth, and 40.2% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 57.5%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 40.2%, this indicates that these students had less than one-year growth when compared to their academic peers.



On average, 24.2% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -2.2 percentage points change. On average, 30.4% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -25.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 6.2% on average over the past three years.

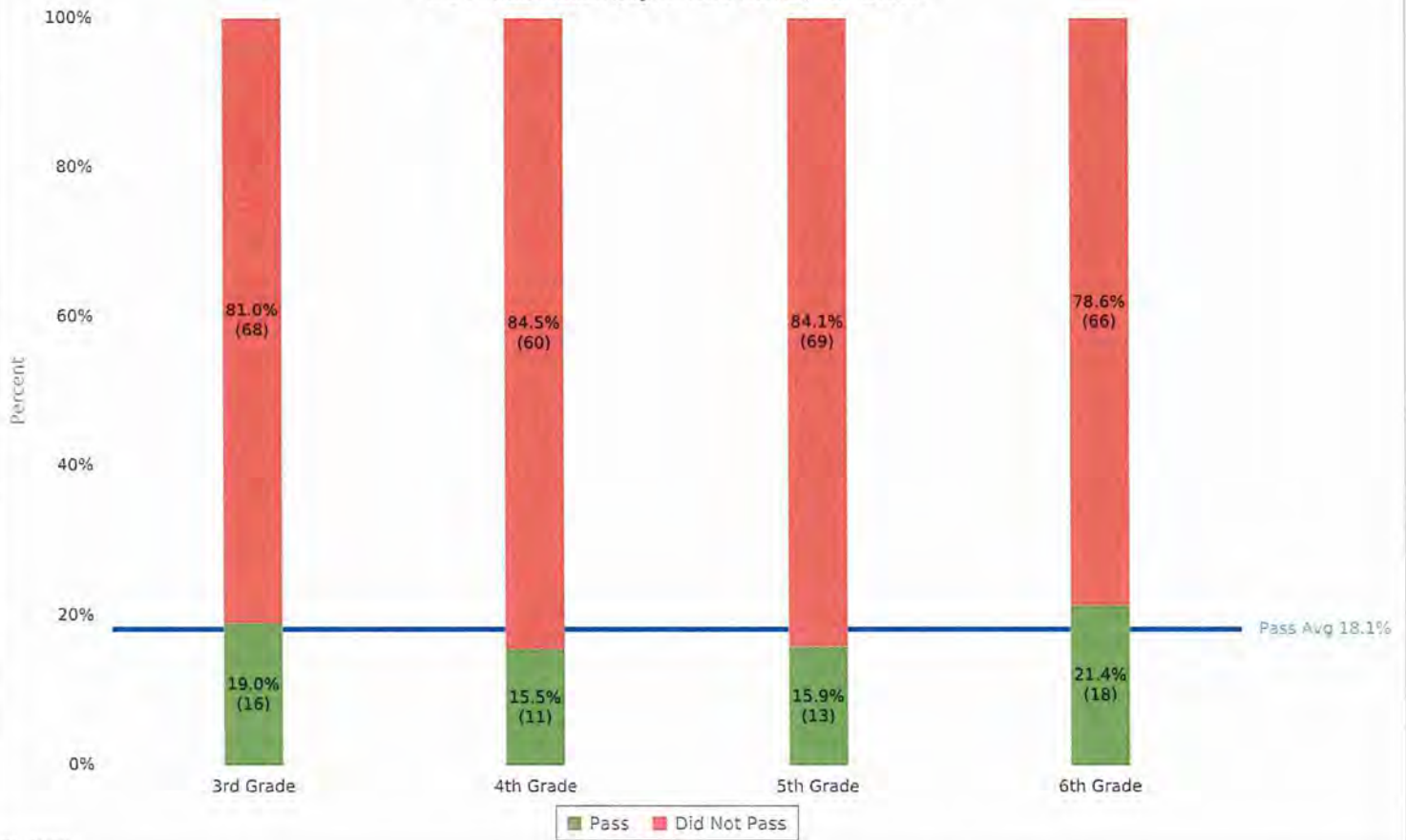


On average, 46.3% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 32.1% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has decreased by 24.9. Over the last 2 years, the percentage of students in high growth for MATH has increased by 20.0.

On average, 41.0% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 36.2% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has decreased by 5.6. Over the last 2 years, the percentage of students in high growth for ELA has increased by 3.7.

William McKinley Elementary School

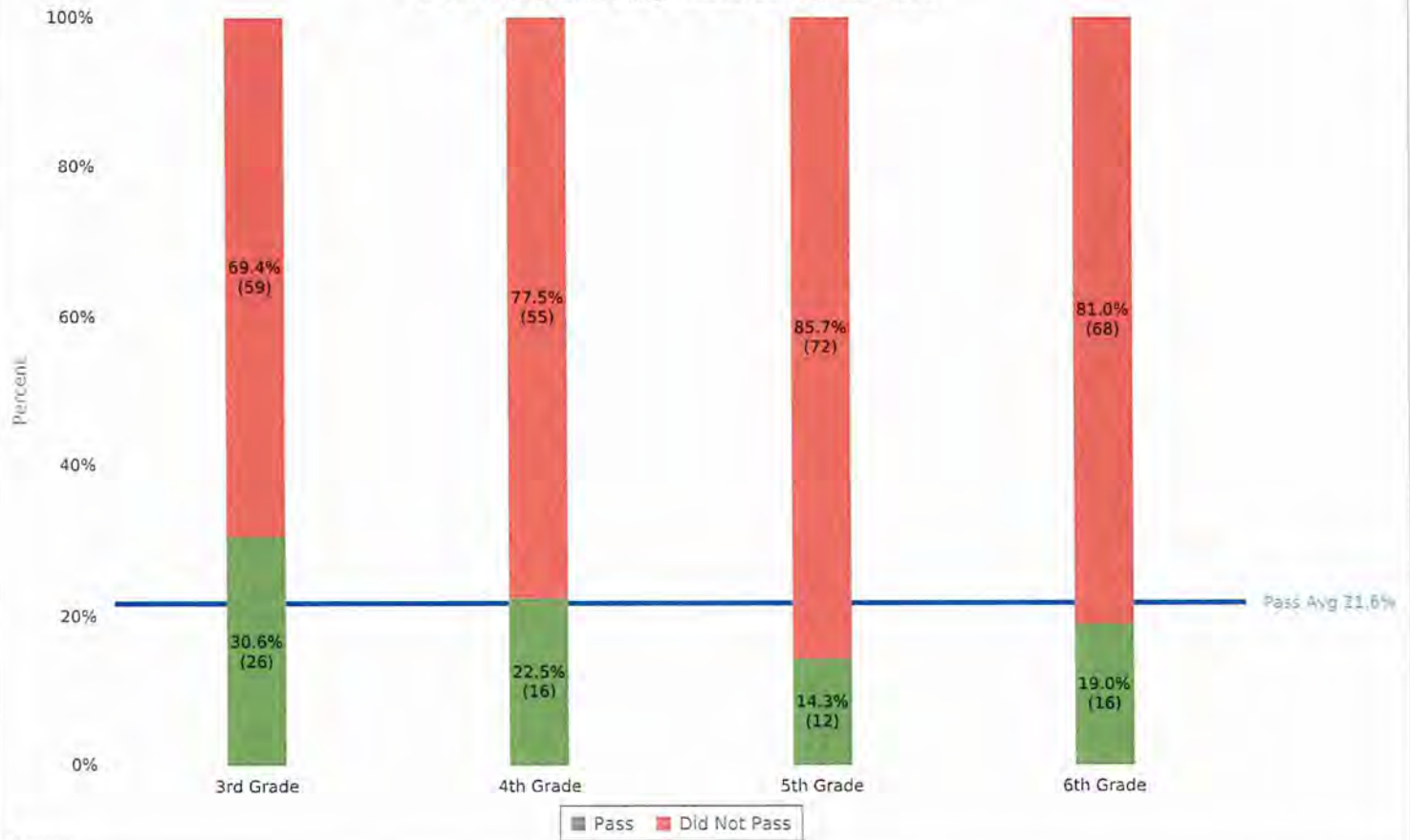
ELA Pass Rates (by Grade Level) for 2019



The 6th grade had the highest percentage of students passing. This grade level was 3.4 percentage points above the average passing percentage for the school. The 4th grade had the lowest percentage of student passing. This grade level was 2.6 percentage points below the average passing percentage for the building. There is a 5.9 percentage point spread between the highest and lowest passing percentage.

William McKinley Elementary School

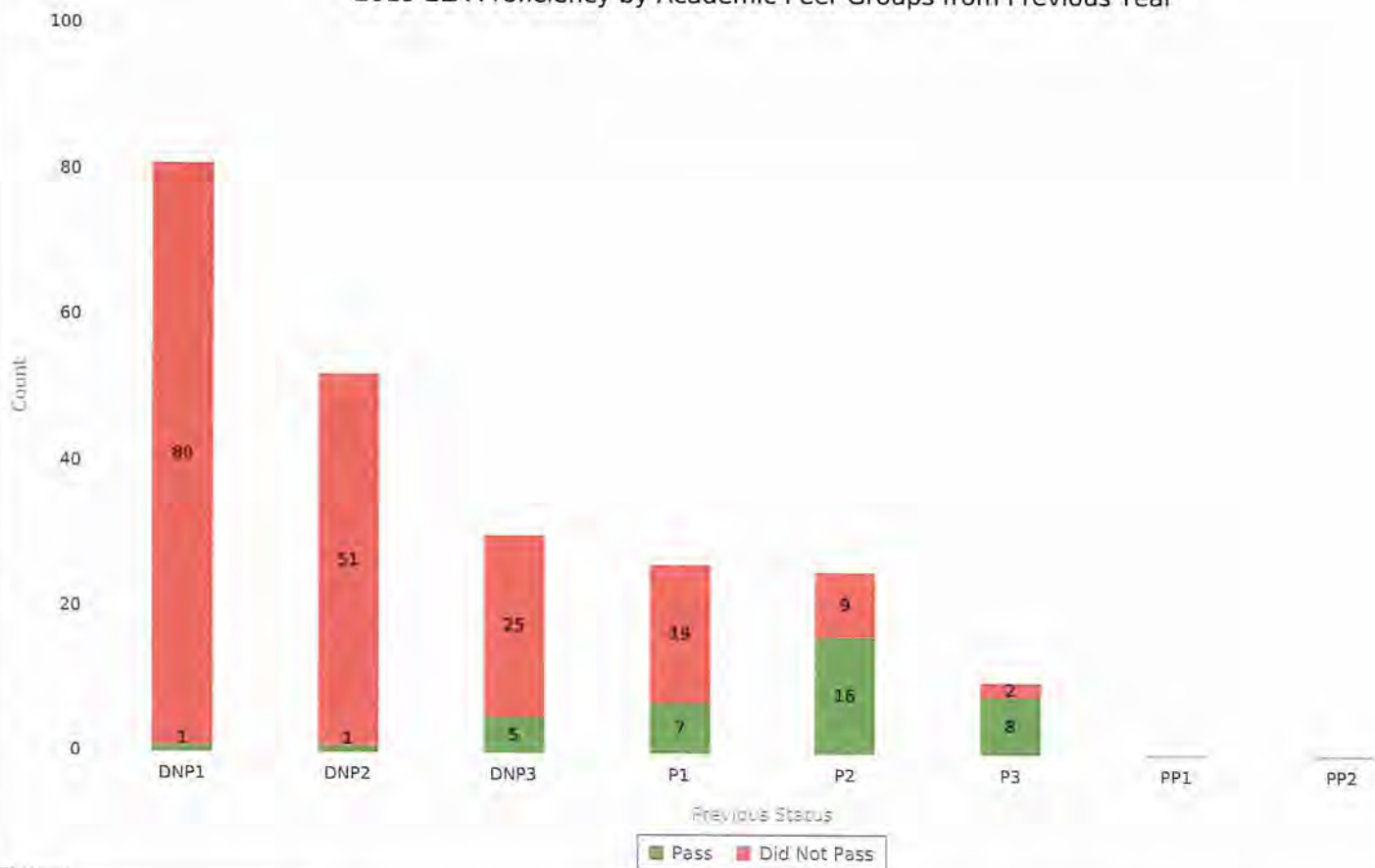
MATH Pass Rates (by Grade Level) for 2019



The 3rd grade had the highest percentage of students passing. This grade level was 9.0 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 7.3 percentage points below the average passing percentage for the building. There is a 16.3 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 3rd grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 9.0% increase over current passing rates, which would be 1.1% higher than the projected 7.8% increase needed to be on track to closing the achievement gap.

William McKinley Elementary School 2019 ELA Proficiency by Academic Peer Groups from Previous Year



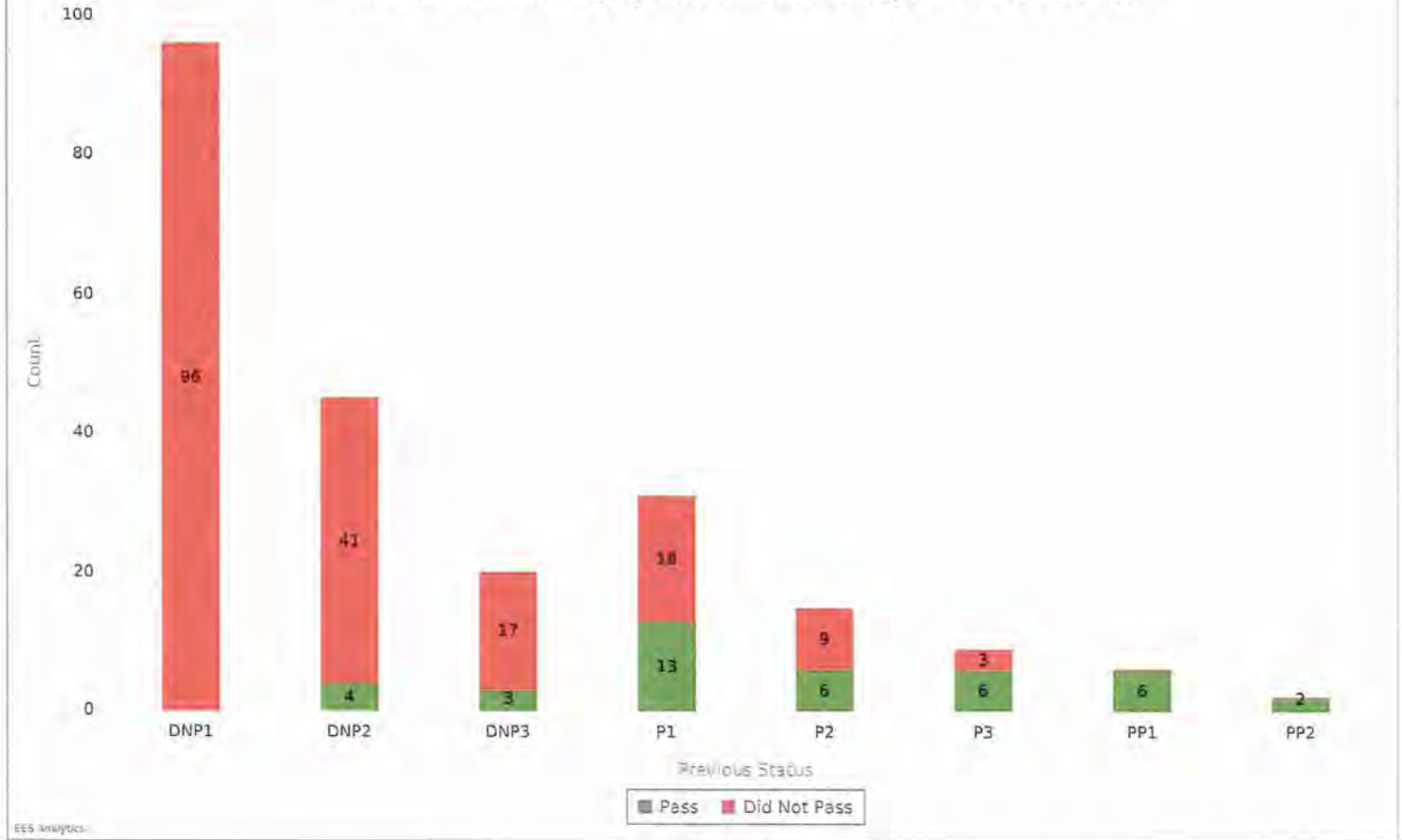
Of the 61 students who passed the previous year, there were 30 students (49.2%) who did not pass this year.

Of the 163 students who did not pass the previous year, there were 7 students (4.3%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -23. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 21.4% this year. The year before the pass rate for these students was 46.4%.

- There were 11 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (59.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

William McKinley Elementary School

2019 MATH Proficiency by Academic Peer Groups from Previous Year



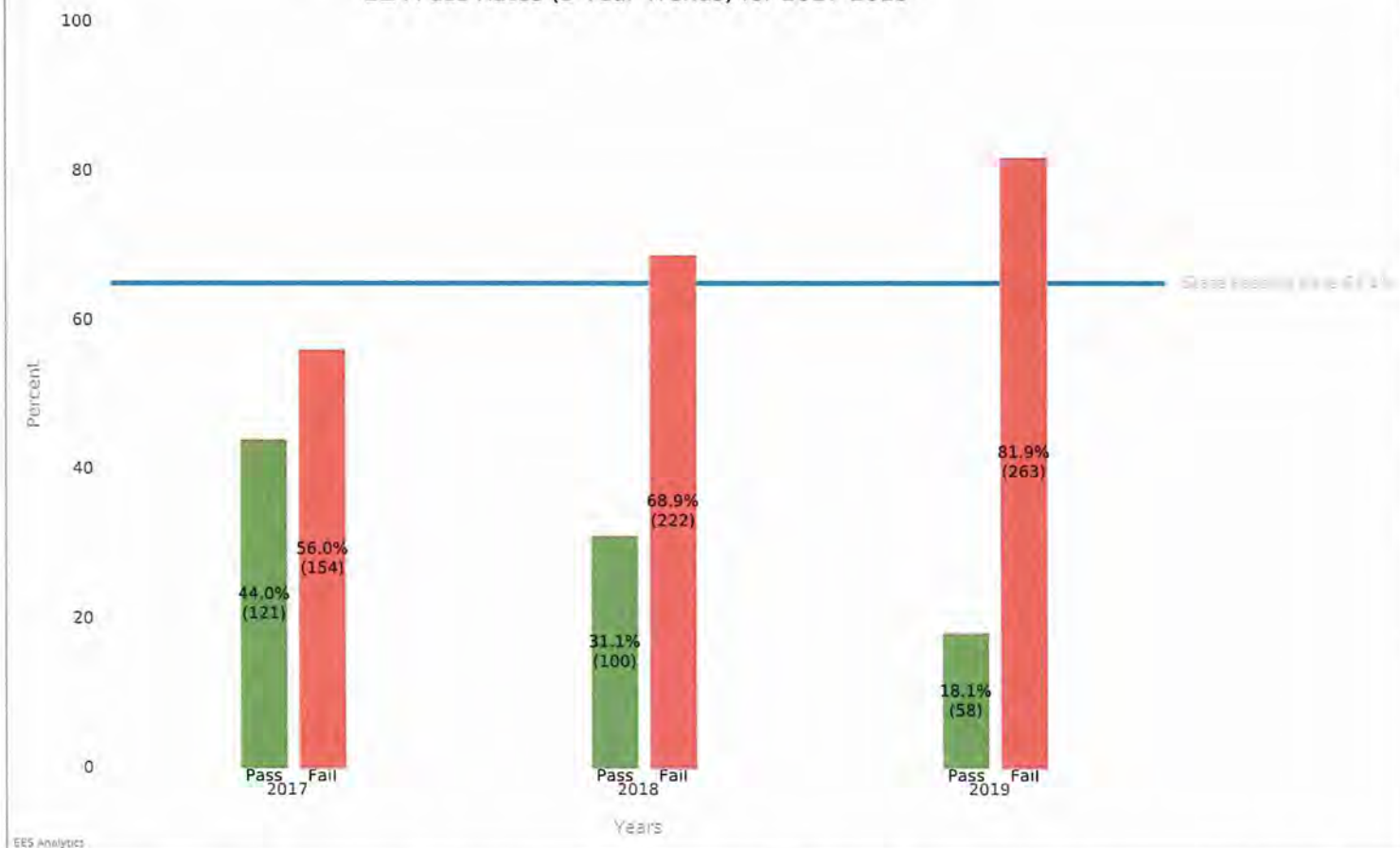
Of the 63 students who passed the previous year, there were 30 students (47.6%) who did not pass this year.

Of the 161 students who did not pass the previous year, there were 7 students (4.3%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -23. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 31.4% this year. The year before the pass rate for these students was 60.8%.

