

*Read through this section before beginning your work.*

**This template contains components that may or may not apply to all schools.**

## GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

## DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

## COMMON ABBREVIATIONS USED IN THE PLAN

- **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.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

## **BASIC REQUIREMENTS**

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

**SCHOOL INFORMATION**  
***[Required for all schools]***

|                |                             |
|----------------|-----------------------------|
| School Name    | Beardsley Elementary School |
| School Number  | 1765                        |
| Street Address | 1027 McPherson St.          |
| City           | Elkhart                     |
| Zip Code       | 46514                       |

**SCHOOL and CONTACT INFORMATION**

***[Required for all schools]***

|              |                          |
|--------------|--------------------------|
| Principal    | Machelle Seese           |
| Phone number | 574-262-5575             |
| Email        | mseese@elkhart.k12.in.us |

|                |                         |
|----------------|-------------------------|
| Superintendent | Dr. Larry Huff          |
| Phone number   | 574-262-5500            |
| Email          | lhuff@elkhart.k12.in.us |

|               |                             |
|---------------|-----------------------------|
| Grant contact | Beth Williams               |
| Phone number  | 574-262-5500                |
| Email         | bwilliams@elkhart.k12.in.us |

|               |                          |
|---------------|--------------------------|
| Other contact | Dr. Amy Rauch            |
| Position      | Assistant Superintendent |
| Phone number  | 574-262-5500             |
| Email         | arauch@elkhart.k12.in.us |

## SCHOOL IDENTIFICATION

***[Required for all schools]***

**Choose the appropriate response from the drop down box.**

|   |           |
|---|-----------|
| For implementation during the following years:      | 2023-26 ▾ |
| This is an initial three year plan.                 | No ▾      |
| This is a review/update of a plan currently in use. | Yes ▾     |

|   |       |
|---|-------|
| This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.        | Yes ▾ |
| This school is identified as Targeted Support & Intervention (TSI) by the federal government.             | No ▾  |
| This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government. | Yes ▾ |
| This school is not identified as CSI, TSI, or ATSI.   | No ▾  |

### **(TSI and ATSI only)**

**Choose from the drop-down box, underperforming student groups identified by the federal government.**

|         |                      |                          |                      |          |
|---------|----------------------|--------------------------|----------------------|----------|
| Asian ▾ | Hispanic Ethnicity ▾ | White ▾                  | Special Education ▾  | Choose ▾ |
| Black ▾ | Multiracial ▾        | English Language Le... ▾ | Free/Reduced Lunch ▾ | Choose ▾ |

## SECTION A

### NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

**[Required for CSI Schools]**

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 SIOT Analysis and Root Cause Analysis.

**Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

| General Academic  | Specific Student Groups                                       |  | General School Data  |
|---|---|--|--|
| <input checked="" type="checkbox"/> Statewide Assessments                           | <input checked="" type="checkbox"/> Statewide Assessment Data | <input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s) | <input checked="" type="checkbox"/> Attendance*                        |
| <input checked="" type="checkbox"/> Federal (ESSA) Data                             | <input checked="" type="checkbox"/> Federal (ESSA) Data       | <input checked="" type="checkbox"/> Individual Education Plans (IEPs)            | <input checked="" type="checkbox"/> School Discipline Reports*         |
| <input checked="" type="checkbox"/> District Assessments                            | <input type="checkbox"/> IAM Assessment                       | <input checked="" type="checkbox"/> Individual Learning Plans (ILPs)             | <input type="checkbox"/> Bus Discipline Reports*                       |
| <input checked="" type="checkbox"/> Dyslexia Assessments                            | <input type="checkbox"/> Aptitude Assessment(s)               | <input checked="" type="checkbox"/> Staff Training                               | <input checked="" type="checkbox"/> Surveys (parent, student, staff) * |
| <input checked="" type="checkbox"/> Common Formative Assessments                    | <input type="checkbox"/> Special Education Compliance Rpt     | <input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)             | <input type="checkbox"/> Daily Schedule Configuration                  |
| <input type="checkbox"/> PSAT/SAT/ACT   | <input type="checkbox"/> Subgroup Assessment Data             | <input checked="" type="checkbox"/> Current High Ability Grant                   | *Including student subgroups   |
| <b>List or Link Other Data Sources Below</b>  |   |  |  |
| Link: <input checked="" type="checkbox"/> ILEARN Spring 23 & Spring 24 Results.xlsx |   | Link:  |  |
| Link: <input checked="" type="checkbox"/> IREAD-3 Overall24 Results.xlsx            |   | Link:  |  |

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

**Step 1: Review Potential Issues from the Core Elements**

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

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

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

**Step 2: Evaluate Progress on Current School Goals**

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

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

|  |   |                                       |             |
|--|---|---------------------------------------|-------------|
| <p><b>Previous Year Goal #1</b></p>  | <p>By Spring 2024,<br/>English/Language Arts: 5.8% decrease in students achieving low growth and 6.1% increase in students achieving high growth.</p> | <p><b>Measurable Outcome Met?</b></p> | <p>No ▾</p> |
| <p><b>If the goal was met, how will the school further improve or sustain this level of performance?</b></p>             |   |                                       |             |
| <p><b>If the goal was not met, should the school continue to work toward this goal?</b></p>                              | <p>No ▾</p>   |                                       |             |
| <p><b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b></p>        | <p>The percentage of students earning proficiency on ILEARN ELA will increase by 5%.</p>  |                                       |             |
| <p><i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i></p> |   |                                       |             |

|   |  |                                |      |
|---|--|--------------------------------|------|
| <b>Previous Year Goal #2</b>  | By Spring 2024,<br>Math: 8.6% decrease in students achieving low growth and 6.9% increase in students achieving high growth. | <b>Measurable Outcome Met?</b> | No ▾ |
| <b>If the goal was met, how will the school further improve or sustain this level of performance?</b>             |  |                                |      |
| <b>If the goal was not met, should the school continue to work toward this goal?</b>                              | Yes ▾  |                                |      |
| <b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>        | The percentage of students earning Proficiency on ILEARN Math will increase by 5%.   |                                |      |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> |  |                                |      |

|   |   |                                |       |
|---|---|--------------------------------|-------|
| <b>Previous Year Goal #3</b>  | Student-to-student conflict behavioral incidents as measured by bullying, physical and verbal confrontation, physical and verbal fighting with a combined decrease of 3% from the 2022-2023 school year.  | <b>Measurable Outcome Met?</b> | Yes ▾ |
| <b>If the goal was met, how will the school further improve or sustain this level of performance?</b>             | Beardsley will continue to provide extra supervision in identified areas of the building where student conflict is greater (cafeteria, playground, bathrooms), weekly classroom meetings discussing anti-bullying, and PRIDE lessons will continue. |                                |       |
| <b>If the goal was not met, should the school continue to work toward this goal?</b>                              | No ▾  |                                |       |
| <b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>        |   |                                |       |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> |   |                                |       |





## SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

### **What is a SIOT Analysis?**

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

### **Instructions: SIOT activity.** (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
  - a. Are our current goals still areas where improvement is needed immediately?
  - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

## SIOT ANALYSIS TEMPLATE

| <b>SIOT Analysis</b>  |   |
|---|---|
| <b>Strengths</b>  | <b>Areas of Improvement</b>   |
| <p>Strong MTSS team<br/>           Functioning PLC teams<br/>           Parent Liason<br/>           Full Service Community Grants liaison<br/>           Literacy Coach<br/>           Dedicated Support Staff<br/>           Supportive Community Members</p> | <p>Engaging tier 1 instruction<br/>           Proficiency in ILEARN ELA and Math<br/>           Increased improvements for ELL students<br/>           Strategies for effective instruction for ELL students<br/>           Special Education student test scores<br/>           Attendance Rates<br/>           Consistent, targeted progress monitoring</p> |
| <b>Opportunities</b>  | <b>Threats</b>  |
| <p>Literacy Coach<br/>           Full Service Community Grant<br/>           SOR (LETRS) training</p>   | <p>Low staff morale<br/>           High Chronic Attendance Rates among students<br/>           High tardy rates among students<br/>           High transiency of students and families<br/>           Lack of family or parent engagement</p>   |

## FIVE WHYS WORKSHEET

**Define the problem (precise problem statement):**

Students are not obtaining proficiency in English language arts and or math.

