School Name: George Washington Elementary School

School Number: 3961

Street Address: 2400 Cardinal Drive

City: East Chicago

Zip Code: 46312

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2022-2025 (Implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal:Ms. Andrea Hogan
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Superintendent:Dr. Javier Abrego

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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 <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**

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

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

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

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

This is an initial three (3) year plan. **Yes** <mark>**No**</mark>	This is a review/update of a plan currently in use. <mark>**Yes**</mark> **No**
This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: <mark> </mark> all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL,** (<mark>highligh</mark> **Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native H**<mark>I</mark>t **Is.**	
This school receives Title IA funding. <mark>**Yes**</mark> **No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? <mark>**SW**</mark> **TA** * *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- 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 <mark>highlight</mark> 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,<mark>BOTH</mark>	ELA, Black, Spec. Ed.
Andrea Hogan	Principal	**Both**	
Daria Rancifer	Assistant Principal	**Both**	
Lawrence Sandlin	Dean	**Both**	
Martha Purcell	EL Specialist /Teacher Liaison	**Both**	
Lisa Gary-Jones	Social Worker	**Both**	
Jane Tischler	Nurse	**Both**	
Lisa Sanders	Security Manager	**Both**	
SeAndrea Ferguson	Teacher	**Both**	
Therese Noworyta	Special Needs Teacher	**Both**	

Ava Robinson	Teacher	**Both**	
Patricia Webb	Paraprofessional	**Both**	
Ruthie Bircher	Instructional/Literacy Coach	**Both**	
Stanethia Miller	Parent	**Both**	

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1 2, 3	Textbook and readers are core component of reading program.	Yes No	

Subject	Grade	Program		Tier	Description		
ELA	K-6	Curriculum Maps & Beyond Textbooks Framework	**Yes** No	**Tier 1, 2, 3**	Maps facilitate pacing, standards based instruction, and ensure the delivery of a guaranteed and viable curriculum.	**Yes** No	
Math	K-6	Curriculum Maps & Beyond Textbooks Framework	**Yes** No	**Tier 1, 2, 3**	Maps facilitate pacing, standards based instruction, and ensure the delivery of a guaranteed and viable curriculum.	**Yes** No	
ELA	K-6	American Reading Company	**Yes** No	**Tier 1, 2, 3**	ARC's curriculum ensures students are able to meet the demands of tomorrow through extensive reading, multiple extended writing projects, and daily practice discussing both ideas and tests with peers.	**Yes** No	
Math	K-6	Reveal Math	**Yes** No	**Tier 1, 2**, 3	Ready Math allows teachers to create rich classroom environments in which	**Yes** No	
					students at all levels become active, real-world problem solvers.		
ELA	K-3	95% group	**Yes** No	Tier 1, **2, 3**	Provides resources utilized within Tier 2 and 3 instruction	**Yes** No	
ELA	3-6	Benchmark Literacy	**Yes** No	Tier 1, **2, 3**	Benchmark provides teachers the s ability to support students on the development of multiple reading skill needed to increase student comprehension, fluency, vocabulary, and decoding.	**Yes** No	
ELA	K-6	Reading AZ	**Yes** No	Tier 1, 2, **3**	Reading A-Z offers an extensive collection of leveled reading resources that puts developmentally e appropria content in each student's hands.	**Yes** No	
Math & ELA	K–6	IXL	**Yes** No	Tier **2, 3**	Provides concrete manipulatives with the -Representational-Abstract onal methodology to develor ial understanding of essentia objectives	**Yes** No	
ELA	K–4	Heggerty	**Yes** No	Tier **1, 2, 3**		**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 < 49%

Core Element 1: Curriculum	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	8%	54%	38%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	4%	4%	12%	46%	35%
Teachers and staff are engaged in cross grade-level articulation of standards.	4%	4%	4%	19%	46%	23%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	8%	4%	24%	44%	20%

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

    Main Office, District Website, and Title 1 Binder

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.

Core Element 2: Instructional Program						
	Strongly Disgree	Disgree	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.	0%	0%	8%	23%	46%	23%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	8%	8%	38%	35%	12%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	8%	0%	15%	58%	19%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	0%	4%	65%	31%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	4%	0%	12%	54%	31%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	4%	8%	65%	23%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	0%	12%	62%	27%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	4%	8%	69%	19%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	4%	0%	15%	65%	15%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	4%	4%	12%	62%	19%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	4%	19%	65%	12%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	4%	19%	62%	15%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	0%	4%	0%	12%	62%	23%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	4%	15%	58%	23%

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.

- All students participate in a 90 minute reading block as well as a 30 minute reading WIN Time for intervention groups. Students are grouped according to mastery, partial and non-mastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed through the Beyond Textbook Framework process with fidelity.
- All students participate in a 60-minute math block as well as a 30-minute math WIN Time for intervention groups. Students are grouped according to mastery, partial and non-mastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed through the Beyond Textbooks Framework process with fidelity.
- Multiple curriculum resources (e.g., IXL, 95% group, Reading A-Z, Benchmark, etc.) are available to help facilitate remediation and enrichment.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rat onale for Use	Continue Use	X
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	
i-Ready	K-6	Benchmark, Com. Form., Summative, Other		Yes No	
Beyond Textbooks	K-6	Benchmark, Com., Form., Summative, Other	An assessment aligned to standards to gauge student understanding to content. Data is used to group students for reteach/intervention	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 functioning, why, and the sequence of skills/behaviors she/he needs to learn next to accelerate her/his reading growth.	Yes No	
Phonological Awareness	K-6	Benchmark, Com. Form., Summative, Other	PASI is utilized as a tool to pinpoint specific diagnosti deficits and skill s' grouping of	Yes No	

Screener for Intervention (PASI)			facilitate teacher focused intervention based o	students for n the screener's results.		
Teacher Created 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
XtraMath	K-6	Benchmark, Com. Form., Summative, Other	Provides effective, efficient, adaptive, and intrinsically rewarding supplemental math activities.	Yes	No
Mindplay	3-6	Benchmark, Com. Form., Summative, Other	An assessment used to screen students for dyslexia	Yes	No
NWEA Dyslexia	K-2	Benchmark, Com. Form., Summative, Other	An assessment used to screen students for dyslexia	Yes	No
		Benchmark, Com. Form., Summative, Other		Yes	No

Agree + Strongly Agree > 75%   Agree + Strongly Agree 50%-74%   Agree + Strongly Agree < 49%

Core Element 3: Assessment	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	0%	4%	0%	12%	58%	27%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	4%	4%	12%	50%	31%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	4%	8%	23%	42%	23%

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.
- Data meetings are held on at least a quarterly basis and include support staff to analyze data of each student in the building. Decisions regarding data and how to intervene are handled at these meetings. Professional Learning Communities are also held within grade level meetings to monitor student progress and outcome objectives. These data meetings are used to measure and monitor performance of the school. This data helps school personnel plan subsequent on-grade level, remedial, and enrichment instruction.

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

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

- Washington Elementary is a one to one technology building. In grades kindergarten, each student will have an IPAD. In grades two through sixth, each student has a laptop. Every classroom has a Newline Board, ELMO document camera, and projector available for teachers to use for presentations, assist with instruction and enable students to remain engaged. We have an onsite Google Administrator in every building to assist with teacher's being able to meet and share information.
- Technology is utilized by students to gather, access, analyze, and present what they are learning. Further, technology helps to facilitate differentiation, particularly for students who are in need of remediation.

Agree + Strongly Agree > 75%	Agree + Strongly Agree 50%-74%	Agree + Strongly Agree < 49%

Core Element 4: Coordination of Technolog Initiatives	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	12%	12%	50%	27%
A plan is in place to provide in-service training in the use of technology.	0%	12%	0%	27%	38%	4%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	4%	0%	38%	35%	8%
There are established procedures for maintaining technology equipment.	0%	8%	0%	23%	42%	19%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	12%	0%	23%	54%	4%

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

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

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

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

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

| Agree + Strongly Agree > 75% | Agree + Strongly Agree 50%-74% | Agree + Strongly Agree < 49% |

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.	4%	4%	0%	31%	42%	19%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	4%	0%	0%	12%	54%	31%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	0%	4%	19%	54%	23%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	4%	8%	62%	27%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	4%	4%	35%	38%	19%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	0%	4%	4%	8%	58%	27%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	4%	4%	8%	46%	38%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	0%	4%	27%	50%	19%

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.
- Families are self-identified through the registration process. Identified parents complete a home language survey.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

- Strategies for meeting the needs of our identified subgroups are:
  - Multi-Tiered System of Supports(MTSS) and Response to Intervention Tiered (RTI) Approach to Differentiated Instruction.
  - Staff will read articles/ do book studies on topics pertinent to targeted subgroups to provide awareness of appropriate strategies.
  - Train the Trainer model professional development/training on Cultural Competency for the building administrator and academic leadership team.
  - Staff members are given research findings pertaining to targeted subgroups to support the staff in new learning to develop teaching strategies to meet the needs of identified subgroups.
  - Culturally responsive activity discussions are held during monthly Staff Advisory meetings.
  - Student Support Team (SST) meets 2 times a month to discuss/plan for individual student needs.

What professional development might be necessary for staff to work effectively in cross-cultural situations? What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
- As part of our efforts towards continuous improvement, we continue to plan initiatives to increase cultural competency and our ability to provide students with culturally relevant content.   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. Specifically, attention will be given to utilizing the diverse culturally relevant resources that exist in our community. An opportunity exists to provide our staff with targeted professional development to utilize these resources to work more effectively in cross-cultural situations and ensure students' culture differences are recognized and appreciated. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to both their current and future lives.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   Last year: 85   Two Years Ago: 102   Three Years Ago:120

What may be contributing to the attendance trend?
- The number of students identified as chronically absent over the last three years has decreased slightly. Washington elementary makes a concentrated effort each school year to communicate to students and their families the importance of maintaining their individual attendance. The school follows with fidelity the district initiatives and procedures towards attendance detailed below.

What procedures and practices are being implemented to address chronic absenteeism?
- A new student management system (i.e. Skyward) began to be utilized during 2019-2020 school year and is being leveraged to communicate to students and families the importance of school attendance.
- There is a district wide attendance program that is implemented in all schools. The program has steps in place to reduce the number of student absences including letters sent home via certified mail, parent meetings, truancy officers, home visits, attendance contracts and a city wide ordinance that can lead to legal proceedings if students are not in school. The 2020-2021 SY will be the program's 2nd year of implementation.
- The families of chronically absent students are referred to Geminus for additional support.
- The school is beginning the process of proactively tracking "improving attendees." The school and district uses Panorama.   Panorama is data platform that calculates on track and at risk indicators for each student automatically so the school can support students with relevant and timely information about their attendance. During the 2022- 2023 school year Washington Elementary will use Panorama to quickly monitor school level attendance trends and early warning indicators for daily attendance for each student and the entire school.
- During the 2022-2023 School Year Washington Elementary School has a new call off attendance hotline (219) 354-9667, The attendance hotline private phone number gives provides parents or guardians the opportunity to call of their student from school as a scripted voice mail directly to the school administration attendance lead.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
- The results are monitored by truancy officers, the building administrative team and the district's MTSS team.

Core Element 8: Review Attendance						
	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	4%	0%	0%	23%	54%	19%
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.	4%	0%	0%	8%	62%	27%

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

How does the school maximize family engagement to improve academic achievement?
- Progress reports are sent mid-quarter to inform parents of student progress. Phone calls, emails, Class Dojo/Remind Apps, Parent/Student/Teacher Conferences, and Skylert calls are used regularly to keep parents informed. Parents also have 24-hour access to the online grade system.
- Parents are provided with support from the Instructional Coach, EL Specialist/Coach, regularly scheduled informational meetings and information sessions to address topics requested and needed by parents
- Parents are invited to participate in Fall Open House, Parent/Teacher Conferences, Coffee with the Principal, Awards Day, Data in a Day, Student of the Month, American Education Week "Lunch with Someone Special", Reading Buddy Program, Literacy Night, Title l Open House and other mandates related to Title 1.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- The F.A.C.E. Coordinator (Family and Community Engagement Coordinator), Teacher Liaison, and the Bilingual Family Outreach Coordinator (BFOC) have been assigned from the district to hold monthly Parent and Community Meetings (Parent Group), organize outreach programs for parents, encourage parents to attend various parent leadership academies and general community outreach. They reach outside the school to form alliances with community-based agencies, businesses, and alumni to connect families in need of assistance with appropriate support services.
- A Family Resource Room is available for parents to come together and receive information from the community on resources (home, college, workforce, tutoring, etc).

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
- Besides the supports mentioned above a parent compact exists to communicate, among other things, the importance of consistent and regular attendance.

- Parents receive the Attendance Matters Fact Sheet formulated by the school's social worker.

- Parents of the Superhero Student of the Week receive a certificate as a leader/motivator.

- Monthly newsletters inform parents of all building events, SEL Competency and Character Ed. Trait Focus.

How do teachers and staff bridge cultural differences through effective communication?
- Professional development has been provided to enhance the staff's ability to connect with families and increase meaningful and impactful parent involvement. Additionally, discussions routinely take place during PLCs on how to support students who live in poverty and how to provide students with culturally relevant resources and instruction.
- Tips are shared with parents on how to help their child at home.
- Monthly newsletter and calendar is sent home and placed on the school webpage.

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

The following is specific to Title I School-wide Programs.

Describe strategies used to increase parental involvement.
- Parents are invited to participate in Fall Open House, Parent/Teacher Conferences, Coffee with the Principal, Awards Day, Data in a Day, Student of the Month, American Education Week "Lunch with Someone Special", Reading Buddy Program, Literacy Night, Title l Open House and other mandates related to Title 1.
- The Teacher Liaison and the BFOC have been assigned from the district to hold monthly Parent and Community Meetings (Parent Group), organize outreach programs for parents, encourage parents to attend various parent leadership academies and general community outreach. The

parent liaison reaches outside the school to form alliances with community-based agencies, businesses, and alumni to connect families in need of assistance with appropriate support services.
- A Family Resource Room is available for parents to come together and receive information from the community on resources (home, college, workforce, tutoring, etc).

How does the school provide individual academic assessment results to parents/guardians?
- Progress reports are sent mid-quarter to inform parents of student progress. Phone calls, emails, Parent/Student/Teacher Conferences, and Skylert calls are used regularly to keep parents informed. Parents also have 24-hour to the online grade system.
- Parents are provided with support from the Instructional Coach, ENL Coach, regularly scheduled informational meetings and information sessions to address topics requested and needed by parents

How does the school involve parents in the planning, review, and improvement of the school-wide plan?
- Parents are included in the process for completing the school improvement plan each year
- The parent liaisons heads and coordinates efforts to involve parents in all applicable committees.
- Parents are included in an annual review of the Home/School Compact & Parent Involvement Policy.

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: NA   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 school-wide 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 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.

- In School City of East Chicago, the Pre-K program is housed at Carrie Gosch Early Learning Center. The staff at Carrie Gosch (Administrators, Teachers, and Staff) communicate on a regular basis about curriculum, instructional strategies, data, and student needs. Time is set aside for teachers who teach Pre-K to collaborate with teachers who teach Kindergarten. This is done periodically throughout the year.
- This past year, Pre-K children and their parents were invited to visit Kindergarten classrooms in every elementary building. Pre-K parents were given the opportunity to register their children for Kindergarten at an earlier time prior to Open Registration. Information regarding transportation, immunizations, etc., was shared.
- Pre-K students work with many of the same programs as Kindergarten students. They take Beginning of the Year, Middle of the Year, and End of the Year assessments in ISPROUT, and rubrics are created based on 95% Group, Reading Rockets, and Indiana Foundations to determine their level for instructional purposes. The data gathered is shared with the new Kindergarten teachers so that they have access to their students' abilities and readiness.

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 Washington Elementary, by providing specific strategies to address the needs of the school and in providing technical support as vacancies occur. In addition, the ECPS Teacher Mentor Program assists novice teachers in learning about the district and school by attending an orientation program at the beginning of the year. There are meetings twice a month for new teachers and teachers in need of additional support.

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments		Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)

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

Step 1: Review Potential Issues from the Core Elements

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

The core element items are labeled above as… Agree + Strongly Agree > 75%   Agree + Strongly Agree 50%-74%   Agree + Strongly Agree < 49%

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**   <mark>**Progressing**</mark>

Our goals are to attend and provide professional development in the areas of :

● Instructional strategies/best practices in the areas of ELA and Math./Curriculum and Instruction/Developing of Assessments/Data Analysis/Professional Learning Communities/ Cultural Competency/MTSS/Technology/ Classroom Management/PBIS/ Restorative Practices/ Social Emotional Learning/ESSA/ILEARN/IREAD-3/Differentiated Instruction/STEM/STEAM/Character Education/SIOP/WIDA/8 Step Process/ IREADY/NWEA

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

If the goal was not met, explain why.

● We recognize that school improvement requires long term strategies that receive sustained effort and attention. As such, the systems we have created will need to be refined, continually improved, and given the time necessary for full implementation to occur. We remain confident that our long term goals can be achieved.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   **No**   <mark>**To be embedded with new goals**</mark>

Goal 2_____Measurable outcome met?   **Yes   No   <mark>Progressing</mark>**

Our goal is to seek ongoing professional development in the areas of Professional Learning Communities.

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

If the goal was not met, explain why.

- We recognize that school improvement requires long term strategies that receive sustained effort and attention. As such, the systems we have created will need to be refined, continually improved, and given the time necessary for full implementation to occur. We remain confident that our long term goals can be achieved.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No   <mark>To be embedded within new goals</mark>**

Goal 3 _____ Measurable outcome met?   **Yes   No   <mark>Progressing</mark>**

Our goal is to seek professional development in the areas of MTSS and PBIS.

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

If the goal was not met, explain why.

- We recognize that school improvement requires long term strategies that receive sustained effort and attention. As such, the systems we have created will need to be refined, continually improved, and given the time necessary for full implementation to occur. We remain confident that our long term goals can be achieved.

If the goal was not met, should the school continue to work toward this goal?   **<mark>Yes</mark> 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 th actually happening, we'll consider this a gap and put a check in the 5 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**
A safe and disciplined school provides an education-al atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.*	**X**	*1 environment*

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

performance indicator relevant to each of these groups.

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority

To foster an environment in which there is belief and trust in our student's abilities and where there are expectations that are reviewed collectively to ensure each student reaches grade level academic standards.	**Yes No**	On average, 25.9% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -2.7 percentage points change. On average, 29.3% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -21.5 percentage points change. Students have achieved higher pass rates in ELA than Math by 3.4% on average over the past three years.	Our current proficiency data indicates a large percentage of our student population is not on grade level. Although we recognize this is in part due to the state changing to a more rigorous state assessment, we recognize the data from the 18-19 SY will act as a base level from which we are determined to improve. We recognize continuous and sustained efforts must be made to improve the instructional core to ensure all students are able to reach grade level proficiency and advance along the Indiana career readiness progression.	3 X
Students actively participate in an educational process that results in all students being able to achieve one or more academic year's growth each school year.	**Yes No**	On average, 35.3% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 38.4% 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 9.6. Over the last 2 years, the percentage of students in high growth for MATH has increased by 8.9. On average, 31.1% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 44.1% 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	Over the last three years the percentage of students receiving low growth in math has decreased but unfortunately students receiving low growth in ELA has increased slightly. We recognize that due to the large percentage of the student population who is below grade level it is essential for our students future success that standard and/or high growth is achieved. A particular concern in the coming years is to increase the percentage of DNP students who are receiving high growth to ensure we are reducing achievement gaps.	2 X
		low growth for ELA has increased by 7.2. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 7.8.		
We are collectively committed to providing opportunities for every student to reach their full	**Yes No**		16-17	17-18	18-19	In order for our students to achieve their highest individual potential we recognize a number of academic, social, and emotional supports are	1 X

potential socially, emotionally, and academically.

Suspensions	74	91	109

	16-17	17-18	18-19
Attendance Rate	93.1	92.8	92.6
# of students with more than 10 unexcused days absent	244	276	263
# of students absent greater than 10% of the school year	112	120	102

	18-19 Lincoln	18-19 St. Avg.
Model Attendees	42.9%	65.3%
Persistent Attendees	28.0%	61.9%
Improved Attendees	32.6	18.3%
Chronic Absenteeism	28.1	13.7%

A "model attendee" is a student who is in attendance for at least 96% of his or her enrolled days during the school year (persistent attendee); or a student who has improved his or her attendance by at least three percentage points from the prior to current school year (improving attendee). Student attendance also considers the percentage of students who are not chronically absent, or missing more than 10% of enrolled days during the school year. Only students who spend most of the school year enrolled in the school are included when reporting the attendance of students.

needed. We remain committed to providing these holistic supports through the application of MTSS. We believe that attendance serves as both a leading and lagging indicator on the success of these supports. Although the overall attendance rate has remained above 90%, we remain concerned that over the last three years 42.2% of the student population has more than 10 unexcused absences. Additionally, suspension rates have increased over the last three years.