- + There were 4 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 12 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (62.9%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

William McKinley Elementary School

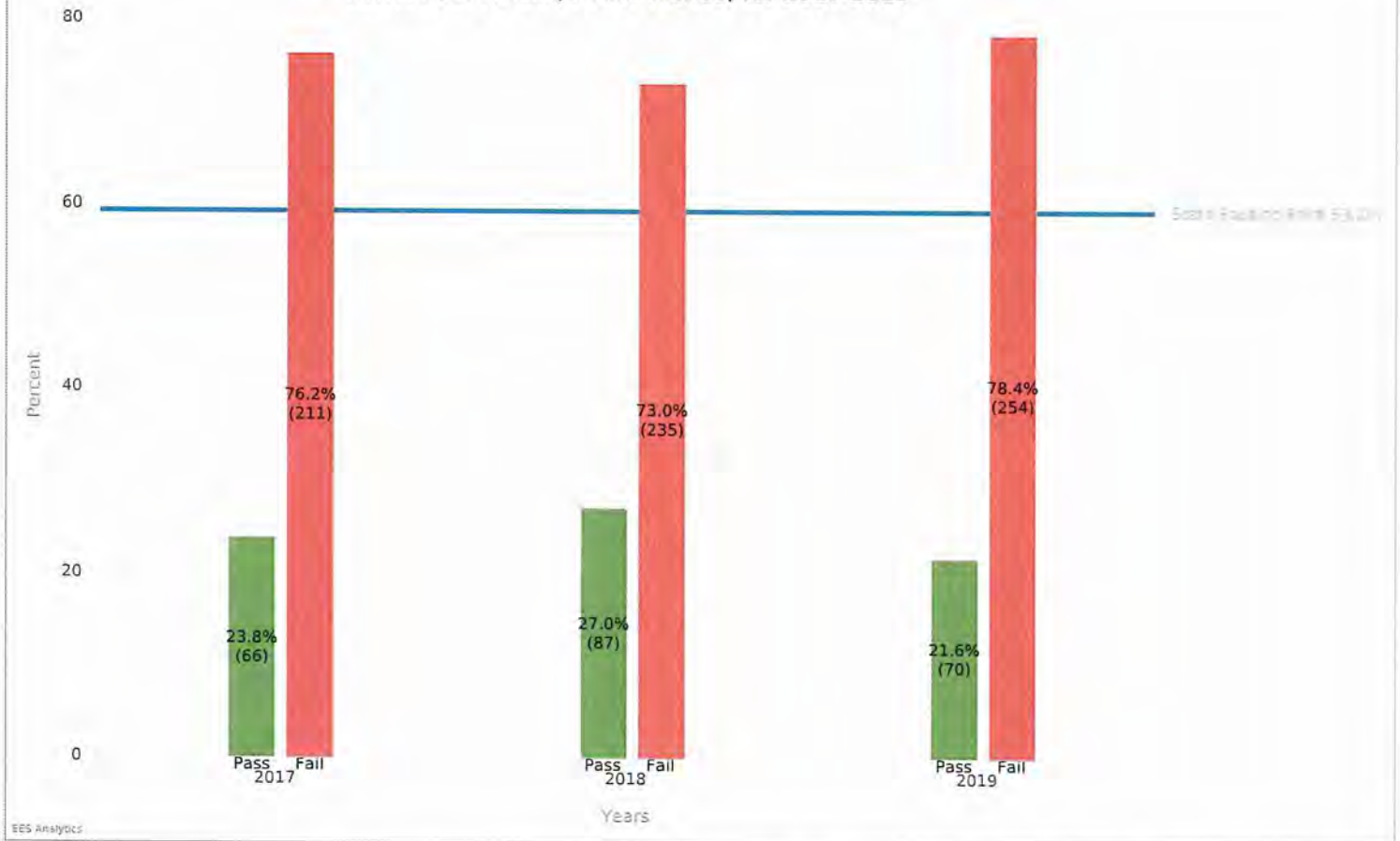
ELA Pass Rates (3-Year Trends) for 2017-2019



The ELA pass rates for the last three years have gone from 44.0% to 31.1%, and most recently to 18.1%. This indicates a pass rate change of -25.9 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 41.0% increase from your current passing rate. That is an annual increase of 8.2%.

William McKinley Elementary School

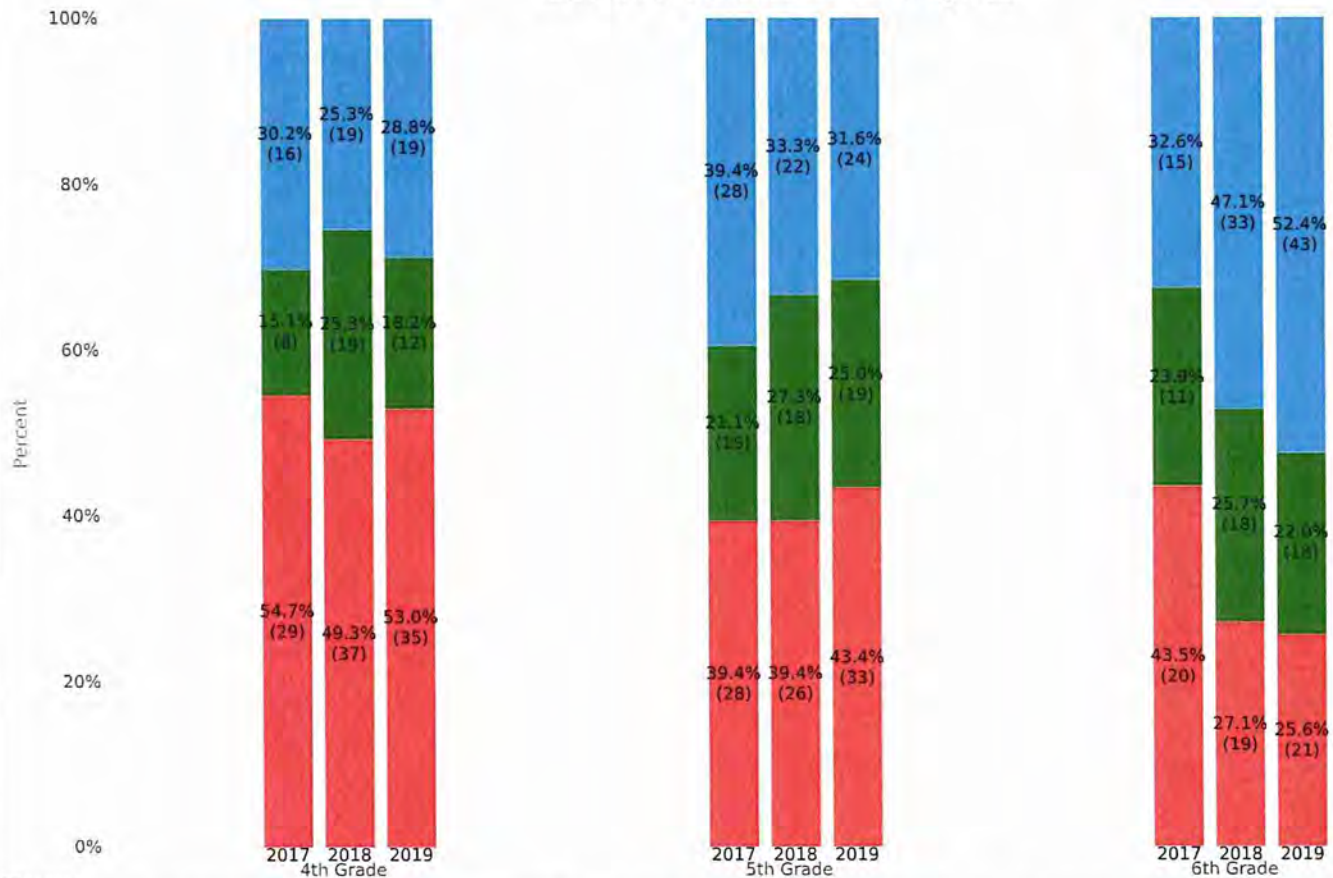
MATH Pass Rates (3-Year Trends) for 2017-2019



The MATH pass rates for the last three years have gone from 23.8% to 27.0%, and most recently to 21.6%. This indicates a pass rate change of -2.2 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 39.2% increase from your current passing rate. That is an annual increase of 7.8%.

William McKinley Elementary School

ELA Grade level in 2017-2019 by Year



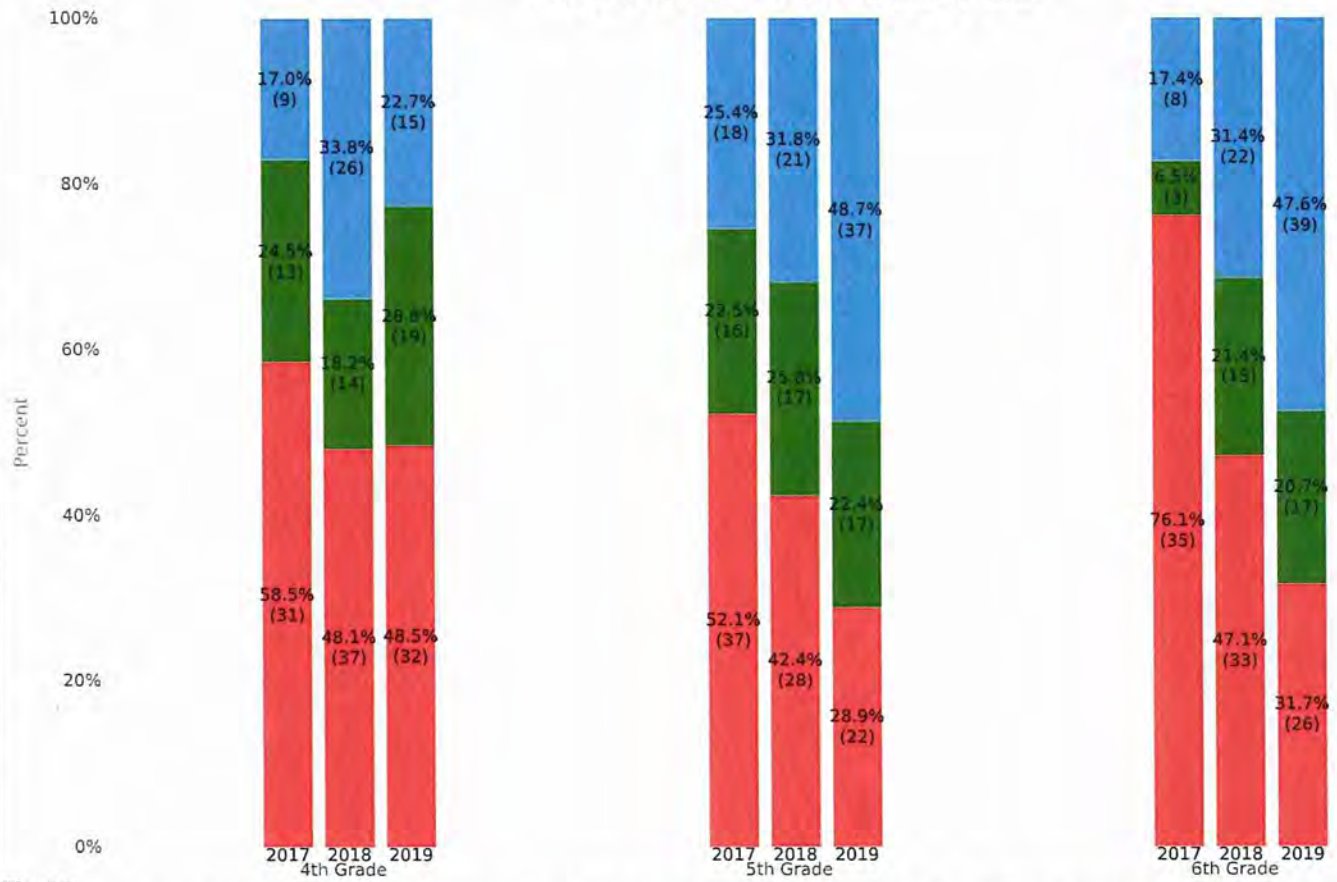
The percentage of students in low growth has gone from 45.3% to 38.9%, and most recently to 39.7%. This is a change of -5.6% over the last two years.

The percentage of students in standard growth has gone from 20.0% to 26.1%, and most recently to 21.9%. This is a change of 1.9% over the last two years.

The percentage of students in high growth has gone from 34.7% to 35.1%, and most recently to 38.4%. This is a change of 3.7% over the last two years.

William McKinley Elementary School

MATH Grade level in 2017-2019 by Year



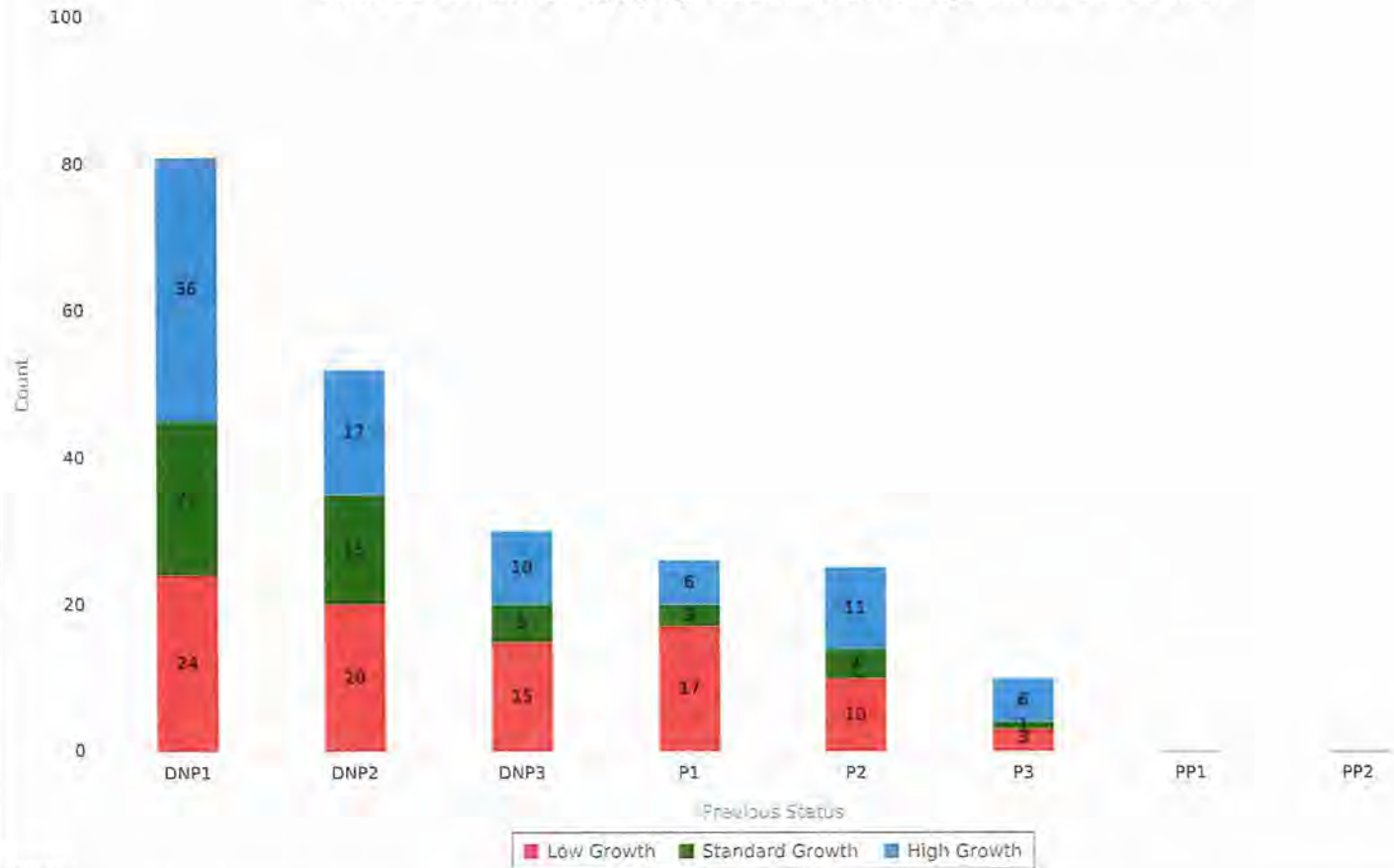
The percentage of students in low growth has gone from 60.6% to 46.0%, and most recently to 35.7%. This is a change of -24.9% over the last two years.

The percentage of students in standard growth has gone from 18.8% to 21.6%, and most recently to 23.7%. This is a change of 4.8% over the last two years.

The percentage of students in high growth has gone from 20.6% to 32.4%, and most recently to 40.6%. This is a change of 20.0% over the last two years.

William McKinley Elementary School

2019 ELA Growth Category by Academic Peer Groups from Previous Year



There were 89 students in the low growth category, which accounts for 39.7%. More specifically, of the students who did not pass the previous year, 36.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

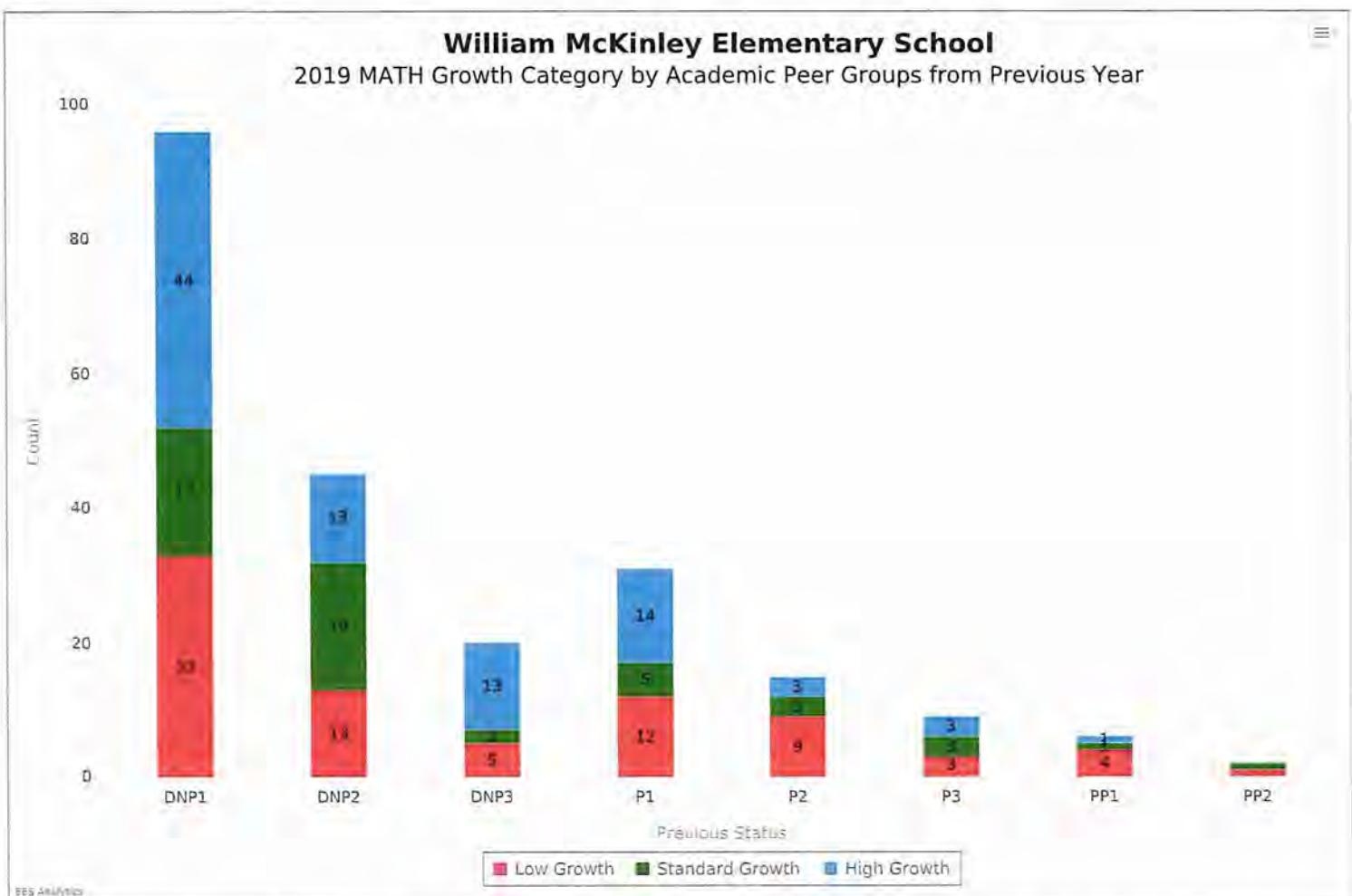
There were 49 students in the standard growth category, which accounts for 21.9%.

There were 86 students in the high growth category, which accounts for 38.4%. More specifically, of last year's students who did not pass, 38.7% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 57.1% in low growth and 28.6% in high growth. The net growth value (number of high growth students minus low growth students) was -8.