**Why is it happening?** (Reasons must be conditions that the school can control)

1. **Students enter the next grade level with skill gaps that continue to grow.**

**Why?**

2. **Tier 1 instruction is not meeting the needs of all students' varied and complex needs.**

**Why?**

3. **Teacher and staff reflection of tier 1 and 2 instruction based on data is not adequate.**

**Why?**

4. **Teacher review of data has been surface level and not used to make instructional decisions that target skill deficits.**

**Why?**

5. **Resources and screening tools to determine specific skill deficits for each student were not available.**

**Why?**

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

**What possible strategies might address this root cause?**

| <b>Strategies</b>   |   |  |
|---|---|--|
| <b>Problem</b>  | <b>Root Cause</b>   | <b>Strategy to Address Problem</b>   |
| 1. The gap between grade level and performance is widening.                     | Lack of student engagement during instruction.  | Teachers will use explicit instruction, and I do, We do, You do strategy during instruction.   |
| 2. Lack of growth mindset in teachers and students                              | Low performance expectations  | Teachers will use strategies learned through the science of reading training to scaffold student learning during tier 1 instruction.                             |
| 3. Poor tier 1 teaching during reading instruction                              | Teachers focus on one small group of students instead of all students and all ability levels. | Teachers will implement strong tier one teaching strategies and scaffolding strategies learned through professional development of Explicit Instruction and SOR. |
| 4.  |   |  |
| 5.  |   |  |
| 6.  |   |  |
| 7.  |   |  |
| 8.  |   |  |
| 9.  |   |  |
| 10.   |   |  |
| <b>Link additional information here (if necessary) <input type="checkbox"/></b> |   |  |

## SECTION B

### SCHOOL IMPROVEMENT PLANNING

#### PLANNING COMMITTEE

***[Required for all schools]***

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

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

| Member Name                      | Title                     | Committee(s) | CNA/SIP Subcommittee(s)            |
|----------------------------------|---------------------------|--------------|------------------------------------|
| <b>Sample:</b> <i>Alma Smith</i> | <i>Teacher</i>            | SIP          | <i>ELA, Wht, SpEd, Multiracial</i> |
| Tracy Thompson                   | Teacher                   | Both ▾       |                                    |
| Kimberly Williams                | Teacher                   | Both ▾       |                                    |
| Brooke Murray (Stevens)          | Social Worker             | Both ▾       |                                    |
| Angelica Nagy                    | Assistant Principal       | Both ▾       |                                    |
| Amy Mathews                      | Teacher                   | Both ▾       | MTSS                               |
| Michael Clemons                  | Teacher                   | Both ▾       |                                    |
| Shawwna Dickerhoof               | Special Education Teacher | Both ▾       |                                    |
| Sara Gosztola                    | Speech Pathologist        | Both ▾       | MTSS                               |
| Morgan Smith                     | Teacher                   | Both ▾       |                                    |
| Rickie Meyers                    | Literacy Cadre Coach      | Both ▾       |                                    |
| Stephanie Kline                  | Teacher                   | Both ▾       |                                    |

|   |                 |          |  |
|---|-----------------|----------|--|
| Emily Moyer   | Interventionist | Both ▾   |  |
| Donna Misura  | Teacher         | Both ▾   |  |
|   |                 | Choose ▾ |  |
|   |                 | Choose ▾ |  |
|   |                 | Choose ▾ |  |
|   |                 | Choose ▾ |  |
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|   |                 | Choose ▾ |  |
| <b>Link additional information here</b><br>(if necessary) □ |                 |          |  |



## SCHOOL AND COMMUNITY NARRATIVE

*[Optional for all schools]*

**A narrative description of the school, community, and educational programs.**

Beardsley Elementary School is located in a diverse neighborhood in Elkhart, IN. Beardsley has a high English Language Learner population. Beardsley engages in elementary athletics including flag football, cheerleading, volleyball, cross country, track, soccer, and boys and girls basketball.

Beardsley provides opportunities to students through their academic teams including Spell Bowl, Math Bowl, and Science Fair.

Beardsley has a small population of families that have multiple generations which have attended Beardsley. Beardsley is unique in that there are several teachers that have spent over twenty years of their teaching career at Beardsley, choosing to stay at Beardsley.

Many students that attend Beardsley live in the neighborhood surrounding Beardsley and walk to school each day.

Beardsley Elementary School building is attached to Boys and Girls Club, which offers our students and families opportunities for after school programming in a safe and academically based environment. This also provides an opportunity to partner with Boys and Girls Club to provide needs to our common families in the surrounding community.

**Link additional information here**  
(if necessary)

## ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

*[Optional for all schools]*

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

### **District Vision**

Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.

### **School Vision**

Beardsley is a safe student learning environment where staff and students work collaboratively to create a culturally diverse and responsive atmosphere where all students can achieve mastery and thrive.

### **District Mission**

Elkhart Community Schools is committed to the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process.

### **School Mission**

All Means All- Growing the Whole Child,

- Academically
- Emotionally
- Socially

To become Active, Responsible Community Leaders

**ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS**  
**(continued)**  
***[Optional for all schools]***

|  |
|--|
| <b>District Goal(s)</b>  |
| <p><b>Goal 1:</b> Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students.</p> <p><b>Goal 2:</b> Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework.</p> <p><b>Goal 3:</b> Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I.</p> |

|  |       |
|--|-------|
| Does the school's vision support the district's vision?            | Yes ▾ |
| Does the school's mission support the district's mission?          | Yes ▾ |
| Does the school's vision and mission support the district's goals? | Yes ▾ |

|   |  |
|---|--|
| <b>If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?</b> |  |
|   |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>  |  |

## EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

*[Optional for all schools]*

Use the space below to add additional information about educational programming and the learning environment.

Beardsley Elementary offers opportunities to participate in Spell Bowl, Math Bowl, and Science Fair. Beardsley also offers opportunities for athletic teams to 5th and 6th graders including flag football, cheerleading, basketball, soccer, cross country, and track.

Link additional information here  
(if necessary)

## CURRICULUM AND INSTRUCTIONAL STRATEGIES

*[Optional for all schools]*

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Link additional information here  
(if necessary)

**STUDENT ACHIEVEMENT**  
***[Optional for all schools]***

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

**Link additional information here**  
(if necessary)

**STUDENT DATA**  
*[Optional for all schools]*

Use the space below to add information about data, including graphs, from the annual performance indicators.

**Link additional information here**  
(if necessary)

**PROPOSED INTERVENTIONS**

*[Optional for all schools]*

Use the space below to add information about proposed interventions based on the school improvement plan.

Empty space for adding information about proposed interventions.

**Link additional information here**  
(if necessary)

Empty space for linking additional information.



## ESSENTIAL INFORMATION & CORE ELEMENTS

**[Required for all schools]**

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 will not be used 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 schools]**

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). 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(s)     | Rationale for Resource Use  | Continue Use? | X                        |
|----------------------------|--------|----------------------|----------------|-------------|---|---------------|--------------------------|
| Sample: Reading            | 1-6    | ABC Reading is Fun   | Yes ▾          | Choose ▾    | Textbooks and readers are core components of a reading program.   | Yes ▾         | <input type="checkbox"/> |
| ELA                        | K-6    | ELA Curriculum Maps  | Yes ▾          | Tier 1 ▾    | Maps facilitate pacing and standards based instruction  | Yes ▾         | <input type="checkbox"/> |
| Math                       | K-6    | Math Curriculum Maps | Yes ▾          | Tier 1 ▾    | Maps facilitate pacing and standards based instruction  | Yes ▾         | <input type="checkbox"/> |
| College & Career Readiness | K-6    | SAVVAS               | Yes ▾          | Tier 1 ▾    | Curriculum ensures implementation of Indiana College & Career Readiness Standards.  | Yes ▾         | <input type="checkbox"/> |
| Reading                    | K-3    | Fundations           | Yes ▾          | Tier ... ▾  | Students are provided support with foundational reading components. Fundations will provide support for those students who are flagged as possibly having Dyslexia through the district screener. | Yes ▾         | <input type="checkbox"/> |
| Phonics/Phonemic Awareness | K-3    | Heggerty             | Yes ▾          | All Ti... ▾ | Students benefit from targeted explicit instruction with phonics and phonemic awareness instruction.  | Yes ▾         | <input type="checkbox"/> |

|  |     |                                  |       |          |  |       |  |
|--|-----|----------------------------------|-------|----------|--|-------|--|
| Pearson Social Studies   | K-6 | Pearson My World Social Studies  | Yes ▾ | Tier 1 ▾ | Materials and resources align with the Indiana Academic Standards                                | Yes ▾ |  |
| Science Kits   | 1-5 | Ethos Science Kits               | Yes ▾ | Tier 1 ▾ | Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.   | Yes ▾ |  |
| Reading  | K-5 | Pearson: myView Literacy         | Yes ▾ | Tier 1 ▾ | Textbook, readers, intervention materials and assessments are core components of reading program | Yes ▾ |  |
| Reading  | 6   | Pearson: myPerspectives Literacy | Yes ▾ | Tier 1 ▾ | Textbook, readers, intervention materials and assessments are core components of reading program | Yes ▾ |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |     |                                  |       |          |  |       |  |

**CORE ELEMENT 1: CURRICULUM**  
**(continued)**  
***[Required for all schools]***

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

| The public may view the school's curriculum in the following location(s)   |  |
|--|--|
| <p>Elkhart Community Schools provides a guaranteed and viable curriculum through the Professional Learning Communities Process. The Indiana State Academic Standards serve as our guaranteed and viable curriculum and can be located on the Indiana Department of Education Website (<a href="https://www.doe.in.gov/standards">https://www.doe.in.gov/standards</a>). Each grade level team maintains a copy of the essential (promise) standards and works within their grade level team to plan using the resources available from the list above. All of these resources are housed in teacher classrooms and students have access to many of the resources through their school internet accounts using the Seesaw platform. The public may review the curriculums at the Elkhart Community School's Educational Services Center, as well as on the Elkhart Community School's website. Paper copies of the curriculum may be obtained from the Educational Services Center.</p> |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>   |  |

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

*[Required for all schools]*

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

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

## **FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY**

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

Each fall, an Annual Title 1 Meeting is held at Beardsley prior to the beginning of the school year. Families are informed of additional instructional support we have because of Title 1 funding. They are listed below.