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Academic Proficiency	• *Teachers need to know what standards students have mastered not only throughout the year, but in a timely fashion.* • *Formative assessments are needed so that data can be generated to better inform classroom instruction on an ongoing basis.* • *The prioritization of standards needs to be revisited*
Academic Growth	• *The spiraling of instruction is not sufficient* • *A need exists to increase critical thinking and continually ensure the existence of high expectations for all students*
Social-Emotional Supports ● *including but not exclusive to improving attendance*	• *Further development is needed within MTSS and PBIS A* • *holistic and aligned SEL program that is implemented with fidelity by all teachers is needed*

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

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

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 Washington Elementary staff will collaborate throughout the 2022-2023 school year to implement curriculum maps and increase the staff's capacity to ensure a guaranteed and viable curriculum in order to improve student outcomes as indicated by a...			
	*9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *6.3% decrease in students achieving low growth ELA *7.1% decrease in students achieving low growth Math *6.7% increase in DNP students achieving high growth ELA *7.0% increase in DNP students achieving high growth Math			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	NWEA Diagnostic Scores	NWEA Diagnostic Scores	Diagnostic Scores	
Evidence- Based Strategy 1 (Curriculum Maps)	-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.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Complete the ELA and Math Curriculum maps	July 2020-August 2020	Curriculum teams	Both ELA and Math maps are complete

Action Step 2	Engage teacher leaders in refining the curriculum maps	August 2020	District Leadership	Curriculum teams have an opportunity to make final edits prior to SY 20-21 implementation
Action Step 3	Introduce all teachers to the maps and engage them in understanding the key curriculum elements	August 2020	Building leadership, Curriculum teams	Teachers will be able to implement the maps with fidelity
Action Step 4	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	Sept. 2020-June 2021	Building leadership, academic coaches, teachers	PLC forms are being utilized and reviewed
Action Step 5	Establish data cycles to ensure a guaranteed and viable curriculum including specific focus on utilizing formative assessments to drive differentiated instruction	Sept. 2020-June 2021	Building leadership, academic coaches, teachers	Data is being utilized to inform mastery of the priority standards and to plan SUCCESS time
Action Step 6	Establish the use of student data binders	Jan 2021-June2021	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	**The Washington Elementary staff will collaborate throughout the 2022-2023 school year to implement curriculum maps and increase the staff's capacity to ensure a guaranteed and viable curriculum in order to improve student outcomes as indicated by a…** *9.6% increase in students achieving proficiency in ELA* *9.1% increase in students achieving proficiency in Math* *6.3% decrease in students achieving low growth ELA* *7.1% decrease in students achieving low growth Math* *6.7% increase in DNP students achieving high growth ELA* *7.0% increase in DNP students achieving high growth Math*
Yr. 3 Measurable Objective	**The Washington Elementary staff will collaborate throughout the 2023-2024 school year to implement curriculum maps and increase the staff's capacity to ensure a guaranteed and viable curriculum in order to improve student outcomes as indicated by a…** *9.6% increase in students achieving proficiency in ELA* *9.1% increase in students achieving proficiency in Math* *6.3% decrease in students achieving low growth ELA* *7.1% decrease in students achieving low growth Math* *6.7% increase in DNP students achieving high growth ELA* *7.0% increase in DNP students achieving high growth Math*

GOAL 2	**Throughout the 2022-2023 school year Washington Elementary will take strategic steps to increase the levels of interdisciplinary learning, critical thinking, student engagement, and high academic expectations as indicated by a…** *9.6% increase in students achieving proficiency in ELA* *9.1% increase in students achieving proficiency in Math* *6.3% decrease in students achieving low growth ELA* *7.1% decrease in students achieving low growth Math* *6.7% increase in DNP students achieving high growth ELA* *7.0% increase in DNP students achieving high growth Math*			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	NWEA Diagnostic Scores	NWEA Diagnostic Scores	NWEA Diagnostic Scores	
Evidence- Based Strategy 3 (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	August 2020	District Leadership	A STEM certification team is formed and a meeting schedule created.

Action Step 2	Create a STEM Certification implementation plan	September 2020	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. 2020-Jun. 2021	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. 2020-Aug. 2021	Building leadership, academic coaches	STEM units of study have been created and/or adopted.
Evidence- Based Strategy 2 (Core Instruction)	-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. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003		PD Needed: Yes No	

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Q1-4: Engage staff in developing instructional practices specific to literacy development and math reasoning.	Aug. 2020-May 2021	Building Leadership, Instructional Coaches	ELA & math CFU/formative assessment data indicates students are reaching proficiency on the prioritized standards. (SEE Prof Scales)

Action Step 2	Q1: Establish classroom management routines to facilitate a high quality and shared learning experience for all students	Aug. 2020-Oct.. 2020	Building Leadership, Instructional Coaches	Virtual management routines are communicated to teachers and established within classroom learning environments
Action Step 3	Q2: Identify, prioritize, and deliver instructional routines with a Hattie effect size of .4 or higher	Nov. 2020-Jan.. 2021	Building Leadership, Instructional Coaches	Classroom observations reveal increased use of instructional strategies that are a Hattie effect size of .4 or higher
Action Step 4	Q3: Establish interactional routines to create a engaging learning environment conducive to developing students' social skills	Jan. 2021-Mar. 2021	Building Leadership, Instructional Coaches	Classroom observations reveal increased use of strategies that move the learning environment to one that promotes peer interaction & learning
Action Step 5	Q4: Embed the use of visible thinking routines into classroom practices in order to increase students' critical thinking.	Mar. 2021-May 2021	Building Leadership, Instructional Coaches	Classroom observation data demonstrates fidelity of implementation of specific and targeted visible thinking routines
Yr. 2 Measurable Objective	**Throughout the 2022-2023 school year Washington Elementary will take strategic steps to increase the levels of interdisciplinary learning, critical thinking, student engagement, and high academic expectations as indicated by a…** *9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *6.3% decrease in students achieving low growth ELA *7.1% decrease in students achieving low growth Math *6.7% increase in DNP students achieving high growth ELA *7.0% increase in DNP students achieving high growth Math			

Yr. 3 Measurable Objective	**Throughout the 2023-2024 school year Washington Elementary will take strategic steps to increase the levels of interdisciplinary learning, critical thinking, student engagement, and high academic expectations as indicated by a…** *9.6% increase in students achieving proficiency in ELA *9.1% increase in students achieving proficiency in Math *6.3% decrease in students achieving low growth ELA *7.1% decrease in students achieving low growth Math *6.7% increase in DNP students achieving high growth ELA *7.0% increase in DNP students achieving high growth Math

GOAL 3	Throughout the 2022-2023 school year, Washington Elementary will implement a series of interrelated social-emotional supports to increase students' social, emotional, and academic growth as indicated by...
	*a decrease of 18 suspensions
	*a 12.4% increase in model attendees
	*an improvement in staff culture data

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)	Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students*. 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. 2020-June 2022	District Leadership	An evidence-based SEL program is collaboratively chosen
Action Step 2	Provide all staff training on Equity in Education and establish an SEL Leadership Team	Aug. 2021—September 2021	School Leadership and school staff	Pre/Post Self-Efficacy survey

Action Step 3	Provide teachers training and support in utilizing the District SEL program.	Aug. 2021-June 2022	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 a data dive including classroom	September 2021-November 2022	SEL Leadership Team	Implemented a schoolwide screener and assessment schedule

	observations, behavior data, surveys, etc.			
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 2021-March 2022	School staff	Teacher exit tickets and Pre/post observations
Action Step 6	Create SEL strategic plan including vision, mission, goals, and communication plan	April 2021-July 2021	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 2021-ongoing	SEL Leadership Team	Progress monitoring report
Evidence- Based Strategy 2 (Responsive Classroom)	-Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1), pp.405-432. -Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. (2012). Pediatrics,130(5). doi:10.1542/peds.2012-0243d		**PD Needed: Yes No**	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Review responsive classroom key components with implementing teachers	Aug. 2021-Sept. 2022	Building Leadership, Instructional Coaches	Participant teachers have the support necessary for initial implementation
Action Step 2	Create routines for morning meetings,	Aug. 2021-Sept. 2022	Responsive Classroom Teachers	Classroom observations indicate responsive

	establishing rules, quiet time, closing circles, etc.			classroom routines are being effectively established
Action Step 3	Develop a walkthrough form specific to the key components of responsive classrooms	Oct. 2021	Building Leadership	Classroom walkthroughs are occurring that result in teachers receiving non evaluative formative feedback

Action Step 4	Develop or adopt a PLC form specific to responsive classroom data analysis and practices	Oct. 2021	Building Leadership	Responsive classroom PLC protocols are developed and implemented
Action Step 5	Provide opportunities for teachers to observe other teachers utilizing responsive classroom practices	Nov. 2021-May 2022	Building Leadership	Peer observations are occurring and teacher's reflections and feedback is being documented
Yr. 2 Measurable Objective	**Throughout the 2022-2023 school year, Washington Elementary will implement a series of interrelated social-emotional supports to increase students' social, emotional, and academic growth as indicated by**_..._ *a decrease of 18 suspensions* *a 12.4% increase in model attendees* *an improvement in staff culture data*			
Yr. 3 Measurable Objective	**Throughout the 2023-2024 school year, Washington Elementary will implement a series of interrelated social-emotional supports to increase students' social, emotional, and academic growth as indicated by**_..._ *a decrease of 18 suspensions* *a 12.4% increase in model attendees* *an improvement in staff culture data*			

Professional Development Plan

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

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

Professional Development Goal 1	In order to ensure a guaranteed and viable curriculum, all Washington staff will receive aligned training and support to implement the newly adopted curriculum resources with the intent of improving student outcomes.	**Linked SIP Goals** <mark>Yes</mark> 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	-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met. -Curriculum PLC forms are being completed and indicate fidelity of implementation -Formative assessment data is being actively utilized to facilitate tier II and tier III supports

Plan for coaching and support during the learning process:
● A technical assistance provider will be chosen to assist the school in the creation and implementation of newly adopted and/or created curriculum resources. Teachers will be afforded opportunities to collaborate on the continued use of the newly utilized curriculum resources.
● The ARC consultants will work with coaches and teachers to ensure continued and improved application of the ARC series.
● Instructional coaches will provide differentiated support to staff as needed.
● Teachers will collaborate over unit of study reflections and planning during PLCs.

How will effectiveness be sustained over time?
● Processes will be created to routinely address the curricular resources within teacher team meetings.
● Teacher onboarding will be revised to include training and support on the curriculum resources for new teachers.

|		
Professional Development Goal 2	In order to ensure high academic growth and close achievement gaps, the staff of Washington Elementary will engage in professional learning cycles to establish high expectations within (1) Literacy & math development, (2) management routines, (3) instructional routines, (4) international routines, and (5) thinking routines.	**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	-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 and 2 are met. -ELA & math CFU/formative assessment data indicates students are reaching proficiency on the prioritized standards. -Classroom observation data indicates fidelity of implementation of newly learned instructional practices -Classroom observation data indicates increased levels of student interaction, engagement, and critical thinking	

Plan for coaching and support during the learning process:
- Principals and the district instructional coaches will provide ongoing job embedded assistance with the implementation process.
- Teachers will received non evaluative formative feedback following walkthroughs

How will effectiveness be sustained over time?
- Teachers will collaborate over instructional strategies being implemented during PLCs.
- New ideas and strategies received at conferences/workshops, classroom visits and web-based PD will be shared during PLCs and other opportunities.

Professional Development Goal 3	The staff of Washington Elementary will participate in a series of aligned professional learning experiences to more fully build the staff's capacity to facilitate the holistic development of all students.	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	- Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met - Responsive classroom practices are evident within classroom practices as documented during classroom walkthroughs	

Plan for coaching and support during the learning process:
- Data gathered from teacher exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional supports.

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.

Appendix A

Report Card Analysis

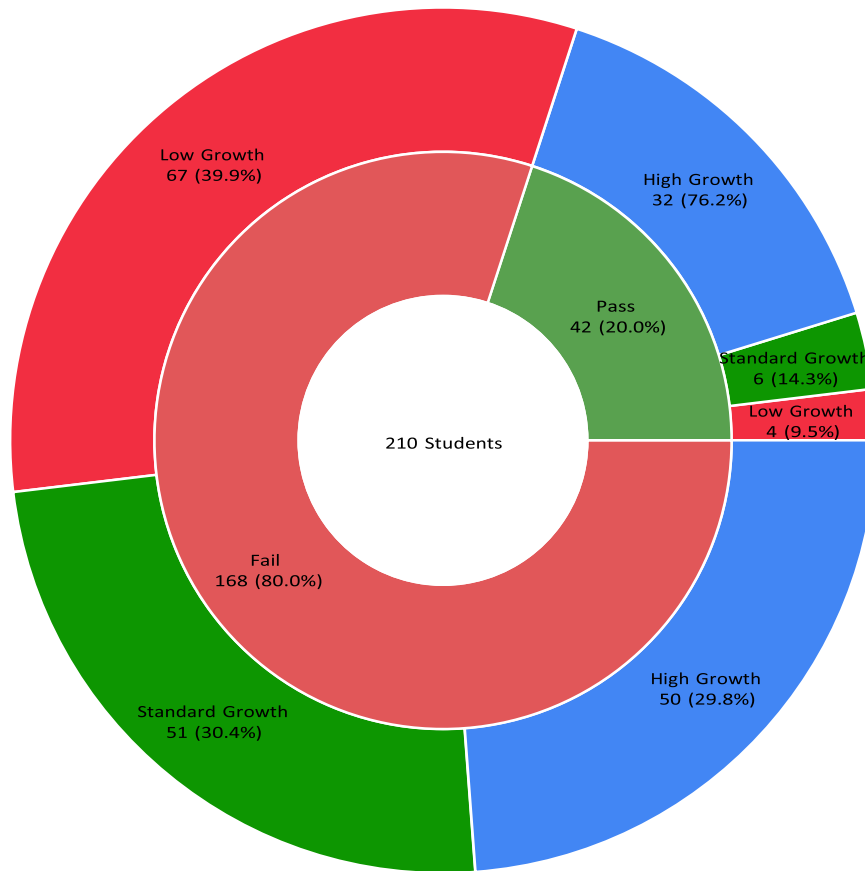# Default Report for George Washington Elementary School
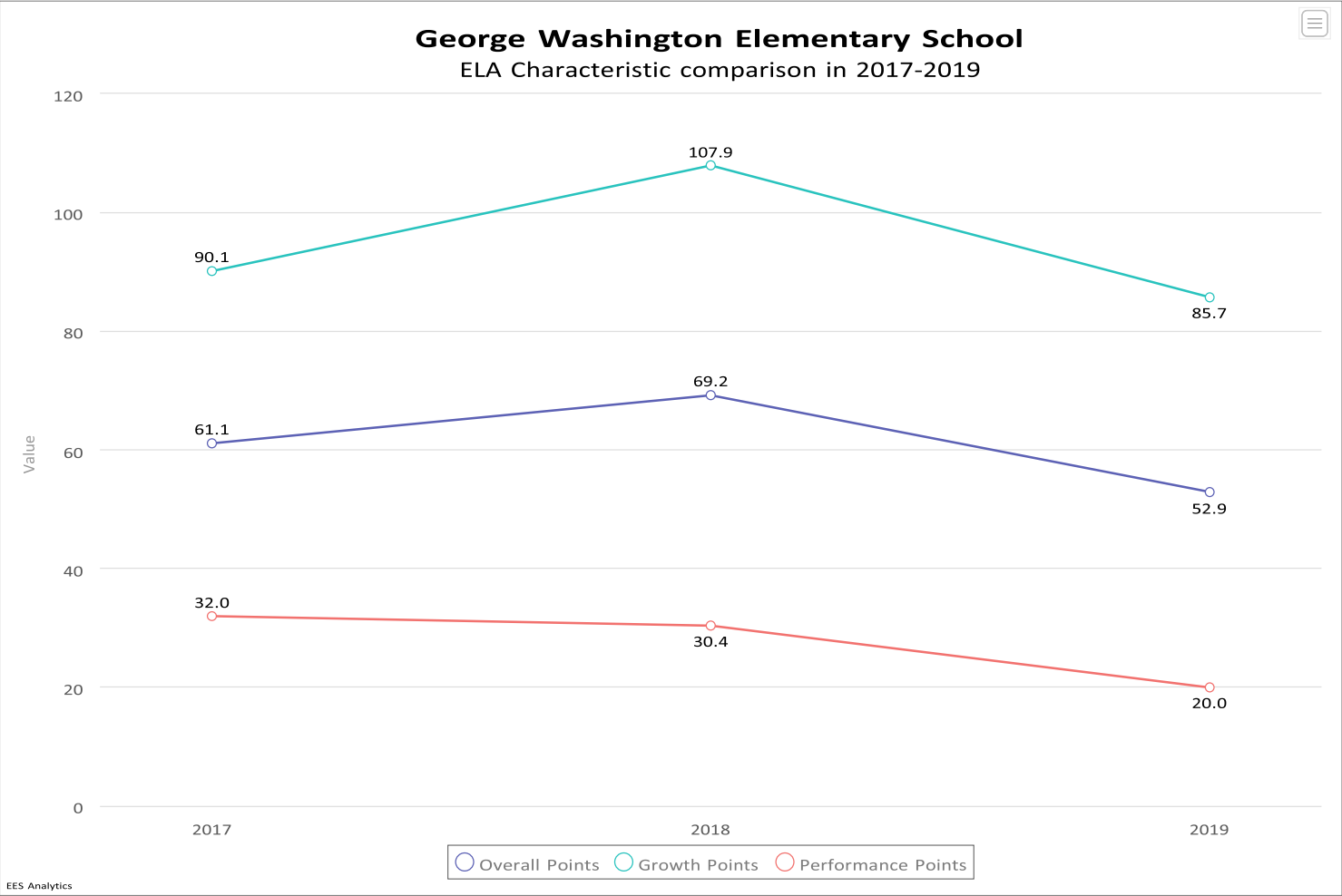
The overall points earned in the accountability system was 61.1 in 2017. It was 69.2 in 2018 and 52.9 in 2019. The difference over the last two years in -8.2.

The performance points earned in the accountability system was 32.0 in 2017. It was 30.4 in 2018 and 20.0 in 2019. The difference over the last two years in -12.0.

The growth points earned in the accountability system was 90.1 in 2017. It was 107.9 in 2018 and 85.7 in 2019. The difference over the last two years in -4.4.

George Washington Elementary School
ELA Proficiency and Growth for 2019

Low Growth
67 (39.9%)

High Growth
32 (76.2%)

Pass
42 (20.0%)

Standard Growth
6 (14.3%)

Low Growth
4 (9.5%)

210 Students

Fail
168 (80.0%)

High Growth
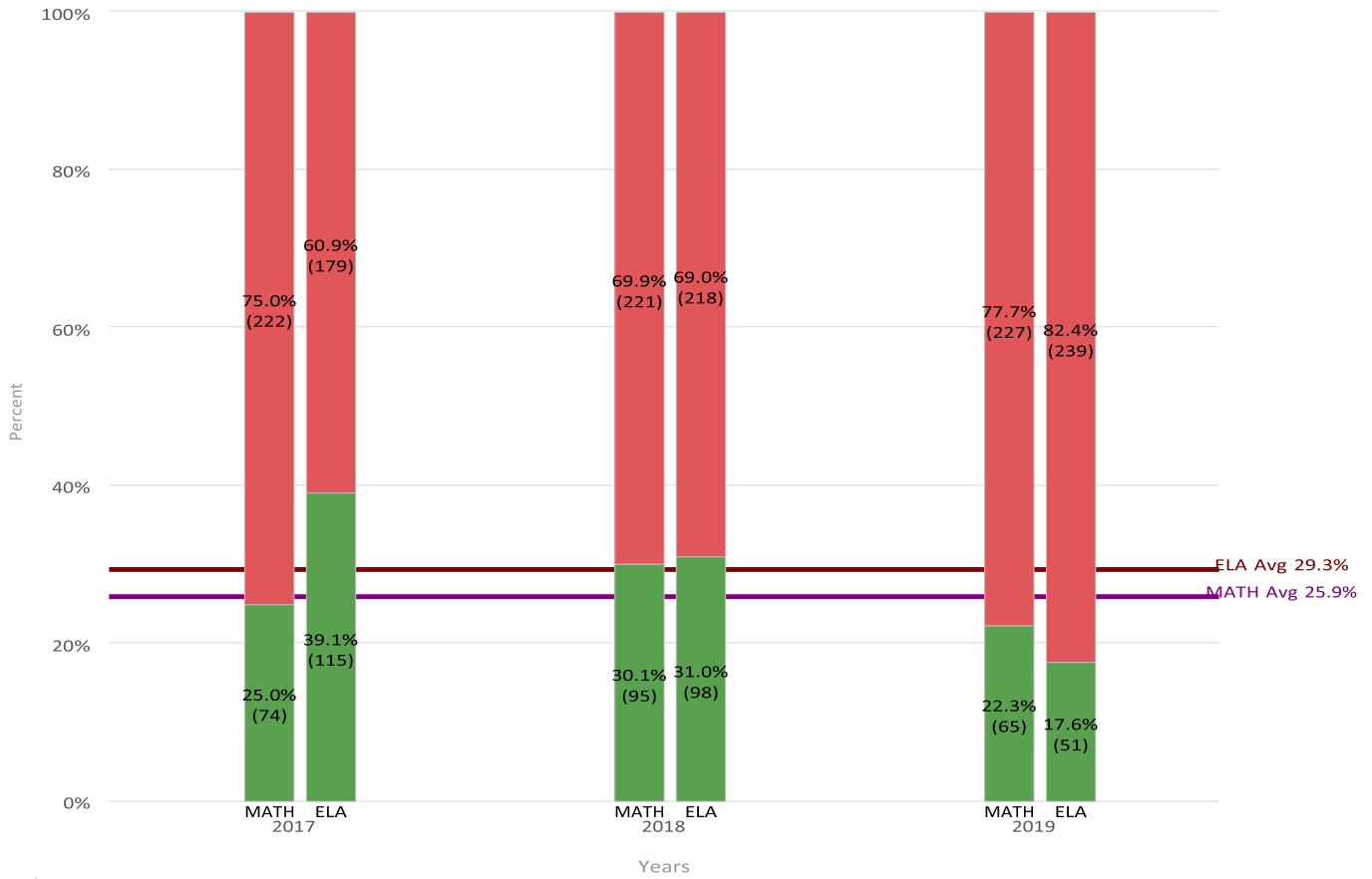50 (29.8%)

Standard Growth
51 (30.4%)

EES Analytics

Of the 210 students, there were 20.0% who passed and 80.0% who did not pass. Of the students who passed, there were 76.2% demonstrated high growth, 14.3% demonstrated standard growth, and 9.5% demonstrated low growth. For the students who did not pass, there were 29.8% demonstrated high growth,
30.4% demonstrated standard growth, and 39.9% demonstrated low growth.

+ A high percentage of the students who passed were in the high growth category with 76.2%, this indicates that these students had more than one-year growth when compared to their academic peers.