There were **59 students**, 26.3% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- + The students furthest behind grade level proficiency (DNP1) had 44.4% in the high growth category. This indicates a high percentage of these students are making substantial progress towards catching up with their peers.
- + There were 60.0% of your highest performing students (P3, PP1, & PP2) that obtained high growth. This indicates these students have surpassed a year of growth.



There were 80 students in the low growth category, which accounts for 35.7%. More specifically, of the students who did not pass the previous year, 31.7% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 53 students in the standard growth category, which accounts for 23.7%.

There were 91 students in the high growth category, which accounts for 40.6%. More specifically, of last year's students who did not pass, 43.5% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

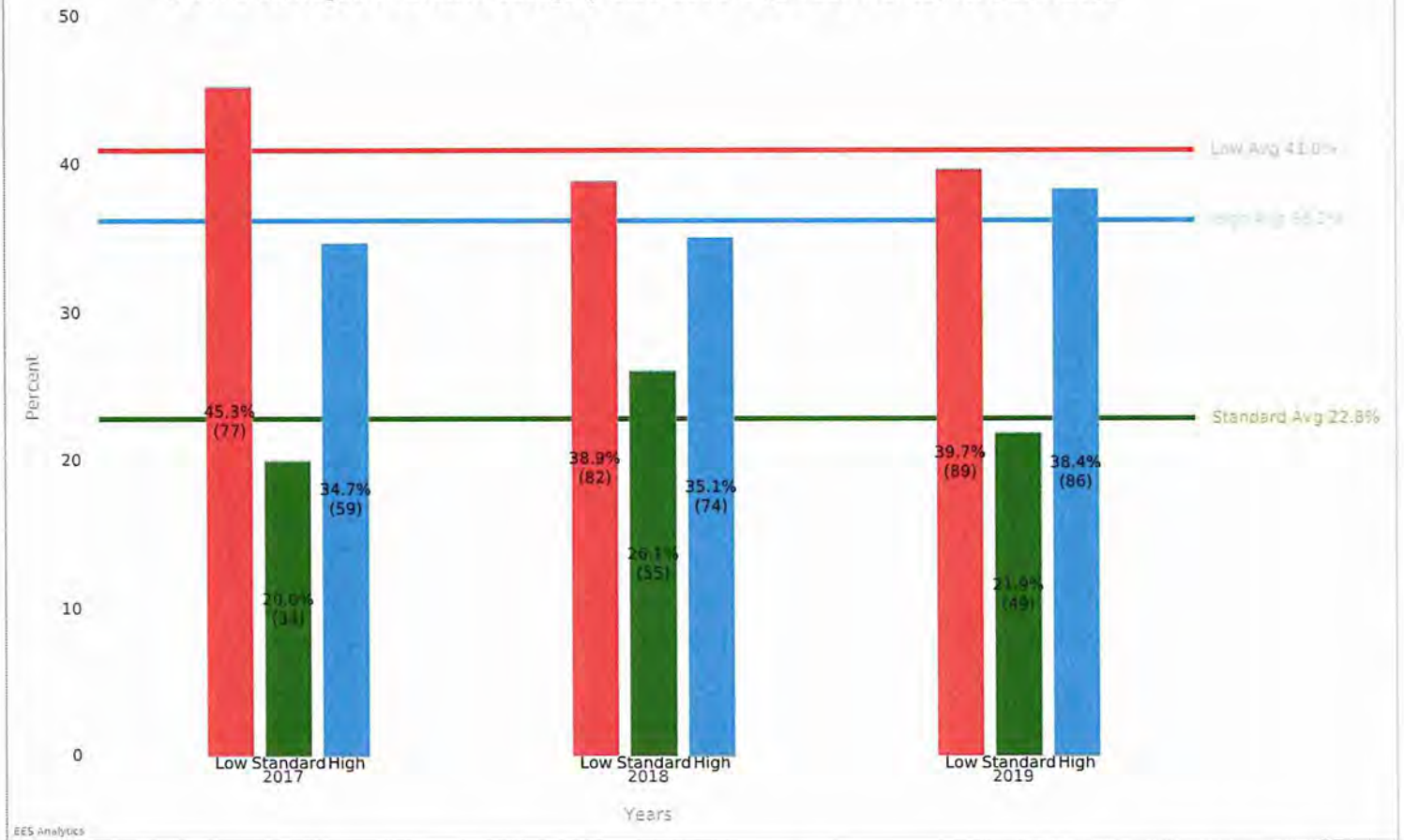
Those students nearest the cut scores (DNP3 and P1) had 33.3% in low growth and 52.9% in high growth. The net growth value (number of high growth students minus low growth students) was 4.

There were **51 students**, 22.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

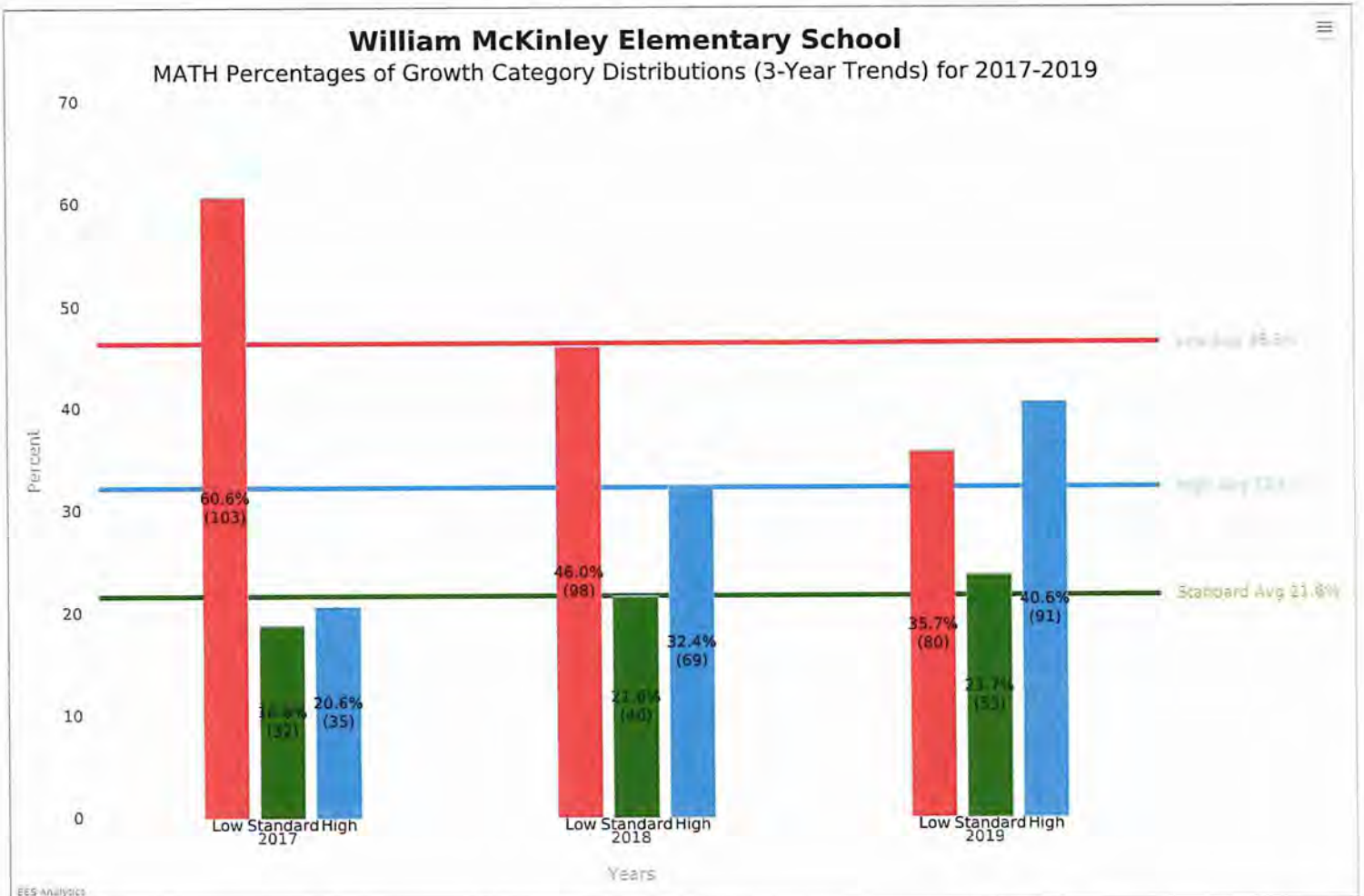
- + The students furthest behind grade level proficiency (DNP1) had 45.8% in the high growth category. This indicates a high percentage of these students are making substantial progress towards catching up with their peers.
- There were 47.1% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

William McKinley Elementary School

ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019



The average percentage of low growth students for the last 3 years has been 41.0%. In the last 2 years, the percentage of students in low growth has decreased by 5.6 percentage points. The average percentage of standard growth students for the last 3 years has been 22.8%. The average percentage of high growth students for the last 3 years has been 36.2%. In the last 2 years, the percentage of students in high growth has increased by 3.7 percentage points.

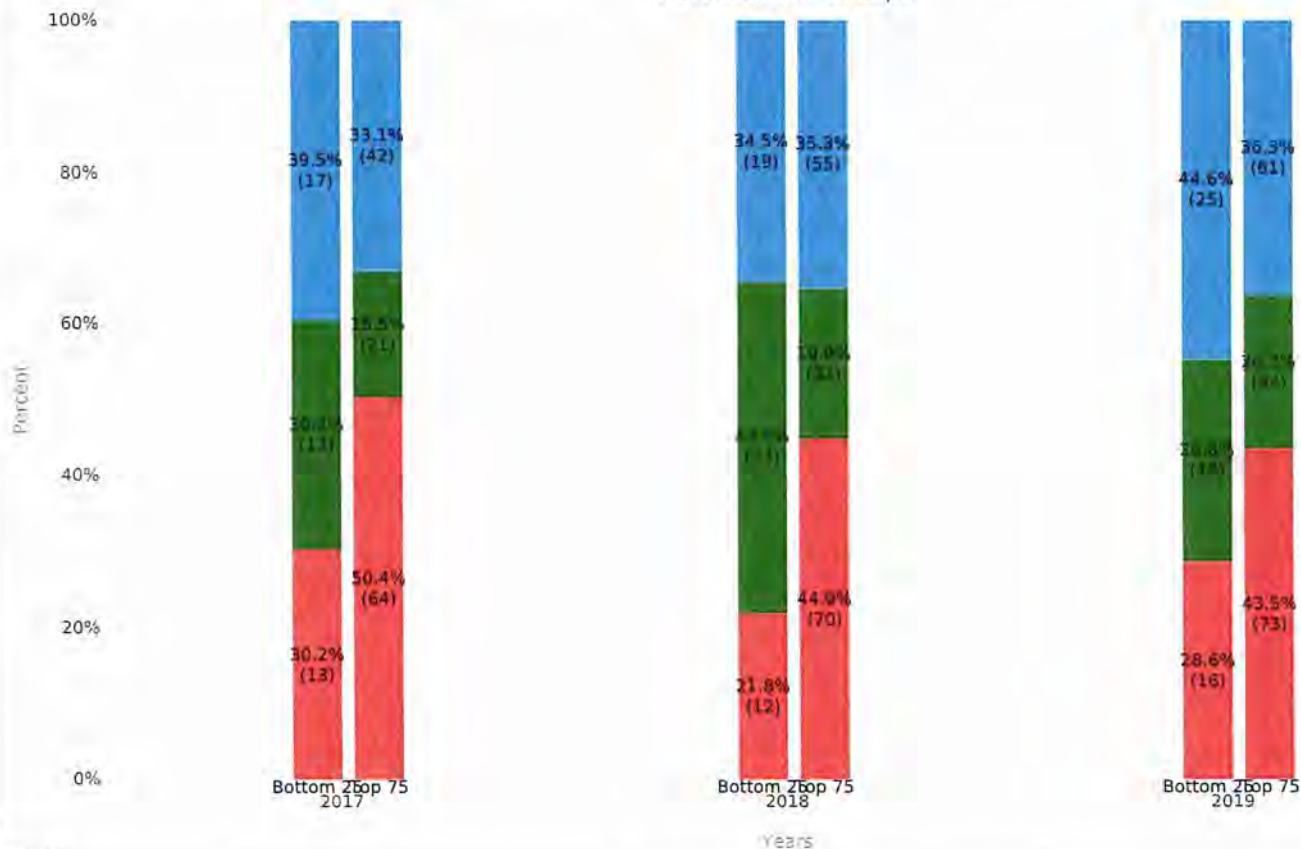


The average percentage of low growth students for the last 3 years has been 46.3%. In the last 2 years, the percentage of students in low growth has decreased by 24.9 percentage points. The average percentage of standard growth students for the last 3 years has been 21.6%. The average percentage of high growth students for the last 3 years has been 32.1%. In the last 2 years, the percentage of students in high growth has increased by 20.0 percentage points.

- + An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 40.6% of students demonstrating high growth on the most recent year (7.3% higher than an even distribution), meaning a high percentage of students surpassed one year of growth.

William McKinley Elementary School

ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



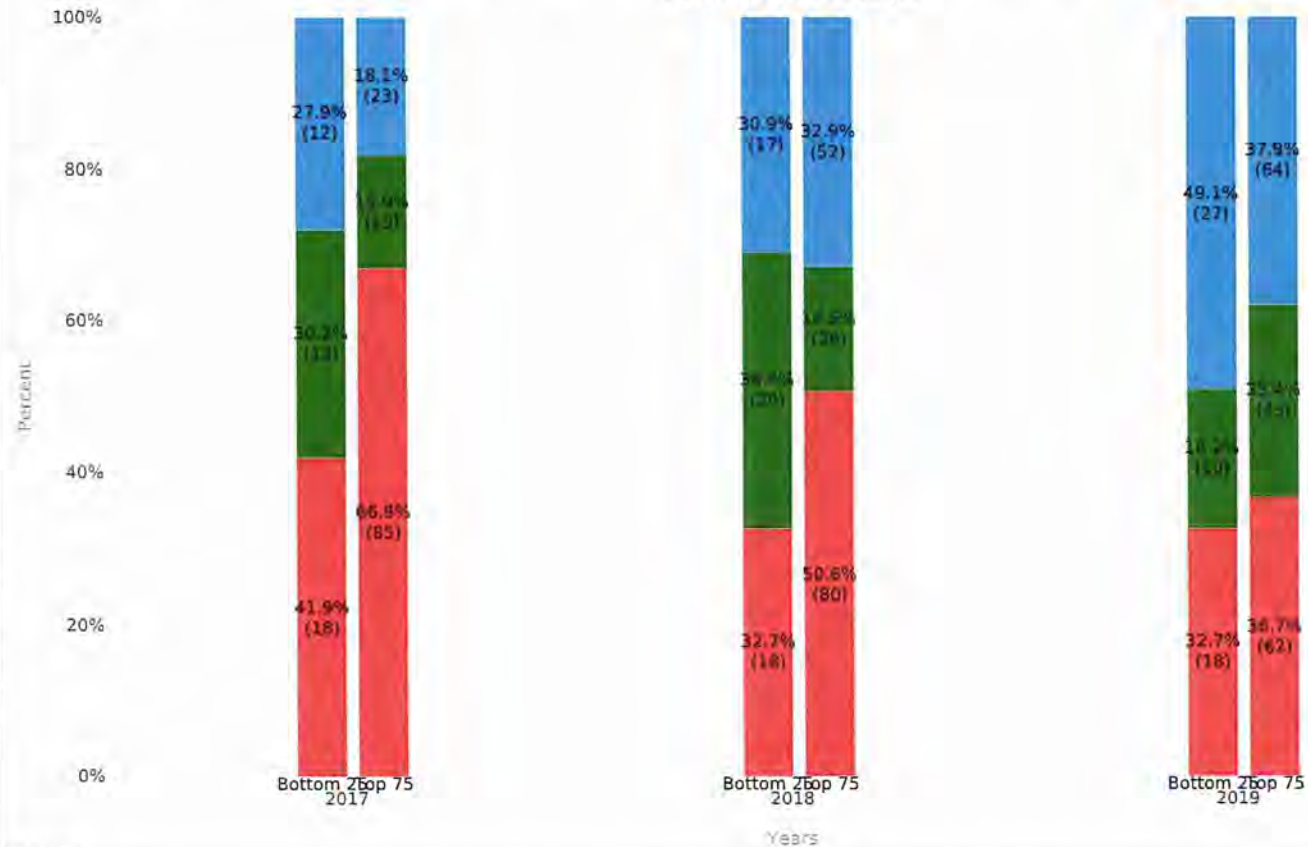
The average percentage of low growth students for the last 3 years has been 26.6% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has decreased by 1.7 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 33.8% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 39.6% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has increased by 5.1 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 45.9% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has decreased by 6.9 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 19.1% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 35.0% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has increased by 3.2 percentage points for the top 75%.

- + An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 44.6% of the bottom 25% students in high growth on the most recent year (11.3% higher than an even distribution), which indicates a high percentage of these students surpassed one year of growth and are making progress towards grade level status.
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 43.5% of the top 75% students in low growth on the most recent year (10.2% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

William McKinley Elementary School

MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



The average percentage of low growth students for the last 3 years has been 35.3% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has decreased by 9.1 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 28.1% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 36.6% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has increased by 21.2 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 50.0% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has decreased by 30.2 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 19.4% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 30.6% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has increased by 19.8 percentage points for the top 75%.

- + An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 49.1% of the bottom 25% students in high growth on the most recent year (15.8% higher than an even distribution), which indicates a high percentage of these students surpassed one year of growth and are making progress towards grade level status.

Appendix C: Vision of Excellence

Vision of Excellence

The collective purpose of McKinley Elementary is to guide all students to achieve their academic and socio-emotional potential. We create an environment where students feel safe and welcome and where high expectations exist for all students. We strive for our students to take ownership of their learning and be self-driven towards accomplishing their goals and dreams. McKinley Elementary students will be given a high-quality education that pushes them to develop the skills needed to thrive in an ever-changing world.

We aspire for students to develop a growth mindset, demonstrated by their ability to progress academically, socially, and emotionally. Specifically, we desire for all students to exhibit one or more academic year's growth and demonstrate proficiency, as indicated by formative, interim, and summative data, on both the Indiana Academic and Indiana Employability Skills standards. Students are expected to progressively take ownership of their individual data and learning outcomes as they demonstrate our core values of respect, resilience, and empathy. Further, we expect students to continually challenge themselves through goal setting, thinking critically, and solving complex and relevant problems. We expect students to learn from their mistakes and respond to the character building supports and interventions we provide.

We the staff of McKinley Elementary are devoted to maintaining the high academic and behavioral expectations our students deserve and need to thrive in the academic setting and beyond. Consequently, we are committed to holding the high expectations for ourselves needed to impact our students. As such, we are devoted to ongoing professional development and collaboration. We are also devoted to modeling the same traits we desire to see in our students. Further, through the MTSS framework, we will provide the tiered supports they need to thrive. Other schoolwide initiatives intended to support students and improve academic outcomes are the 8-step process, Character Plus, balanced literacy, and leveled reading. We are devoted to providing students with the evidence-based instruction that fosters the critical thinking and problem solving needed to ensure students' cognitive and emotional engagement. We will work as a team, within professional learning communities, to analyze and leverage data in order to differentiate instruction, brainstorm ideas, and promote high quality educational experiences for our students.

Dynamic relationships between parents, community organizations, and the school will translate to more engaged students who come to school ready to learn, complete their schoolwork, and gain a more complete education. Specific focus will be made at McKinley Elementary to engage our students' families in relevant and enriching educational opportunities in such a way as to forge dynamic school-community relationships. These relationships will ensure increased educational equity and opportunities for students to advance through the career readiness.