- Certified Interventionist
- Transition to Kindergarten - 2 week summer school program prior to the beginning on the school year
- Instructional Supplies for student learning in the classroom
- Parent Involvement Supplies to encourage a literacy rich environment at home
- Pre School program with an experienced pre-school teacher
- Parent Involvement events throughout the school year
- Parent Support Coordinator trained in Triple P

Common formative assessments are used to determine which students mastered the learning targets and which students did not. Time is built into the schedule to provide enrichment or intervention daily (after each learning cycle). Data meetings in which teachers analyze assessment data to determine next steps in instruction and determine Tier 2 and Tier 3 Interventions, personnel, and resources utilized. In addition, students are provided additional opportunities for enrichment or remediation during after school clubs. Within the reading and math blocks students receive tier 2 to address prerequisite deficits that keep the students from being successful. Tier 3 is provided in several ways. Through the PLC process, student needs are identified and addressed through systematic, explicit instruction from the classroom teachers. Special education ,ESL, and interventionists provide tier 3.

**Link additional information here**  
(if necessary)

## CORE ELEMENT 3: ASSESSMENT

***[Required for all schools]***

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

| Assessment Name                 | Grade(s) | Use       | Type and Rationale for Use   | Continue Use | X                        |
|---------------------------------|----------|-----------|--|--------------|--------------------------|
| NWEA math assessment            | K-2      | Benc... ▾ | This interim assessment allows teachers to evaluate students' present levels and progress at three key points, beginning, middle, and end of the school year.  | Yes ▾        | <input type="checkbox"/> |
| District Savvas Assessment      | K-6      | Benc... ▾ | This interim assessment is administered three times a year to identify student reading deficits and inform instruction and remediation. District Administrators will have the opportunity to look at common data across all elementaries tied to Indiana Academic Standards; Principals will have the opportunity to look at data to compare to CFA alignment; Fluency provides another data point when looking at triangulation of data | Yes ▾        | <input type="checkbox"/> |
| Diagnostic Reading Oral Fluency | K-2      | Benc... ▾ | This interim assessment evaluates students' reading fluency to identify needs for intervention.  | Yes ▾        | <input type="checkbox"/> |
| Common Formative Assessments    | K-6      | Form... ▾ | This teacher-created assessment gauges student mastery of the learning targets. Results are used to better meet individual students' needs through intervention and enrichment and the results inform and improve individual and collective instructional practice   | Yes ▾        | <input type="checkbox"/> |
| Common Summative Assessments    | K-6      | Sum... ▾  | This teacher-created assessment gauges student mastery of the essential standards. gives the student the opportunity to prove what he or she has learned: proficient or not proficient   | Yes ▾        | <input type="checkbox"/> |
| Daily Math Review               | K-6      | Form... ▾ | This teacher-created assessment evaluates students' application of Math Process Standards.   | Yes ▾        | <input type="checkbox"/> |
| WIDA                            | K-6      | Sum... ▾  | This screener evaluates English language skills to determine if students are an English language learner.  | Yes ▾        | <input type="checkbox"/> |

|         |       |           |   |          |                          |
|---------|-------|-----------|---|----------|--------------------------|
| CogAt   | K,2,5 | Sum... ▾  | This cognitive assessment identifies students' intellectual functioning to determine placement for high ability programming.  | Yes ▾    | <input type="checkbox"/> |
| M-Class | K-2   | Benc... ▾ | This assessment identifies students skill level with phonics, phonemic awareness, word reading foundational skills done three times per year and also is used as a progress monitoring tool | Yes ▾    | <input type="checkbox"/> |
|         |       | Choose ▾  |   | Choose ▾ | <input type="checkbox"/> |

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

***FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY***

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

**Beardsley Elementary has a Guiding Coalition team that meets once per month. During this time the team analyzes school-wide data, discusses school-wide professional development opportunities, and problem-solves struggles in both academic and behaviors. Currently the team is discussing improving tier 1 teaching strategies.**

**Teachers and other staff members are part of the MTSS team which makes decisions based on academic and behavior data for students.**

**Teachers and support staff are members of committees that meet once per month.**

**Link additional information here**  
(if necessary)



## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

*[Required for all schools]*

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

- Beardsley is a 1:1 building with all students being provided an iPad to support learning. Online learning platforms including SAVVAS Reading, Epic Reading, Seesaw, Math Expressions, and IXL are used to leverage student performance data to provide responsive, individualized instruction. Furthermore, as part of their weekly schedule, students receive an hour of computer science instruction to increase digital literacy. To further support teachers' capacity to leverage technology, an onsite, district-trained, technology ambassador provides planning and implementation support to effectively integrate technology into instruction. Technology training focused on building students' capacity to learn through the Elkhart Community Schools digital/online platforms.
- Using technology devices for translating when needed.

Teaching and Learning Goals:

- Maximize student collaboration and cooperative learning
- Increase engaging, rigorous student-centered learning experiences
- Teach students 21st century literacy skills
- Provide equitable, anytime access
- Develop competent and responsible future-ready citizens
- Prepare for success in future college, career, and life pursuits

**Link additional information here**  
(if necessary)

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

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

***[Required for all schools]***

Answer the questions for the grade levels in your school.

### Grades K-5 only

| What career awareness activities are provided for students?  | Yes/No |  | Yes/No |
|--|--------|--|--------|
| Currently implementing career awareness activities?  | Yes ▾  | Career day/fair or community day                                 | Yes ▾  |
| Career simulation (JA/Biztown, etc.)   | Yes ▾  | Career-focused clubs (robotics, agricultural garden, STEM, etc.) | No ▾   |
| Career-focused classroom lessons   | Yes ▾  | Guest speakers   | Yes ▾  |
| Not currently implementing career exploration activities   |        | Choose ▾   |        |
| Other: 5th grade students take part in Junior Achievement Biz Town<br>Beardsley is hosting a community event focused on teaching students and families about employable skills with ideas derived from the book Atomic Habits. |        |  |        |

| If “not currently implementing career exploration activities” was indicated above, explain why. |
|---|
|   |
| Link additional information here (if necessary) <input type="checkbox"/>                        |



## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

(continued)

**[Required for all schools]**

**Grades 6-8 only**

| What career awareness activities are provided for students?  | Yes/No |                                  | Yes/No |
|--|--------|----------------------------------|--------|
| Currently implementing career information activities?  | Yes ▾  | Career-related courses           | No ▾   |
| Career-focused classroom lessons   | No ▾   | Job-site tours                   | No ▾   |
| Guest speakers   | Yes ▾  | Career day/fair or community day | No ▾   |
| Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)  | No ▾   | Online career navigation program | No ▾   |
| Not currently implementing career exploration activities   |        | Choose ▾                         |        |
| <p>Other: Beardsley is hosting a community event focused on teaching students and families about employable skills with ideas derived from the book Atomic Habits.</p> |        |                                  |        |

| If “not currently implementing career exploration activities” was indicated above, explain why.   |
|---|
| <p><b>Beardsley students do not currently have a program that allows them to visit job sites. Although a career day does not exist, Beardsley students are learning about different careers through tier 1 instruction at each grade level.</b></p> |
| <p><b>Link additional information here</b><br/>(if necessary) <input type="checkbox"/></p>  |



## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

(continued)

***[Required for all schools]***

**Grades 9-12 only**

| What career awareness activities are provided for students?           | Yes/No   |  | Yes/No   |
|---|----------|--|----------|
| Currently implementing career information activities?                 | No ▾     | Job shadowing  | Choose ▾ |
| Job-site tours  | Choose ▾ | Career-related courses                                   | Choose ▾ |
| Guest speakers  | Choose ▾ | Career day/fair or community day                         | Choose ▾ |
| Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.) | Choose ▾ | Online career navigation program                         | Choose ▾ |
| Industry-related project-based learning                               | Choose ▾ | Not currently implementing career exploration activities | Choose ▾ |
| Other:  |          |  |          |

| If “not currently implementing career exploration activities” was indicated above, explain why. |  |
|---|--|
| <p><b>Link additional information here</b><br/>(if necessary) <input type="checkbox"/></p>      |  |