George Washington Elementary School
MATH Proficiency and Growth for 2019

High Growth
29 (56.9%)

Low Growth
65 (40.9%)

Standard Growth
11 (21.6%)

Pass
51 (24.3%)

Low Growth
11 (21.6%)

210 Students

Fail
159 (75.7%)

High Growth
46 (28.9%)

Standard Growth
48 (30.2%)
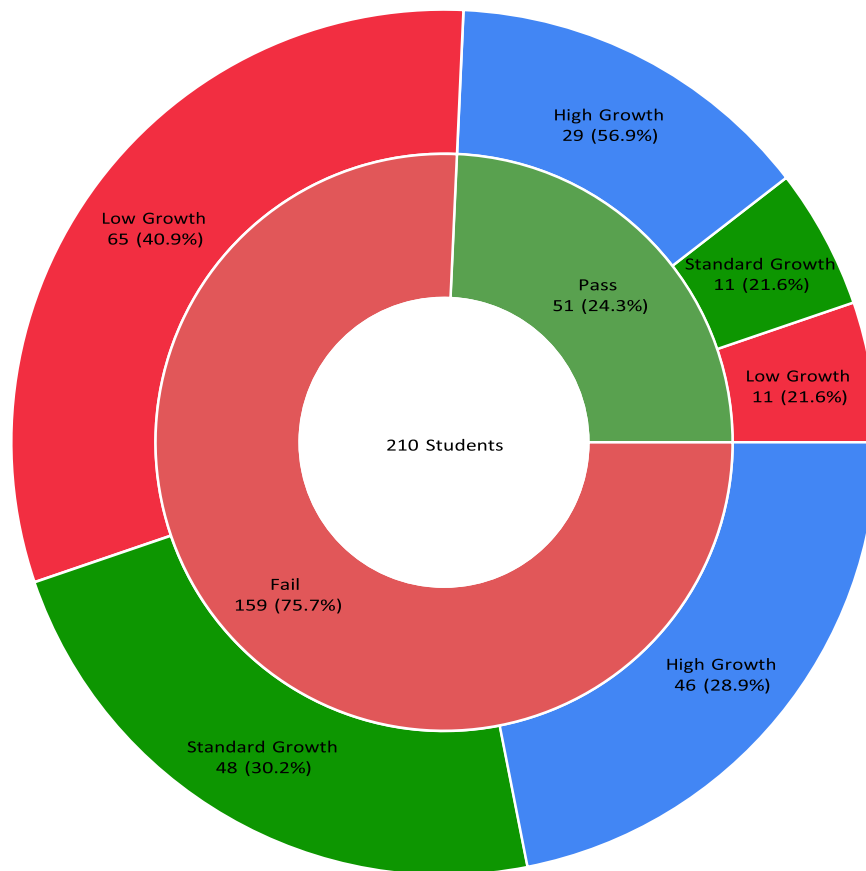
EES Analytics

Of the 210 students, there were 24.3% who passed and 75.7% who did not pass. Of the students who passed, there were 56.9% demonstrated high growth, 21.6% demonstrated standard growth, and 21.6% demonstrated low growth. For the students who did not pass, there were 28.9% demonstrated high growth,
30.2% demonstrated standard growth, and 40.9% demonstrated low growth.

+ A high percentage of the students who passed were in the high growth category with 56.9%, 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 40.9%, this indicates that these students had less than one-year growth when compared to their academic peers.
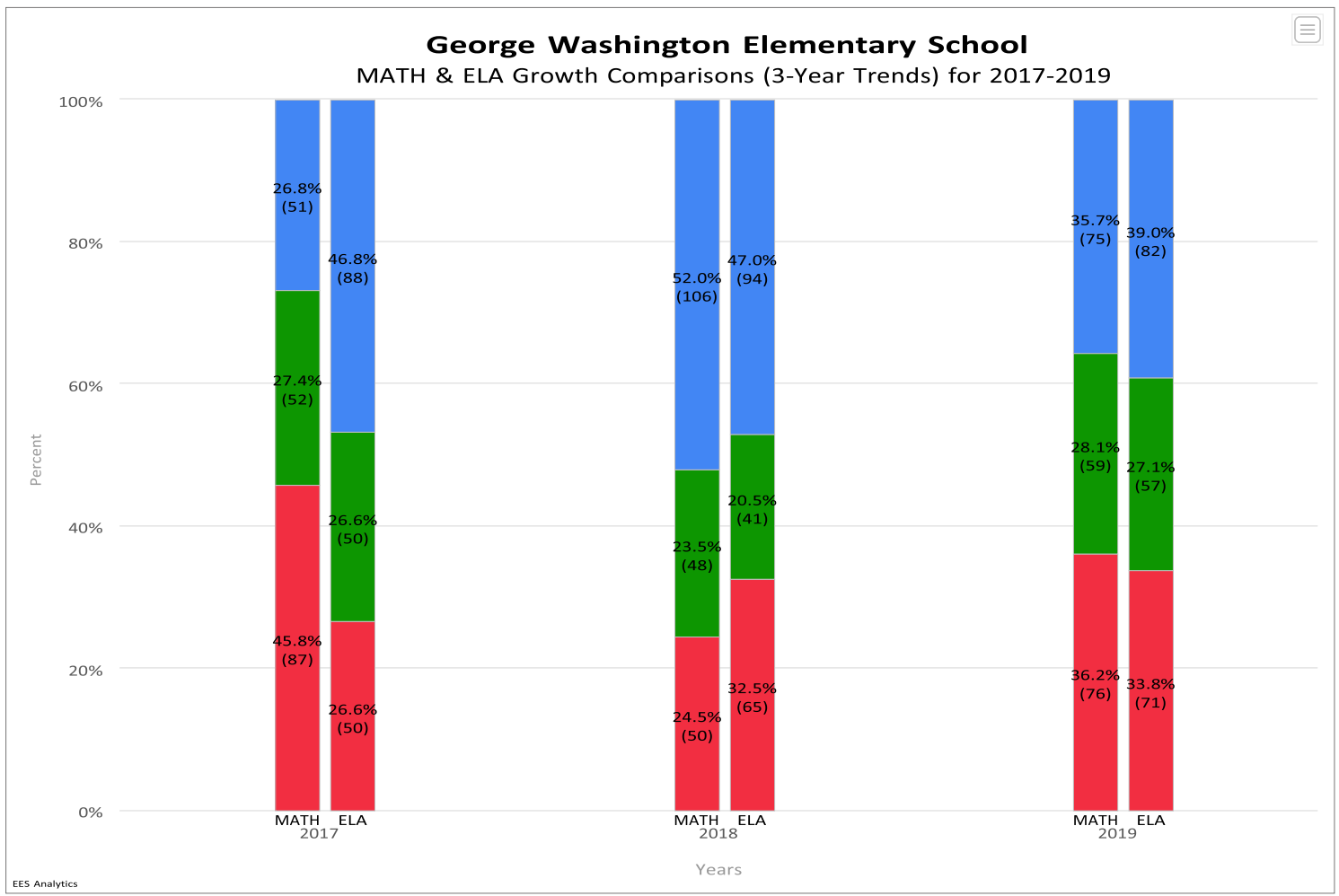
George Washington Elementary School
MATH & ELA Proficiency Comparisons (3-Year Trends) for 2017-2019

On average, 25.9% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -2.7 percentage points change. On average, 29.3% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -21.5 percentage points change. Students have achieved higher pass rates in ELA than Math by 3.4% on average over the past three years.

George Washington Elementary School
MATH & ELA Growth Comparisons (3-Year Trends) for 2017-2019

On average, 35.3% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 38.4% 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 9.6. Over the last 2 years, the percentage of students in high growth for MATH has increased by 8.9.

On average, 31.1% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 44.1% 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 increased by 7.2. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 7.8.

George Washington Elementary School
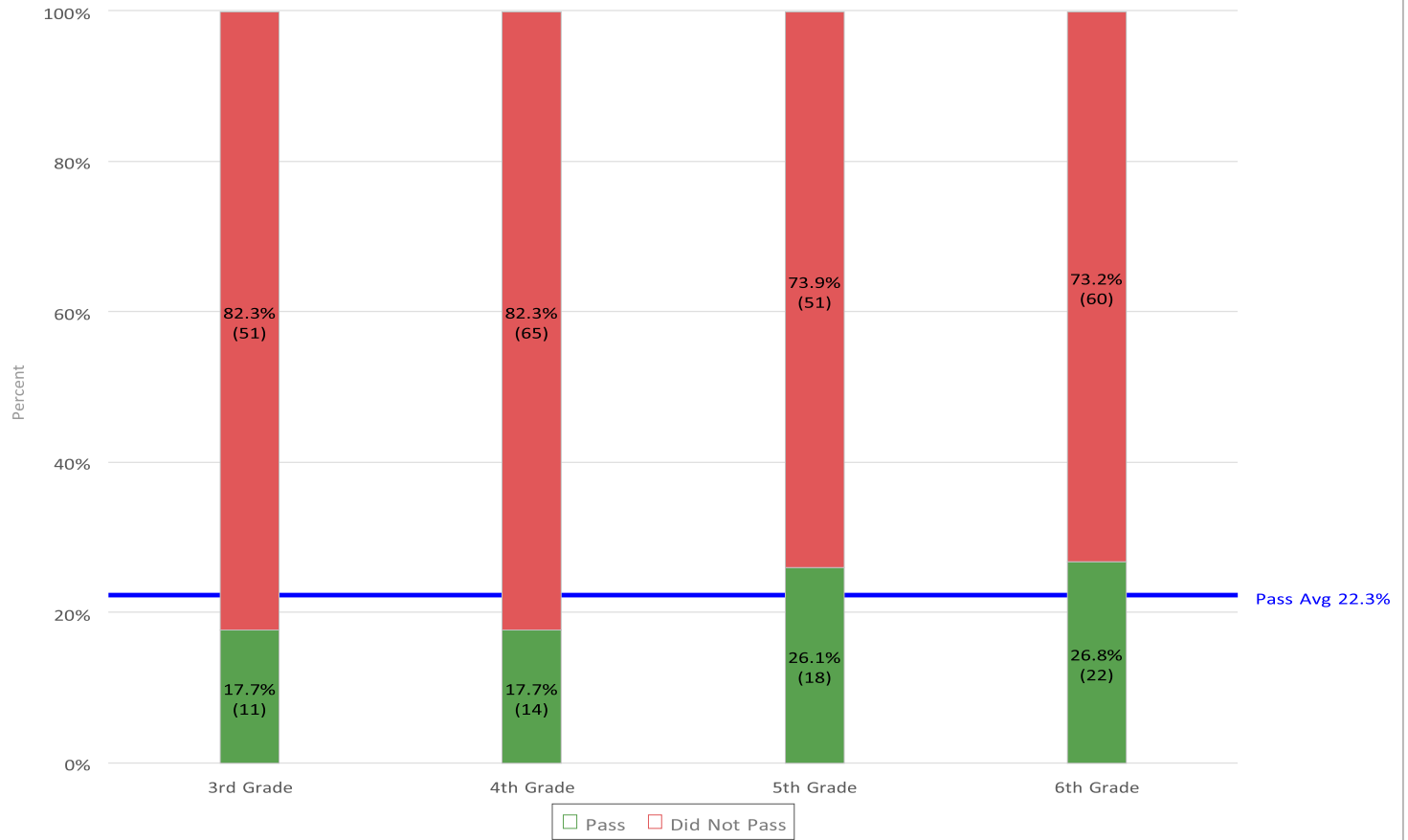## ELA Pass Rates (by Grade Level) for 2019
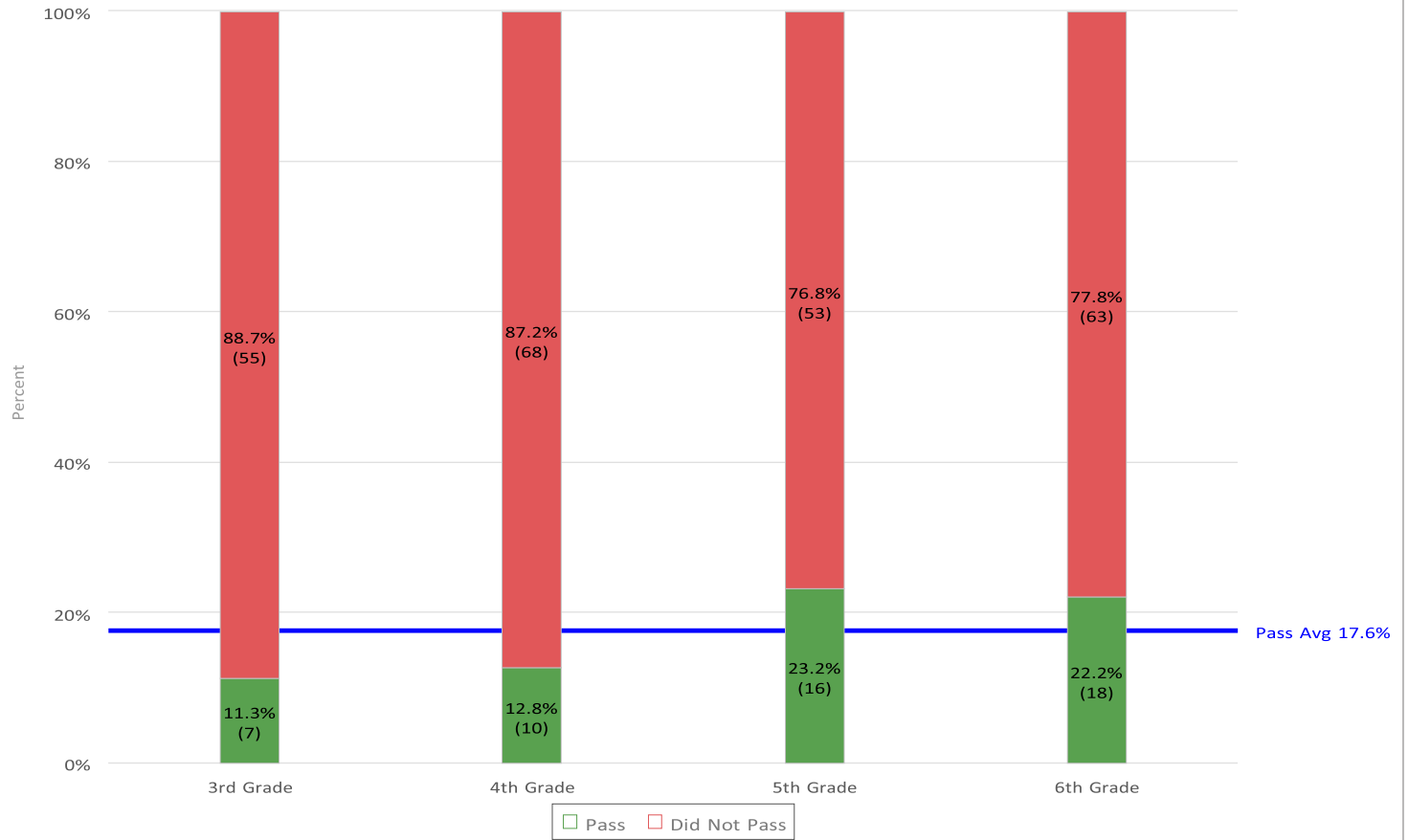
The 5th grade had the highest percentage of students passing. This grade level was 5.6 percentage points above the average passing percentage for the school. The 3rd grade had the lowest percentage of student passing. This grade level was 6.3 percentage points below the average passing percentage for the building.

There is a 11.9 percentage point spread between the highest and lowest passing percentage.

George Washington Elementary School
MATH Pass Rates (by Grade Level) for 2019

Percent

	3rd Grade	4th Grade	5th Grade	6th Grade
Did Not Pass	82.3% (51)	82.3% (65)	73.9% (51)	73.2% (60)
Pass	17.7% (11)	17.7% (14)	26.1% (18)	26.8% (22)

Pass Avg 22.3%

☐ Pass   ☐ Did Not Pass

EES Analytics

The 6th grade had the highest percentage of students passing. This grade level was 4.6 percentage points above the average passing percentage for the school. The 4th grade had the lowest percentage of student passing. This grade level was 4.5 percentage points below the average passing percentage for the building.

There is a 9.1 percentage point spread between the highest and lowest passing percentage.

# George Washington Elementary School
2019 ELA Proficiency by Academic Peer Groups from Previous Year
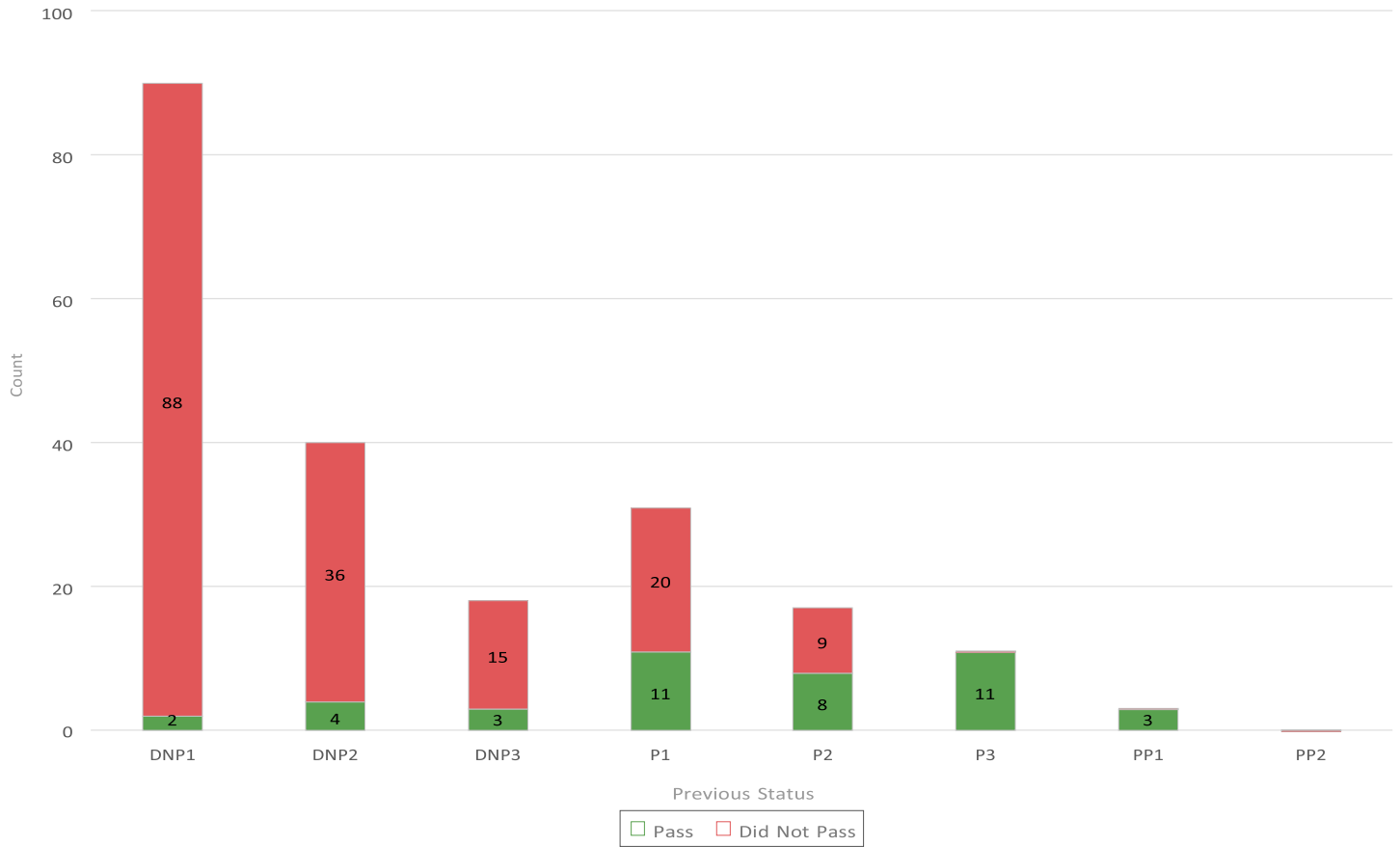
Of the 62 students who passed the previous year, there were 29 students (46.8%) who did not pass this year.

Of the 148 students who did not pass the previous year, there were 9 students (6.1%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -20. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 28.6% this year. The year before the pass rate for these students was 63.3%.

- **+** There were 6 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- **-** There were 9 students who had previously scored well above the cut score (P2 academic peer group orhigher) the previous year that did not pass this year.
- **-** It should be noted that a large portion of the student population (61.9%) is in the DNP1 or DNP2academic peer groups, indicating many students started well below grade level.