Appendix D Core Element Descriptions & Gap Analysis

Safe Learning Environment		
<p>The staff of McKinley Elementary is devoted to ensuring a safe and disciplined learning environment for all students and teachers. As a result, all safety policies and procedures are routinely upheld, practiced, and monitored for fidelity of implementation. The school safety team meets monthly to review safety plans and resolve pertinent issues. A school crisis team also exists to assist any student experiencing trauma. The crisis team works with students to create individualized safety plans for these students. All teachers are provided with safety plans that detail procedures for fires, tornados, earthquakes, lock-downs, and evacuations. Additionally, all doors of the school are locked and admittance to the school requires visitors to be allowed entry through one designated door.</p> <p>It is important to the McKinley Elementary staff that students be provided a disciplined and structured learning environment that supports the holistic development of each child. In order to facilitate an environment conducive to rigorous and relevant instruction, behavior expectations are covered with students at the beginning of the year and reviewed throughout the school year. The school is also implementing Multi-Tiered Systems of Supports (MTSS). The MTSS system will include classroom management strategies, social-emotional skill development (via the Character Plus program), tiered interventions, and positive behavior supports. This will ensure our ability to provide a multi-pronged approach in which all students develop a belief in their individual capacity and are able to reach their academic, social, and emotional potential.</p>		
	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	The Safe Visitor Solutions program helps ensure students are safe and instruction is not unnecessarily interrupted.	Although necessary, emergency drills take time away from classroom instruction.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	Character Plus contributes to a safe learning environment by creating compassionate and confident learners.	It is noted, many McKinley students enter the educational environment having experienced high levels of trauma.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	The 18-19 school year is the first year of implementation of MTSS. MTSS will provide tiered support to provide a safe and productive learning environment.	A school crisis team exists to support students who have experienced trauma.
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets		

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Attendance Practices		
<p>McKinley Elementary utilizes the RDS student management system to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed...</p> <ul style="list-style-type: none"> • 3 absences-Teachers call home and notify the principal • 5 absences- A notice is sent to the child's home • 6 to 7 absences- Parents are required to come to the school to sign an attendance contract • 8 to 9 absences- A certified letter is sent to the child's parents • 10 absences- CPS is notified <p>In providing support to students who are absent, teachers make available missed assignments and work with students individually to complete all make up work. Additionally, families of chronically absent students are referred to Geminus for additional support. The school will be adopting the Skyward student management system for the 2019-2020 school year.</p>		
	Benefits of the Current System for Attendance Practices	Identified Gaps in the Current System for Attendance Practices
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	The school Dean is able to assist in efforts intended to improve student attendance.	A significant portion of the student population misses school for extended periods of time.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	A new student management system (i.e. Skyward) is being utilized beginning the 2019-2020 school year and will provide opportunities to communicate with students and families the importance of school attendance.	Tracking and providing supports or previously chronic absentees to become "improving attendees" has the potential to significantly impact student growth scores.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	The families of chronically absent students can be referred to Geminus for additional support.	Data is currently not being tracked to determine improving attendees (students who have improved attendance by 3 or more percent from the year prior)
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets	Skyward will provide additional attendance reports and data point.	Attendance data specific to the lowest performing subgroups is currently not being reviewed.

Curriculum		
<p>The curriculum for McKinley Elementary is developed in collaboration with the School City of East Chicago and is based on the Indiana Academic Standards. District created rubrics exist to facilitate curriculum adoption and serve as a way to prioritize needs and interests. Curriculum vendors are invited to send sample materials to the school as well as present to the staff. The input of all school stakeholders is collected and considered before a choice is made.</p> <p>Ready Mathematics is the core curriculum for math. Ready Math allows teachers to create rich classroom environments in which students at all levels become active, real world problem solvers. The core curriculum for reading is Reading Street. Reading street provides a comprehensive reading program for K-6 that is built on the Indiana Standards and addresses the 5 core areas of reading instruction. A new reading program will be adopted for the 2019-2020 school year. Curriculum maps were developed prior to the 2018-2019 school year for both math and ELA that facilitate the scope and sequence in which the standards are taught.</p> <p>A 45-minute SUCCESS period exists in the daily schedule to provide students with remediation and enrichment. This time allows teachers, with the aid of Title 1 staff, to meet the needs of learners at all levels. During this time K-2 classrooms utilize 95% phonics screener and supplement instruction from intervention toolboxes. In grades 3-6, teachers and instructional aids each meet with two targeted groups for small group instruction. These teachers utilize Benchmark because of its ability to provide supports on the multiple reading skills needed to increase student comprehension, fluency, vocabulary, and decoding.</p> <p>The school has recognized the need for increased culturally responsive curricular materials. As such, as the curriculum maps are reviewed and refined, emphasis will be placed on including additional resources that increase the relevance of our curriculum to our diverse student population.</p>		
	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math,	Newly revised curriculum maps were created prior to the 2018-2019 school year.	Teachers recognize the need to establish priority standards in such a way as to ensure emphasis is placed on teaching depth over breadth.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	Curricular resources provide teachers with the supports needed to reach all levels of learners.	A 2019 curriculum audit revealed the curriculum maps are missing several key curriculum elements.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	Character plus lessons are often integrated and/or used to reinforce the academic curriculum.	The maps do not currently include the Indiana social emotional indicators.
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets		A need exists to include more culturally relevant materials within the curriculum maps

Describe the assessments that will be used in the school in addition to the statewide testing system. Provide a summary of how student learning data will be analyzed. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Assessment aligned to Data Analysis		
<p>McKinley Elementary places a premium on systematically using data informed decision making to drive the improvement of student academic outcomes. Data from state assessments (e.g., ISTEP, ILEARN, IREAD, WIDA) is actively analyzed and discussed to inform school improvement planning. NWEA is utilized as the school's primary interim assessment. NWEA is given three times a year and the resulting data is used for analysis of each student's academic growth and achievement. Additionally, the Phonological Awareness Screener for Intervention (PASI) is utilized as a diagnostic tool to pinpoint specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results.</p> <p>The teachers of McKinley Elementary are expected to include formative assessment as part of each week's instruction. In order to determine each student's progress, a combination of classroom created assessments along with i-Ready Diagnostics are utilized. The i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. These data allow teachers to pinpoint student's ability level, identify the specific skills students need to learn to accelerate their growth, and chart a personalized learning path for each student.</p> <p>A system for data analysis and ongoing professional development intended to increase teachers' capacity to utilize data exists within the school's PLC structure. Administration leads PLC data discussion specific to i-Ready data and the creation of flexible grouping of students for tier one and tier two instruction. Additionally, individual teacher data meetings occur once per quarter to assist teachers is using data to inform fluency checks, reading levels, and work habits.</p>		
	Benefits of the Current Plan for Assessment	Identified Gaps in the Current Plan for Assessment
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	Regular data analysis meetings occur within PLCs and during quarterly meetings with the principal.	Formative assessments are not currently aligned to proficiency scales.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	The staff recognizes the effect the building leadership as instructional leaders who are able to enhance the capacity of the staff to leverage data to drive improved instructional practice.	The assessment audit revealed formative assessments consist of primarily DOK level 1 and 2 questions and lack opportunities for writing and metacognition.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	Attendance data is routinely reviewed and used to follow district attendance protocols.	Data is currently not being tracked to determine improving attendees (students who have improved attendance by 3 or more percent from the year prior)
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets	The data program Tableau was used throughout the 2018-2019 CNA to examine state assessment data for all subgroups.	Subgroup data prior to the 2017-2018 school year is limited.

Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Instruction		
<p>The McKinley staff is devoted to providing students with the rigorous and relevant instruction needed for students to grow academically and meet or exceed proficiency. In order to promote authentic student engagement, teachers provide students with relevant curriculum that connects to their previous experiences and allows them to develop critical thinking and problem-solving skills. In order to bridge cultural differences, classroom norms are created so that discussions can take place in which students feel safe to share and learn. Teachers work with students to create learning communities where differences are realized, respected, and embraced.</p> <p>Commonly used instructional strategies within McKinley consist of guided reading, leveled reading, conferencing with individual students, modeling, and small group collaboration. In the use of all these instructional strategies emphasis is placed on students having opportunities to address all four levels of Webb's Depth of Knowledge (DOK).</p> <p>Teachers are expected to use formative data to adjust and differentiate instruction as needed. Specific attention is given to utilizing IREADY data to identify students for SUCCESS time remediation and enrichment. Data collaboration and discussions concerning varied instructional strategies occur during weekly PLCs. Administration conducts regular walkthroughs to ensure teachers are adjusting instruction.</p> <p>Teachers work with the school's ELL specialist, paras, and special education teachers to vary instructional strategies and provide the small group instruction needed to accommodate diverse learning styles and language proficiencies.</p>		
	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	Opportunities exist for teachers to collaborate over evidence-based instructional strategies during PLCs.	Academic data and leadership focus groups reveal the need for further PD concerning effective differentiation.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	Instruction reflects the emphasis the staff has placed on using stations and conferencing within instruction.	A need exists concerning creating common expectations and increasing communication between the academic coaches and building leadership.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	Character plus is utilized to provide students with instruction on the behaviors and skills they need to be successful in the classroom.	Staff training specific to Character Plus and Skill Stream is needed.
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets		High quality instruction to build students' academic language is lacking.

When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan. Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Cultural Competency		
<p>The staff of McKinley Elementary recognizes the importance cultural competency plays in creating a welcoming and engaging environment in which all students can excel. The school provides training and holds discussion with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' cultures.</p> <p>We recognize the need for continued and improved practices towards culturally responsive teaching. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to their lives. As such, as curriculum maps are refined, we will make a focused effort towards including resources that will be culturally relevant to our student population. Attention will also be given to utilizing the diverse, culturally relevant resources that exist in our community.</p> <p>The school and district is currently utilizing new data analysis tools to dynamically examine the academic data of our various subgroups. The resulting data conversations provide the basis for recognizing and closing the growth and proficiency gaps of student subgroups.</p>		
	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	The newly adopted reading series places emphasis on providing culturally relevant materials.	An opportunity exists to identify culturally relevant resources that will enhance students' ability to connect to the content and find the relevance it has to their lives.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	Differentiation is inherently embedded within utilized digital learning programs.	The staff could benefit from seeing John Hattie's effect sizes concerning connection and relevance of curriculum and instruction.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	Resources have been provided to teachers intended to increase staff's understanding of and ability to connect with students.	
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets		A need exists to include ELL specific resources on the curriculum maps.

Describe how the school will work to maximize the engagement of family members in the school through a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. Describe the strategies that the school will use to increase family and community engagement, including family literacy programs. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Family and Community Engagement		
<p>McKinley Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such McKinley makes a concerted effort to involve parents in all phases of their child's learning. Parents are informed of the services and events offered by the school through phone calls, newsletters, and the school webpage. Additionally, a 2019 parent survey was utilized to better understand parents' hopes, concerns, and suggestions. The position of Parent Liaison exists to serve as the point person for maximizing family engagement in school sponsored events and programs. The school's Parent Team assists in these efforts.</p> <p>Strategies and opportunities to increase family and community engagement include, but are not limited to monthly parent nights, semester awards, open houses, a back to school rally, raising successful learners workshop, scholastic book fair, Healthy Mental Growth for Children Workshop, American Education Week Open House, Family Fun Night, Community Night, Community Readers, Student and Parent Luncheon, Seasonal Family Activities, Santa's Workshop, Winter and Spring Music Programs, Presentations from Healthy East Chicago, ISTEP+ Workshop, Breast Cancer Awareness, and Literacy Training, Technology Workshops.</p> <p>Translators are available at all events to help welcome parents and answer questions. Culture awareness articles and training will be done in PLC and/or during after school meetings to ensure staff have the cross-cultural skills necessary for successful collaboration with family members.</p>		
	Benefits of the Current Plan for Family Engagement	Identified Gaps in the Current Plan for Family Engagement
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	A school parent team exists to support efforts toward increased family engagement.	An opportunity exists to increase attendance and participation at parent activity nights.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	The position of Parent Liaison exists to support communication and family engagement focused on improving student academic outcomes.	
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.	Various community events are held throughout the year intended to celebrate diversity and increase awareness of each culture within the school community.	The 2019 parent survey reflects an opportunity to increase the staff's capacity to understand students' needs related to race, ethnicity, poverty, disabilities, and the learning of English.
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets		

Technology		
<p>McKinley believes the use of technology in the classroom is a key component in creating relevant and engaging educational experiences that will prepare our students for the jobs of the 21st century. We have made the shift to one to one technology and continue to strive to leverage digital learning to improve student outcomes. The school has a Google specialist to work with teachers in creating online classrooms, enhance learning experiences, and facilitate students having access to curriculum resources both at home and school. Further, all teachers actively utilize Promethean boards for instruction with specific focus given to using the internet to build students' background knowledge.</p>		
	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.	The school is one to one learning as each teacher has their own cart of tablets or laptops.	The newly adopted reading series has several digital resources teachers can utilize.
Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.	The school will utilize elearning days beginning the 2019-2020 school year	Differentiation is inherently embedded within utilized digital learning programs.
Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.		
Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets	Digital learning tools are used to provide additional support to all students whom data reveals are not demonstrating adequate growth.	

Transitional Supports		
<p>The School City of East Chicago has a city-wide preschool program that is located at the Carrie Gosh Early Learning Center. Collaboration occurs regularly between McKinley administration, teachers, and the preschool staff over curriculum and instructional strategies.</p> <p>McKinley Elementary School seeks to ensure the transition from preschool to elementary is one in which students and their families feel comfortable. As such, the school hosts an in-service for all incoming kindergarten students. Students meet the kindergarten teachers, are given a tour of the building, and ultimately learn what to expect and look forward to during their first days at the school. Parents are also provided a handout that contains resources and first year expectations.</p>		
	Benefits of the Current Plan for Transitional Supports	Identified Gaps in the Current Plan for Transitional Supports
<p>Focus Area Description #1 McKinley El. will take measures to progressively increase the number of students achieving proficiency in both ELA and Math.</p> <p>Focus Area Description #2 McKinley El. will make focused and sustained efforts to increase the percentage of students receiving high growth and reduce the percentage receiving low growth.</p>	<p>A district wide preschool program is located at the Carrie Gosh learning Center</p> <p>Opportunities exist for regular collaboration between preschool and kindergarten staff.</p>	
<p>Focus Area Description #3 McKinley El. will take steps to increase the social-emotional support provided to students. This will include support for promoting attendance.</p>	<p>The character plus program provides a key lever for building foundational social emotional skills.</p>	<p>Many students enter kindergarten not having learned key social emotional skills and behaviors.</p>
<p>Subgroup Focus Area McKinley El. will take steps to increase the percentage of students in low performing student groups who are meeting growth and proficiency targets</p>		

Appendix E

As part of the CNA process an injury form focusing on the core elements was given to the instructional staff. It is noted that the same questions utilized on the inquiry form are those listed on the IDOE CNA/SIP template. However, the school chose to utilize a six-point Likert scale rather than a Yes/No response. The resulting data is listed below and reflects the responses of 52 staff members.

Core Element 1: Curriculum

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	4%	10%	33%	53%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	0%	2%	12%	47%	39%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	10%	4%	29%	41%	16%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	4%	12%	25%	47%	12%

Core Element 2: Instructional Program

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	4%	4%	10%	36%	34%	12%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	2%	8%	10%	43%	27%	10%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	2%	0%	10%	18%	42%	28%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	2%	0%	20%	42%	36%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	0%	2%	32%	38%	28%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	0%	28%	44%	28%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	2%	0%	24%	54%	20%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	0%	16%	62%	22%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	2%	4%	20%	52%	22%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	2%	18%	56%	24%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	2%	10%	27%	45%	16%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	4%	18%	46%	32%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	0%	4%	4%	18%	34%	40%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	2%	24%	36%	38%

Core Element 3: Assessment

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	2%	0%	2%	10%	49%	37%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	0%	6%	4%	41%	49%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	4%	2%	6%	29%	37%	22%

Core Element 4: Coordination of Technology Initiatives

Core Element 4: Coordination of Technolog Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	2%	2%	2%	12%	47%	35%
A plan is in place to provide in-service training in the use of technology.	0%	4%	0%	45%	31%	10%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	14%	0%	31%	24%	8%
There are established procedures for maintaining technology equipment.	0%	2%	0%	31%	39%	12%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	4%	0%	49%	35%	6%

Core Element 6: Safe and Disciplined Environment

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	2%	2%	2%	17%	50%	27%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	2%	6%	2%	17%	50%	23%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	2%	2%	0%	17%	44%	35%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	2%	6%	2%	21%	42%	27%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	13%	21%	4%	29%	21%	13%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	4%	2%	0%	13%	56%	25%
All staff express belief that all children can learn and consistently encourage students to succeed.	2%	2%	0%	17%	35%	44%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	2%	2%	2%	23%	46%	25%

Core Element 8: Review Attendance

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	0%	4%	4%	42%	50%
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.	2%	2%	4%	19%	50%	23%

Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> 86% of staff agreed or strongly agreed with the statement, "A system is in place to use assessment data to make decisions about programs, practices, and instruction." 70% of teachers agreed or strongly agreed with the statement, "A variety of instructional strategies are employed to meet the diverse learning needs of students." 	<ul style="list-style-type: none"> Only 46% of staff agreed or strongly agreed with the statement, "The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure." Only 66% of teachers agreed or strongly agreed with the statement, "Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction."

Curriculum Audit

1

Identify the overall measures for key curriculum components

2

Rate the current levels of process, implementation, and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



EQUITABLE EDUCATION SOLUTIONS

Designing the Future of Education

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	2	1	2	5
Objectives and activities align to the rigor of priority standards.	2	2	1	5
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	3	2	2	7
It is clear how priority standards are consistently cycled back throughout the course of a school year.	2	2	1	5
MEASURES OF APPLICATION TOTALS	9/16	7/16	6/16	22/48

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

William McKinley Elementary provided both English language arts and math curriculum maps for the purpose of this audit. The maps are from kindergarten to sixth grade.

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	Most grades have identified the critical standards for their grade level.	While the 2 nd grade reading map identifies critical standards, most non-ILEARN tested grades have not identified these standards. Teachers expressed frustration during the focus groups that there may be too many priority standards for the standards to adequately act as drivers of instruction.
Objectives and activities align to the rigor of priority standards.	Some maps provide direct links to the DOE Literacy Framework to ensure teachers are teaching the objectives and vocabulary that accompany each standard. Item specifications on math maps also provide teachers with specific examples of the rigor required for each standard.	Not all maps provided offered objectives and activities that align to the standard(s) being taught.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	Some maps have specific days marked as time to reteach and enrich the standards learned. The school follows the 8-step process and has success time for both reading and math built into the daily schedule.	Not all grades have built this time into their curriculum maps. Reteaching will occur as some of the standards build on prior knowledge and previously learned content, but time for enrichment is unclear on most maps.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	Most maps provide time at the end of the year to cycle back to the standards that were taught.	While time is afforded at the end of the school year to review these critical standards, a cycle of review throughout the year is critical to ensure student mastery of the standards.

STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	1	1	1	3
Tiered assessments are established for each priority standard.	2	1	1	4
Students are provided choices for how they learn and show mastery of priority standards.	1	1	1	3
MEASURES OF APPLICATION TOTALS	4/12	3/12	3/12	10/36

STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

William McKinley Elementary provided both English language arts and math curriculum maps for the purpose of this audit. The maps are from kindergarten to sixth grade.

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	Because some grades have identified priority standards, the opportunity to continue to build these into clearly defined learning progressions exist.	Learning progressions are not defined on the current curriculum maps.
Tiered assessments are established for each priority standard.	IREADY assessments provide one source of data that can be used to help determine student proficiency on the priority standards.	Tiered assessments are not yet established.
Students are provided choices for how they learn and show mastery of priority standards.	Teachers have access to curricular resources that can help them establish both tiered assessments and create assessments that provide choice to students.	It is unclear from the current curriculum maps if choice is given to students when assessing mastery of a standard.

CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	2	2	1	5
Essential questions that promote inquiry within each unit of study are present.	2	2	1	5
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	2	2	1	5
There is a cross-curricular alignment to literacy or other content standards.	1	1	1	3
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	1	1	1	3
There is a system for teachers to reflect and provide feedback to the units of study.	2	2	1	5
MEASURES OF APPLICATION TOTALS	10/24	10/24	6/24	26/72

CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

William McKinley Elementary provided both English language arts and math curriculum maps for the purpose of this audit. The maps are from kindergarten to sixth grade.

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	Because some of the maps provided offer direct links to the released DOE frameworks, enduring understandings have been established in some units of study.	Development of enduring understandings can help students determine the importance of a unit of study and make connections to other units.
Essential questions that promote inquiry within each unit of study are present.	In using the DOE frameworks, essential questions and important vocabulary have been identified on some of the maps provided.	Establishing essential questions help students understand the needed skills in a unit of study and its relationship to the big ideas presented in the enduring understandings.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.		In developing the needed vocabulary for each unit of study, students improve their ability to understand what is being asked of them on assessment.
There is a cross-curricular alignment to literacy or other content standards.	Neither cross-curricular alignment nor employability skills were evident on the maps at this time.	Schools must, by July 1, 2019, include interdisciplinary employability skills standards established by the DOE in the school's curriculum.
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.		
There is a system for teachers to reflect and provide feedback to the units of study.	Grade level meetings occur each week in which teachers address objectives, strategies, and vocabulary.	Grade level meetings can be utilized to reflect on data from tiered assessments and document needed changes to insure a process of continuous improvement.

OVERALL REPORT

Comprehensive Needs Assessment
for School Improvement Planning



William McKinley
Elementary

KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	22/48
Student Learning Indicators	10/36
Core Curricular Elements	26/72
CURRICULUM AUDIT SCORE	58/156

APPLICATION TOTALS

Key Component	Totals
Process	23/52
Implementation	20/52
Refinement	15/52

ANALYSIS & RECOMMENDATIONS

1. Review and refine the priority standards for each grade level. ILEARN tested grades will need to make sure their priority standards align with the resources provided by the DOE.
2. Create proficiency scales and tiered assessments as they relate to the priority standards.
3. Ensure enduring understandings, essential questions and vocabulary exist and are being utilized for each unit of study.