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

***[Required for all schools]***

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

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

**Briefly answer the following:**

| What practices are in place to maintain a safe environment?  |  |
|--|--|
| <p>Beardsley students are taught the four anti-bullying rules as developed by Olweus.<br/>                     Beardsley office staff monitor and screen any visitor that enters the building through the Raptor system.<br/>                     Beardsley administrators monitor the physical space and report any concerns about structural safety to building services.<br/>                     Beardsley staff provide monitoring of students in high need areas where behaviors often occur such as the cafeteria.<br/>                     Beardsley holds monthly safety drills and has an updated emergency preparedness plan.</p> |  |
| Link additional information here<br>(if necessary) <input type="checkbox"/>  |  |

## CORE ELEMENT 7: CULTURAL COMPETENCY

**[Required for all schools]**

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

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

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

|  |  |
|--|--|
| <b>Describe how racial, ethnic, language-minority, and socio-economic groups are identified.</b>   |  |
| <p>Beardsley has two English Language Learner teachers and one ELL para that provide services to ELL students.<br/>                     Beardsley staff were trained and use the SIOP strategies for language development.<br/>                     Beardsley staff celebrate different ethnicities and incorporate lessons about different ethnicities into tier 1 instruction.</p> |  |
| <b>Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.</b>  |  |
| <p>Beardsley is the recipient of a FCCS grant, through this grant after school tutoring groups are being developed.<br/>                     Beardsley is participating in Spell Bowl, Math Bowl, and Science Fair; all of these are open to all students.</p> <p>Beardsley has created a cultural committee which plans monthly cultural celebrations.</p>                          |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>   |  |



## CORE ELEMENT 7: CULTURAL COMPETENCY

(continued)

*[Required for all Schools]*

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

Beardsley staff would benefit from additional professional development on scaffolding and ELL teaching strategies that can be used in all tiers of instruction.

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

Seesaw is now used universally and has the capability to translate all communication into preferred languages, like Spanish. In addition to sharing student work samples and progress, school announcements and events are also communicated to families. It was also recommended that a tool be created to breakdown student achievement data to determine achievement gaps by demographic. This will support staff in making instructional decisions that impact subgroups. The district is also adding Parent Square as a communication method for the entire district to be aligned. It is capable of translating messages back and forth to increase communications. Staff utilize various reading selections that represent students from different cultures. These selections are found in the Pearson My View literacy resource. The library also has a wealth of read aloud materials that are culturally appropriate.

**Link additional information here**  
(if necessary)

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

***[Required for all schools]***

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

|  |   |                       |             |                         |            |
|--|---|-----------------------|-------------|-------------------------|------------|
| <b>What may be contributing to the attendance trend?</b>   | <p>Parents and families at Beardsley struggle to understand the importance of students being at school daily and arriving at school on time.</p> <p>Parents and families at Beardsley do not have their own reliable transportation to bring their students to school if students miss school transportation services.</p>  |                       |             |                         |            |
| <b>What procedures and practices are being implemented to address chronic absenteeism?</b>                   | <p>Beardsley has an attendance secretary that makes phone calls to students' families who are consistently tardy or absent, explaining that too many absences will lead to attendance levels.</p> <p>School social worker calls families to determine if there is a basic need they have to assist in getting their students to school.</p> <p>Beardsley administrators and Parent Liaison do home visits with the assistance of the District Safety Officer.</p> |                       |             |                         |            |
| <b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b> | <p>Beardsley attendance secretary compiles a weekly report to monitor students who are consistently absent or tardy. This report is given to administrators. Parent meetings are set for students who have five or more absences.</p>   |                       |             |                         |            |
| <b>Number of students absent 10% or more of the school year:</b>   | 23-24: 121 students, 26.3%  |                       |             |                         |            |
| <b>Last Year:</b>  | 121; 26.3%  | <b>Two Years Ago:</b> | 184; 35.18% | <b>Three Years Ago:</b> | 199; 42.8% |

| <b>Best Practice/Requirements Self-Check</b>  | <b>Yes/No</b> |
|---|---------------|
| The school has and follows a chronic absence reduction plan.  | Yes           |
| An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students | Yes           |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                      |               |

## **CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT**

***[Required for all schools]***

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

- Seesaw is being utilized building-wide as a universal form of communication. In addition to sharing student work samples and progress, school announcements and events are also communicated to families. Seesaw has the capability to translate communication into preferred languages, like Spanish.
- Back to School Night and Annual Title I meetings with free books for students upon completion of visiting all required stations.
- Parent/teacher conferences scheduled each year
- School-Parent Compacts are distributed and reviewed annually at fall parent/teacher conferences
- Facebook school page where announcements and positive school events are shared
- Flyers sent home in English and Spanish
- Digital marquee in front of the school with announcements in both English and Spanish
- Communication folders for each student
- PowerSchool online system for updating parent contact information and access to student grades
- Parent Handbooks
- Visibility in the community via home visits by our school social worker, teachers, and administrators, when requested or needed.
- IDOE Panorama Surveys for parents, students, and staff (anonymous)
- Parent Square is being implemented district wide. It is a new initiative and is still in the training phase.
- Principal's Coffee on a monthly basis

Cross-Cultural Skills for successful collaboration with families will occur through several initiatives. Trauma Informed Care and SIOP are both year long professional development courses for staff. Restorative Practices are used daily in positively supporting student relationships and choices. A Culture Audit was performed by Solution Tree, an IDOE technical provider, to take a comprehensive look at the school and policies and procedures in place to ensure learning for all students.

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

- An annual and anonymous survey is sent to families each year to address hopes, concerns and suggestions. The Guiding Coalition will review the data and make recommendations for improvement in school culture and climate.
- The principal has blocked off one hour per day for parent meetings if needed.
- Additional opportunities are available through visibility outside during student arrival/dismissal, P/T Conferences, Annual Title I Meetings, school family events, home visits, Seesaw messages, and other forms of open communication.

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

Beardsley utilizes PowerSchool to track attendance. An attendance secretary monitors attendance and initiates contact when five absences are reached. Once students accumulate more than five absences of concern a parent meeting is set. regular communication occurs to proactively support families. The school offers PRIDE award certifications for sixth grade students who achieve a 98% attendance rate.

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

Teachers and staff have incorporated multiple means of communication (email, Seesaw, Facebook, phone calls, parent square, etc.) in order to encourage parents to contact staff in a way that is comfortable for them.

**Link additional information here**  
(if necessary)

## **CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT**

***[Title I schoolwide only]***

**The following is specific to Title I Schoolwide Programs.**

|  |  |
|--|--|
| <b>Describe strategies used to increase parental involvement.</b>  |  |
| In order to promote positive relationships with parents, the staff at Beardsley organize family nights such as Wellfield Garden events, Open House, Back to School Night, La Loteria, and Family Reading Night, and Mad Scientist Night to promote positive partnerships between home and school. An Annual Title I Meeting, back-to-school open house, parent/teacher conferences, Hispanic Heritage Celebration, Black History Month, Women's month, musical events. Beardsley also holds monthly coffee with the principals and invites all parents to that.  |  |
| <b>How does the school provide individual academic assessment results to parents/guardians?</b>  |  |
| Assessment results are shared with parents and guardians via PowerSchool. Student progress reports provide interim academic feedback and formal report cards are sent home quarterly. This year starting with the second grading period, interim reports will also go home with students. Fall parent/teacher conferences also provide opportunities to discuss student progress and academic goal setting. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative and summative assessment data. Student achievement of standardized test results are shared via mail home forms and are also posted on powerschool. |  |
| <b>How does the school involve parents in the planning, review, and improvement of the schoolwide plan?</b>  |  |
| Parents contribute thoughts and ideas through informal meetings, survey responses, and review of the School Improvement Plan. We have a parent representative on our guiding coalition this year as well. Conversations are ongoing and essential to continued improvement. This year Beardsley will benefit from it's second year of having a Full-Service Community School where a Council will encourage active family and community involvement where the families of students and community members and leaders will become partners in student education.  |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>   |  |

**CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS**

***[Secondary schools only]***

**The following is specific to secondary schools.**

|  |  |   |  |
|--|--|---|--|
| <b>How do course offerings allow all students to become eligible to receive an academic honors diploma?</b>  |  |   |  |
|  |  |   |  |
| <b>How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?</b>  |  |   |  |
|  |  |   |  |
| <b>How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?</b> |  |   |  |
|  |  |   |  |
| <b>Graduation rate last year:</b>  |  | <b>Percent of students on track to graduate in each cohort:</b> |  |
| <b>Link additional information here (if necessary) <input type="checkbox"/></b>  |  |   |  |

## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

***[Title I schoolwide only]***

**This section applies only to schools that receive Title I funds and operate a schoolwide program.**

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

State and local funds are used to support funding of the following:

- Principals, Assistant Principals and Academic Deans
- Classroom teachers
- Interventionists
- Specials teachers (art/music/physical education/computer stem lab)
- Elementary English Learner teachers
- All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title I funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning and Parent and Community Engagement*. Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

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

**Link additional information here**  
(if necessary)





## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

(continued)

***[Title I schoolwide only]***

**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.**

Transition to Kindergarten is a Title I opportunity that is offered for incoming Kindergarten students for two weeks in the summer before the 2023-24 school year begins. Transportation and free breakfast are also included as a part of the program. The purpose of the program is to ease the transition of attending school. Students learn their way around the school building, meet teachers and classmates, talk about what Kindergarten will be like and begin developing an understanding of school and classroom routines and expectations.