George Washington Elementary School
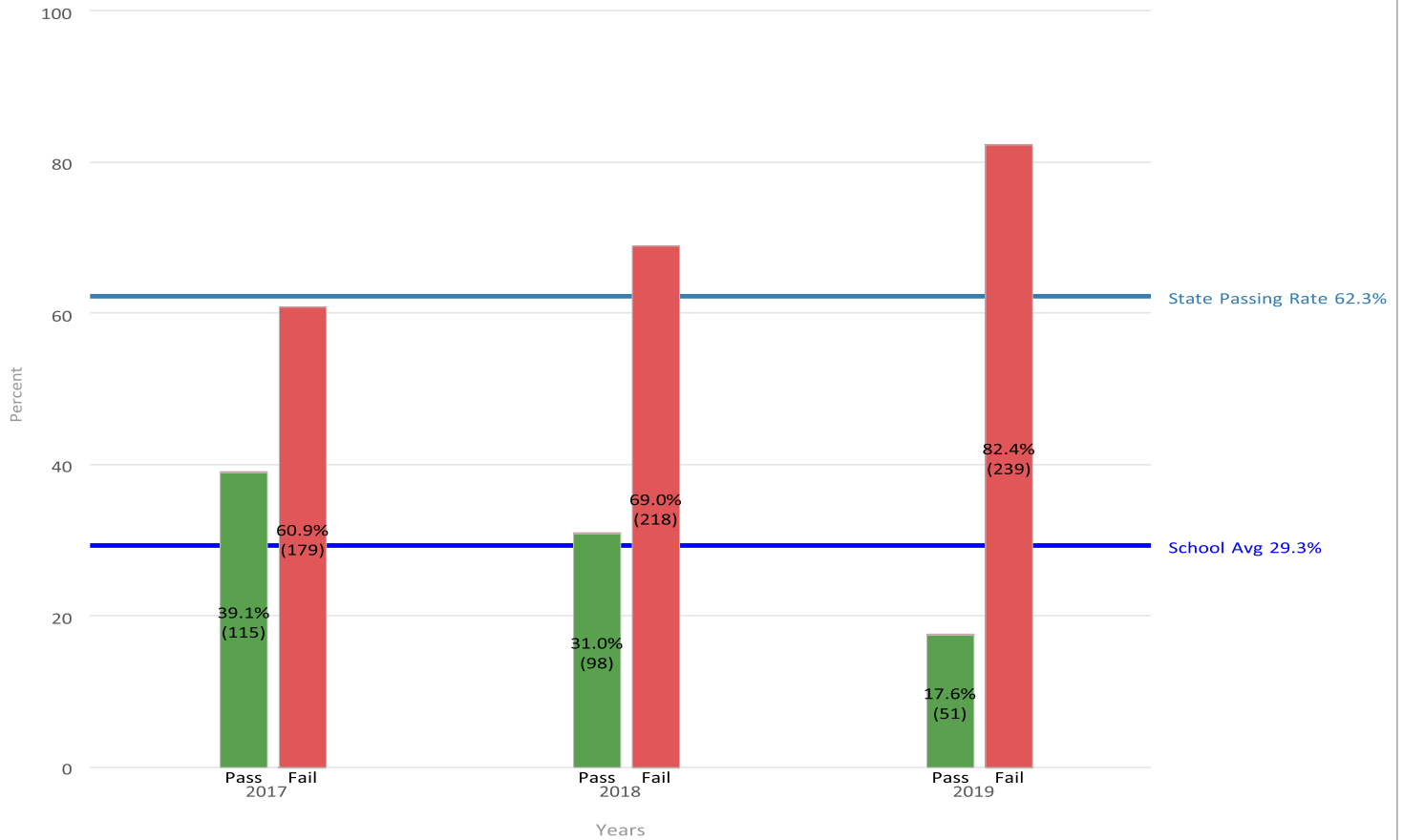2019 MATH Proficiency by Academic Peer Groups from Previous Year
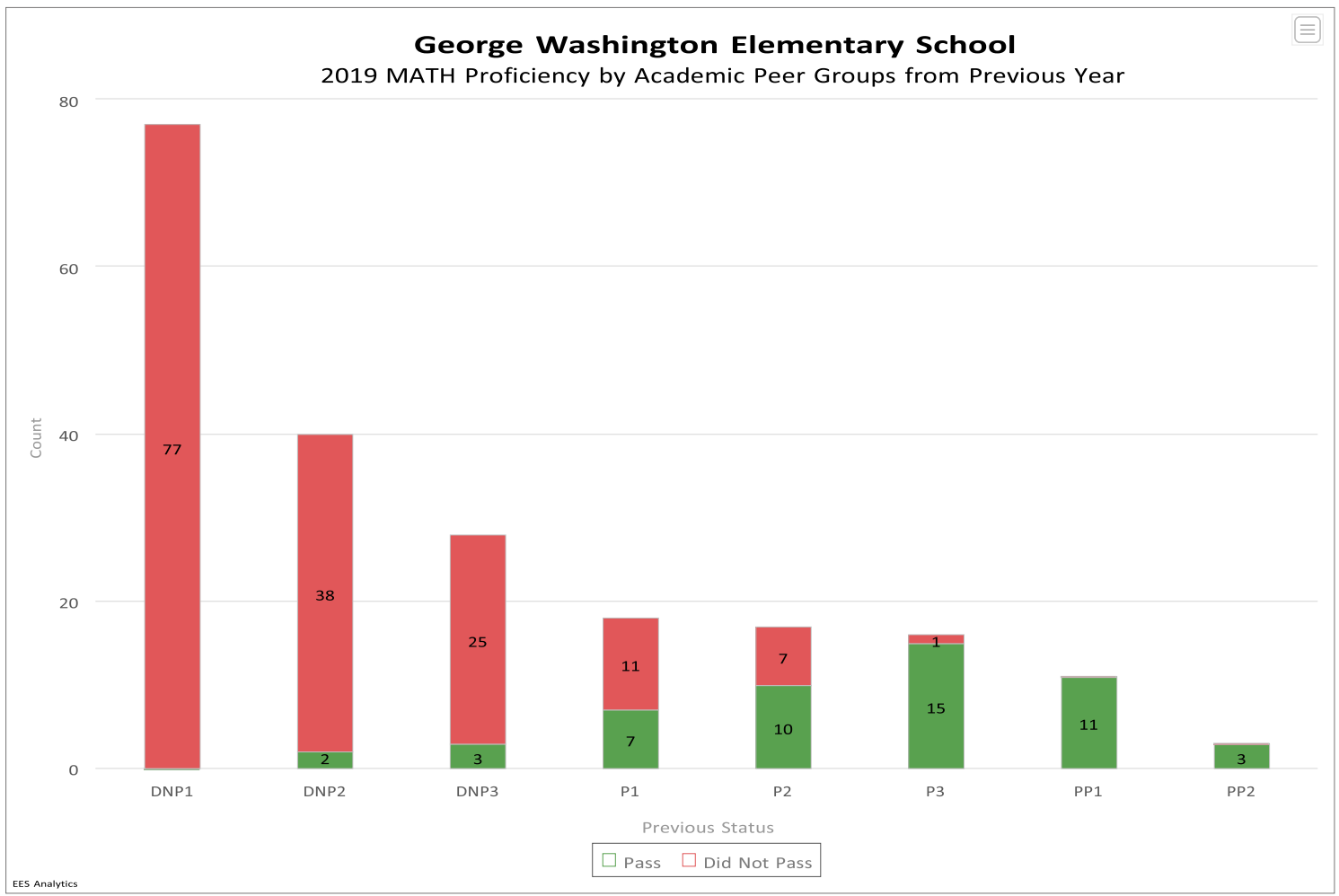
Of the 65 students who passed the previous year, there were 19 students (29.2%) who did not pass this year.

Of the 145 students who did not pass the previous year, there were 5 students (3.4%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -14. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 21.7% this year. The year before the pass rate for these students was 39.1%.
  - There were 8 students who had previously scored well above the cut score (P2 academic peer group orhigher) the previous year that did not pass this year.
  - It should be noted that a large portion of the student population (55.7%) is in the DNP1 or DNP2academic peer groups, indicating many students started well below grade level.

George Washington Elementary School
ELA Pass Rates (3-Year Trends) for 2017-2019

State Passing Rate 62.3%

School Avg 29.3%

2017: Pass 39.1% (115), Fail 60.9% (179)
2018: Pass 31.0% (98), Fail 69.0% (218)
**2019:** Pass 17.6% (51), Fail 82.4% (239)

Years

EES Analytics

The ELA pass rates for the last three years have gone from 39.1% to 31.0%, and most recently to 17.6%. This indicates a pass rate change of -21.5 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 41.2% increase from your current passing rate. That is an annual increase of 8.2%.

Difference between school and

State Average

-33.0%

George Washington Elementary School
## MATH Pass Rates (3-Year Trends) for 2017-2019
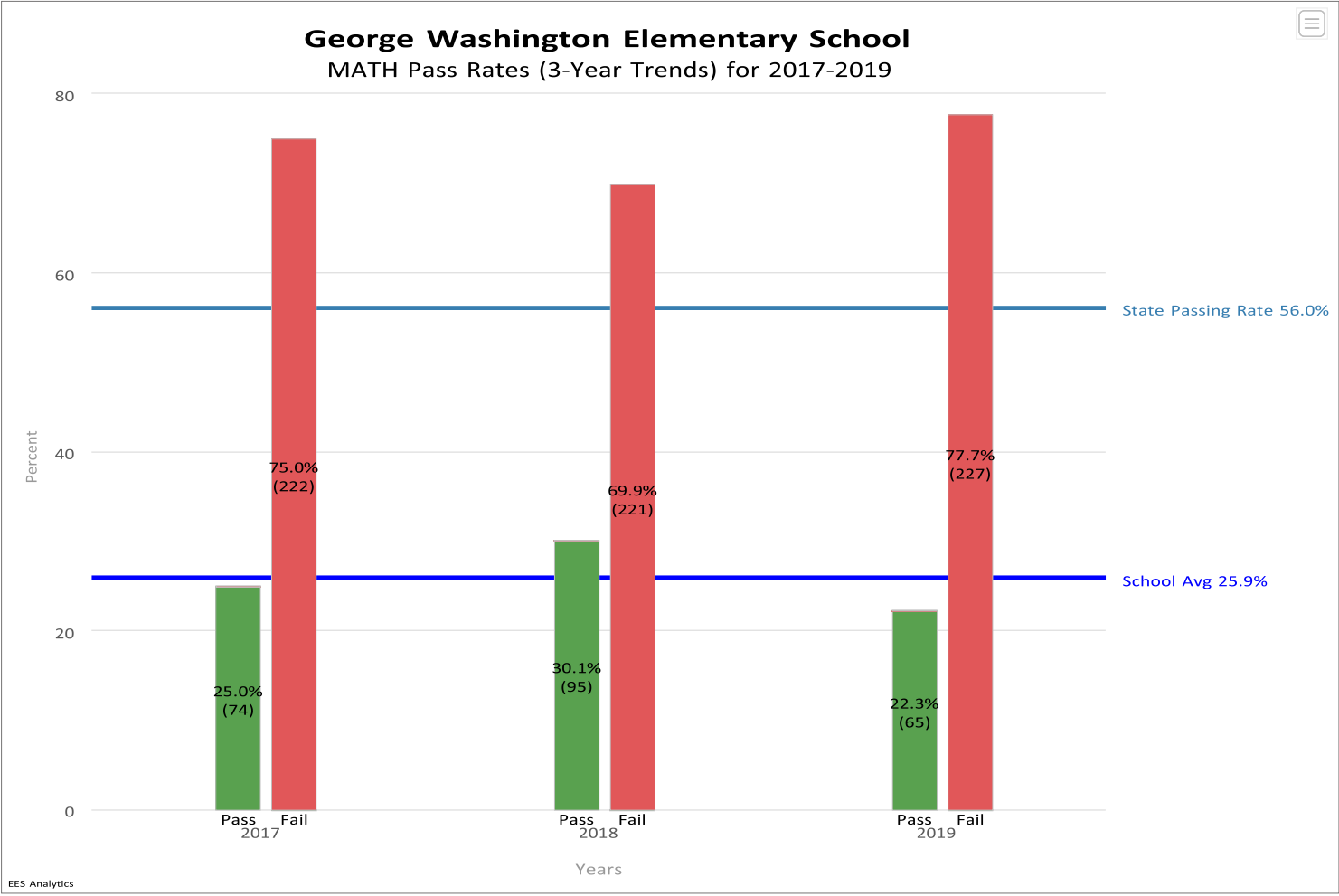
The MATH pass rates for the last three years have gone from 25.0% to 30.1%, and most recently to 22.3%. This indicates a pass rate change of -2.7 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 38.9% increase from your current passing rate. That is an annual increase of 7.8%.

Difference between school and

State Average

-30.1%

George Washington Elementary School

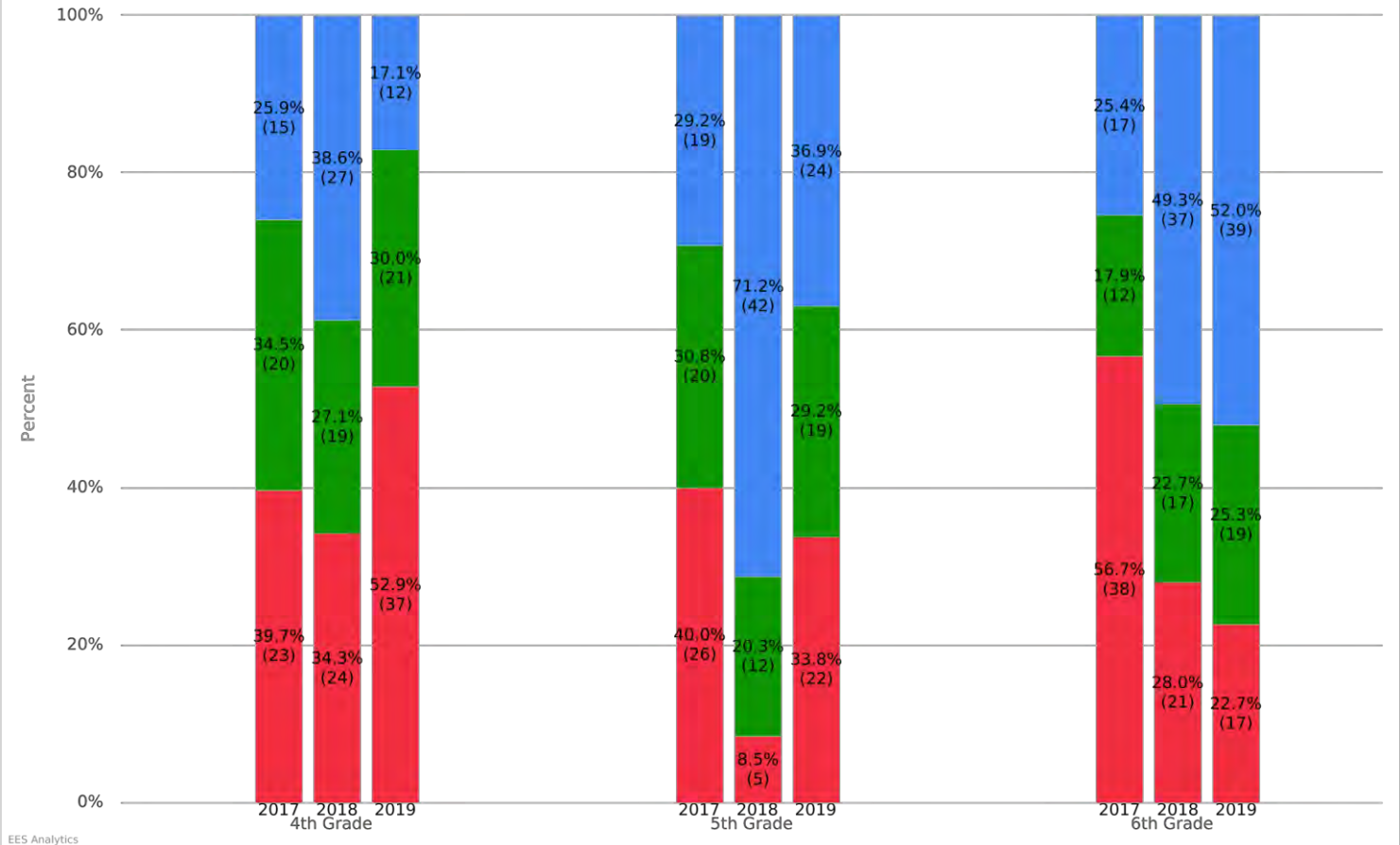## ELA Grade level in 2017-2019 by Year
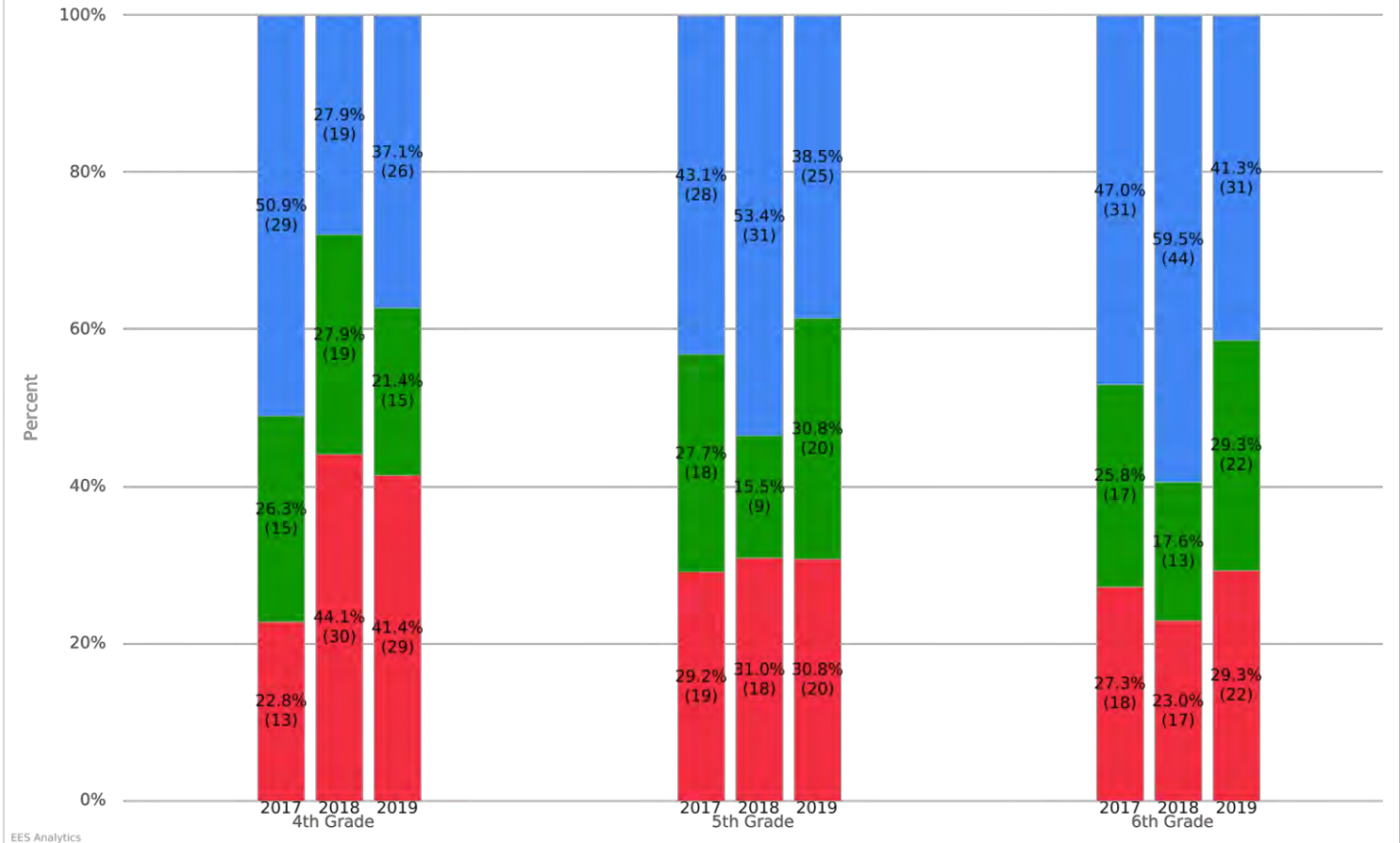
The percentage of students in low growth has gone from 26.6% to 32.5%, and most recently to 33.8%. This is a change of 7.2% over the last 2 years.

The percentage of students in standard growth has gone from 26.6% to 20.5%, and most recently to 27.1%. This is a change of 0.5% over the last 2 years.

The percentage of students in high growth has gone from 46.8% to 47.0%, and most recently to 39.0%. This is a change of -7.8% over the last 2 years.

George Washington Elementary School
MATH Grade level in 2017-2019 by Year

The percentage of students in low growth has gone from 45.8%to 24.5%, and most recently to 36.2%.This is a change of -9.6% over the last 2 years.

The percentage of students in standard growth has gone from 27.4%to 23.5%, and most recently to 28.1%.This is a change of 0.7% over the last 2 years.

The percentage of students in high growth has gone from 26.8%to 52.0%, and most recently to 35.7%.This is a change of 8.9% over the last 2 years.