Comprehensive Needs Assessment for School Improvement Planning

Assessment Audit

01

Analysis
from inquiry
forms

02

Assessment
length and skills
addressed

03

Item type
analysis

04

Webb's Depth
of Knowledge

05

Metacognitor



School William McKinley Elementary

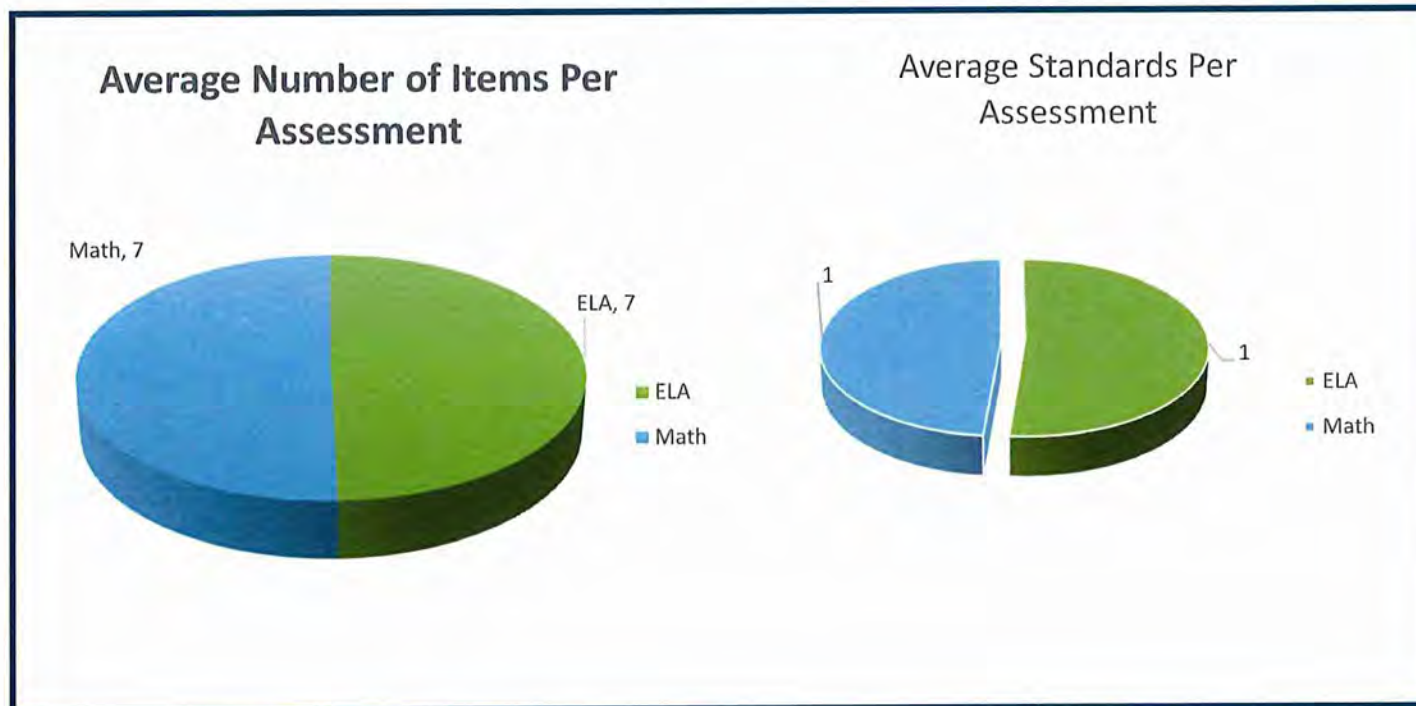
Number of Assessments Analyzed 16

Types of Assessments Analyzed William McKinley provided assessments from grades K-5 in both English language arts and math.

The assessment audit focuses on the following components:

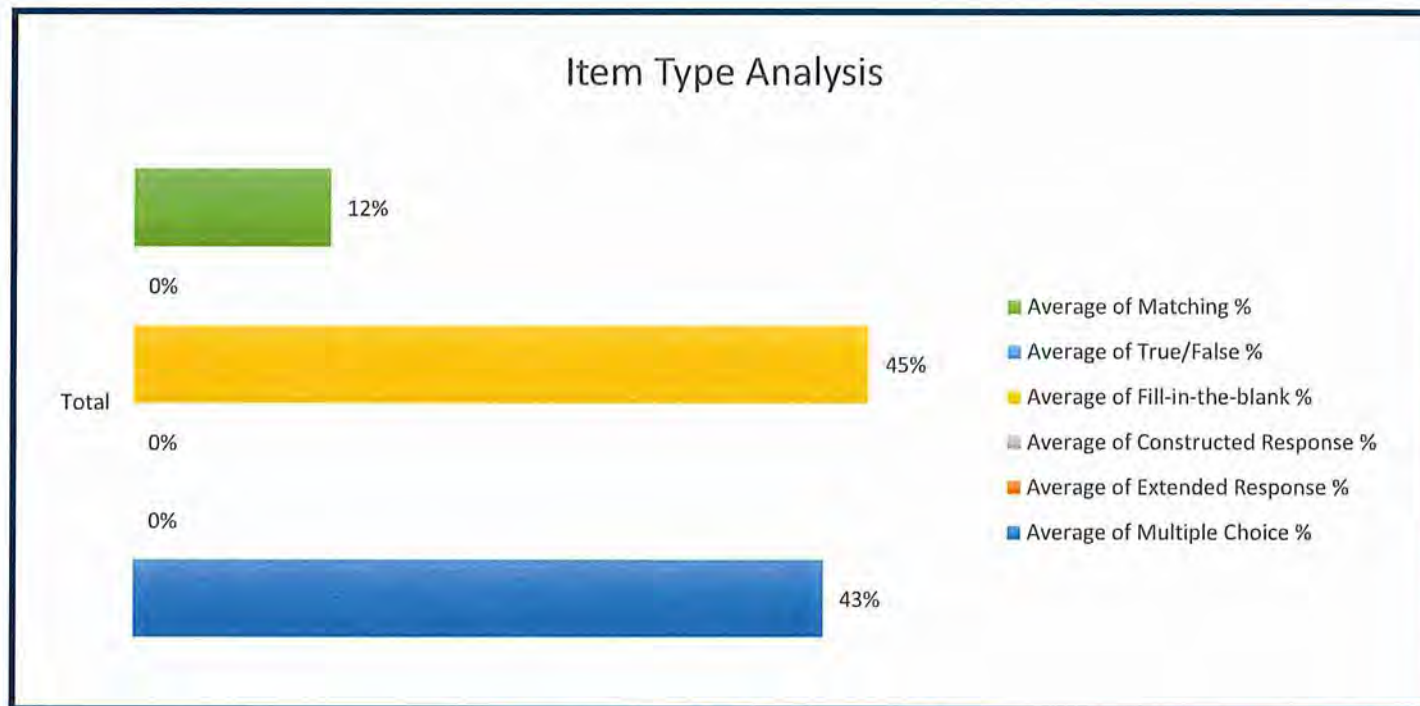
- Assessment Length and Number of Skills Addressed
- Item Type Analysis
- Webb's Depth of Knowledge
- Metacognition in Assessment

Process for Writing Assessments	
Summary 16 assessments provided by William McKinley Elementary were reviewed for this audit. The assessments included 10 math and 6 English language arts and ranged from kindergarten to 5 th grade. All assessments show a strong correlation to Indiana Academic Standards.	
Strength	Opportunity for Improvement
The assessments shared are all standards-based assessments. The IREADY assessments that were shared mirror item types that students can expect to see on ILEARN. By providing multiple ways to show mastery on this assessment, students are able to show their learning of each standard covered in the classroom.	All of the assessments that were shared seem to be formative. Because they are short snapshots of student mastery of one particular standard, opportunities for higher order thinking through constructed or extended response was not apparent. Also, opportunities for metacognition were not evident from the assessments provided.



Assessment Length and Skills Addressed

The average number of items on both the ELA and Math assessments were 7. Both ELA and math assessments cover an average of one standard per assessment.



Item Type Analysis

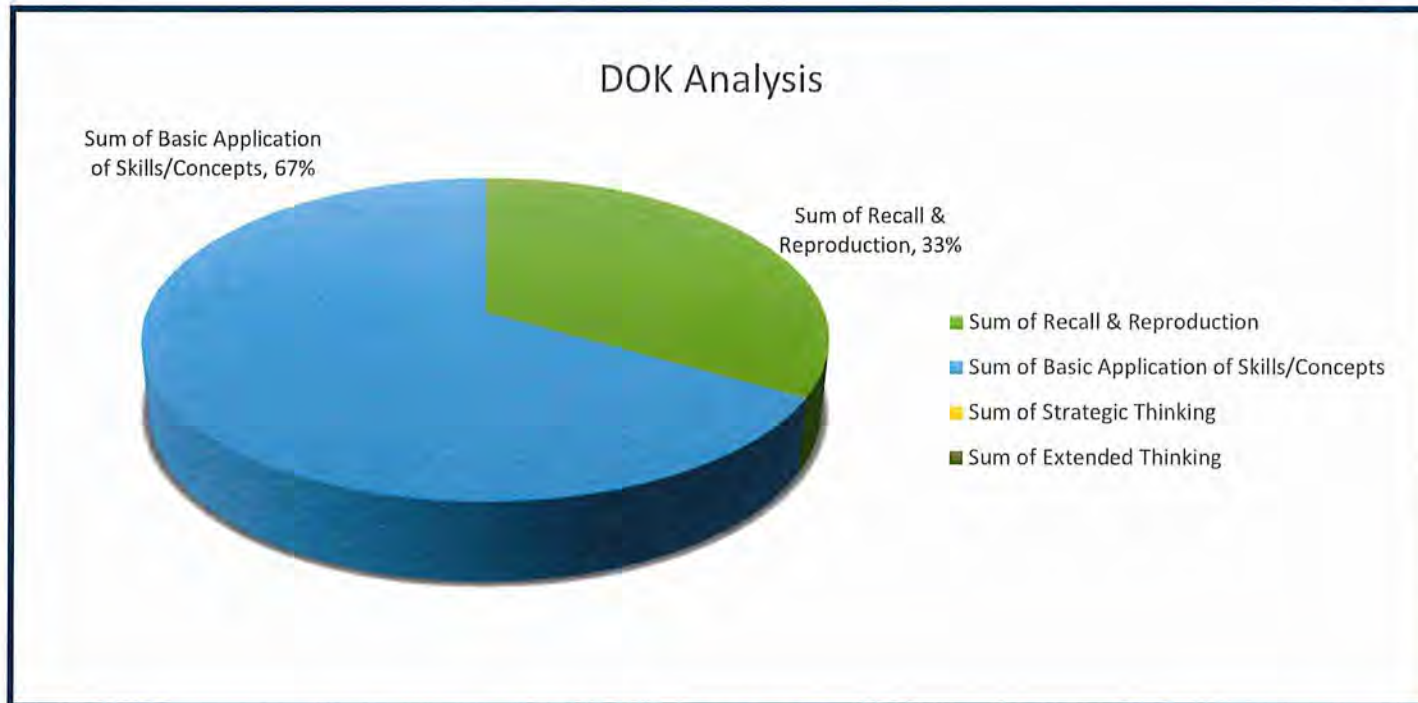
Of the 105 items reviewed, 12% are matching, 45% are fill-in-the-blank, and 43% are multiple choice. There are 0 true/false, constructed response, and extended response on the assessments provided.

Strength

The ELA assessments provided utilized multiple choice items less than the math. The IREADY assessments provided multiple types of items on each, which allows for a stronger sense of student mastery.

Opportunity for Improvement

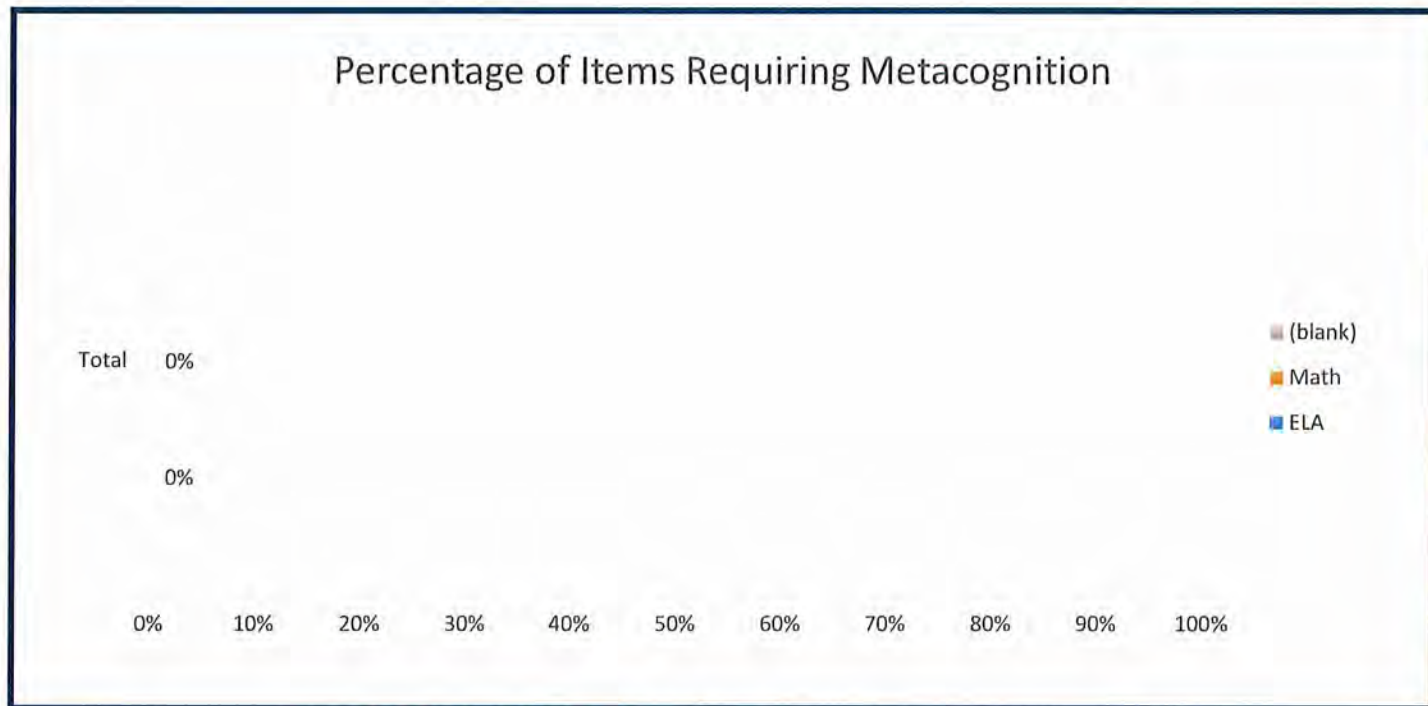
By increasing the number of essay questions, short answer, and constructed response items, teachers could increase the opportunities for Depth of Knowledge and metacognition. This increase in rigor would result in increased critical thinking and learning retention.



Webb's Depth of Knowledge

Of the 105 items reviewed, 33% were Depth of Knowledge level 1 (recall and reproduction) and 67% were level 2 (application of skills and concepts). None of the items allowed students to construct their own responses or extend their thinking, meaning there are no level 3 or 4 questions.

Strength	Opportunity for Improvement
Because items are already aligned to the Indiana standards, there is an opportunity to increase the complexity of the existing assessments.	By increasing the level of Depth of Knowledge presented on assessments, students will more readily engage in tasks that require critical thinking and problem solving.



Metacognition in Assessment

There are no opportunities for metacognition on the assessments that were provided. Current assessments could be refined to provide opportunities for student responses that incorporate metacognition.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for William McKinley Elementary. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.



Varied Item Type. Differentiated assessments allow students opportunities to show their knowledge of standards in different ways. The IREADY assessments were the only assessments shared that showed the use of multiple item types on one assessment. Varying the item types can give better insight into knowledge gaps and better meet the needs of students.



Webb's Depth of Knowledge. Because the assessments shared seem more formative than summative in nature, it is unclear if levels 3 and 4 DOK are being used in assessment. It is imperative that assessments mirror the rigor of state assessments by utilizing these higher-order thinking skills. This higher level thinking requires students to engage with the content and make sense of the material being taught.



Metacognition practices. In order for students to develop the skills needed to become a self-directed, life-long learner, metacognition must be included in instruction and assessment. Professional development for William McKinley teachers could help them develop the tools necessary for developing metacognition in assessment.



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

ROOT CAUSE ANALYSIS

Comprehensive Needs Assessment for School Improvement Planning

Based on our collaboration with your team, we engaged in a root cause analysis protocol (cause mapping), to further define the root causes of current outcomes.