In the spring of the year before kindergarten, a district-wide kindergarten kick-off and registration takes place in each building. Transition conferences for students enrolled in district supported Head Start or special education programs also take place to ensure a smooth transition.

Zones of regulation is a behavioral strategy program that helps students learn to recognize and regulate their emotions and stress levels.

Beardsley also has a one day preschool program per week that is offered to children ages 3-5 with parent involvement a requirement.

**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 corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's website and with universities across the state. Once hired, Elkhart Community Schools provides a week-long training for new hires in August, before the school year begins. The training discusses teacher practices, and how the mentoring process will work throughout the school year. New teachers are offered a two year cycle with mentor support and monthly meetings for feedback and new information. Elkhart also has a program for Transition to Teaching with Trine University in Angola.

The district has also appointed a new teacher recruiter who travels to different colleges.

**Link additional information here**  
(if necessary)

## CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

*[Title I schoolwide only]*

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

| Staff Name        | Licensure/Certification   | Assigned Class/Subject |
|-------------------|---|------------------------|
| Machelle Seese    | Professional Educator License<br>Building Level Administrator<br>Elementary<br>Mild Interventions<br>ELA 5-12 | Principal              |
| Angelica Nagy     | Early Childhood Education<br>Mild Intervention<br>Building Level Administrator<br>REPA3                       | Assistant Principal    |
| Judith Haugh      | Building Level Administrator<br>Early Childhood Education<br>REPA3  | Dean                   |
| Tracy Thomson     | General Elementary Rules 46-47  | 6th grade teacher      |
| Margaret Dippell  | Elementary Primary<br>Elementary Intermediate Rules2002   | 6th grade teacher      |
| Marc Thompson     | General Elementary Rules 46-47  | 5th grade teacher      |
| Mike Clemons      | General Elementary<br>Kindergarten Rules 46-47  | 5th grade teacher      |
| JoAnn Paulson     | General Elementary Rules 46-47  | 4th grade teacher      |
| Kimberly Williams | Elementary Primary Rules 2002   | 4th grade teacher      |
| Donna Misura      | General Elementary Rules 46-47  | 3rd grade teacher      |
| Tricia Pollachek  | General Elementary Rules 46-47  | 3rd grade teacher      |
| Jennifer Vandoren | Transition to Teaching permit   | 3rd grade teacher      |

|   |   |                             |
|---|---|-----------------------------|
| Sue Felix   | General Elementary Rules 46-47                                  | 2nd grade teacher           |
| Valerie Mullins   | General Elementary Rules 46-47                                  | 2nd grade teacher           |
| Amy Mathews   | General Elementary Rules 46-47                                  | 2nd grade teacher           |
| Ashley Morgan Smith   | General Elementary Rules 2002                                   | 1st grade teacher           |
| Jennifer Castline   | Initial Practioner K-6 Repa 3                                   | 1st grade teacher           |
| Stephanie Kline   | Elementary Primary<br>Elementray Intermediate Rules 2002        | kindergarten teacher        |
| Marissa Zimney  | emergency permit REPA 3   | kindergarten teacher        |
| Shawwna Dickerhoof  | Exceptional Needs: Mild Intervention<br>P-12 REPA 3             | special education teacher   |
| Monica Shankle  | Exceptional Needs: Mild Intervention<br>P-12 REPA 3             | special education teacher   |
| Margaret Aumack   | Exceptional Needs: Mild Intervention<br>P-12 REPA 3             | special education teacher   |
| Sara Gosztola   | Communication Disorders P-12 Repa                               | Speech Language Pathologist |
| Stephanie Hubler  | General Elementary Rules 46-47                                  | ELL teacher                 |
| Rebecca Dodd  | Elementary Generalist<br>Teachers of English Learners<br>REPA 3 | ELL teacher                 |
| Jennifer Doolin   | General Elementary Rules 46-47                                  | interventionist             |
| Emily Moyer   | General Elementary Rules 46-47                                  | interventionist             |
| Brooke Murray   | School Social Worker Repa 3                                     | Social Worker               |
| Jacob Bartlett  | Elementary Generalist Repa                                      | Art Teacher                 |
| Michael Mitchell  | Emergency Permit REPA3  | Gym Teacher                 |
| <b>Link additional information here<br/>(if necessary) <input type="checkbox"/></b> |   |                             |

## SCHOOL IMPROVEMENT PLAN

***[Required for all schools]***

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

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

| <b>Possible Funding Sources</b>   |   |                             |
|---|---|-----------------------------|
| Title IA<br>Title II<br>Title III<br>Title IV<br>School Improvement (SIG) | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School Program<br>Rural and low-income schools | General funds<br>Head Start |

### **Using the Goal Template**

#### **Goals**

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

Are based on a three-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. 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

## GOAL TEMPLATE

| GOAL (EXAMPLE)   |  |                                    |                                  |
|--|--|------------------------------------|----------------------------------|
| <b>Goal</b>  | <i>Example:<br/>By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>   |                                    |                                  |
| <b>Sub-Group focus</b>   | SpEd/ ELL  |                                    |                                  |
| <b>The Strategies we are going to implement are</b>                                | Gradual release, Data driven practices, and writing workshops  |                                    |                                  |
| <b>To address the Root Cause</b>   | Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.   |                                    |                                  |
| <b>Which will help us meet this student outcome Goal*</b>                          | By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.  |                                    |                                  |
| How Will We Get There?   |  |                                    |                                  |
| Evidence Based Strategies to Address Problems                                      | Supporting Research for Strategy   | Who is Accountable for Strategy?   | Timeline                         |
| <i>Gradual Release</i>   | <i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., &amp; Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i> | <i>Administration and teachers</i> | <i>September 2021 - May 2022</i> |
|  |  |                                    |                                  |
|  |  |                                    |                                  |
|  |  |                                    |                                  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |                                    |                                  |

## STRATEGY TEMPLATE

| <b>Strategy<br/>(EXAMPLE)</b>  | <b>Gradual Release</b>   |                             |                    |                         |                 |               |
|--|--|-----------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |  |                             |                    |                         |                 |               |
| <b>Activity (Action Step)</b>  | <b>Activity Description</b>  | <b>Position Responsible</b> | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |
| Model GRR  | Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.  | Admin                       | Lesson Plans       | PowerPoint              | 5.24.2024       | In Progress ▾ |
| Mini-lesson focus with GRR   | Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility | Teachers                    | Lesson Plans       | GRR template            | 5.24.2024       | In Progress ▾ |
| Lesson Plan template with GRR  | Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility   | Admin and teachers          | Lesson Plans       | GRR LP template         | 5.24.2024       | Completed ▾   |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |  |                             |                    |                         |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>  |  |                             |                    |                         |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>   |  |                             |                    |                         |                 |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>  |  |                             |                    |                         |                 |               |