George Washington Elementary School
2019 ELA Growth Category by Academic Peer Groups from Previous Year
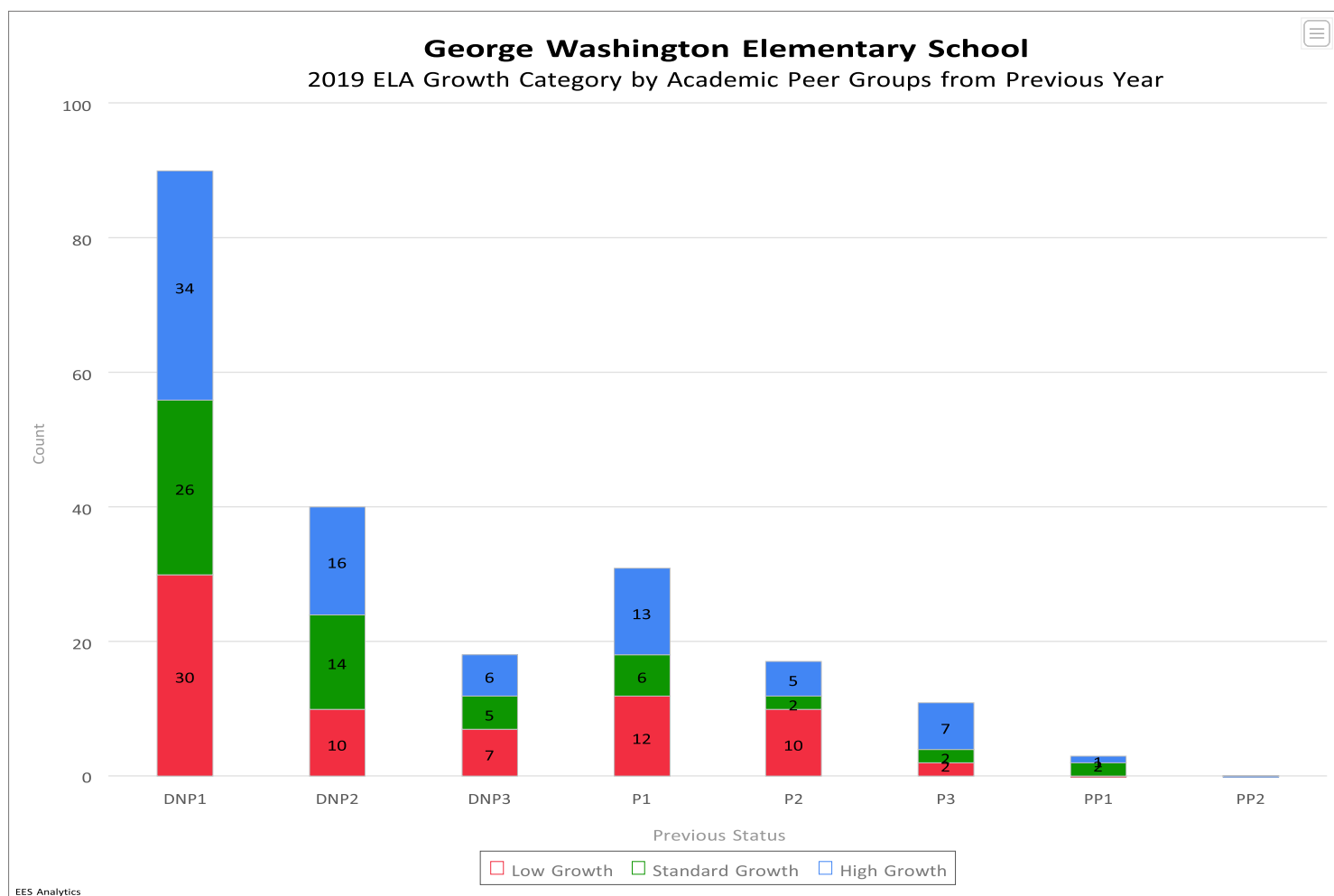
There were 71 students in the low growth category, which accounts for 33.8%. More specifically, of the students who did not pass the previous year, 31.8% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 57 students in the standard growth category, which accounts for 27.1%.
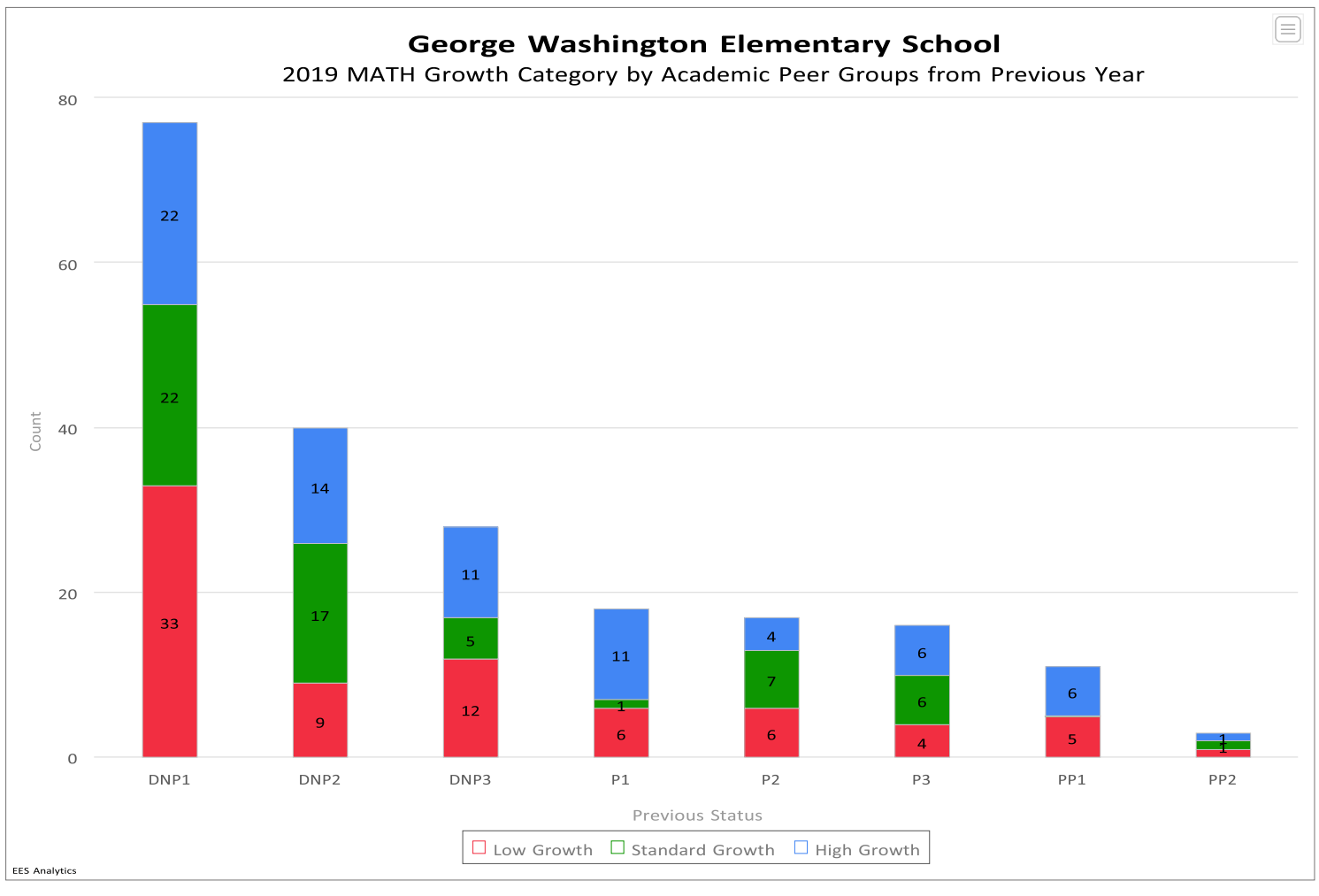
There were 82 students in the high growth category, which accounts for 39.0%. More specifically, of last year's students who did not pass, 37.8% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 38.8% in low growth and 38.8% in high growth.
The net growth value (number of high growth students minus low growth students) was -4.

There were **47 students,** 22.4% 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.

+ There were 57.1% of your highest performing students (P3, PP1, & PP2) that obtained high growth. This indicates these students have surpassed a year of growth.

George Washington Elementary School
2019 MATH Growth Category by Academic Peer Groups from Previous Year

EES Analytics

There were 76 students in the low growth category, which accounts for 36.2%. More specifically, of the students who did not pass the previous year, 37.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 59 students in the standard growth category, which accounts for 28.1%.

There were 75 students in the high growth category, which accounts for 35.7%. More specifically, of last year's students who did not pass, 32.4% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.
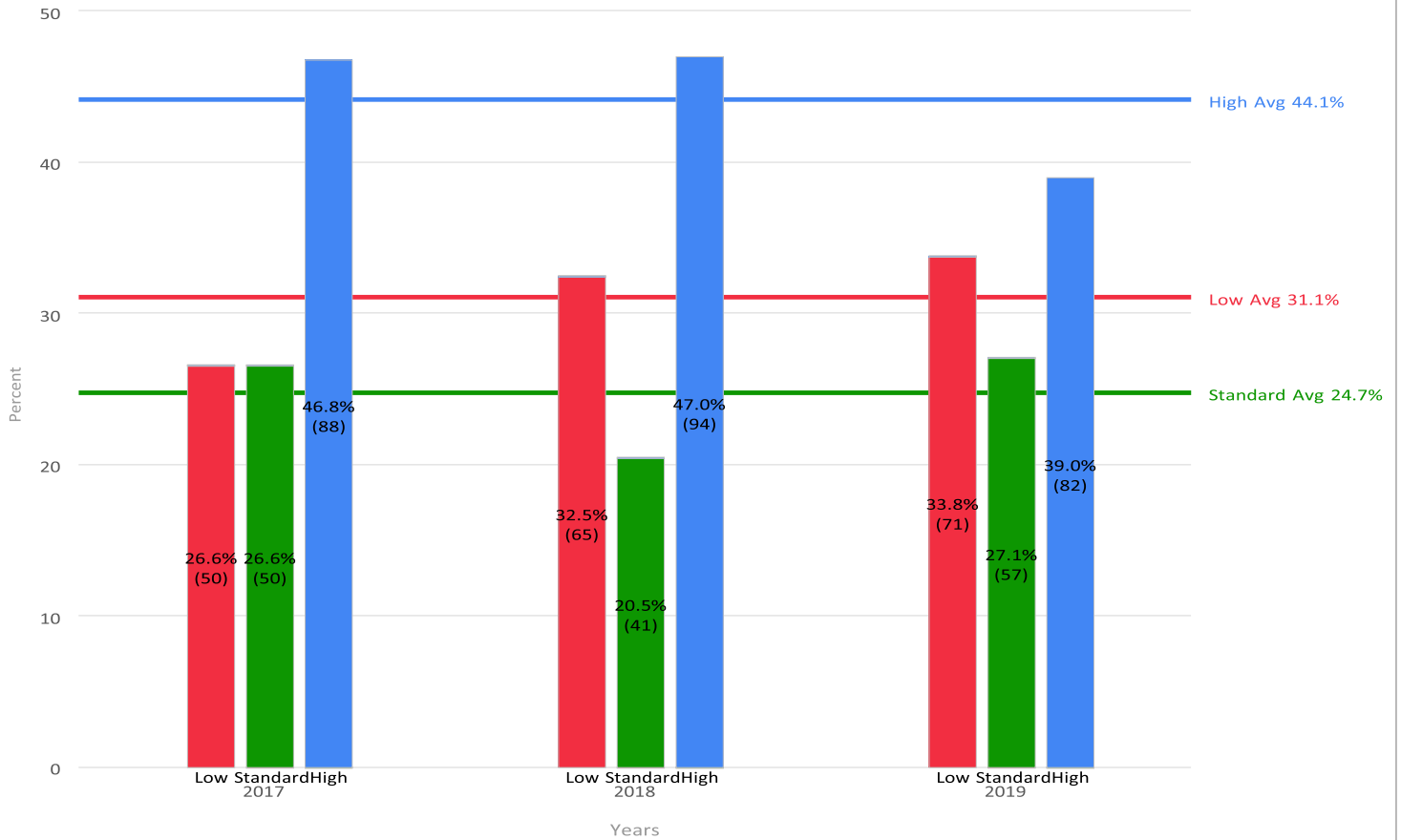
Those students nearest the cut scores (DNP3 and P1) had 39.1% in low growth and 47.8% in high growth. The net growth value (number of high growth students minus low growth students) was 8.

There were **54 students,** 25.7% 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.

+ There were 43.3% of your highest performing students (P3, PP1, & PP2) that obtained high growth. This indicates these students have surpassed a year of growth.
- The students furthest behind grade level proficiency (DNP1) only had 28.6% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

George Washington Elementary School
ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

High Avg 44.1%

Low Avg 31.1%

Standard Avg 24.7%

Percent

2017
- Low: 26.6% (50)
- Standard: 26.6% (50)
- High: 46.8% (88)

2018
- Low: 32.5% (65)
- Standard: 20.5% (41)
- High: 47.0% (94)

2019
- Low: 33.8% (71)
- Standard: 27.1% (57)
- High: 39.0% (82)

Years

EES Analytics

The average percentage of low growth students for the last 3 years has been 31.1%. In the last 2 years, the percentage of students in low growth has increased by 7.2 percentage points. The average percentage of standard growth students for the last 3 years has been 24.7%. The average percentage of high growth students for the last 3 years has been 44.1%. In the last 2 years, the percentage of students in high growth has decreased by 7.8 percentage points.

George Washington Elementary School
MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019
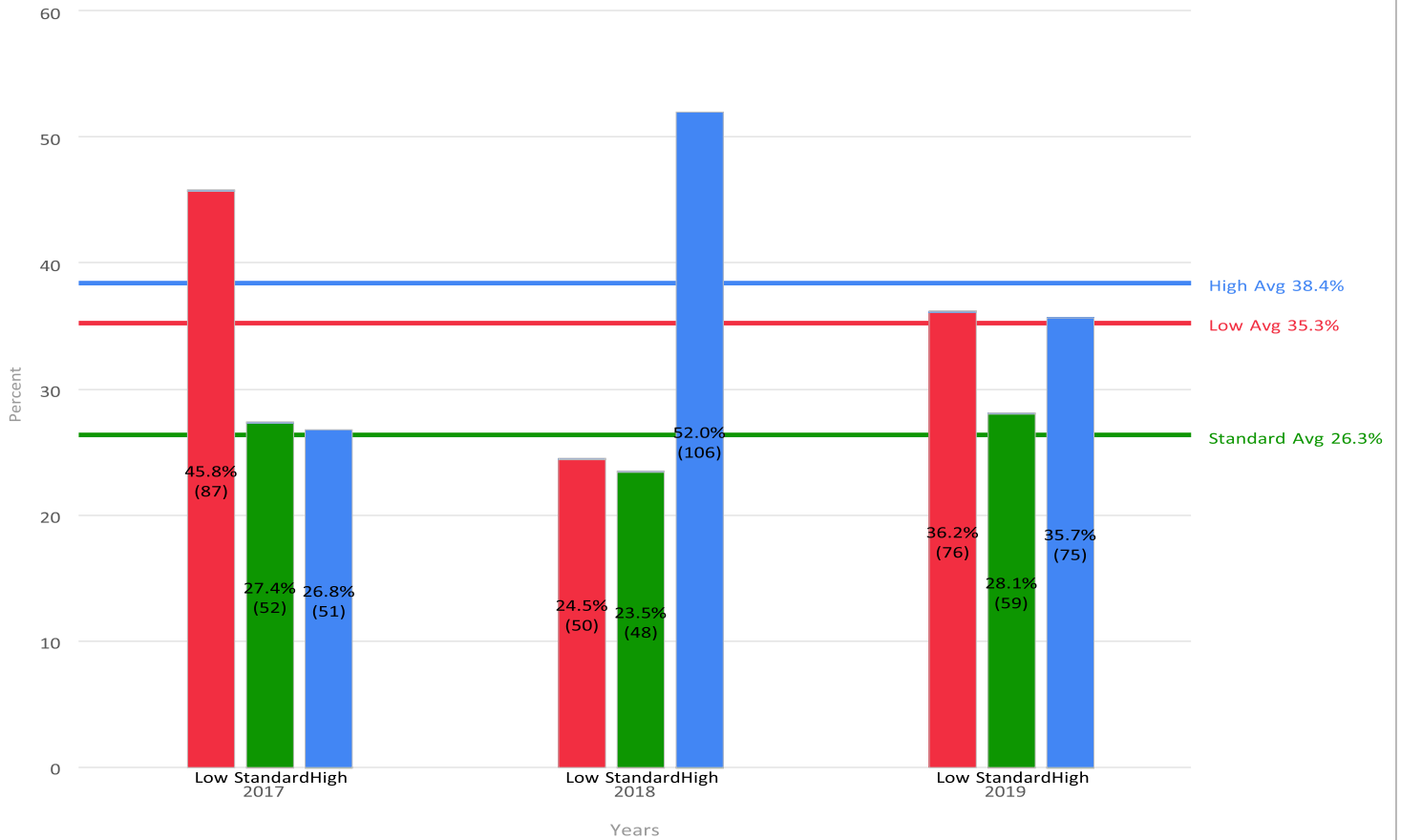

The average percentage of low growth students for the last 3 years has been 35.3%. In the last 2 years, the percentage of students in low growth has decreased by 9.6 percentage points. The average percentage of standard growth students for the last 3 years has been 26.3%. The average percentage of high growth students for the last 3 years has been 38.4%. In the last 2 years, the percentage of students in high growth has increased by 8.9 percentage points.

George Washington Elementary School

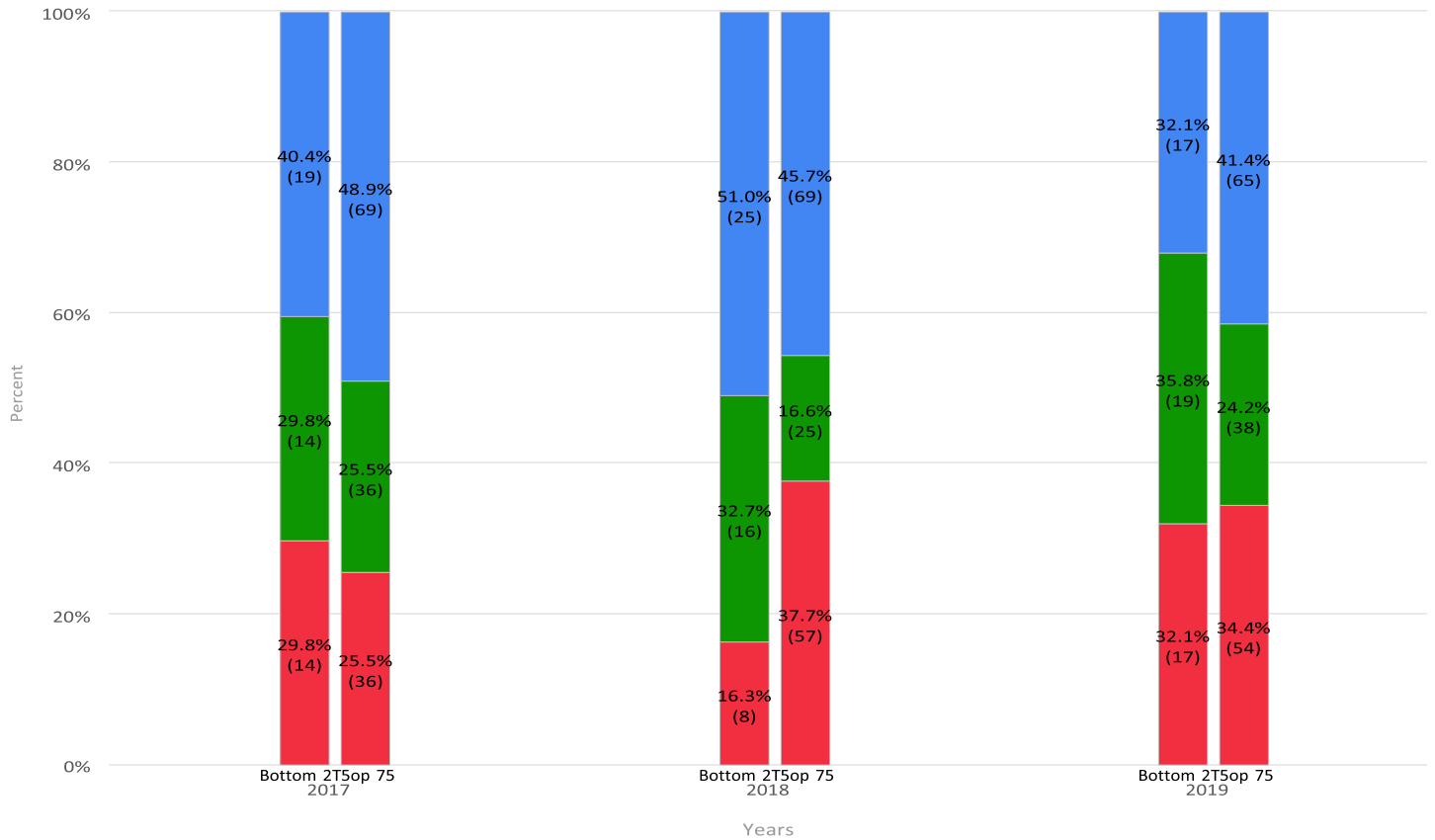## ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups

EES Analytics

The average percentage of low growth students for the last 3 years has been 26.2% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 2.3 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 32.9% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 40.9% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 8.4 percentage points for the bottom 25%.
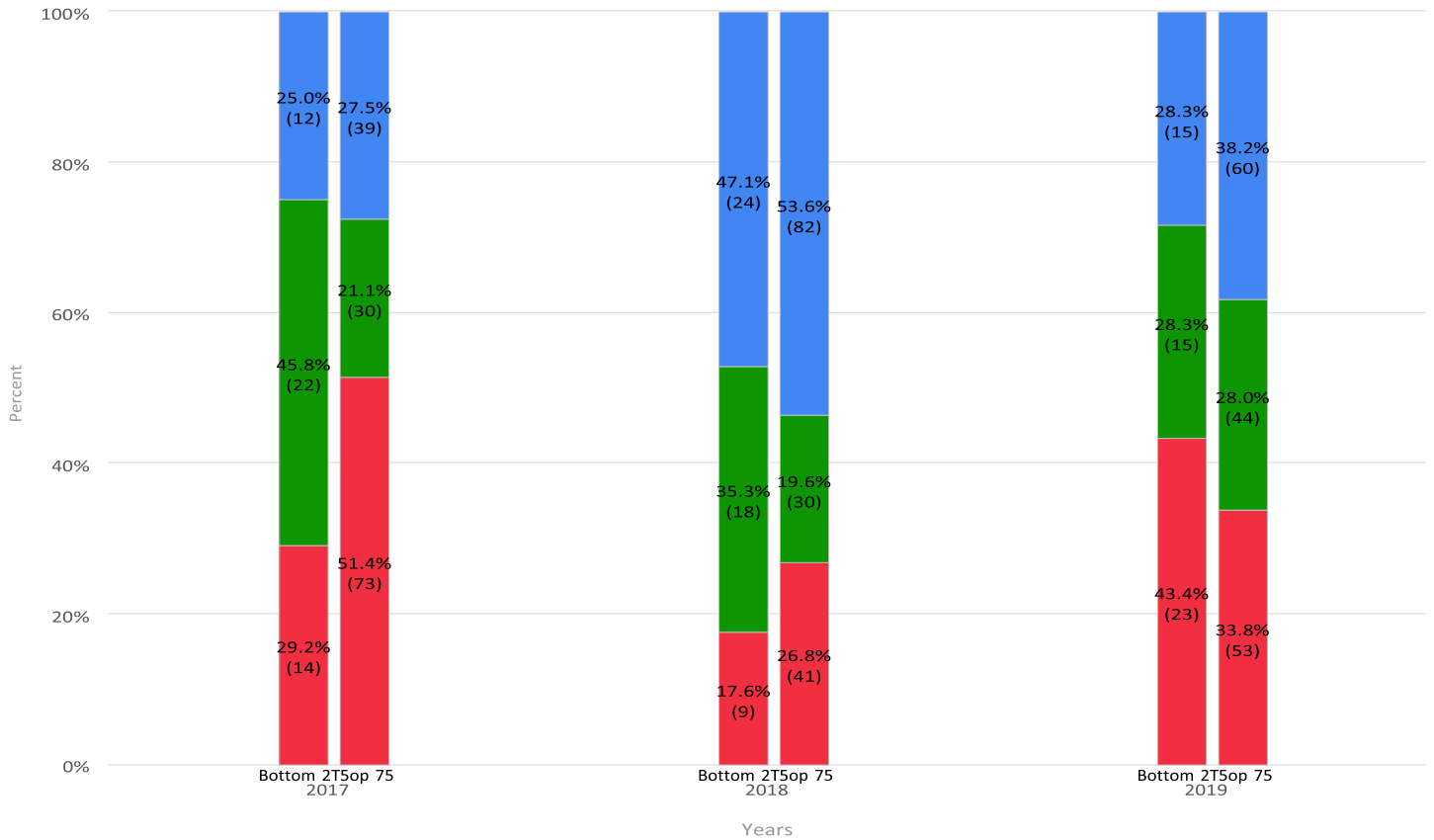
The average percentage of low growth students for the last 3 years has been 32.7% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 8.9 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 22.0% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 45.2% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 7.5 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 41.4% of the top 75% students in high growth on the most recent year (8.1% 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.