McKinley Elementary School

Learning for All Whatever it Takes

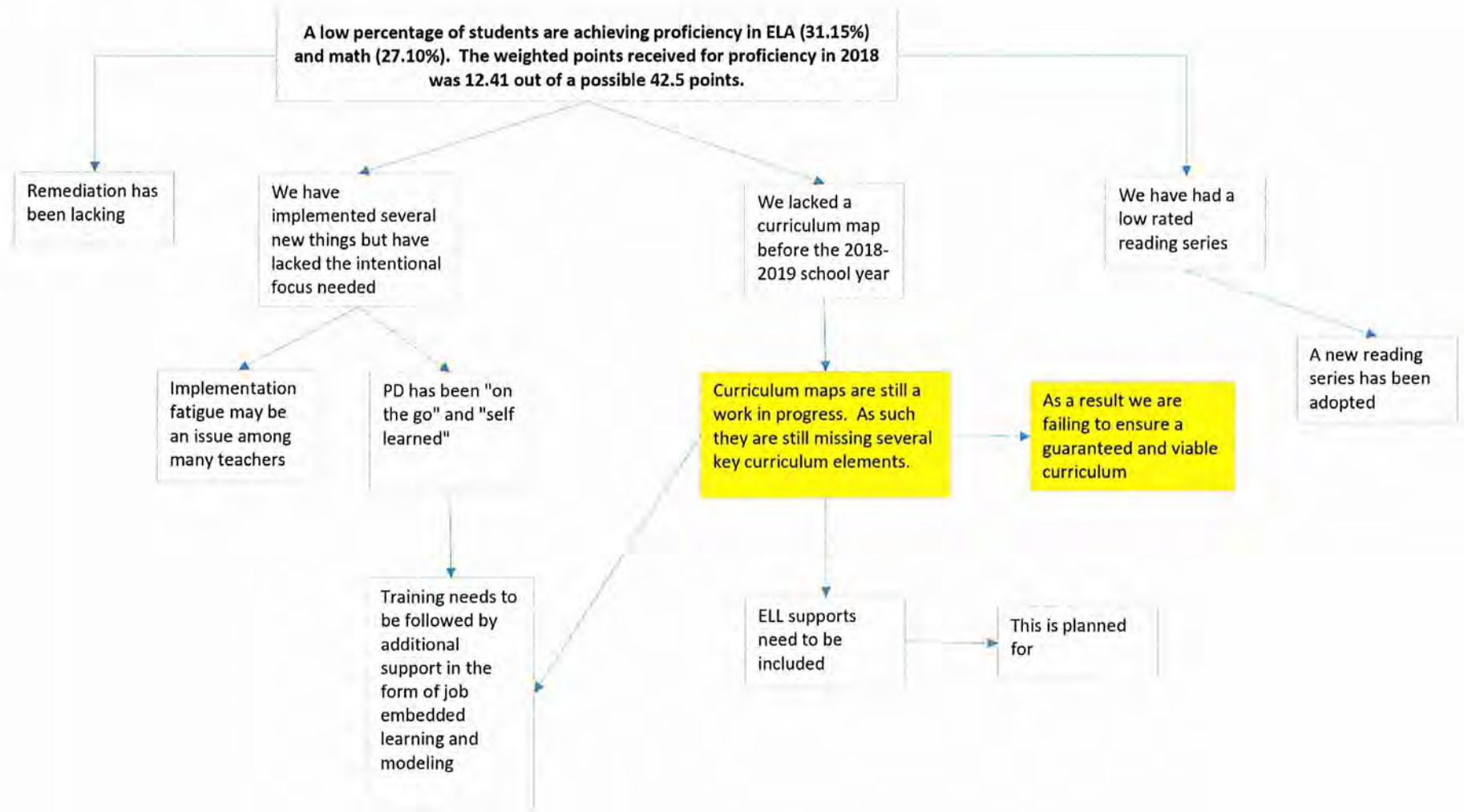
Root Cause Analysis

Comprehensive Needs Assessment
for School Improvement Planning

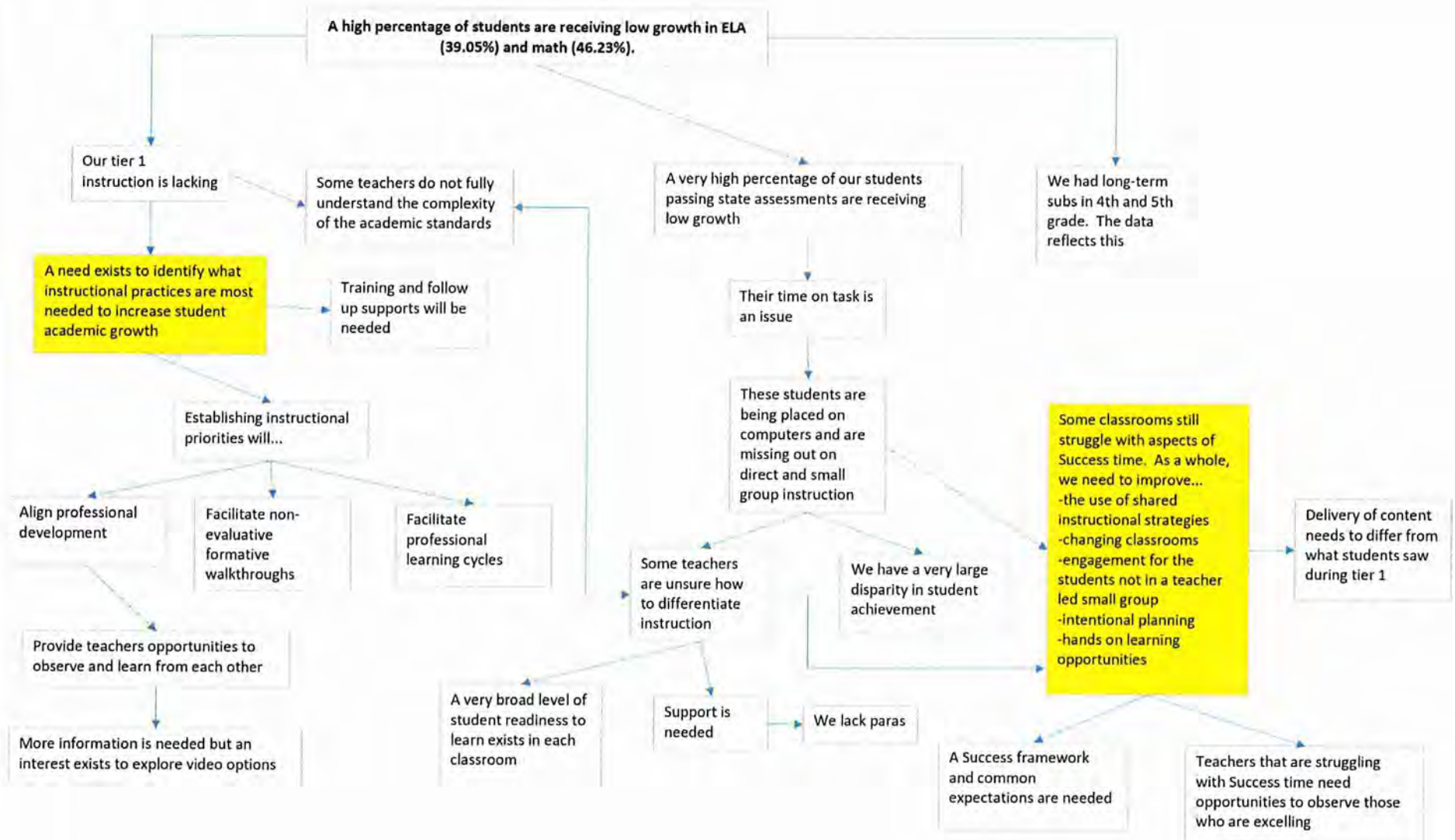
Session 7

Focus Area 1	Focus Area 2	Focus Area 3	Subgroup Focus Area
ELA & Math Proficiency	ELA and Math Growth	Social Emotional Learning and Supports	English Language Learners

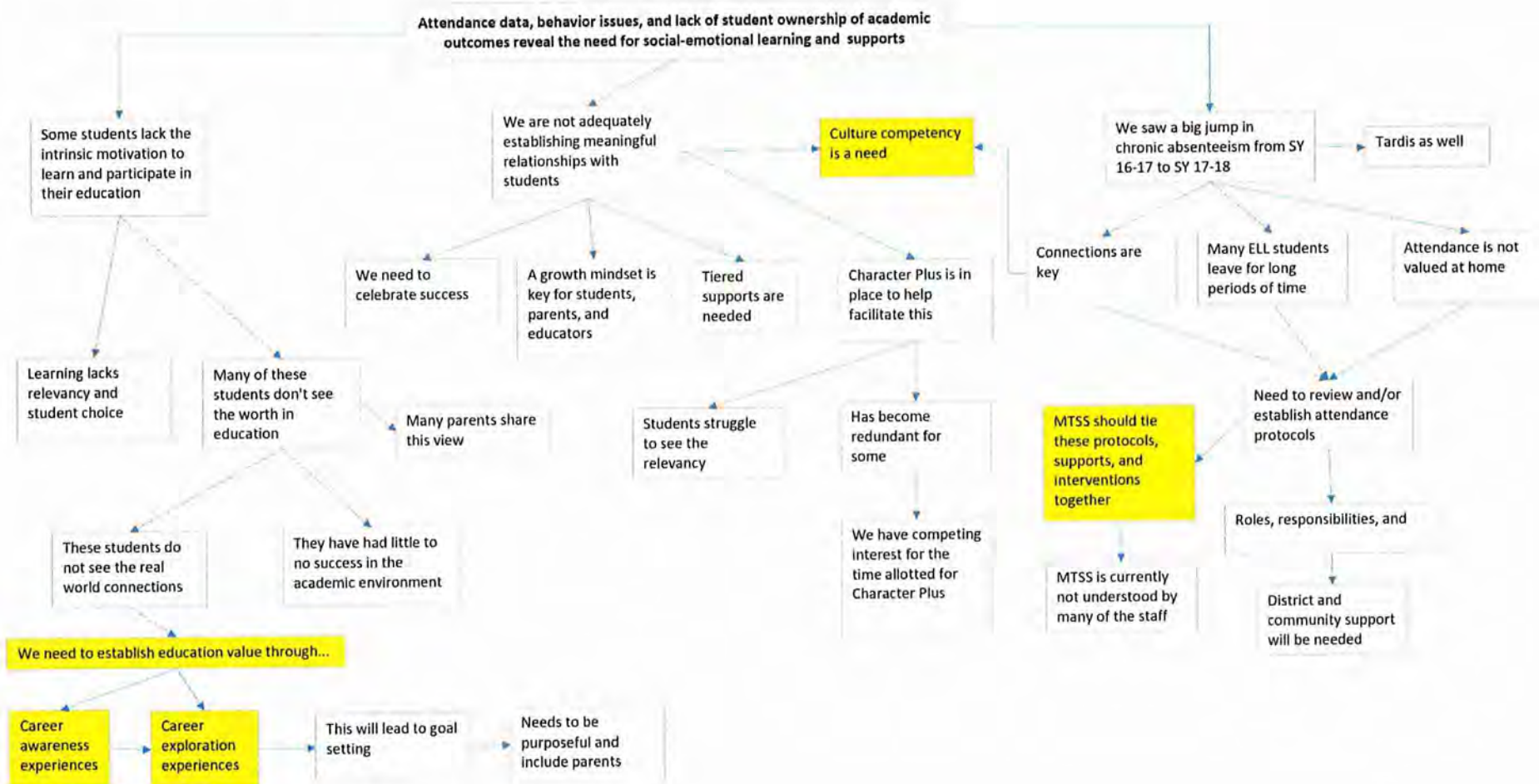
Focus Area 1



Focus Area 2



Focus Area 3



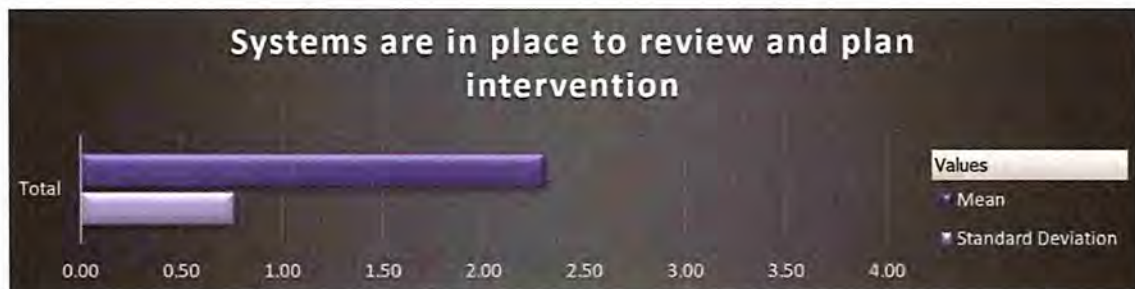
Appendix I: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

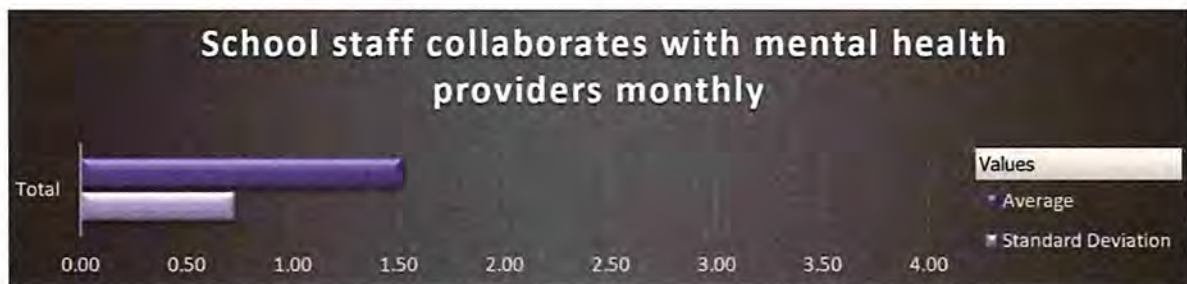
A four-point Likert scale was given to all staff at William McKinley with 23 staff members participating. The survey consisted of five areas including questions about the school's screening process, instructional support and mentoring, SEL classroom environment, SEL school wide policies and procedures, engaging families and community, and SEL professional development opportunities.

Screening Process: How are we currently identifying high-risk students that are in need of mental health programs?

Strength: McKinley Elementary has established procedures for teachers and staff to identify students who would benefit from mental health programs. Further, the school and district are progressively implementing MTSS in order to better identify and support those students who need higher levels of support and intervention.



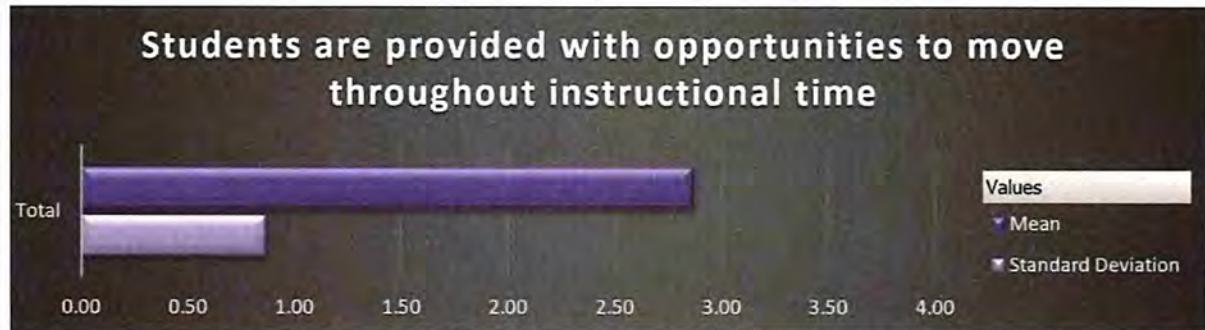
Opportunity for Improvement: Increasing opportunities to collaborate with community health care providers can serve to increase the individual capacity of school personnel as well as the capacity of the school as a whole to meet the mental health needs of students.



Potential Funding Resources: Title I, Title IV, Title V

Instructional Support and Mentoring: What instructional support and mentoring do we have in place that helps us meet the needs of our high-risk students through mental health programs?

Strength: McKinley teachers are devoted to the use of the evidence based instructional strategies of guided reading and stations. This results in students being able to frequently move throughout the classroom during instructional time.



Opportunity for Improvement: A peer mentoring program could help the school provide increased holistic supports as well as facilitate improved communication skill development among participating students.



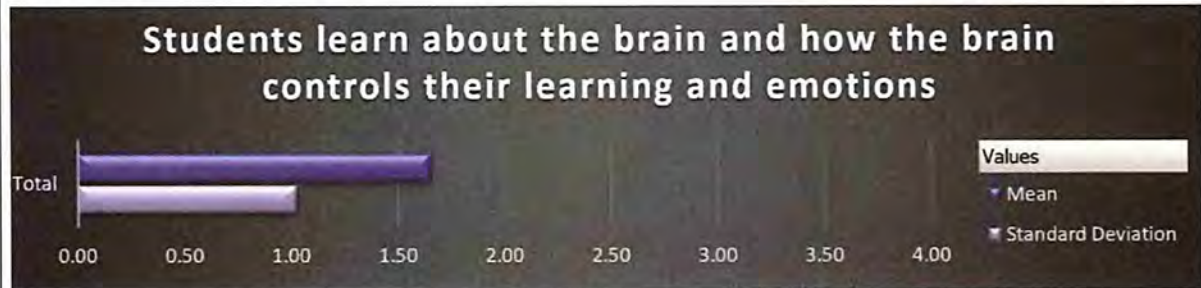
Potential Funding Resources: Title I, Title II, Title IV, Title V

SEL Classroom Environment: How are our classroom environments helping us meet the needs of our high risk students through mental health programs?

Strength: The use of flexible seating helps to facilitate a classroom environment that is calm, focused, and productive. Further, McKinley teachers utilize flexible seating to help facilitate instructional stations and guided reading.



Opportunity for Improvement: Providing students opportunity to learn about their brain development supports the development of a growth mindset, student ownership, and self-regulation.



Potential Funding Resources: Title I, Title IV, Title V

SEL School Wide Policies and Procedures: What are our school wide policies and procedures we have in place that helps us meet the needs of our high-risk students through mental health programs?

Strength: McKinley Elementary, through PBIS, places emphasis on systematically acknowledging and rewarding students for positive behavior. Additionally, the position of dean of students was created for the 2019-2020 school year to facilitate efforts toward schoolwide SEL and behavioral policies and procedures.



Opportunity for Improvement: Collaboratively developing a suicide prevention policy will help to ensure the school has procedures in place to prevent, access the risk, intervene in, and respond to student suicidal behavior.



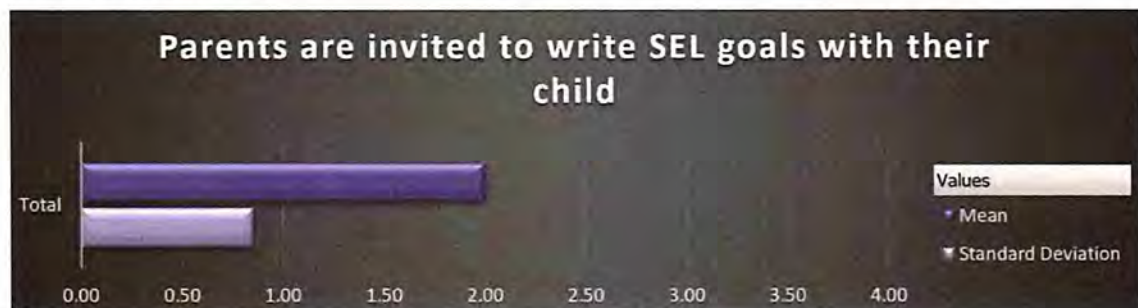
Potential Funding Resources: Title I, Title IV, Title V

Engaging Families and the Community: How are we currently engaging families and the community in order to meet the needs of our high-risk students through mental health programs?

Strength: Strategies and opportunities to increase family and community engagement include, but are not limited to, monthly parent nights, semester awards, open houses, a back to school rally, raising successful learners workshop, scholastic book fair, Healthy Mental Growth for Children Workshop, American Education Week Open House, Family Fun Night, Community Night, Community Readers, Student and Parent Luncheon, Seasonal Family Activities, Santa's Workshop, Winter and Spring Music Programs, Presentations from Healthy East Chicago, ISTEP+ Workshop, Breast Cancer Awareness, Literacy Training, and Technology Workshops.



Opportunity for Improvement: Including parents in writing SEL goals with their children can help increase parental awareness and participation in actions intended to enhance students' social and emotional growth.



Potential Funding Resources: [List of funding options such as Title I, Title IV, Title V]

SEL Professional Development Opportunities: What professional development are we providing to our staff around SEL?

Strength: The district has provided several trainings on aspects of SEL during “late start Wednesday” professional development.



Opportunity for Improvement: Providing teachers with coaching and follow-up supports after trainings specific to SEL will improve teacher retention and implementation of the practices needed to provide students with support and intervention.



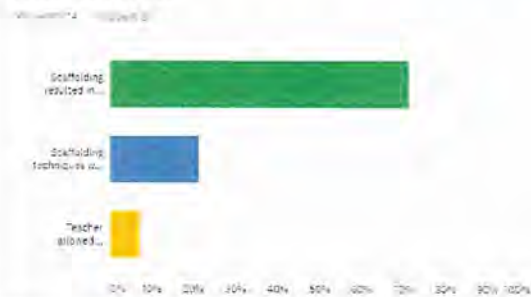
Potential Funding Resources: Title I, Title IV, Title V

Appendix J: Instructional Investigation

Overview: The instructional investigation at William McKinley Elementary School consisted of nineteen classroom observations. The instructional investigations took place on March 14th & 15th. This report highlights the strengths and opportunities for improvement based on the data aggregated in the instructional investigation.

Strengths: The following graphs and narratives depict the highest effectiveness ratings based on the instructional investigations conducted by Equitable Education Solutions at McKinley Elementary School.

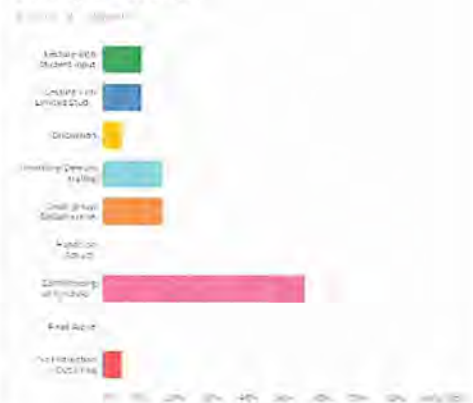
Teacher uses scaffolding techniques rather than letting students opt out



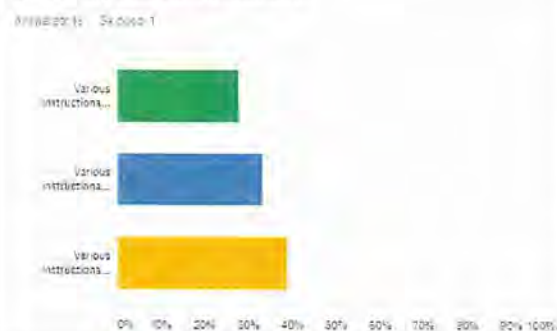
In 71% of classrooms observed scaffolding resulted in better understanding for all students. The use of scaffolding helps to progress students towards deeper understanding of the content and greater independence in their learning.

A variance in the delivery of instruction existed throughout the classrooms observed. Conferencing with individual students was present in 56% of classrooms. Other frequently observed strategies were modeling/demonstrating and small group collaboration.

Delivery of instruction



Culturally relevant practices

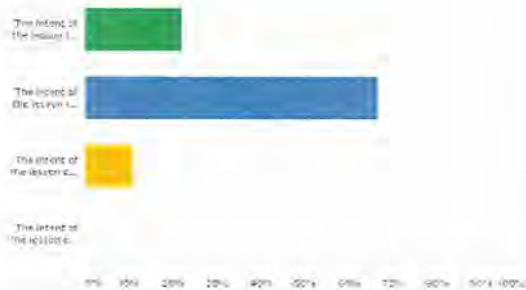


The use of various instructional strategies as it relates to accommodating diverse learning styles and language proficiencies were either actively applied or being initially implemented in 61% of classrooms observed.

Opportunity for Improvement: The following graphs and narratives depict the largest opportunities for growth based on the instructional investigation conducted by Equitable Education Solutions at McKinley Elementary School.

Learning objective:

Assessment 18 | Snapshot 1

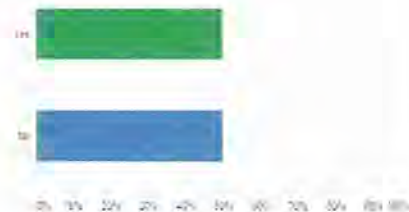


In only 22% of classrooms observed was the intent of the lesson evident and visually represented in a student-friendly manner. Posting objectives allows the objectives to be revisited throughout the lesson and allows visiting administration to give more effective and tailored feedback.