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

| GOAL  |   |                                  |          |
|---|---|----------------------------------|----------|
| <b>Goal</b>   | <b>During the 2024-2025 school year, 80% of Beardsley 3rd grade students will be proficient on the IREAD3 state assessment. At the completion of the 2024-2025 school year this will be an increase of 49%.</b> |                                  |          |
| <b>Sub-group focus</b>  | ELL students  |                                  |          |
| <b>The strategies we are going to implement are</b>                             | Data-driven practices, implementation of LETRS training strategies, Literacy Cadre coaching   |                                  |          |
| <b>To address the root cause</b>  | a lack of specialized programs to address the unique learning needs of ELL students   |                                  |          |
| <b>Which will help us meet this student outcome goal*</b>                       | By encouraging data proven practices in ELA and reading to help us reach our IREAD3 goal of 80% passing in 3rd grade.   |                                  |          |
| How Will We Get There?  |   |                                  |          |
| Evidence Based Strategies to Address Problems                                   | Supporting Research for Strategy  | Who is Accountable for Strategy? | Timeline |
| Explicit Instruction  | <a href="https://www.curriculumassociates.com/resources/webinars/the-science-of-explicit-instruction">https://www.curriculumassociates.com/resources/webinars/the-science-of-explicit-instruction</a>           | Administrators and Teachers      | 5/29/25  |
| IREAD After School Tutoring   | <a href="https://www.peardeck.com/blog/the-impact-of-after-school-tutoring-on-elementary-students">https://www.peardeck.com/blog/the-impact-of-after-school-tutoring-on-elementary-students</a>                 | Administrators and Teachers      | 5/29/25  |
| Literacy Coaching   | <a href="https://sites.google.com/uindy.edu/indiana-literacy-cadre">https://sites.google.com/uindy.edu/indiana-literacy-cadre</a>   | Literacy Coach and Teachers      | 5/29/25  |
|   |   |                                  |          |
|   |   |                                  |          |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |   |                                  |          |

| Strategy #1   | Use Explicit Instruction by Anita Archer as a book study and video study  |                      |                 |   |          |               |
|---|---|----------------------|-----------------|---|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |   |                      |                 |   |          |               |
| Activity (Action Step)  | Activity Description  | Position Responsible | Measurement     | Resources Needed                          | Timeline | Status        |
| Lesson Implementation   | Teachers will implement explicit instruction strategies   | Teachers             | Assessment Data | Explicit Instruction Book by Anita Archer | 5/29/25  | In Progress ▾ |
|   |   |                      |                 |   |          |               |
|   |   |                      |                 |   |          | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | Teachers are reading the book Explicit Instruction by Anita Archer. Teachers are using strategies of explicit instruction in their lesson planning. The adult fidelity is the consistent lesson planning and implementation of the lessons in tier 1 instruction. |                      |                 |   |          |               |
| <b>How has student achievement been impacted? What is the evidence?</b>   | Students have a better understanding of what they are learning, of what is being asked of them, this will be evidenced by higher student engagement during instruction.   |                      |                 |   |          |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Teachers will do reflections with their peers on how they implemented new teaching strategies and the impact it had on student test results.  |                      |                 |   |          |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |   |                      |                 |   |          |               |



| Strategy #2   | IRead after school tutoring  |                            |   |                                       |             |               |
|---|--|----------------------------|---|---------------------------------------|-------------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |  |                            |   |                                       |             |               |
| Activity (Action Step)  | Activity Description   | Position Responsible       | Measurement                                 | Resources Needed                      | Timeline    | Status        |
| After School tutoring on IREAD skills   | Teachers and administrators will implement an after school program 3 days per week beginning in October. This will focus on the additional instruction of reading components for students who will take IREAD3 in the Spring.  | Teachers and Administrator | Pre and post assessment on specific skills. | Reading passages, IREAD 3 skills list | Spring 2025 | Not Started ▾ |
|   |  |                            |   |                                       |             | Choose ▾      |
|   |  |                            |   |                                       |             | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | <p>This strategy was implemented in the 23-24 school year. This process went well as Beardsey was able to get more students involved. Three teachers and one para were used for this process, each teacher had a small group of targeted students and rotated those students weekly between each teacher. Teachers were responsible for writing lessons and implementing engaging activities that were different than in-class, school-day tier 1 instruction.</p> |                            |   |                                       |             |               |
| <b>How has student achievement been impacted? What is the evidence?</b>   | <p>This strategy was implemented last school year and resulted in increased student proficiency from 37% proficient in 22-23 school year to 51% proficient in 23-24 school year.</p>   |                            |   |                                       |             |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | <p>For the 24-25 school year, second grade students will be included in this strategy and additional teachers will be involved. All students in third grade who have not already passed IREAD3 will be targeted for this intervention, and all students in second grade will be targeted.</p>  |                            |   |                                       |             |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |                            |   |                                       |             |               |

| Strategy #3   | Literacy Cadre Coaching cycle implementation through the Literacy Cadre UIndy  |                        |                           |                  |           |          |
|---|--|------------------------|---------------------------|------------------|-----------|----------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |  |                        |                           |                  |           |          |
| Activity (Action Step)  | Activity Description   | Position Responsible   | Measurement               | Resources Needed | Timeline  | Status   |
| Building coach will meet and plan with teachers grades K-3  | Reading coach will meet and help teachers to identify reading goals and lesson plan to meet those set goals  | reading coach/teachers | cfa's, m-class monitoring |                  | May 2025  | Choose ▾ |
| Building coach will co-teach with K-3 teachers in a 4 week cycles   | Reading coach will co teach with teachers to model and share best practices for reading and introduce small group reading strategies.  | reading coach/teachers | cfa's, m-class monitoring |                  | May, 2025 | Choose ▾ |
|   |  |                        |                           |                  |           | Choose ▾ |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | The reading coach is just beginning the first cycle. The coach has been monitoring lesson implementation and discussing m-class data with teachers. Reading coach and principal have been meeting weekly to discuss the upcoming coaching cycle, data, and teacher perception of coaching. |                        |                           |                  |           |          |
| <b>How has student achievement been impacted? What is the evidence?</b>   | We have just started our coaching cycle.   |                        |                           |                  |           |          |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | We will continue to coach teachers for continued improvement and growth with student achievement.  |                        |                           |                  |           |          |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |                        |                           |                  |           |          |

**PROGRESS INDICATORS TEMPLATE**

***[Required for all schools]***

| <b>PROGRESS INDICATORS</b>  |  |                              |  |   |
|---|--|------------------------------|--|---|
| <b>Check-in Schedule</b>  | <b>Quarter 1</b>                                       | <b>Quarter 2</b>             | <b>Quarter 3</b>   | <b>Quarter 4</b>  |
| <b>Key Performance Indicator (Assessment)</b>                                       | CFA Data<br>Unit Assessments<br>IREAD3 Skills pre-test | CFA Data<br>Unit Assessments | CFA Data<br>Unit Assessments<br>IREAD3 skills post test data | IREAD 3 Spring<br>Assessment<br>IREAD3 Summer<br>Assessment |
| <b>Results</b>  |  |                              |  |   |
| <b>On Track to Meet Goals?</b>  |  |                              |  |   |
| <b>Strengths</b>  |  |                              |  |   |
| <b>Areas for Growth</b>   |  |                              |  |   |
| <b>Next Steps</b>   |  |                              |  |   |
| <b>Link additional information here<br/>(if necessary) <input type="checkbox"/></b> |  |                              |  |   |

**GOAL**

|   |  |
|---|--|
| <b>Goal</b>   | By the end of the 24-25 school year Beardsley will increase ELA proficiency on ILEARN to 14% which is an increase of 5% as measured by the ILEARN ELA assessment data. |
| <b>Sub-group focus</b>                                    | Students who previously scored approaching proficiency on these assessments in the 2023-2024 school year.  |
| <b>The strategies we are going to implement are</b>       | Implementation of the SOR through LETRS training.  |
| <b>To address the root cause</b>                          | of students receiving science based and data driven instructional strategies   |
| <b>Which will help us meet this student outcome goal*</b> | by addressing the specific skill deficits for each student teachers can focus their instruction to meet the specific needs of those approaching proficiency.           |

**How Will We Get There?**

| <b>Evidence Based Strategies to Address Problems</b>                            | <b>Supporting Research for Strategy</b>   | <b>Who is Accountable for Strategy?</b> | <b>Timeline</b> |
|---|---|---|-----------------|
| LETRS training in Science of Reading  | <a href="https://www.lexialearning.com/blog/science-of-reading-curriculum-guide">https://www.lexialearning.com/blog/science-of-reading-curriculum-guide</a>   | Teachers and Administrators             | 5/29/25         |
| Explicit Instruction  | <a href="https://www.curriculumassociates.com/resources/webinars/the-science-of-explicit-instruction">https://www.curriculumassociates.com/resources/webinars/the-science-of-explicit-instruction</a> | Administrators and Teachers             | 5/29/25         |
| Literacy Cadre from state   | <a href="https://sites.google.com/uindy.edu/indiana-literacy-cadre">https://sites.google.com/uindy.edu/indiana-literacy-cadre</a>   | Building Administrators / Literacy Coah | 8/2024-8/2027   |
|   |   |   |                 |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |   |   |                 |

| Strategy #1   | Science of Reading professional development  |                             |                    |                  |          |             |
|---|--|-----------------------------|--------------------|------------------|----------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |  |                             |                    |                  |          |             |
| Activity (Action Step)  | Activity Description   | Position Responsible        | Measurement        | Resources Needed | Timeline | Status      |
| LETRS training in SOR   | Teachers will participate in LETRS training in the science of reading                            | Teachers and administrators | ILEARN Checkpoints |                  | 5/29/25  | Completed ▾ |
|   |  |                             |                    |                  |          | Choose ▾    |
|   |  |                             |                    |                  |          | Choose ▾    |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | Teachers are in the first phase of instruction on the Science of Reading through LETRS training. |                             |                    |                  |          |             |
| <b>How has student achievement been impacted? What is the evidence?</b>   |  |                             |                    |                  |          |             |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Teachers will participate in year two of SOR training in school year 25-26                       |                             |                    |                  |          |             |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |                             |                    |                  |          |             |