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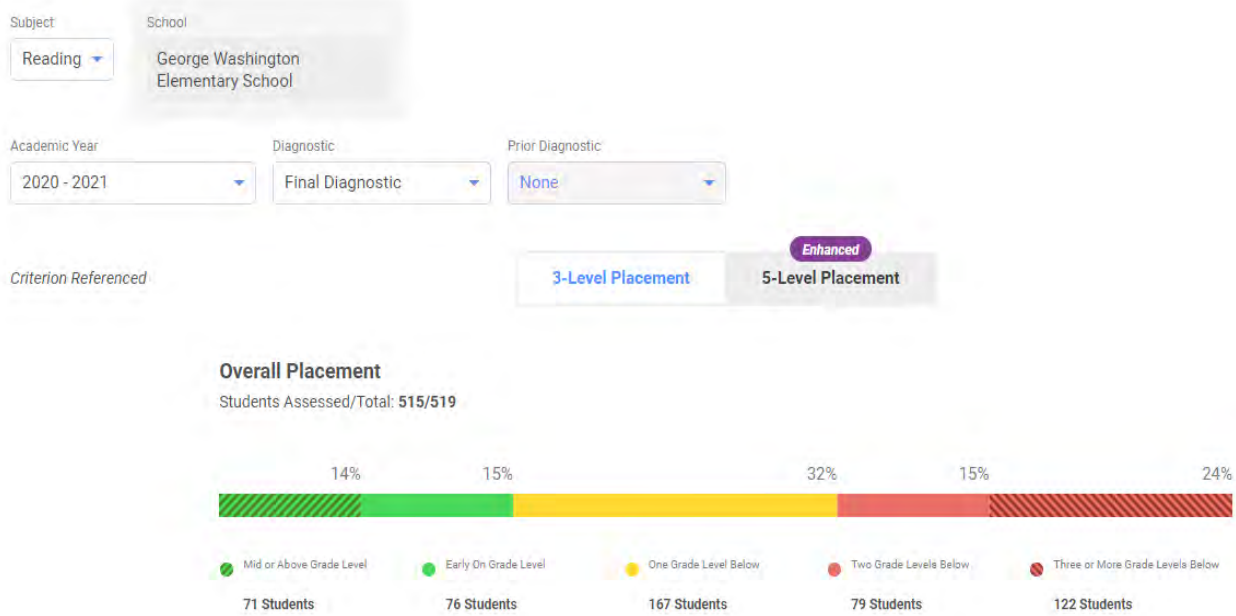

EES Analytics

The average percentage of low growth students for the last 3 years has been 30.3% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 14.2 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 36.2% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 33.6% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has increased by 3.3 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 36.9% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has decreased by 17.7 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 23.0% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 40.0% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has increased by 10.8 percentage points for the top 75%.
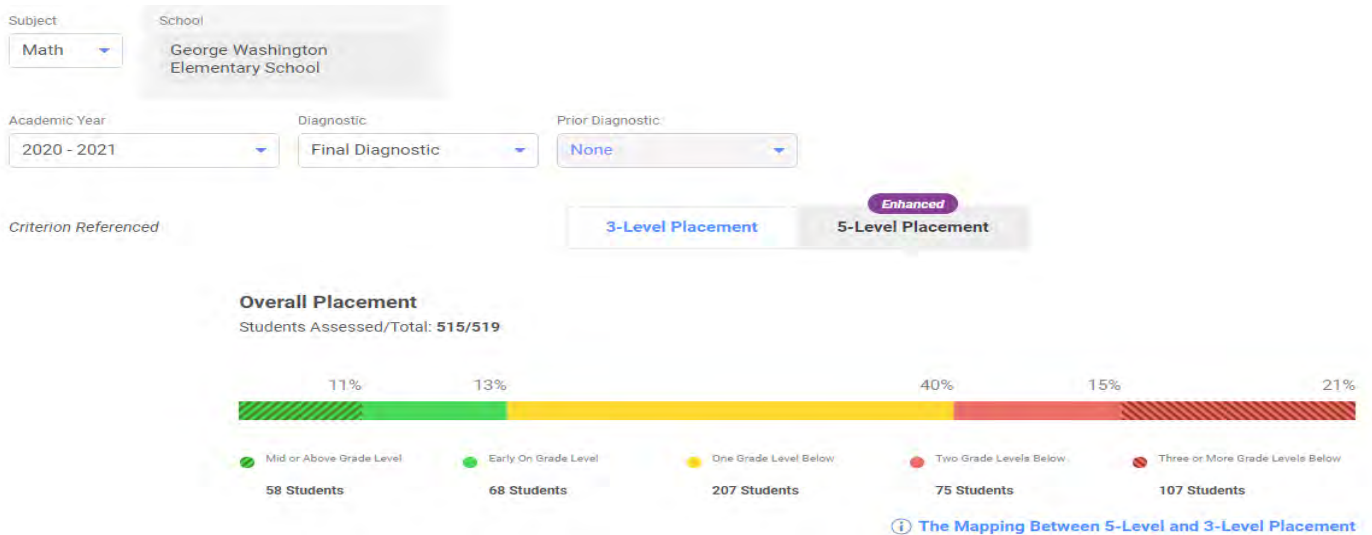
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 43.4% of the bottom 25% students in low growth on the most recent year (10.1% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

59

Updated 2020-2021 SY Data

iReady EOY 2021 Reading

Subject
Reading ▾

School
George Washington
Elementary School

Academic Year
2020 - 2021 ▾

Diagnostic
Final Diagnostic ▾

Prior Diagnostic
None ▾

Criterion Referenced

3-Level Placement   **Enhanced** 5-Level Placement

Overall Placement
Students Assessed/Total: **515/519**

14%	15%	32%	15%	24%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
71 Students	**76 Students**	**167 Students**	**79 Students**	**122 Students**

iReady EOY 2021 Math

Subject
Math ▾

School
George Washington
Elementary School

Academic Year
2020 - 2021 ▾

Diagnostic
Final Diagnostic ▾

Prior Diagnostic
None ▾

Criterion Referenced

3-Level Placement   **Enhanced** 5-Level Placement

Overall Placement
Students Assessed/Total: **515/519**

11%	13%	40%	15%	21%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
58 Students	**68 Students**	**207 Students**	**75 Students**	**107 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placement

iReady BOY Reading 2020 Compared to iReady BOY Reading 2021

Subject

Reading ▾

School

George Washington
Elementary School

Academic Year

2020 - 2021 ▾

Diagnostic

Fall (Beginning of Year -... ▾

07/01/20 - 11/15/20

Prior Diagnostic

None

Criterion Referenced

3-Level Placement

Enhanced
5-Level Placement

Overall Placement

Students Assessed/Total: **167/519**

6%	10%		43%	20%	22%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
10 Students	**16 Students**	**71 Students**	**33 Students**	**37 Students**

Subject

Reading ▾

School

George Washington
Elementary School

Academic Year

Current Year ▾

Diagnostic

Most Recent ▾

Prior Diagnostic

None ▾

Criterion Referenced

3-Level Placement

Enhanced
5-Level Placement

Overall Placement

Students Assessed/Total: **462/468**

3%	6%	41%	24%	26%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
15 Students	**27 Students**	**190 Students**	**112 Students**	**118 Students**

iReady BOY Math 2020 Compared to iReady BOY Math 2021

Subject
Math

School
George Washington Elementary School

Academic Year
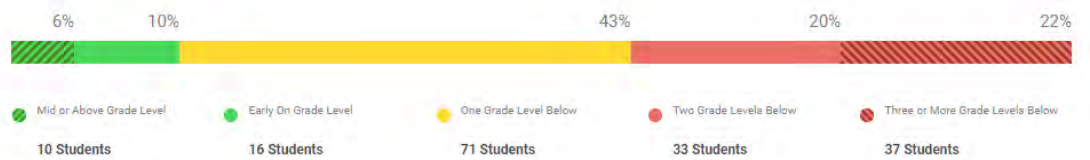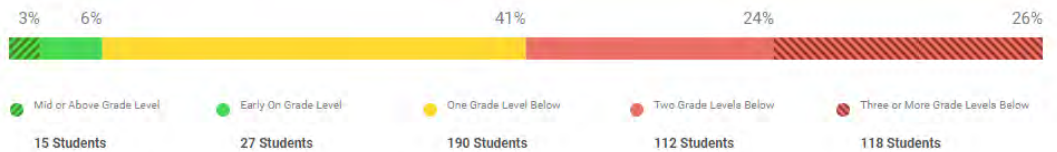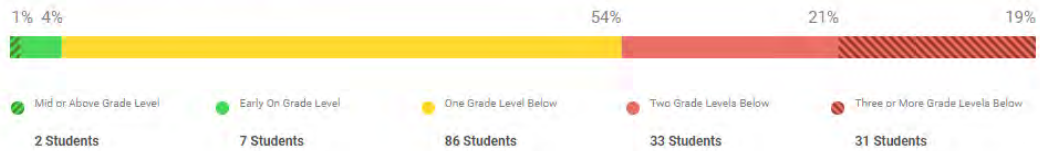**2020 - 2021**

Diagnostic
Fall (Beginning of Year -...
07/01/20 - 11/15/20

Prior Diagnostic
None

Criterion Referenced

3-Level Placement   **Enhanced** **5-Level Placement**

Overall Placement
Students Assessed/Total: **159/519**

1%	4%		54%	21%	19%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
2 Students	**7 Students**	**86 Students**	**33 Students**	**31 Students**

Subject
Math

School
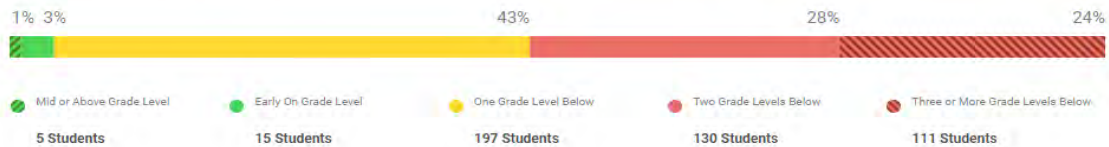**George Washington Elementary School**

Academic Year
Current Year

Diagnostic
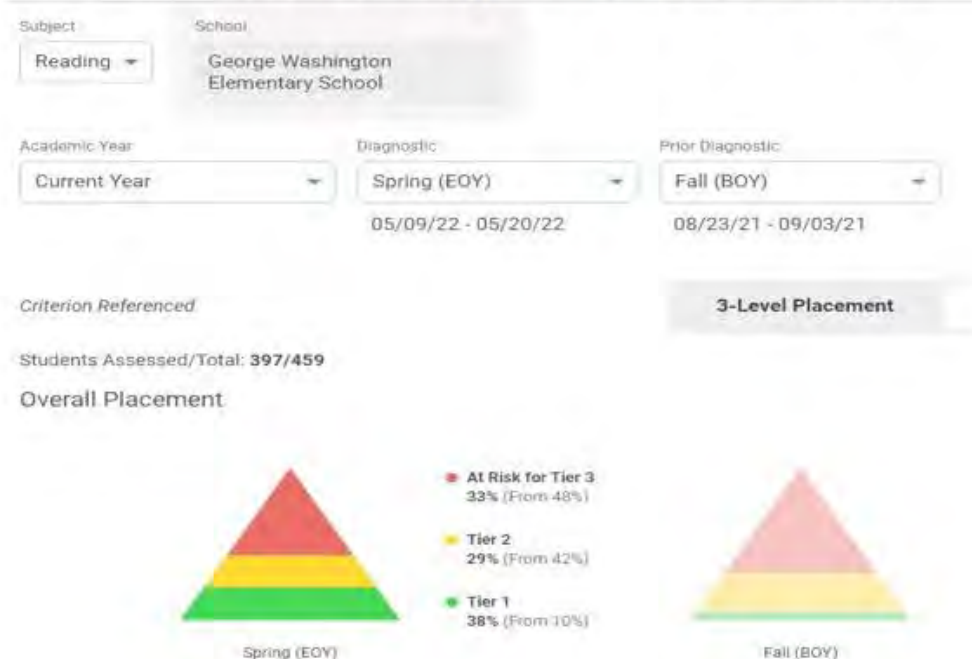**Most Recent**

Prior Diagnostic
None

Criterion Referenced

3-Level Placement   **Enhanced** **5-Level Placement**

Overall Placement
Students Assessed/Total: **458/468**

1%	3%	43%	28%	24%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
5 Students	**15 Students**	**197 Students**	**130 Students**	**111 Students**

Current iReady Data- Reading

- At Risk for Tier 3
  33% (From 48%)
- Tier 2
  29% (From 42%)
- Tier 1
  38% (From 10%)

Spring (EOY)

Fall (BOY)

Washington School Academic Data – iReady Reading

Reading	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	4% (14 Students)	19% (76 Students)
On Grade Level	7% (27 Students)	18% (73 Students)
One Grade Level Below	42% (165 Students)	29% (117 Students)
Two Grade Levels Below	23% (93 Students)	17% (67 Students)
Three or More Grade Levels Below	25% (98 Students)	16% (64 Students)

Current iReady Data - Math

Subject
Math

School
George Washington Elementary School

Academic Year
Current Year

Diagnostic
Spring (EOY)
05/09/22 - 05/20/22

Prior Diagnostic
Fall (BOY)
08/23/21 - 09/03/21

Criterion Referenced

3-Level Placement

Students Assessed/Total: **384/459**

Overall Placement

- At Risk for Tier 3
  24% (From 50%)
- Tier 2
  46% (From 45%)
- Tier 1
  29% (From 5%)

Spring (EOY)

Fall (BOY)
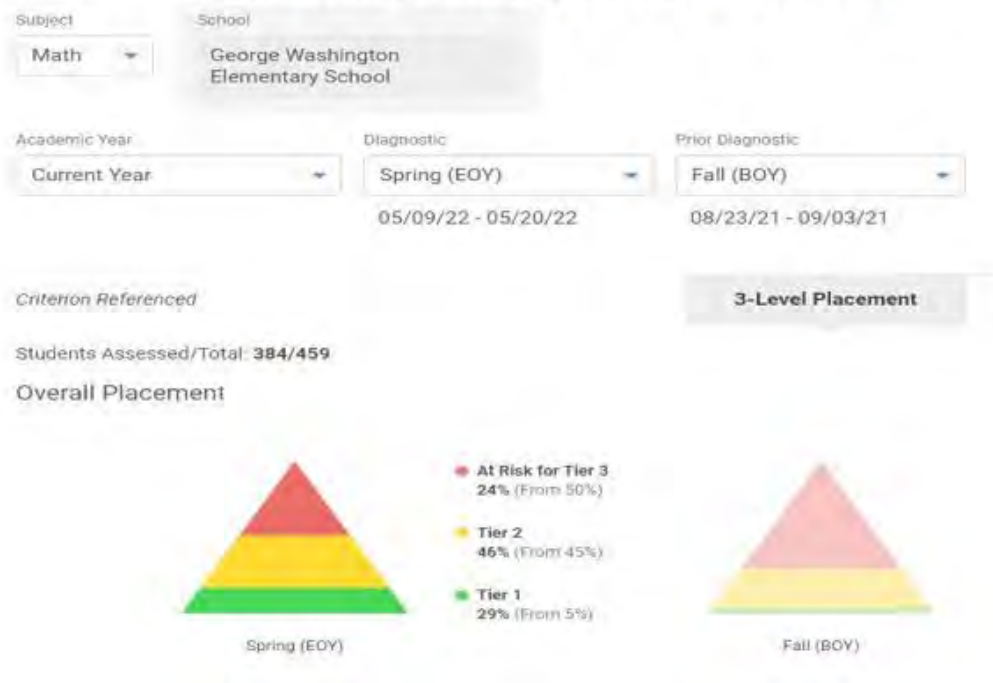
Washington School Academic Data – iReady Math

Math	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	1% (5 Students)	14% (54 Students)
On Grade Level	3% (13 Students)	15% (59 Students)
One Grade Level Below	45% (173 Students)	46% (177 Students)
Two Grade Levels Below	27% (104 Students)	11% (43 Students)
Three or More Grade Levels Below	23% (89 Students)	13% (51 Students)

Washington Elementary Focus Groups

- Washington Elementary was not identified by the state as having a targeted/focus group.
- Washington Elementary decided to identify two sub-groups to place focus on to be proactive:

1. EL Student Population
2. Special Ed Student Population

Focus Group Data Outcomes (EL Students)

Reading	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	9%	23%
On Grade Level	11%	17%
One Grade Level Below	36%	36%
Two Grade Levels Below	27%	14%
Three or More Grade Levels Below	17%	9%

Math	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	2%	20%
On Grade Level	3%	15%
One Grade Level Below	43%	46%
Two Grade Levels Below	38%	16%
Three or More Grade Levels Below	15%	3%

Focus Group Data Outcomes (SPED Students)

Reading	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	2%	11%
On Grade Level	2%	9%
One Grade Level Below	22%	18%
Two Grade Levels Below	18%	15%
Three or More Grade Levels Below	57%	46%

Math	Beginning of the Year (BOY)	End of the Year (EOY)
Above Grade Level	0%	11%
On Grade Level	0%	8%
One Grade Level Below	23%	24%
Two Grade Levels Below	29%	16%
Three or More Grade Levels Below	48%	40%

I–READ at Washington Elementary

I-Read 3 Enrollment Spring of 2022 at Washington

•We had a total of 86 students
•64 students were 3rd graders
•22 students were 4th graders

I Read- 3 Washington Spring 2022

	3rd Grade Students Enrolled	Special Education	EL Population
Number of 3rd grade Students	64	7 Total Number of SPED Students	7 Students are listed as "EL" learners.
Pass	29	0	4
Did Not Pass	35	7	3

•During the Spring of 2022 there were a total of 64 third grade students who took the I-read 3. Seven students were in the EL population. Seven students were in the SPED population.

I-Read 3 for 4th Grade at Washington Spring 2022

Click to add text	4th Grade	Special Education	EL Population
Number of students	22	n/a	n/a
Pass	4	n/a	n/a
Did Not Pass	18	n/a	n/a

3rd Grade I – Read results from Spring 2022

- Passed = 29 out of 64
- Did Not Pass= 35 out of 64

4th Grade I – Read results from Spring 2022

- Passed = 4 out of 22
- Did Not Pass= 18 out of 22

Washington May 2022 Retakes I-Read-3 third and fourth grade students.

	3rd Grade	4th Grade
Passed	4 out of 20	5 out of 20
Did Not Pass	13 out of 20	7 out of 20

Summer School Retake June 27- 29th at Washington
- Students were provided afterschool tutoring
- Students were offered remediation after school in small groups
- Teacher selection based on readiness for testing

We had 28 students take the I-Read 3 during the Summer of 2022. 10 students passed. 18 Students did not pass.

35% Passed Summer 2022 I-Read 3 Retake
65 % Did not Pass Summer 2022 I-Read 3 Retake

Attendance Matters

Enrollment Fall of 2021	Enrollment Spring of 2022
Kg= 61 1st= 60 2nd=76 3rd=57 4th=66 5th=80 6th= 60 Total= 460	Kg=66 1st=60 2nd=75 3rd= 63 4th=65 5th=79 6th=60 Total= 468
Attendance Contracts **Winter 2021= 10 contracts** Project second start is a program at Washington that requires a <u>face to face</u> meeting with the parent or guardian of a student who has shown chronic attendance or truancy issues. The meeting takes place with the Vice Principal and Truancy Officer Mr. Edmonds	**Attendance Contracts** **Spring 2022 = 21 contracts** Project second start is a program at Washington that requires a <u>face to face</u> meeting with the parent or guardian of a student who has shown chronic attendance or truancy issues. The meeting takes place with the Vice Principal and Truancy Officer Mr. Edmonds. Parents are required to follow the SCEC guidelines for attendance and truancy.

Project Second Start with Officer Edmonds at Washington.	2021- 2022 Officer Edmonds has completed 70 home visits during the 2021- 2022 school year.
Project Second start is a program in which the school truancy officer provides intervention home visits to guardians of students who are missing school. The officer works with the vice principal and local law enforcement to help students understand the importance of attending school every day and on time.	The following are a list of reasons why the truancy officer was sent to the home of a student at Washington 1. Attendance/ Missing 2. Truancy 3. State Testing Attendance 4. Residency Verification 5. No Parental Response after school has initiated contact.

Overall ILEARN Performance Spring 2021

Overall Performance on the ILEARN test, by Subject, Grade: George Washington Elementary Sch, Spring 2021

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	57	4%
Grade 4	78	8%
Grade 5	53	2%
Grade 6	68	7%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	60	5%
Grade 4	80	11%
Grade 5	60	2%
Grade 6	79	1%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	81	4%
Grade 6	78	5%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	61	7%

Washington Elementary I-Learn Spring Results 2022

Overall Performance on the ILEARN test, by Subject, Grade: George Washington Elementary Sch, Spring 2022

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	62	6%
Grade 4	65	3%
Grade 5	79	19%
Grade 6	60	12%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	62	10%
Grade 4	65	9%
Grade 5	78	14%
Grade 6	60	2%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	64	3%
Grade 6	60	3%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	77	5%

- During the Spring of 2022, Washington Elementary saw growth in ELA and Math in the 3rd, 5th, and 6th grades from the 2021 school year.
- We saw a drop in ELA, Math, and Science in 4th Grade.