In only 50% of classrooms observed were students presented with opportunities for critical thinking and problem solving. As a result, the cognitive depth being asked of students was viewed as lacking.

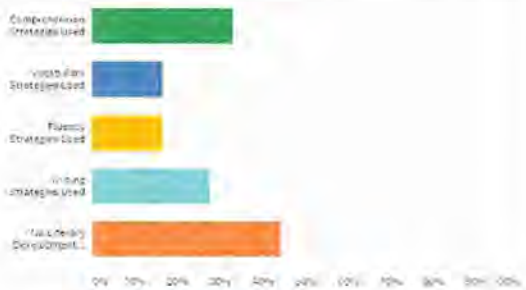
Presents opportunities for critical thinking and problem-solving

Assessment 19 | Snapshot 1



Literacy strategies being utilized across content areas

Assessment 20 | Snapshot 1

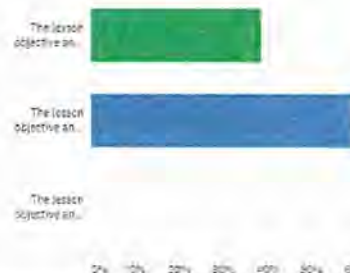


In 44% of classrooms observed, there was no literacy development observed. Incorporating literacy development in all content areas serves to build students comprehension, writing, and overall skills in communication.

In only 39% of classrooms observed was the lesson objective and activity aligned to the depth intended by the Indiana academic standards. In most classrooms the standards were addressed but activities students were asked to complete were at a relatively low level of cognitive depth.

Alignment to standards

Assessment 21 | Snapshot 1



Analysis and Recommendations

Based on the instructional investigation at McKinley Elementary School, it is recommended that the following professional learning occur:

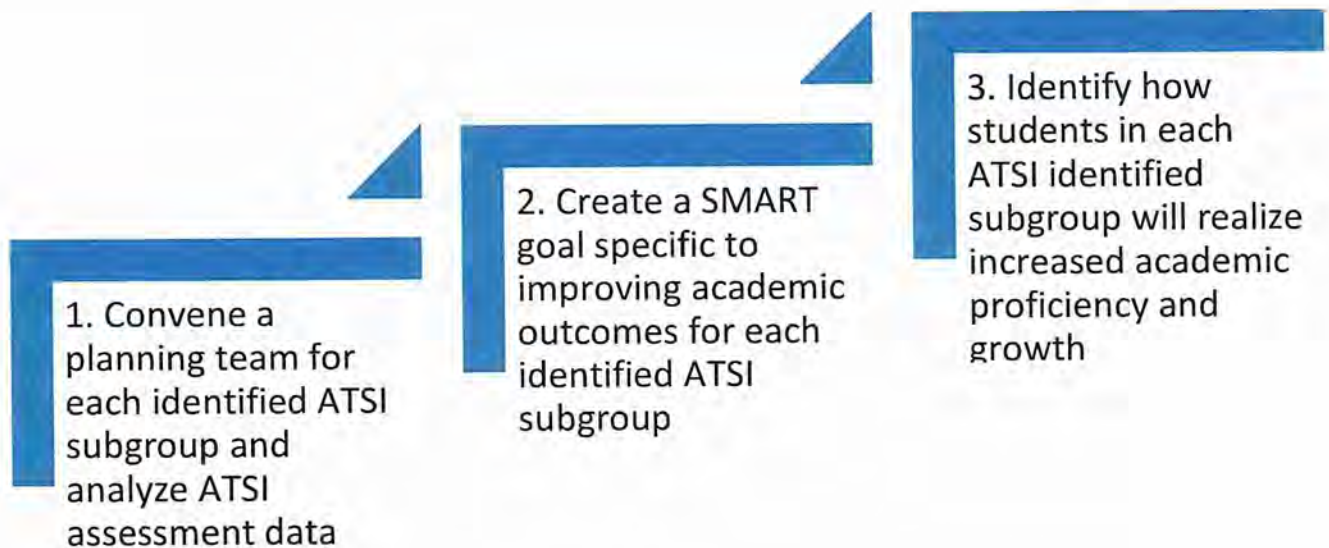
[1] Take the necessary steps to ensure literacy strategies are being used across the content areas. Specific attention should be given to including literacy development within math instruction.

[2] In order to facilitate instruction addressing the intended rigor of the Indiana academic standards, incorporate into the curriculum maps resources and activities that address higher levels of Webb's depth of knowledge.

[3] In order to foster problem solving and critical thinking, provide teachers with training, resources, and follow-up supports for integrating project-based learning into the curriculum.

[4] Include in curriculum maps student friendly learning objectives. Further, require teachers to post objectives so that the intent of the lesson can be continually referenced and visiting administrators can provide more targeted formative feedback.

Targeted Support & Improvement (TSI) – Any public school with one or more student groups (1) performing in the lowest 10% of their group for two consecutive years and (2) is identified as “does not meet expectations.”

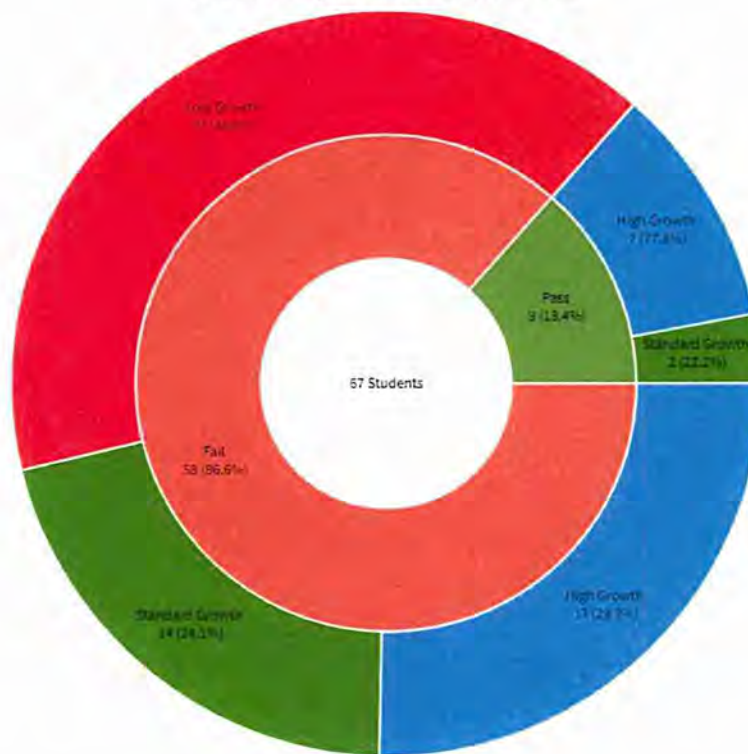


EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Low Performing Student Group of African American Students

Academic Subgroup Committee	
Focus Area Description	<p>On average, 15.1% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -12.7 percentage points change. On average, 17.2% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -8.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 2.1% on average over the past three years.</p> <p>On average, 48.7% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 35.7% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has decreased by 9.4. Over the last 1 years, the percentage of students in high growth for MATH has increased by 0.4.</p> <p>On average, 41.7% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 33.9% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has decreased by 3.5. Over the last 1 years, the percentage of students in high growth for ELA has increased by 4.6.</p>
<p>Subgroup Specific SMART Goal-</p> <p>African American students will demonstrate a 10.1% increase in proficiency in ELA and 10.6% increase in math according to the ILEARN academic data each of the next three school years.</p>	
<p>The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H...</p> <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> PD Goal 1 <input checked="" type="checkbox"/> PD Goal 2 <input checked="" type="checkbox"/> PD Goal 3 </div> <div> <input checked="" type="checkbox"/> Road Map 1 <input checked="" type="checkbox"/> Road Map 2 <input checked="" type="checkbox"/> Road Map 3 </div> </div>	

William McKinley Elementary School
 ELA Proficiency and Growth for 2019 (Black)

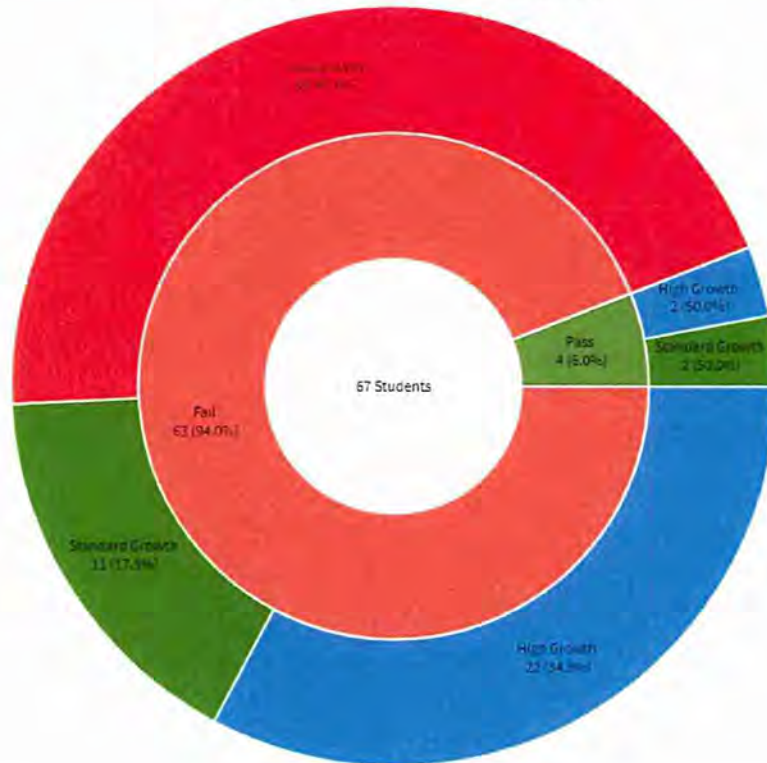


ASAP 4/18/2024

Of the 67 students, there were 13.4% who passed and 86.6% who did not pass. Of the students who passed, there were 77.8% demonstrated high growth, 22.2% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 29.3% demonstrated high growth, 24.1% demonstrated standard growth, and 46.6% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 77.8%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 46.6%, this indicates that these students had less than one-year growth when compared to their academic peers.

William McKinley Elementary School
MATH Proficiency and Growth for 2019 (Black)

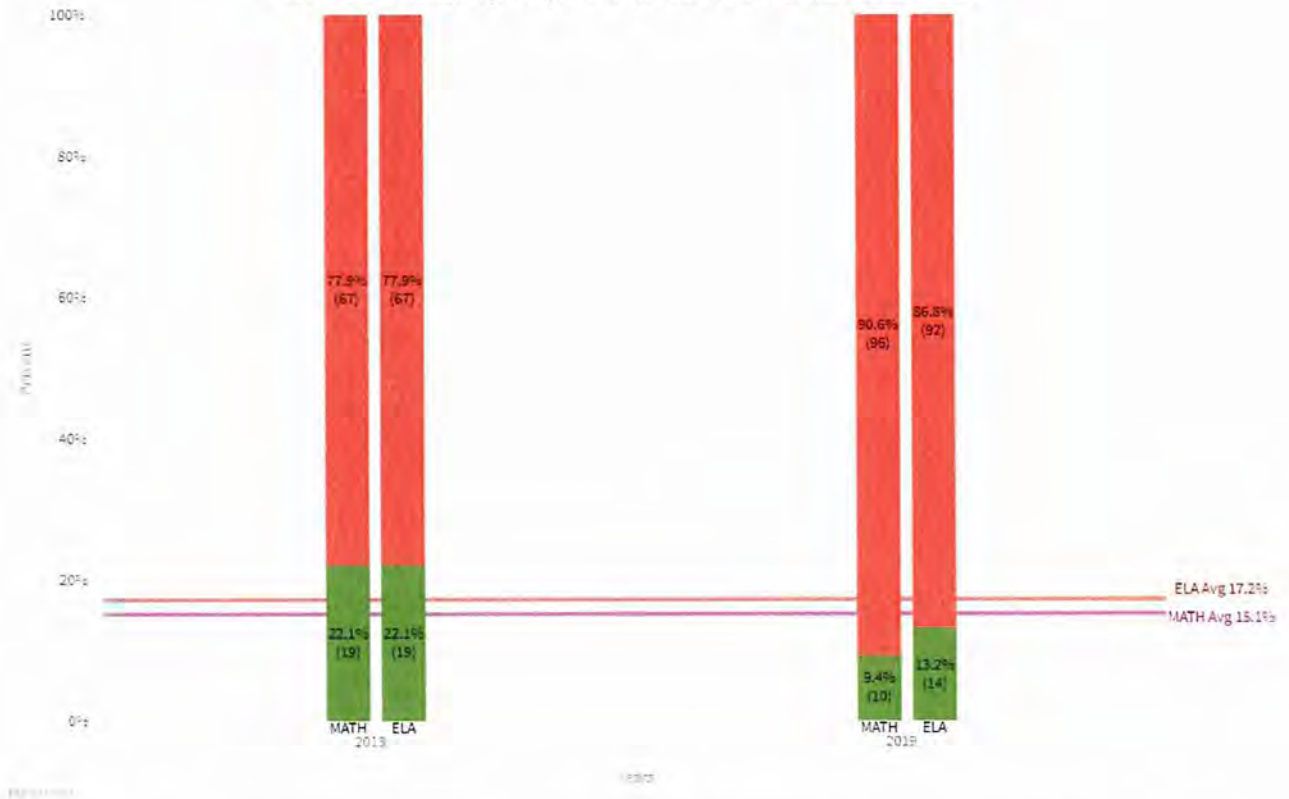


Of the 67 students, there were 6.0% who passed and 94.0% who did not pass. Of the students who passed, there were 50.0% demonstrated high growth, 50.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 34.9% demonstrated high growth, 17.5% demonstrated standard growth, and 47.6% demonstrated low growth.

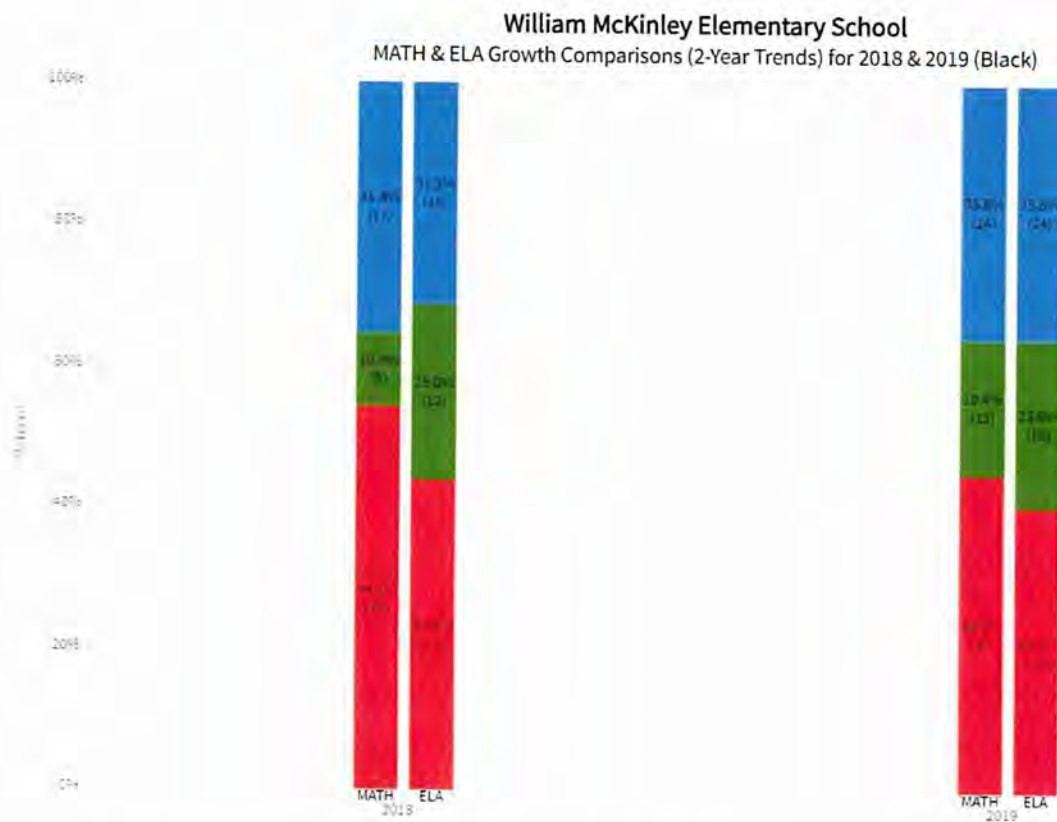
- + A high percentage of the students who passed were in the high growth category with 50.0%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 47.6%, this indicates that these students had less than one-year growth when compared to their academic peers.

William McKinley Elementary School

MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (Black)



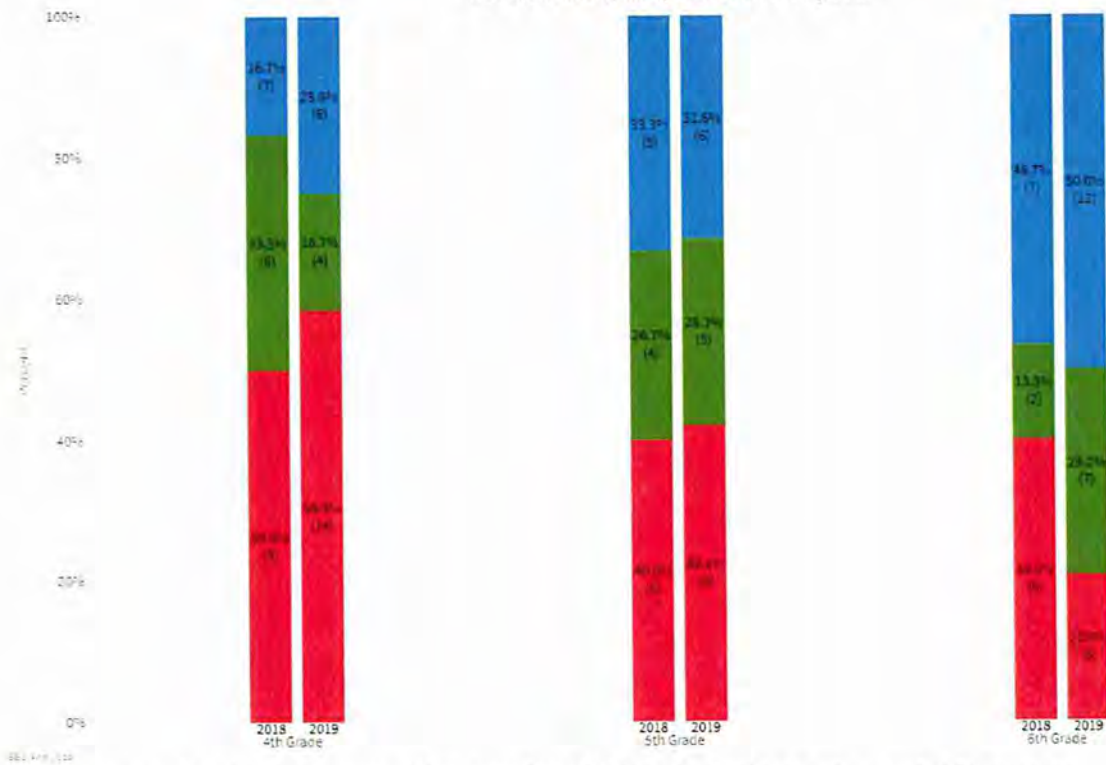
On average, 15.1% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -12.7 percentage points change. On average, 17.2% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -8.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 2.1% on average over the past three years.



On average, 48.7% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 35.7% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has decreased by 9.4. Over the last 1 years, the percentage of students in high growth for MATH has increased by 0.4.

On average, 41.7% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 33.9% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has decreased by 3.5. Over the last 1 years, the percentage of students in high growth for ELA has increased by 4.6.