| Strategy #2   | Professional Development on Explicit Instruction by Anita Archer   |                             |                                  |  |          |          |
|---|--|-----------------------------|----------------------------------|--|----------|----------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |  |                             |                                  |  |          |          |
| Activity (Action Step)  | Activity Description   | Position Responsible        | Measurement                      | Resources Needed                                     | Timeline | Status   |
| Explicit Instruction Professional Development   | teachers will complete study guide and watch training videos   | Teachers and administrators | walkthroughs and assessment data | Explicit Instruction book and videos by Anita Archer | 5/29/25  | Choose - |
|   |  |                             |                                  |  |          | Choose - |
|   |  |                             |                                  |  |          | Choose - |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | Teachers have received the Explicit Instruction book the week of September 23rd.   |                             |                                  |  |          |          |
| <b>How has student achievement been impacted? What is the evidence?</b>   | Once implemented students will have a greater understanding of what they are learning, of what is being asked of them, this will be evidenced by higher student engagement during instruction. |                             |                                  |  |          |          |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Teachers will complete reflections and look at student data. Administrators will be completing walkthroughs and observations looking for evidence of explicit instruction.                     |                             |                                  |  |          |          |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |                             |                                  |  |          |          |

| Strategy #3   | Beardsley has joined the Indiana Literacy Cadre through the UIndy.   |                        |                           |                  |           |               |
|---|--|------------------------|---------------------------|------------------|-----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |  |                        |                           |                  |           |               |
| Activity (Action Step)  | Activity Description   | Position Responsible   | Measurement               | Resources Needed | Timeline  | Status        |
| Building coach will meet and plan with teachers grades K-3  | Reading coach will meet and help teachers to identify reading goals and lesson plan to meet those set goals  | reading coach/teachers | cfa's, m-class monitoring |                  | May 2025  | In Progress ▾ |
| Building coach will co-teach with K-3 teachers in a 4 week cycles   | Reading coach will co teach with teachers to model and share best practices for reading and introduce small group reading strategies.  | reading coach/teacher  | cfa's, m-class monitoring |                  | May, 2025 | Choose ▾      |
|   |  |                        |                           |                  |           | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>           | The reading coach is just beginning the first cycle. The coach has been monitoring lesson implementation and discussing m-class data with teachers. Reading coach and principal have been meeting weekly to discuss the upcoming coaching cycle, data, and teacher perception of coaching. |                        |                           |                  |           |               |
| <b>How has student achievement been impacted? What is the evidence?</b>   | We have just started our coaching cycle.   |                        |                           |                  |           |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | We will continue to coach teachers for continued improvement and growth with student achievement.  |                        |                           |                  |           |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |                        |                           |                  |           |               |

## PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

| PROGRESS INDICATORS                    |   |   |   |                             |
|--|---|---|---|-----------------------------|
| Check-in Schedule                      | Quarter 1   | Quarter 2   | Quarter 3   | Quarter 4                   |
| Key Performance Indicator (Assessment) | ILEARN Checkpoint 1<br>CFA Data<br>Unit Assessments | ILEARN Checkpoint 2<br>CFA Data<br>Unit Assessments | ILEARN Checkpoint 3<br>CFA Data<br>Unit Assessments | ILEARN summative assessment |
| Results                                |   |   |   |                             |
| On Track to Meet Goals?                |   |   |   |                             |
| Strengths                              |   |   |   |                             |
| Areas for Growth                       |   |   |   |                             |
| Next Steps                             |   |   |   |                             |



Link additional information here  
(if necessary) □

### GOAL

|   |  |
|---|--|
| <b>Goal</b>   | By the end of the 24-25 school year Beardsley will increase Math proficiency on ILEARN to 15% which is an increase of 5% as measured by the ILEARN ELA assessment data.  |
| <b>Sub-group focus</b>                                    | Students who scored approaching proficiency on this assessment.  |
| <b>The strategies we are going to implement are</b>       | Implement targeted small group instruction based on identified needs.<br>Encourage collaboration among teachers to share best practices and resources.<br>Integrate hands-on, engaging math activities that align with ILEARN standards into the curriculum.<br>Utilize technology and math software programs to support differentiated instruction. |
| <b>To address the root cause</b>                          | Heavy reliance on direct instruction rather than hands-on, engaging learning experiences may lead to disengagement. Topics may be taught superficially without encouraging deeper understanding or application.  |
| <b>Which will help us meet this student outcome goal*</b> | By addressing these root causes, the school can create a more engaging and rigorous environment for math learning, ultimately improving student performance on the ILEARN assessment.  |

### How Will We Get There?

| <b>Evidence Based Strategies to Address Problems</b> | <b>Supporting Research for Strategy</b>   | <b>Who is Accountable for Strategy?</b> | <b>Timeline</b> |
|--|---|---|-----------------|
| Problem solving                                      | <i>Research shows that problem-solving activities enhance students' understanding of mathematical concepts and improve their overall math performance (NCTM, 2000).</i> | Classroom Teachers, PLC teams           | 05/29/25        |
| Inquiry  | According to Piaget's theory of cognitive development, children learn best through active exploration and   | Classroom Teachers, PLC teams           | 05/29/25        |

|   |  |   |          |
|---|--|---|----------|
|   | manipulation of their environment. Inquiry-based approaches align with this by encouraging students to engage with math concepts hands-on (Piaget, 1970).  |   |          |
| Skill practice using IXL  | Studies indicate that personalized learning platforms, like IXL, can significantly improve student achievement. Research by the Bill & Melinda Gates Foundation (2013) found that personalized learning approaches lead to higher academic gains, particularly in mathematics. | Classroom Teachers, PLC Teams, administrators | 05/29/25 |
| DMR   | Research by Roediger and Butler (2011) shows that retrieval practice—actively recalling information—enhances long-term retention. Daily math review activities encourage students to retrieve previously learned material, solidifying their understanding.                    | Classroom Teachers                            | 05/29/25 |
|   |  |   |          |
| <a href="#">Link additional information here</a><br>(if necessary) <input type="checkbox"/> |  |   |          |

| Strategy #1   | Problem Solving   |                      |             |   |          |               |
|---|---|----------------------|-------------|---|----------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) |   |                      |             |   |          |               |
| Activity (Action Step)  | Activity Description  | Position Responsible | Measurement | Resources Needed                          | Timeline | Status        |
| Problem Solving will be part of daily math instruction  | Teachers will implement problem solving activities through the use of Daily Math Review, and I Do, We Do, You Do math instruction | Teacher              | cfa's       | Khan Academy for problem solving examples | 05/29/25 | In Progress ▾ |
|   |   |                      |             |   |          | Choose ▾      |
|   |   |                      |             |   |          | Choose ▾      |

|   |  |
|---|--|
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> | Teachers are at the beginning stages of implementing problem solving into their daily math instruction and independent practice.   |
| <b>How has student achievement been impacted? What is the evidence?</b>   | Student achievement will be positively impacted by problem solving due to the rigor and higher order thinking that is needed to perform problem solving in math instruction. |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Teachers will reflect on the impact problem solving instruction had on ILEARN math scores and make adjustments as needed.  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>  |  |

| <b>Strategy #2</b>   | <b>Inquiry</b>   |                             |   |  |                 |               |
|--|--|-----------------------------|---|--|-----------------|---------------|
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |  |                             |   |  |                 |               |
| <b>Activity (Action Step)</b>  | <b>Activity Description</b>  | <b>Position Responsible</b> | <b>Measurement</b>  | <b>Resources Needed</b>                                      | <b>Timeline</b> | <b>Status</b> |
| Inquiry Based student math engagement  | Implement inquiry-based learning activities across all math curricula. | Teacher                     | Regularly assess student understanding and adapt inquiry strategies | Professional Development on Inquiry based engagement in math | 05/29/25        | Not Started ▾ |

|   |  |  |   |  |  |          |
|---|--|--|---|--|--|----------|
|   |  |  | based on feedback and performance data. |  |  |          |
|   |  |  |   |  |  | Choose ▾ |
|   |  |  |   |  |  | Choose ▾ |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> | Professional Development is still being organized. |  |   |  |  |          |
| <b>How has student achievement been impacted? What is the evidence?</b>   |  |  |   |  |  |          |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Student and teacher feedback, ILEARN math scores   |  |   |  |  |          |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |  |  |   |  |  |          |

|  |                                 |                             |                    |                         |                 |               |
|--|---------------------------------|-----------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>Strategy #3</b>   | <b>Skill practice using IXL</b> |                             |                    |                         |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                 |                             |                    |                         |                 |               |
| <b>Activity (Action Step)</b>  | <b>Activity Description</b>     | <b>Position Responsible</b> | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |

|   |   |         |                     |     |          |             |
|---|---|---------|---------------------|-----|----------|-------------|
| Students will engage in IXL math  | Students will be given an IXL skills assessment to determine their lagging skills, students will be assigned IXL lessons that address those specific skills, students will practice IXL a minimum of 3 days per week. | Teacher | IXL progres reports | IXL | 05/29/25 | Completed ▾ |
|   |   |         |                     |     |          | Choose ▾    |
|   |   |         |                     |     |          | Choose ▾    |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> | Teachers are using IXL on a regular basis. Teachers are receiving valuable feedback for each student which pinpoints their skill deficits.  |         |                     |     |          |             |
| <b>How has student achievement been impacted? What is the evidence?</b>   | Students are receiving personalized practice and feedback on their skill deficits and achievements.   |         |                     |     |          |             |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>  | Teachers will reflect on the amount of usage and skill improvement for their students based on IXL reports.   |         |                     |     |          |             |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>   |   |         |                     |     |          |             |