ILEARN ELA Data 2019 - 2022
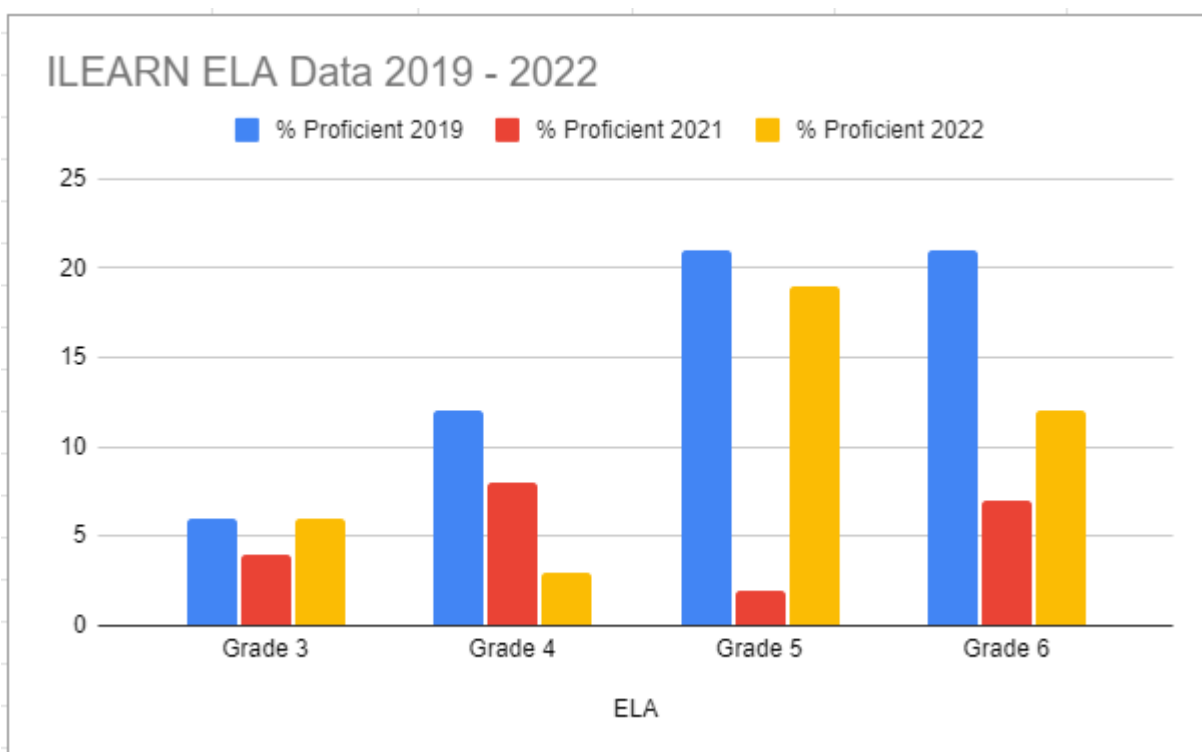
ELA	% Proficient 2019	% Proficient 2021	% Proficient 2022
Grade 3	6	4	6
Grade 4	12	8	3
Grade 5	21	2	19
Grade 6	21	7	12

ILEARN Math Data 2019 - 2022
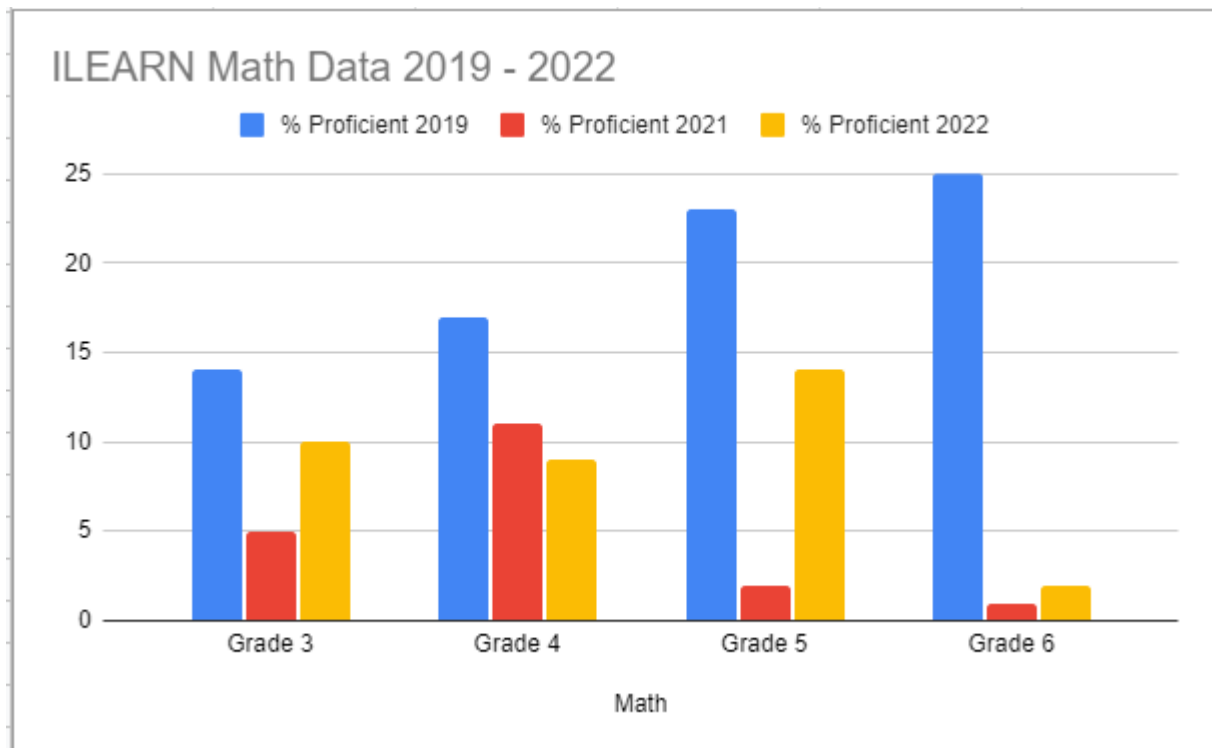
Math	% Proficient 2019	% Proficient 2021	% Proficient 2022
Grade 3	14	5	10
Grade 4	17	11	9
Grade 5	23	2	14
Grade 6	25	1	2

Overall Summary

Elementary/Middle School Indicators

Indicator	Points	Rating	Weight	Weighted Points
ELA Academic Achievement	14.85	Does Not Meet Expectations	2.00	29.700
Math Academic Achievement	13.77	Does Not Meet Expectations	2.00	27.540
ELA Academic Progress	31.68	Does Not Meet Expectations	2.00	63.360
Math Academic Progress	30.31	Does Not Meet Expectations	2.00	60.620
ELA Closing Achievement Gaps	14.44	Does Not Meet Expectations	0.50	7.220
Math Closing Achievement Gaps	7.94	Does Not Meet Expectations	0.50	3.970
Progress in Achieving English Language Proficiency	57.96	Meets Expectations	1.00	57.960
Addressing Chronic Absenteeism	81.92	Approaches Expectations	1.00	81.920
Elementary/Middle School Overall Weight and Points:			11.00	30.21
School Overall Rating:				Does Not Meet Expectations

Enrollment

	Enrollment	Enrollment Percent
Grades 03-08	265	100.00 %
Grades 09-12	0	0.00 %

Subgroup Grades

Sugroup	Points	Rating	Subgroup	Points	Rating
American Indian/Alaskan Native	0.00	No Rating	Asian	0.00	No Rating
Black	18.11	Does Not Meet Expectations	Hispanic Ethnicity	44.44	Approaches Expectations
Multiracial	0.00	No Rating	Native Hawaiian or Other Pacific Islander	0.00	No Rating
White	0.00	No Rating	English Language Learner	46.10	Approaches Expectations
Free/Reduced Lunch	29.82	Does Not Meet Expectations	Special Education	20.80	Does Not Meet Expectations

Academic Achievement Indicators

	Grades 03-08					Grade 11				
Subject Area	Pass Rate	Participation	Perf. Points	Goal Factor	Overall Points	Pass Rate	Participation	Perf. Points	Goal Factor	Overall Points
English/Lang. Arts	11.0 % (26 / 236)	99.6 % (236 / 237)	11.00	1.35	14.85	N/A	N/A	N/A	N/A	N/A
Mathematics	10.2 % (24 / 236)	99.6 % (236 / 237)	10.20	1.35	13.77	N/A	N/A	N/A	N/A	N/A

Academic Progress Indicators

	Grades 4-8			Grade 112		
Subject Area	Adequate Growth Rate	Goal Factor	Overall Points	Adequate Growth Rate	Goal Factor	Overall Points
English/Lang. Arts	24.0 % (42 / 175)	1.32	31.68	N/A	N/A	N/A
Mathematics	20.9 % (38 / 182)	1.45	30.31	N/A	N/A	N/A

Closing Achievement Gap Indicators

	Grades 4-8				
Subject Area	Bottom 25% Adequate Growth Rate	Top 75% Adequate Growth Rate	Weighted Adequate Growth Rate	Goal Factor	Overall Points
English/Lang. Arts	7.3 % (3 / 41)	29.1 % (39 / 134)	9.5 %	1.52	14.44
Mathematics	2.3 % (1 / 43)	26.6 % (37 / 139)	4.7 %	1.69	7.94

Progress in Achieving English Language Proficiency Indicator

Grade Span	Met Goal or Achieved Proficiency Rate	Goal Factor	Points
Grades K-8	38.9 % (14 / 36)	1.49	57.96

Addressing Chronic Absenteeism Indicator

Grade Span	Model Attendee Rate	Goal Factor	Overall Points
Grades K-8	67.7 % (275 / 406)	1.21	81.92

Appendix B

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

At Washington Elementary, all teachers received a binder prior to the first day of school that consisted of our Character Plus with an integration of PBIS procedural practices and forms for our school. At the beginning of every week the SEL Competency and Character Traits are shared with the students and staff. Teachers review and discuss the SEL Competency and Character Trait daily (during Scholars Breakfast/Morning Meetings). Teachers are encouraged to integrate the SEL Competencies and Character Traits throughout the day. Every Friday, teachers nominate a Superhero of the week and their names are announced on the intercom system. The students/staff receive a certificate and token of appreciation.

Washington Elementary will continue following and utilizing a Multi-Tiered System of Support (MTSS).

Emergency evacuation forms are discussed and posted within the classroom to practice procedures. Teachers were allotted time to practice safety drills, lunch, hallway, and dismissal procedures. Emergency forms and plans are shared within the school and substitutes who may enter the classrooms to replace the teacher in a need of absence. All staff members from Washington Elementary work to create a positive school climate to ensure students are ready to learn.

To increase the safety in the school, all teachers and students wear IDs. Any guests wanting to enter the building must enter through the main office. All guests must sign in, take a photo, and receive a visitor pass from Safe Visitor Solutions. Security officers are also strategically located throughout the school. Teachers are all CPR and AED certified in case of emergencies. We also have staff that are CPI trained and certified. We have a school safety team that meets monthly to increase the safety of the school.

To ensure clear expectations are communicated to students, we practice our procedures with our students the first two weeks of school. Teachers are encouraged to model and practice throughout the school year. While practicing, we also engage in conversations to review and reflect on the proper behaviors from our students. While walking the hallways of the school, students are surrounded by posters that reflect the proper rules and procedures that we expect them to follow.

To create an environment in which there is belief and trust in our student's abilities, there are expectations that are reviewed collectively at the beginning of the year. Teachers also invite students to collaborate in the expectations by providing goals of their own. Student work is displayed inside and outside of the classroom and this gives them a sense of ownership and belonging. Washington is committed to and strives to provide opportunities for every student to reach their full potential in a safe learning environment.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
   - A description of the school's curriculum review and adoption process;
   - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
   - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
   - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Curriculum Review and Adoption Process
A collaborative group of teachers, coaches, and administrators are selected to attend and review publisher presentations on core curriculum. The group is given an opportunity to observe, listen, and ask questions regarding the components of each presenter's curriculum piece. A discussion is held and a vote takes place. The vote with the majority wins. At times we are given the opportunity to pilot a curriculum piece to be able to give more insight as to whether or not it meets our academic needs.

Curriculum Guides
Curriculum guides have been provided to all teachers and are also available through Title I Reading Coaches and the School City of East Chicago website. A collaborative group of teachers and coaches from the district's school meet each year to develop the appropriate standards driven guidelines.

English Language Art
School City of East Chicago adopted American Reading Company (ARC) for the reading program. ARC is a research-based reading program used as supports for our core curriculum. ARC Core is a basil alternative designed to turn balanced literacy into transformative literacy. American Reading Company is an alternative designed to turn balanced literacy into transformative literacy. Each student engages in a carefully scaffolded, extended research project, taking a final written product in the selected genre through the entire writing process from note-making publication. A carefully defined research focus and a set of Research Questions scaffold student research while providing the content for the Unit. These questions align with key concepts in the content, ensuring all students learn gradelevel content. The guided reading small group lesson, gradual release model for comprehension instruction, reading, and writing workshop approaches are all researched based practices from the core program.

IReady reading program as an adaptive online learning and assessment tool used in the K-6 classrooms as well as in the special education classes. All students take an initial diagnostic placement test to start students at the appropriate level for their learning. IReady is adaptive and has assessments to monitor individual learning and interventions.

Tier 2 intervention. All students participate in a 90-minute reading block as well as a 45-minute reading success time for intervention groups. Students are grouped according to mastery, partial and nonmastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed through the 8-step process with fidelity.

95% Percent Group is a program for grade levels k-2. This program targets phonemic awareness. Building the foundational skills needed to become an affluent reader.

Benchmark Literacy is a comprehensive, research proven program that empowers teachers with tools for vertically aligned k-6 reading, writing, speaking, listening, and language instruction. The program builds foundational skills such as phonics, word study, and fluency. Scaffold informational and literary text to provide students an opportunity to develop collaborative conversations.

NWEA (3-6) assessments are given at the beginning, middle, and end of the year to provide data for placement and growth within the learning environment. This data is displayed in the classroom for students to self-monitor their own growth, as well as for teacher intervention meetings.

Note: Our last year of using NWEA was 2019-2020 school year. The elementary buildings no longer use NWEA.

Math
Washington Elementary uses IReady for online adaptive math instruction and learning. It coincides with out textbook Ready math program. Students take an initial diagnostic placement test to start students at the appropriate level for their learning This adaptive learning. IReady is adaptive and has assessments to monitor individual learning and interventions.

Tier 2 Intervention. All students participate in a 60-minute math block as well as a 45 minute math success time for intervention groups. Students are grouped according to mastery, partial and nonmastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed through the 8-step process with fidelity.

Special Education teachers and Moderate Teachers use N2Y, Raz Plus for reading, writing, math, and social studies.

NWEA (K-6) is an adaptive assessment used to drive student academic instruction. The results that are obtained from the assessment provide information giving the students an academic starting level. Assessments are given at the beginning, middle, and end of the year to provide data for placement and growth within the learning environment. NWEA is displayed in the classrooms for the students to self-monitor their own growth, as well as for teacher intervention meetings. This data will also be included in changed to the curriculum guidelines.

Note: Our last year of using NWEA was 2019-2020 school year. The elementary buildings no longer use NWEA.

Our students have access to the library that houses culturally responsive curricular materials to ensure all students' cultural differences are recognized and appreciated. This is observed as well during textbook adoption.

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets).
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Assessments used include: NWEA, IReady, American Reading Company (IRLA) Assessment, Running Records, Phonemic Awareness surveys, XtraMath, Progress Monitoring, and end of unit/chapter textbooks assessments. State mandated testing included ILEARN, and IREAD-3. These assessments are also used to monitor data.

Assessments are a continuous tool used to meet the rigor of Indiana's academic standards and use of continuous scientifically based interventions, improvement tools and strategies as mentioned in the assessment above.

Data meetings are held on at least a quarterly basis and include support staff in the school to analyze data of each student in the building. Decisions regarding data and how to intervene are handled at these meetings. Professional Learning Communities are also held within grade level meetings to monitor student progress and outcome objectives. These data meetings are used to measure and monitor performance of the school. This data helps school personnel plan subsequent on-grade level, remedial, and enrichment instruction.

Note: Our last year of using NWEA was 2019-2020 school year. The elementary buildings no longer use NWEA.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the state standards. The students will be engaged with the use of higher order questioning and various instructional methods to meet the learning styles of all of the students by using flexible seating and sensory kits.

Teachers regularly check for understanding using formal and informal assessment to adjust instruction.

Teachers frequently check for understanding throughout the lesson to gauge student learning, and to inform, monitor and adjust instruction as needed.

Teachers are highly qualified and demonstrate content knowledge.

Teachers hold high expectations for all students academically and behaviorally.

Teachers use data to differentiate instruction.

Teachers will model asking and responding to higher level DOK questions.

Teachers will develop higher level DOK questions to allow students the opportunity to practice responding to higher level questioning during the lessons.
Teachers will create common assessments that expose students to higher level questioning.

Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative assessment data, to differentiate instruction to improve student achievement over all.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
- A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
- A description of how teachers and staff will learn about students' cultures;
- A description of how teachers and staff will utilize resources in the students' communities;
- A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
- A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

Washington Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the student population. Targeted Groups for the 2021-2022 school year are:

- Free/reduced lunch students
- African American students
- Hispanic students
- Special Education students
- English Learners

Currently appropriate strategies for improving student achievement for each identified subgroup at Washington have been emphasized in this School Improvement Plan in the appropriate areas for meeting the needs of our identified subgroups.
Strategies for meeting the needs of our identified subgroups are:
- Multi-Tiered System of Supports (MTSS) and Response to Intervention Tiered (RTI) Approach to Differentiated Instruction.
- Staff will read articles/ do book studies on topics pertinent to targeted subgroups to provide awareness of appropriate strategies.
- Train the Trainer model professional development/training on Cultural Competency for the building administrator and academic leadership team.
- Staff members are given research findings pertaining to targeted subgroups to support the staff in new learning to develop teaching strategies to meet the needs of identified subgroups.
- Culturally responsive activity discussions are held during monthly Staff Advisory meetings.
- SST meetings are held 2 times a month to discuss and formulate action plans to meet individual student needs.

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

The staff of Washington Elementary School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high quality curriculum and instructional program in a supportive and effective learning environment that enable all students to meet the academic expectations set forth in the Indiana Academic Standards. The school engages families in meaningful ways in their children's education and keeps parents informed of their children's learning progress. Progress reports are sent mid-quarter to inform parents of student progress. Phone calls, emails, Parent/Student/Teacher Conferences, and Blackboard Connect calls are used regularly to keep parents informed. Parents also have 24-hour access to RDS, online grade system. Parents are provided with support from the Instructional Coach, ENL Coach, regularly scheduled informational meetings and information sessions to address topics requested and needed by parents.   Additionally, a parent liaison has been assigned from the district to hold monthly Parent and Community Meetings (Parent Group), organize outreach programs for parents, encourage parents to attend various parent leadership academies and general community outreach. Furthermore, parents are invited to participate in Fall Open House, Parent/Teacher Conferences, Coffee with the Principal, Awards Day, Data in a Day, Student of the Month, American Education Week "Lunch with Someone Special", Reading Buddy Program, Literacy Night, Title l Open House and other mandates related to Title 1.   Support is provided to all families through offering Parent Make and Take Strategies for instructional support at home. Support is provided to all ENL families by sharing up to date research that support English Learners. A Family Resource Room is available for parents to come together and receive information from the community on resources (home, college, workforce, tutoring, etc). The parent liaison reaches outside the school to form alliances with community-based agencies, businesses, and alumni to connect families in need of assistance with appropriate support services.

Washington Elementary School Home-School Parent Compact 2021-2022 SY:

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability: · Provide a safe and supportive learning environment. · Teach classes with an interesting and challenging curriculum that promotes student achievement. · Motivate my students to learn. · Set high expectations and help every child be successful in meeting the Indiana academic achievement standards. · Communicate frequently and meet annually with families about student progress and the school - parent compact. · Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. · Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families. · Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability: · Come to school ready to learn and work hard. · Bring necessary materials, completed assignments and homework. · Know and follow school and class rules. · Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school. · Limit my TV watching, video game playing, and internet usage. · Study or read every day after school. · Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability: · Provide a quiet time and place for homework and monitor TV viewing. · Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6). · Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition. · Regularly monitor my child's progress in school. · Participate, as appropriate, in decisions about my child's education. · Attend parent-teacher conferences. · Communicate the importance of education and learning to my child. · Respect the school, staff, students, and families.

| _____ | _____ | _____ |
| Student | Teacher | Parent/Guardian |

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Through district wide initiatives, Washington Elementary is now a one to one technology driven district. In grade kindergarten through second grade, each student will have an IPAD. In grades three through sixth, each student has a laptop. Every classroom has a Newline Board, ELMO document camera, and projector available for teachers to use for presentations, assist with instruction and enable students to remain engaged. We have an onsite Google Administrator in every building to assist with teacher's being able to meet and share information. IREADY Reading, IREADY Math, etc., are all online resources that are used to assess and triangulate data to ensure that we are grouping students and meeting their individual needs.

Students attend a class once/twice a week and gain access to Learning.com (Easy Tech Program) Keyboarding where they learn and work on keyboarding and computer applications. Students also use the program within their class during rotations so that they get more hands-on experience using the keyboard and other applications (Microsoft Word, Publisher, PowerPoint, etc.). We desire for our students to become acclimated and proficient with keyboarding so that they can focus fully on their standardized test and not on where to find the keys.