William McKinley Elementary School
ELA Grade level (Black) in 2018 & 2019 by Year

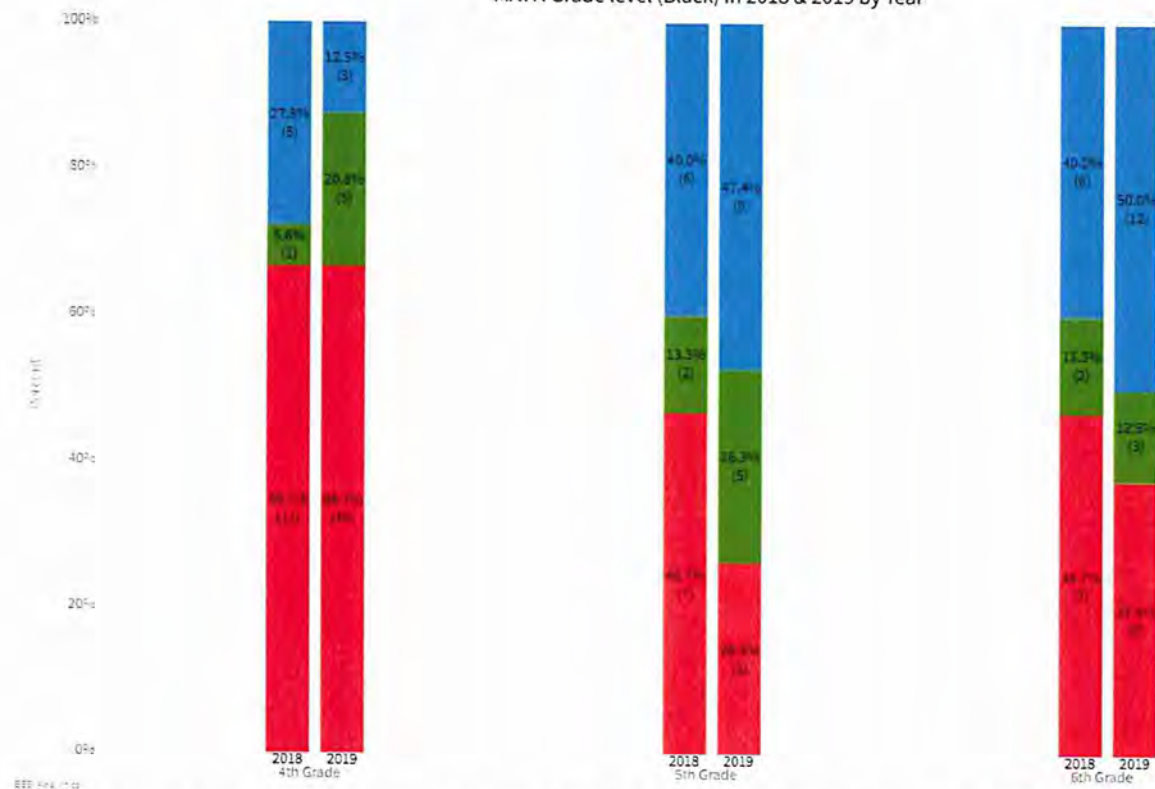


The percentage of students in low growth has gone from 43.8% to 40.3%. This is a change of -3.5% over the last year.

The percentage of students in standard growth has gone from 25.0% to 23.9%. This is a change of -1.1% over the last year.

The percentage of students in high growth has gone from 31.3% to 35.8%. This is a change of 4.6% over the last year.

William McKinley Elementary School
MATH Grade level (Black) in 2018 & 2019 by Year



The percentage of students in low growth has gone from 54.2% to 44.8%. This is a change of -9.4% over the last year.

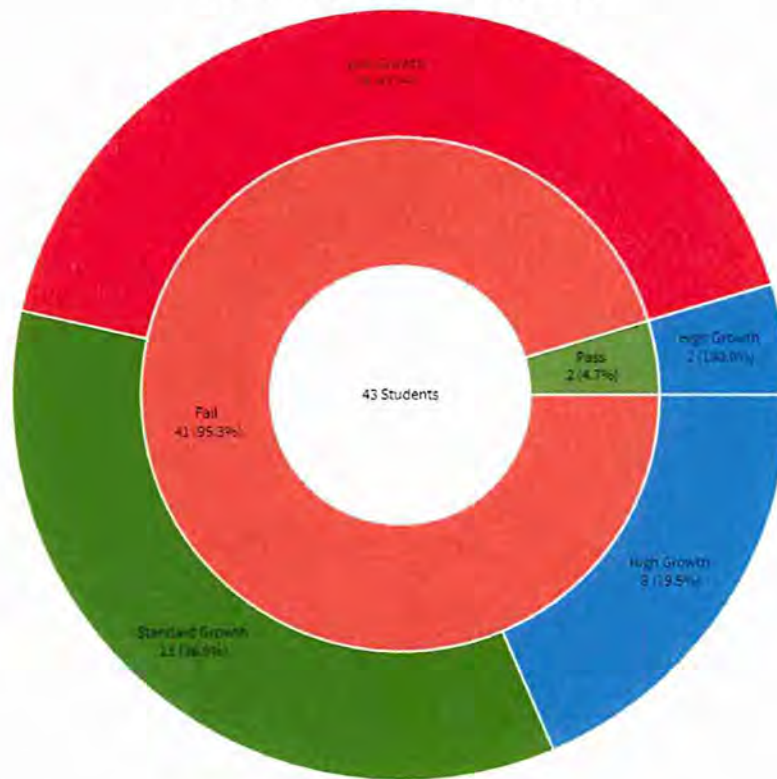
The percentage of students in standard growth has gone from 10.4% to 19.4%. This is a change of 9.0% over the last year.

The percentage of students in high growth has gone from 35.4% to 35.8%. This is a change of 0.4% over the last year.

Low Performing Student Group of Special Education Students

Academic Subgroup Committee	
Focus Area Description	<p>On average, 10.1% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -7.6 percentage points change. On average, 10.1% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -14.3 percentage points change. Students have achieved higher pass rates in ELA than Math by 0.0% on average over the past three years.</p> <p>On average, 42.1% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 19.7% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 26.2. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 29.4.</p> <p>On average, 34.2% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 30.3% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 17.6. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 16.1.</p>
<p>Subgroup Specific SMART Goal-</p> <p>SPED students will demonstrate a 11.3% increase in proficiency in ELA and 10.9% increase in math according to the ILEARN academic data each of the next three school years.</p>	
<p>The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H...</p> <div> <div> <input checked="" type="checkbox"/> PD Goal 1 <input checked="" type="checkbox"/> PD Goal 2 <input checked="" type="checkbox"/> PD Goal 3 </div> <div> <input checked="" type="checkbox"/> Road Map 1 <input checked="" type="checkbox"/> Road Map 2 <input checked="" type="checkbox"/> Road Map 3 </div> </div>	

William McKinley Elementary School
 ELA Proficiency and Growth for 2019 (SPED)



Of the 43 students, there were 4.7% who passed and 95.3% who did not pass. Of the students who passed, there were 100.0% demonstrated high growth, 0.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 19.5% demonstrated high growth, 36.6% demonstrated standard growth, and 43.9% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 100.0%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 43.9%, this indicates that these students had less than one-year growth when compared to their academic peers.

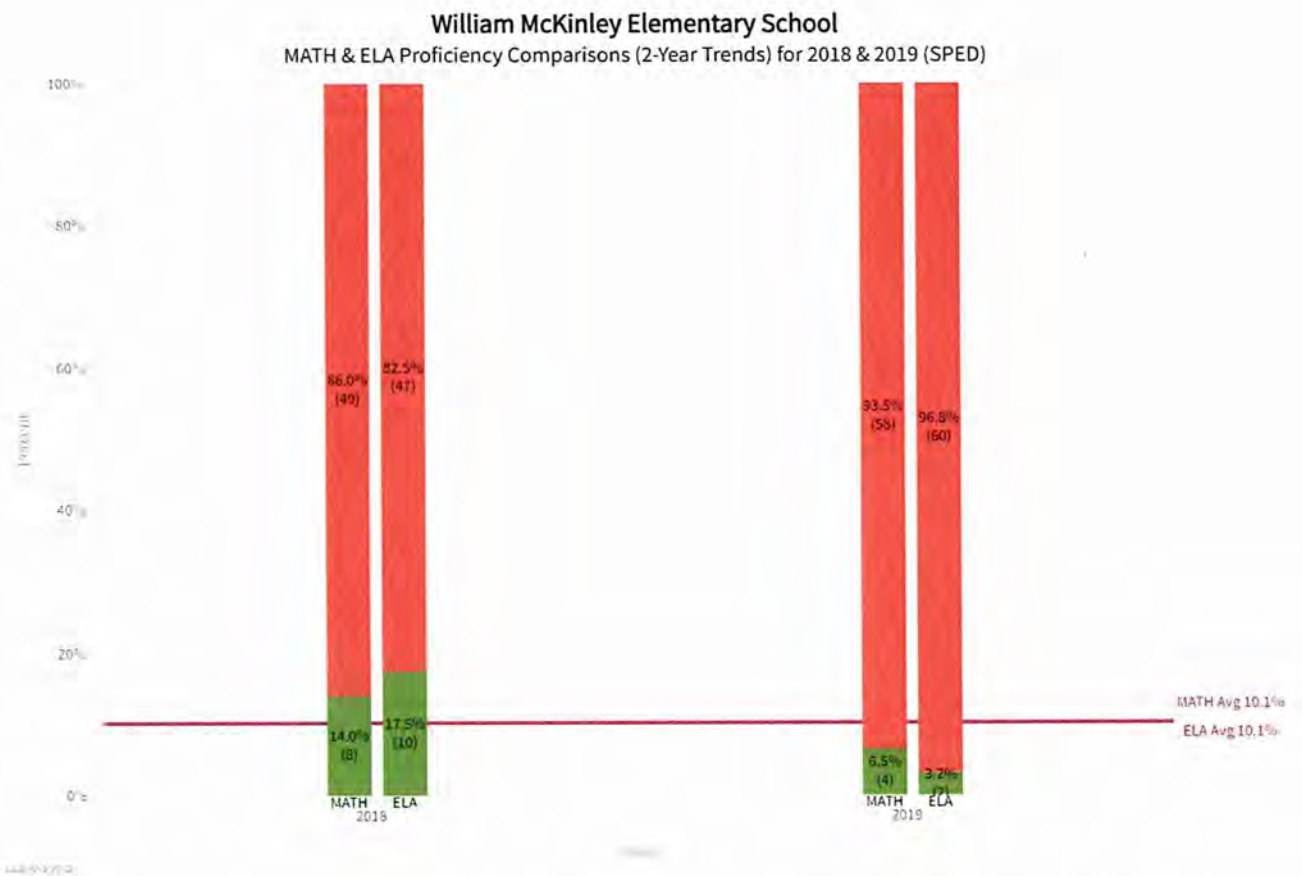
William McKinley Elementary School
MATH Proficiency and Growth for 2019 (SPED)



SES Analysis

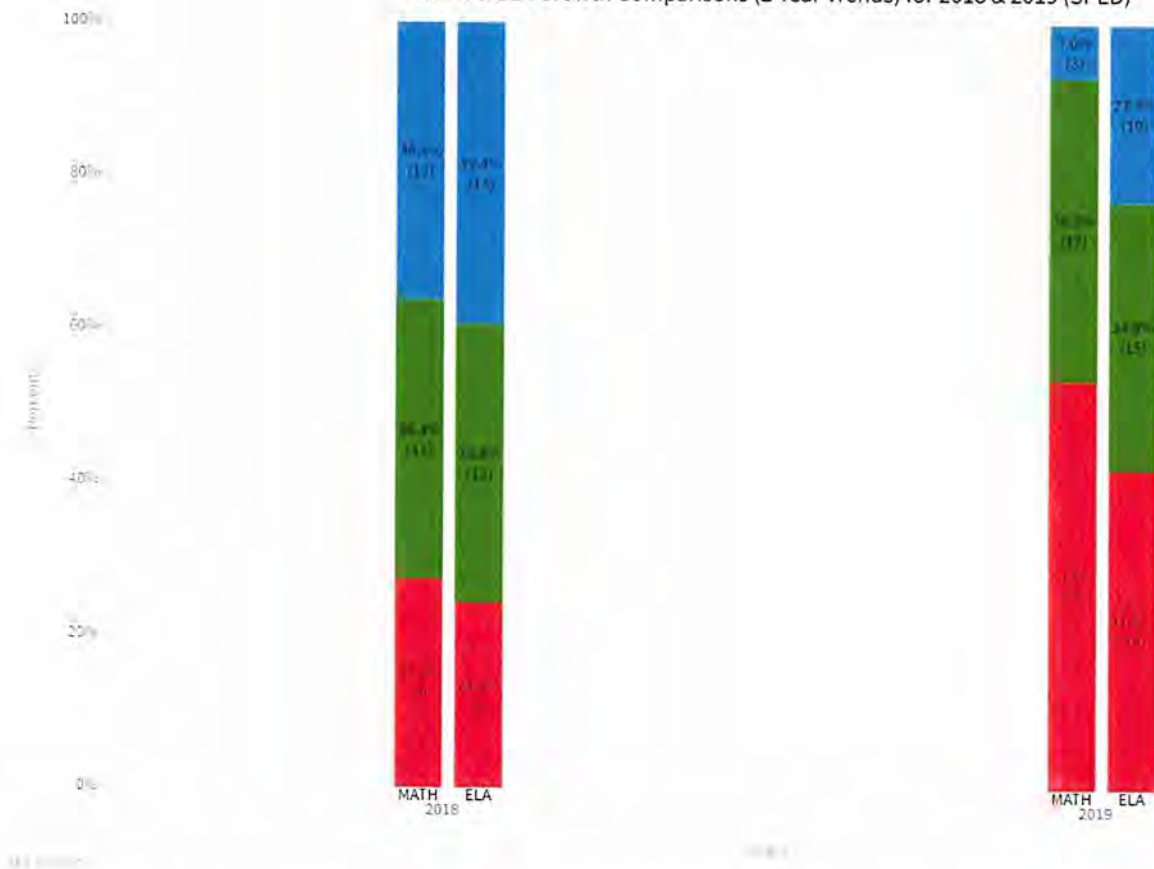
Of the 43 students, there were 2.3% who passed and 97.7% who did not pass. Of the students who passed, there were 0.0% demonstrated high growth, 100.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 7.1% demonstrated high growth, 38.1% demonstrated standard growth, and 54.8% demonstrated low growth.

- A high percentage of the students who did not pass were in the low growth category with 54.8%, this indicates that these students had less than one-year growth when compared to their academic peers.



On average, 10.1% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -7.6 percentage points change. On average, 10.1% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -14.3 percentage points change. Students have achieved higher pass rates in ELA than Math by 0.0% on average over the past three years.

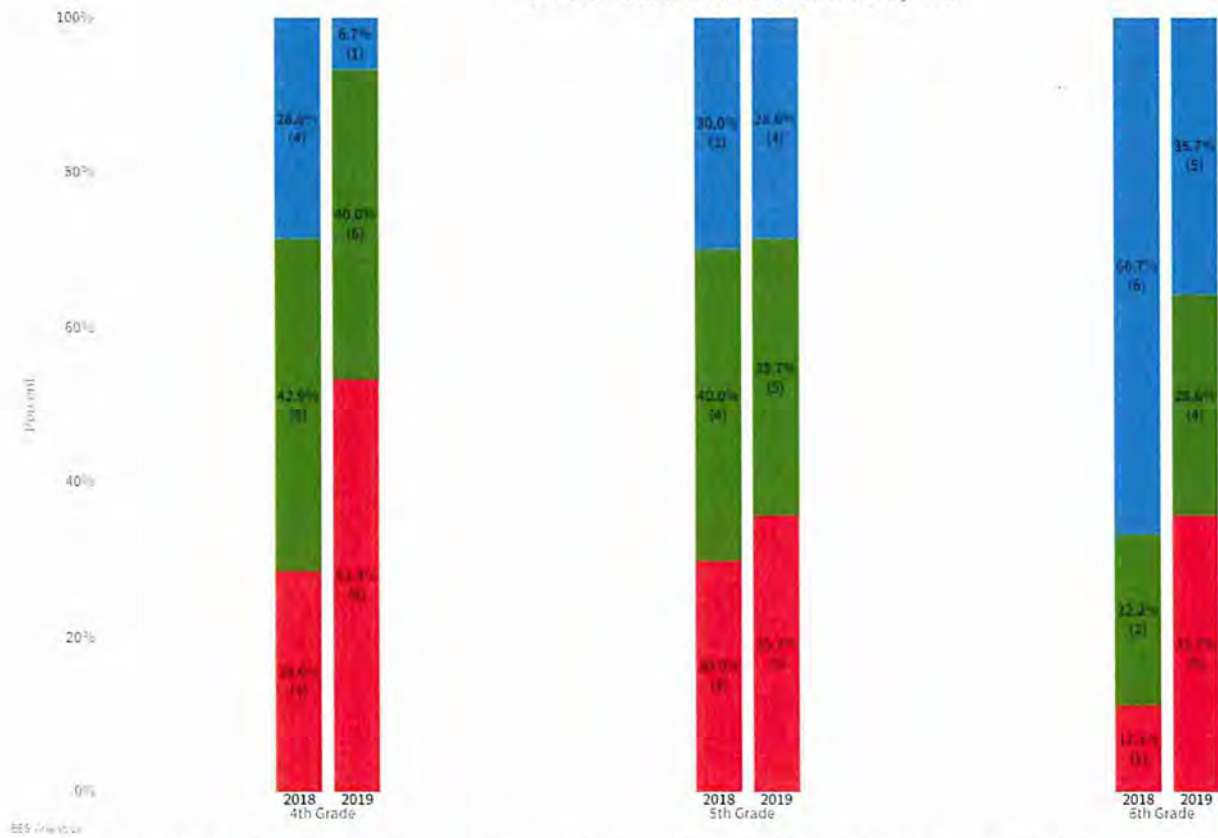
William McKinley Elementary School
MATH & ELA Growth Comparisons (2-Year Trends) for 2018 & 2019 (SPED)



On average, 42.1% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 19.7% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 26.2. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 29.4.

On average, 34.2% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 30.3% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 17.6. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 16.1.

William McKinley Elementary School
 ELA Grade level (SPED) in 2018 & 2019 by Year

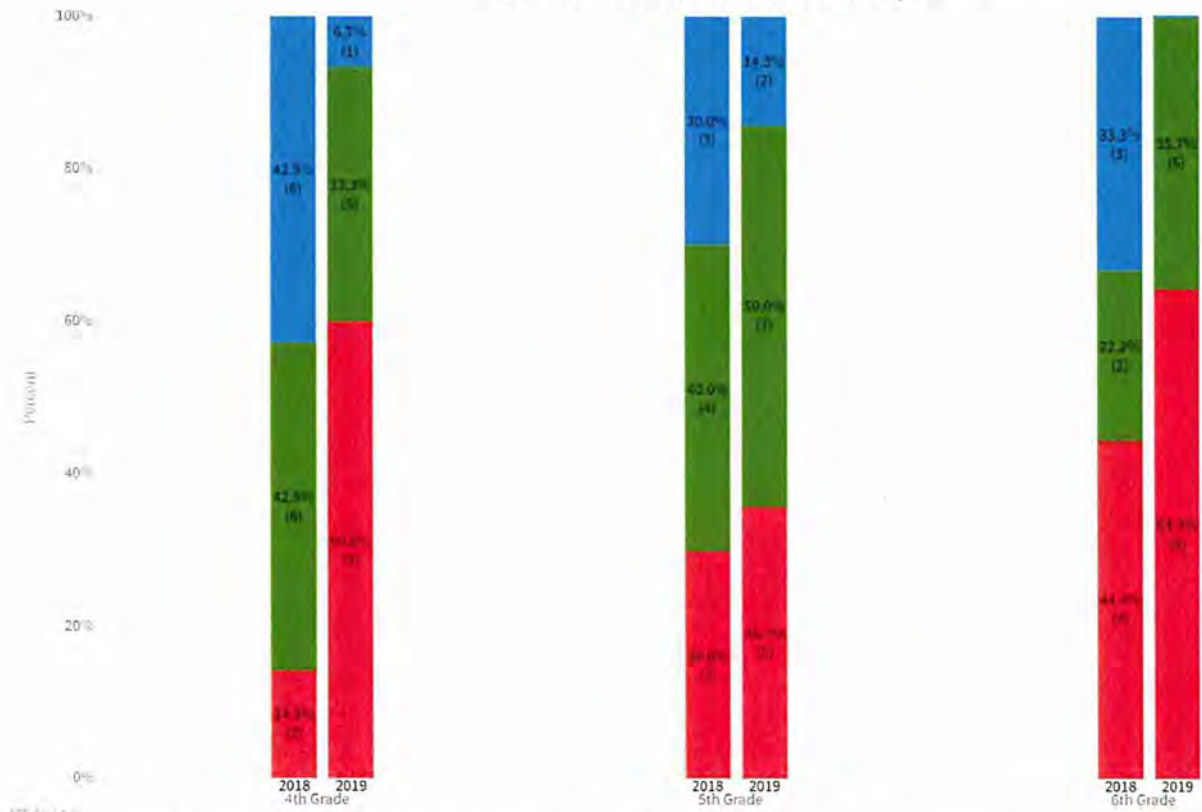


The percentage of students in low growth has gone from 24.2% to 41.9%. This is a change of 17.6% over the last year.

The percentage of students in standard growth has gone from 36.4% to 34.9%. This is a change of -1.5% over the last year.

The percentage of students in high growth has gone from 39.4% to 23.3%. This is a change of -16.1% over the last year.

William McKinley Elementary School
MATH Grade level (SPED) in 2018 & 2019 by Year



The percentage of students in low growth has gone from 27.3% to 53.5%. This is a change of 26.2% over the last year.

The percentage of students in standard growth has gone from 36.4% to 39.5%. This is a change of 3.2% over the last year.

The percentage of students in high growth has gone from 36.4% to 7.0%. This is a change of -29.4% over the last year.