**PROGRESS INDICATORS TEMPLATE**

***[Required for all schools]***

| <b>PROGRESS INDICATORS</b>   |   |   |   |   |
|--|---|---|---|---|
| <b>Check-in Schedule</b>   | <b>Quarter 1</b>                                  | <b>Quarter 2</b>                                  | <b>Quarter 3</b>                                  | <b>Quarter 4</b>  |
| <b>Key Performance Indicator (Assessment)</b>                                      | Math ILEARN Checkpoint 1<br>CFA Data, IXL reports | Math ILEARN Checkpoint 2<br>CFA Data, IXL Reports | Math ILEARN Checkpoint 3<br>CFA Data, IXL Reports | Math ILEARN summative<br>assessment, CFA Data, IXL<br>reports |
| <b>Results</b>   |   |   |   |   |
| <b>On Track to Meet Goals?</b>   |   |   |   |   |
| <b>Strengths</b>   |   |   |   |   |
| <b>Areas for Growth</b>  |   |   |   |   |
| <b>Next Steps</b>  |   |   |   |   |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |   |   |   |   |

## PROFESSIONAL DEVELOPMENT PLAN

***[Required for all schools]***

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.**

|  |  |
|--|--|
| <b>Professional Development Goal(s)</b>                          | 95% of teachers participating in the LETRS Volume I training, will successfully complete Units 1-4 by June 13, 2025, as evidenced by completion of Unit lesson assignments and checks for understanding with an 80% or higher pass rate            |
| <b>Is professional development linked to SIP goals?</b>          | Yes ▾  |
| <b>Possible Funding Sources</b>                                  | Various district funds have been secured for this training.  |
| <b>Plan for coaching and support during the learning process</b> | Teachers will participate in 24 hours of live virtual training for Volume I.<br>District Elementary Schools Director and Principal will monitor the successful completion of units by accessing online reports and providing feedback to teachers  |
| <b>Evidence of Impact</b>  | Observations will focus on the application of LETRS lessons into daily instruction.<br>Online LETRS reports will be analyzed and provided to teachers.<br>Student outcome data for reading will indicate progress towards individual student goals |
| <b>How will effectiveness be sustained over time?</b>            | Teachers will participate in Volume II training during the 2025-26 school year.<br>Observations of teachers will focus on effective use of student data and LETRS principles of instruction.   |
| <b>Link additional information here (if necessary)</b> □         | <a href="#">LETRS I Unit Components</a>  |

|  |  |
|--|--|
| <b>Professional Development Goal(s)</b>                          | Through the implementation of a student centered coaching cycle model, students will increase their IREAD Scores to 80% proficiency from the previous year. Literacy Cadre Coaches will guide teachers to informing their instruction through a deep analysis of student outcome data  |
| <b>Is professional development linked to SIP goals?</b>          | Yes ▾  |
| <b>Possible Funding Sources</b>                                  | Funding is provided through a partnership agreement between Elkhart Community Schools and The Indiana Department of Education.   |
| <b>Plan for coaching and support during the learning process</b> | Student Centered coaching for teachers will be done by Literacy Cadre Coaches. Coaches will meet routinely with teachers in professional learning communities for Grades Kdg - Gr 3 to study and analyze student work products and assessment data, collaborate and plan strategies based on individual student needs and plan and monitor the success of intentional interventions. |
| <b>Evidence of Impact</b>  | Benchmark assessments and progress monitoring for students in Grades Kdg - Gr 3 will be used. Interventions will be planned and growth observed through the use of Panorama. IREAD scores will increase in Spring and Summer of 2025.  |
| <b>How will effectiveness be sustained over time?</b>            | Literacy coaches have a 3 year commitment to their schools and will provide periodic professional development specifically designed for specific needs of the students in the school. Principals will assure teachers are meeting with Cadre Coaches and observations will note strategies implemented by data analysis, collaboration and recommendations                           |
| <b>Link additional information here (if necessary)</b> □         | Literacy Coach will coach each teacher in grades kindergarten through third grade via coaching cycle method.   |



|  |   |
|--|---|
| <b>Professional Development Goal(s)</b>                          | 95% of teachers participating in Explicit Instruction teaching strategies professional development will implement new teaching strategies that are engaging to all students. Through this method of teaching, teachers will ensure they are reaching every student regardless of ability in tier 1 nd tier 2 instruction. |
| <b>Is professional development linked to SIP goals?</b>          | Yes ▾   |
| <b>Possible Funding Sources</b>                                  | Explicit Instruction by Anita Archer the book and videos were purchased through the Full Service Community Grant.   |
| <b>Plan for coaching and support during the learning process</b> | Administrators will complete observations to monitor the use of explicit instruction and will provide feedback to teachers.   |
| <b>Evidence of Impact</b>  | Observations will focus on the application of explicit instruction strategies in lessons into daily instruction.  |
| <b>How will effectiveness be sustained over time?</b>            | Teachers will participate in reflections of teaching strategies with their peers. Observations of teachers will focus on effective use of student data and and Explicit Instruction principles of instruction.  |
| <b>Link additional information here (if necessary) □</b>         |   |

|                                  |  |   |
|----------------------------------|--|---|
| Professional Development Goal(s) | <b>Professional Development Goal(s)</b>  | Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments.   |
|                                  | <b>Is professional development linked to SIP goals?</b>                            | Yes ▾   |
|                                  | <b>Possible Funding Sources</b>  | Formative Assessment Grant  |
|                                  | <b>Plan for coaching and support during the learning process</b>                   | Kdg - Grade 2 teachers are provided with training, printed resources and video resources as well as periodic reviews of reports and data guided by building leaders.  |
|                                  | <b>Evidence of Impact</b>  | The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by 52%..   |
|                                  | <b>How will effectiveness be sustained over time?</b>                              | New teachers entering the school district will receive self-paced training as well as an assigned mentor who is proficient in using Amplify mCLASS to assure their proficiency in using Amplify mCLASS with their students.   |
|                                  | <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> | <a href="#">mCLASS At Risk Guidelines</a><br><a href="#">mCLASS Participant Notebook</a>  |
|                                  |  |   |
|                                  | <b>Professional Development Goal(s)</b>  | Through the implementation of a student centered coaching cycle model, students will increase their IREAD Scores to 80% proficiency from the previous year. Literacy Cadre Coaches will guide teachers to informing their instruction through a deep analysis of student outcome data |
|                                  | <b>Is professional development linked to SIP goals?</b>                            | Yes ▾   |

|  |  |  |
|--|--|--|
|  | <b>Possible Funding Sources</b>  | Funding is provided through a partnership agreement between Elkhart Community Schools and The Indiana Department of Education.   |
|  | <b>Plan for coaching and support during the learning process</b>                   | Student Centered coaching for teachers will be done by Literacy Cadre Coaches. Coaches will meet routinely with teachers in professional learning communities for Grades Kdg - Gr 3 to study and analyze student work products and assessment data, collaborate and plan strategies based on individual student needs and plan and monitor the success of intentional interventions. |
|  | <b>Evidence of Impact</b>  | Benchmark assessments and progress monitoring for students in Grades Kdg - Gr 3 will be used. Interventions will be planned and growth observed through the use of Panorama. IREAD scores will increase in Spring and Summer of 2025.  |
|  | <b>How will effectiveness be sustained over time?</b>                              | Literacy coaches have a 3 year commitment to their schools and will provide periodic professional development specifically designed for specific needs of the students in the school. Principals will assure teachers are meeting with Cadre Coaches and observations will note strategies implemented by data analysis, collaboration and recommendations.                          |
|  | <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> | Literacy coach will begin coaching cycles (4 weeks each) in first grade beginning the week of 9/23/24.   |
| <b>Is professional development linked to SIP goals?</b>          | Yes ▾  |  |
| <b>Possible Funding Sources</b>                                  | ECOLE grant and Title I funds  |  |
| <b>Plan for coaching and support during the learning process</b> |  |  |
| <b>Evidence of Impact</b>  |  |  |

**How will effectiveness be sustained over time?**

**Link additional information here**  
(if necessary)