Description of Core Component: Transition to Elementary School **(for elementary schools only)**

Note: For more information about Indiana's graduation pathways, please review this memo from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

In School City of East Chicago, the Pre-K program is housed at Carrie Gosch Early Learning Center. The staff at Carrie Gosch (Administrators, Teachers, and Staff) communicate on a regular basis about curriculum, instructional strategies, data, and student needs. Time is set aside for teachers who teach Pre-K to collaborate with teachers who teach Kindergarten. This is done periodically throughout the year.

This past year, Pre-K children and their parents were invited to visit Kindergarten classrooms in every elementary building. Pre-K parents were given the opportunity to register their children for Kindergarten at an earlier time prior to Open Registration. Information regarding transportation, immunizations, etc., was shared.

Pre-K students work with many of the same programs as Kindergarten students. They take Beginning of the Year, Middle of the Year, and End of the Year assessments in IREADY, ISPROUT, and rubrics are created based on 95% Group, Reading Rockets, and Indiana Foundations to determine their level for instructional purposes. The data gathered is shared with the new Kindergarten teachers so that they have access to their students' abilities and readiness.

Appendix C

As part of the CNA process an inquiry 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 26 staff members.

Core Element 1: Curriculum

Core Element 1: Curriculum	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	8%	54%	38%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	4%	4%	12%	46%	35%
Teachers and staff are engaged in cross grade-level articulation of standards.	4%	4%	4%	19%	46%	23%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	8%	4%	24%	44%	20%

Core Element 2: Instructional Program

Core Element 2: Instructional Program	Strongly Disgree	Disgree	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.	0%	0%	8%	23%	46%	23%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	8%	8%	38%	35%	12%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	8%	0%	15%	58%	19%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	0%	4%	65%	31%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	4%	0%	12%	54%	31%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	4%	8%	65%	23%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	0%	12%	62%	27%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	4%	8%	69%	19%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	4%	0%	15%	65%	15%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	4%	4%	12%	62%	19%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	4%	19%	65%	12%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	4%	19%	62%	15%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	0%	4%	0%	12%	62%	23%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	4%	15%	58%	23%

Core Element 3: Assessment

Core Element 3: Assessment	Strongly Disgree	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.	0%	4%	0%	12%	58%	27%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	4%	4%	12%	50%	31%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	4%	8%	23%	42%	23%

Core Element 4: Coordination of Technology Initiatives

Core Element 4: Coordination of Technolog Initiatives	Strongly Disgree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	12%	12%	50%	27%
A plan is in place to provide in-service training in the use of technology.	0%	12%	0%	27%	38%	4%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	4%	0%	38%	35%	8%
There are established procedures for maintaining technology equipment.	0%	8%	0%	23%	42%	19%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	12%	0%	23%	54%	4%

Core Element 6: Safe and Disciplined Environment

Core Element 6: Safe and Disciplined Environment	Strongly Disgree	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.	4%	4%	0%	31%	42%	19%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	4%	0%	0%	12%	54%	31%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	0%	4%	19%	54%	23%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	4%	8%	62%	27%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	4%	4%	35%	38%	19%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	0%	4%	4%	8%	58%	27%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	4%	4%	8%	46%	38%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	0%	4%	27%	50%	19%

Core Element 8: Review Attendance

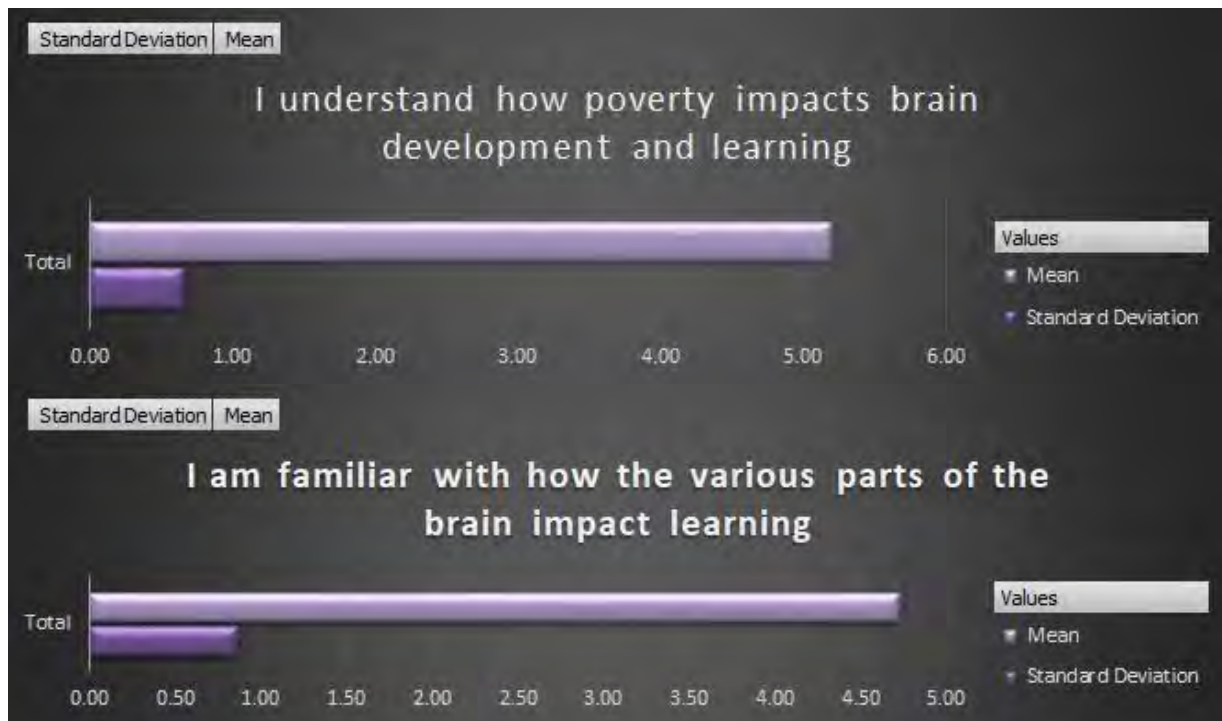| Core Element 8: Review Attendance	Strongly Disgree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	4%	0%	0%	23%	54%	19%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	4%	0%	0%	8%	62%	27%

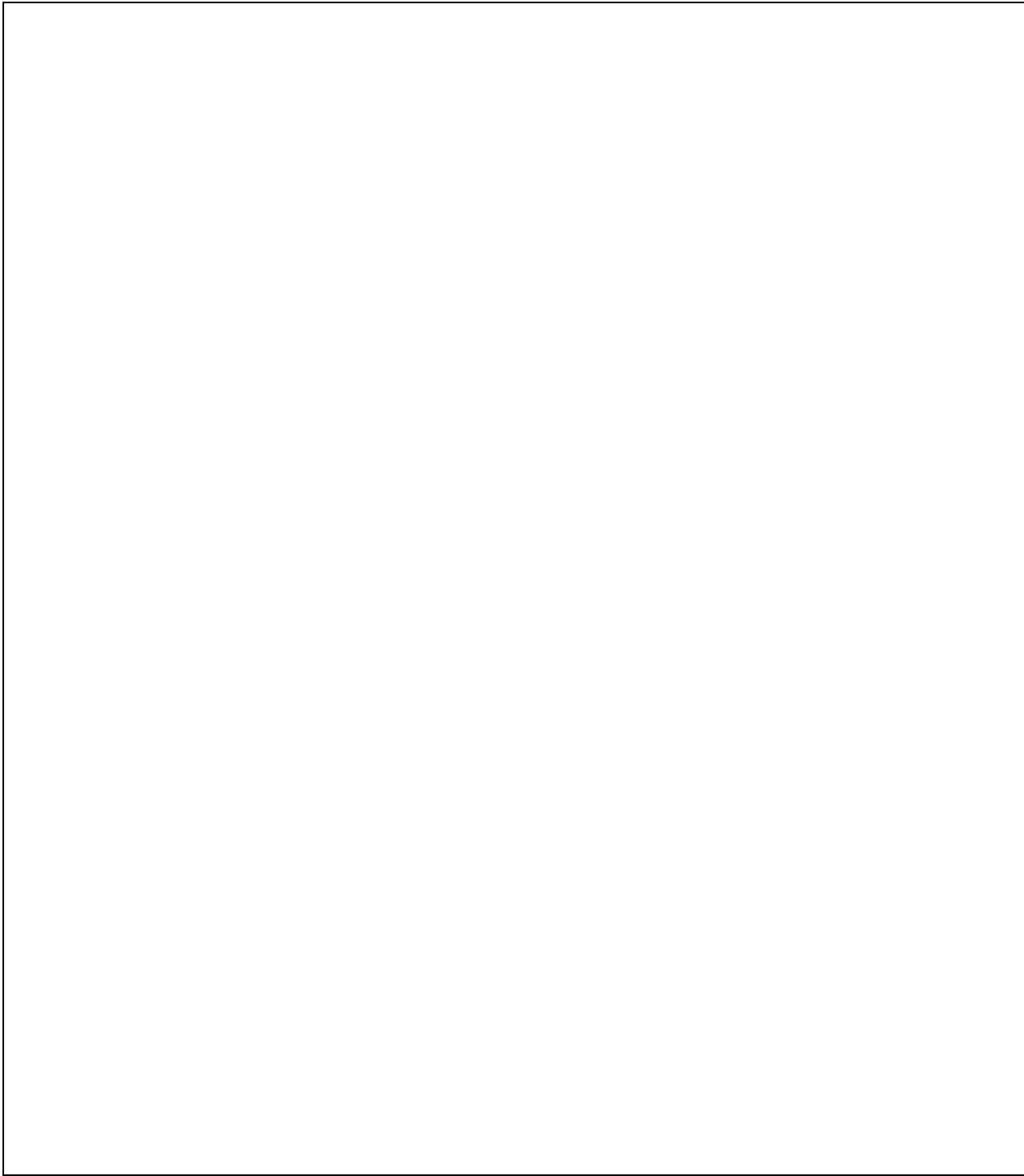| Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
96% of teachers strongly agree or agree with the statement, "Teachers use strategies that monitor and adjust instruction during lesson (e.g., adjusted based on checks for understanding). 92% of teachers strongly agree or agree with the statement, "The - school uses district-established curriculum that is aligned to the Indiana Academic Standards. 88% of teachers strongly agree or agree with the statement, "Instructional strategies provide students with multiple options for illustrating their knowledge."	- Only 42% of teachers strongly agree or agree with the statement, "A plan is in place to provide in-service training in the use of technology." - Only 42% of teachers strongly agree or agree with the statement, "Protocols and criteria are used to review and select technology hardware, software, and instructional programs."

Appendix D: 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 six-point likert scale was given to all staff at Washington Elementary School with 24 staff members participating. The survey consisted of three areas including questions about educational neuroscience, mindsets for learning, and routines for learning.

Educational Neuroscience

Top 2 Highest Scores from Survey:

I recognize the effects of secondary trauma (impacting me) and incorporate strategies to mitigate its impact

I systematically implement practices within my classroom that are informed by research on trauma-informed care
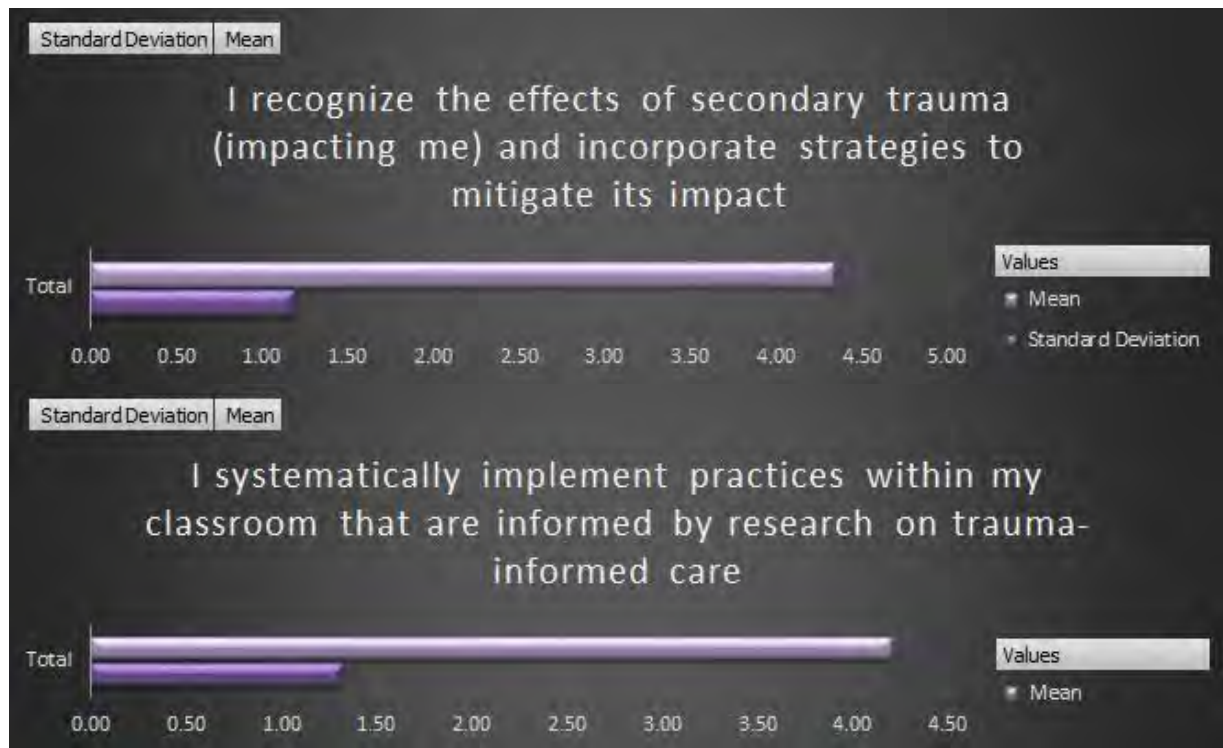
Bottom 2 Lowest Scores from Survey:

Strength: Studies have consistently shown the adverse effects poverty has on the developing brain. Teachers' awareness of this helps them to relate to their students and provide the holistic supports students need. Further, teachers' understanding of how the brain impacts learning helps them tailor lesson plans to students' needs.

Opportunity for Improvement: Proving teachers with training to build their understanding of secondary trauma support teachers in mitigating its impact on themselves and others. Ensuring the existence and practices around providing trauma informed care will better enable the school to promote a safe and secure learning environment.

Mindsets for Learning

Top 2 Highest Scores from Survey:

Standard Deviation | Mean

I am competent in establishing and communicating high expectations for all students in my classroom regardless of student backgrounds and past perceptions

Total

0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00 5.50 6.00

Values
■ Mean
▪ Standard Deviation

Standard Deviation | Mean

I effectively establish productive and supportive relationships with my students (i.e. actively listening, empathizing, communicating clearly, negotiating conflict resolution, and supporting diverse individuals and groups)

Total

0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00 5.50 6.00

Values
■ Mean
▪ Standard Deviation

Standard Deviation | Mean

I understand the concept of an abundance mindset and how to communicate that belief with my students

Total

0.00 1.00 2.00 3.00 4.00 5.00 6.00

Values
■ Mean
▪ Standard Deviation

Standard Deviation | Mean

My students appreciate and reflect upon feedback that is provided in order to move forward within their learning

Total

0.00 1.00 2.00 3.00 4.00 5.00 6.00

Values
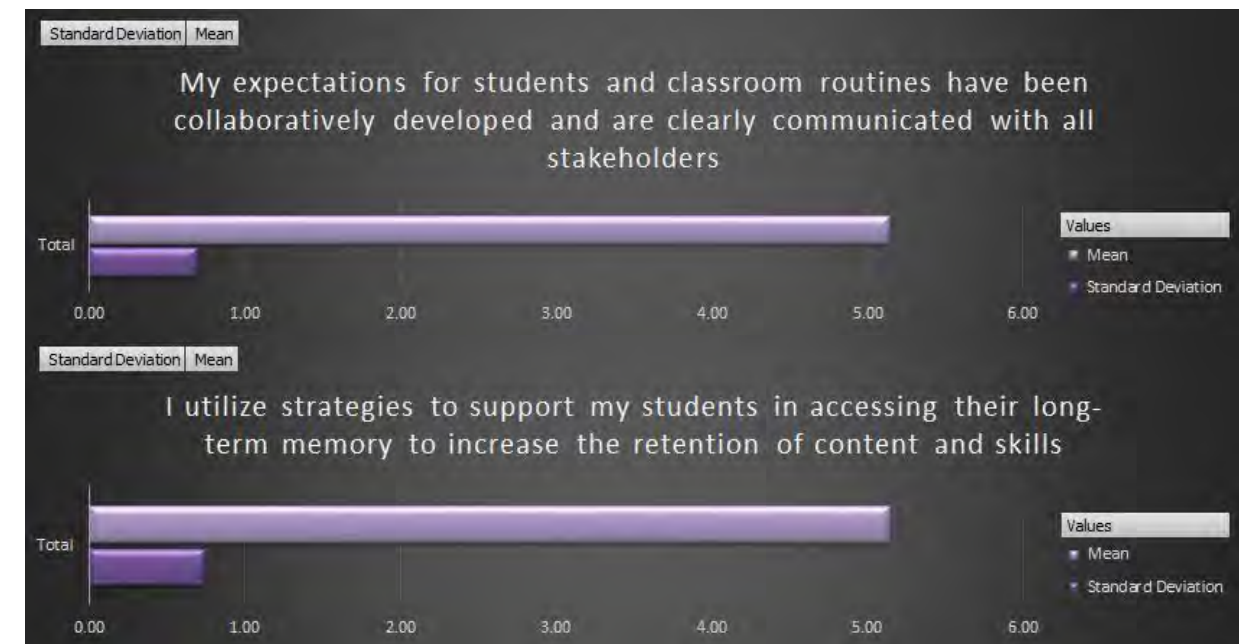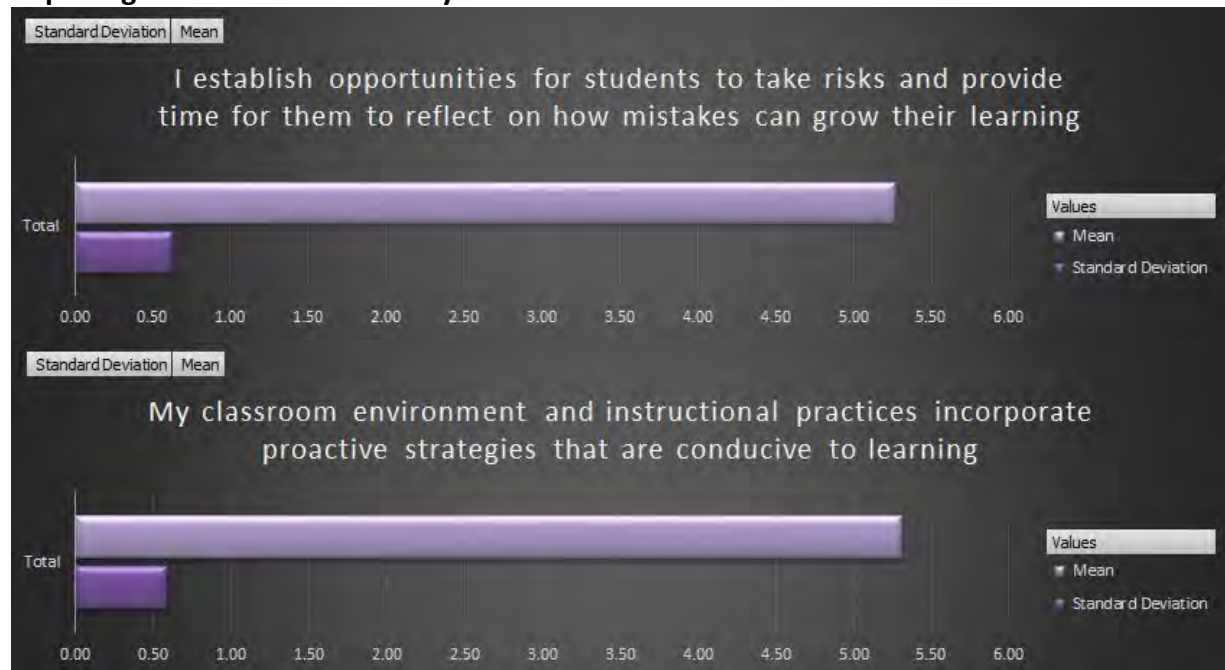■ Mean
▪ Standard Deviation

Bottom 2 Lowest Scores from Survey:

Strength: Teachers' devotion to ensuring the well-being of their students, both inside and outside the school building is apparent. The staff has shown the ability to emphasize and support students through obstacles and barriers to the learning and development process. Teachers' devotion to maintaining high expectations increases the likelihood of high levels of student engagement, motivation, and self-efficacy.

Opportunity for Improvement: Engaging staff in professional development on providing effective feedback and helping students to develop a growth mindset will act to create a broader, more powerful learning ecosystem.

Routines for Learning

Top 2 Highest Scores from Survey:

I establish opportunities for students to take risks and provide time for them to reflect on how mistakes can grow their learning

My classroom environment and instructional practices incorporate proactive strategies that are conducive to learning

My expectations for students and classroom routines have been collaboratively developed and are clearly communicated with all stakeholders

I utilize strategies to support my students in accessing their long-term memory to increase the retention of content and skills

Bottom 2 Lowest Scores from Survey:

Strength: The application of instructional routines, protocols, and practices that incorporate proactive strategies and afford students the opportunity to take risks and learn from mistakes will lead to more authentic learning experiences in which students retain the ability to transfer what is learned to new and diverse settings.

Opportunity for Improvement: In order to support a classroom environment free from distractions, the school can continue to develop and implement a tiered approach to discipline that includes proactive interventions. Additionally, the school can work to establish clear and consistent routines and behavioral expectations for all students. Training on helping students access their long-term memory to increase retention will help teachers to support student achievement.

Appendix E

Low Performing Student Group Data

Washington Elementary has not been identified as TSI for any low performing student groups. However, in order to best address achievement gaps a data analysis was completed on the school's two lowest performing student groups. The analysis for both SPED and ELL students can be viewed by clicking on the hyperlinks below.

SPED DATA

ELL DATA

Note: Washington was not initially targeted in any subgroup area.