

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 recommended 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

SCHOOL INFORMATION

School Name	Eastwood Elementary School
School Number	574-262-5583
Street Address	2605 County Rd. 15
City	Elkhart
Zip Code	46514

SCHOOL CONTACT INFORMATION

Principal	Brandon Cavanaugh
Phone number	574-262-5583
Email	bcavanaugh@elkhart.k12.in.us
Superintendent	Dr. Larry Huff
Phone number	574-262-5500
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Grant contact	
Phone number	
Email	
Other contact	
Position	
Phone number	
Email	

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25 ▾
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.	No ▾
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.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

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.

Previous Year Goal #1	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	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<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 2023-2024 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 2023-2024 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

SIOT Analysis a common language around social well being and dealing with challenging behaviors	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> - Parent support - Strong PTA (only PTA within 50 miles) - We are high in Math and ELA compared to other schools in the district, but there is room for growth - Positive culture within the building, staff works well together - Strong community resources and volunteers - Make decisions based on data through PLC processes - Bilingual staff that is helpful to our bilingual population - Many staff have experience and education past a bachelor's degree - Professional Development (LETRS training) 	<ul style="list-style-type: none"> - Improve Tier 2 and Tier 3 instruction, aligning it to Science of reading and deficits - Improve Tier 1 instruction with student engagement and delivery of material - Close the achievement gap - Be more trauma informed as a school and use more Improved parent engagement/communication - Base our decisions on more frequent use of data
Opportunities	Threats
<ul style="list-style-type: none"> - Expanding to more local businesses/schools/community members to get them involved at Eastwood - Literacy Cadre Coach - After school programs for academic support 	<ul style="list-style-type: none"> - Barriers and challenges with health care, employment, and general services to our migrant/ immigrant families - Competing priorities - New legislation

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?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Lack of student engagement in Tier 1 Instruction	Lack of clear direction for expectations in curriculum and teacher directed instruction.	Cooperative learning groups, co-teaching, Literacy Cadre
2. Unable to fill deficits in Tier 2 Instruction	Lack of implementing Tier 2 instructional practices	Improve teacher knowledge through Science of Reading research based resources (LETRS, Geodes, Foundation), Identify and implement research based Tier 2 instructional practices.
3. Unable to close the achievement gap	Lack of parental assistance, lack of resources at home	Targeted interventions, differentiated instruction, providing support for parents, bilingual support
4. Behaviors becoming challenging and more disruptive	Lack of building-wide behavior expectations. Students are lacking social skills.	A building-wide PBIS model for supporting positive behavior is needed, and adequate training provided for all staff members.. Behavior Matrix. Zones of Regulation
5. Base our decisions on more frequent use of data	Teachers instruct the curriculum but common formative assessments are sporadic and data needs to drive interventions (next steps)	In collaboration with Instructional Consultants (Solution Tree), an instructional model will be developed to provide teachers with clear instructional expectations
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B
SCHOOL IMPROVEMENT PLANNING
[Required for all schools]

PLANNING COMMITTEE

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)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Brandon Cavanaugh	Principal	Both ▾	
Laura Christophel	Assistant Principal	Both ▾	
Cambria Neely	Dean	Both ▾	
Denise Demeter	Literacy Coach	Both ▾	
Kim Haas	Teacher	Both ▾	
Megan Yoder	Teacher	Both ▾	
Alicia Elbert	Teacher	Both ▾	
Mike Thompson	Teacher	Both ▾	
Elizabeth Ordonez	Teacher	Both ▾	
Nikki Gernand	Teacher	Both ▾	

Michelle Holderman	Teacher	Both ▾	
Andrea Welles	Teacher	Both ▾	
Erika Smoker	Social Worker	Both ▾	
Kris Weaver	Teacher	Both ▾	
Link additional information here (if necessary) <input type="checkbox"/>			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

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"/>
Reading	K-5	Pearson MyView	Yes ▾	Tier 1 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input checked="" type="checkbox"/>
Reading	6	Pearson MyPerspective	Yes ▾	Tier 1 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input checked="" type="checkbox"/>
Mathematics	K-6	Math Expressions	Yes ▾	Tier 1 ▾	Textbooks, work books, and Materials and resources align with the Indiana Academic Standards	Yes ▾	<input checked="" type="checkbox"/>
Reading	K-3	Fundations	Yes ▾	Tier 1 ▾	Work books, materials, and resources align with standards and are part of the core reading program	Yes ▾	<input checked="" type="checkbox"/>
Mathematics and Reading	K-6	IXL	Yes ▾	Tier 2 ▾	IXL provides extended reinforcement of skills taught through a teachers Tier 1 instruction	Yes ▾	<input type="checkbox"/>
Science	K-6	Ethos GLC	Yes ▾	Tier 1 ▾	Ethos provides classroom teachers with science kits that provide hands-on opportunities to meet grade level standards.	Yes ▾	<input type="checkbox"/>

Social Studies	K-5	MyWorld	Yes ▾	Tier 1 ▾	Textbooks, work books, and Materials and resources align with the Indiana Academic Standards	Yes ▾	
Civic Education	6	Indiana Bar Foundation	Yes ▾	Tier 1 ▾	Online curriculum and resources align with the Indiana Academic Standards.	Yes ▾	
Link additional information here (if necessary) <input type="checkbox"/>			https://www.elkhart.k12.in.us/district/header-departments/instructional-leadership/curriculum				

CORE ELEMENT 1: CURRICULUM
(continued)

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 checked="" type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input checked="" type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input checked="" type="checkbox"/>

The public may view the school's curriculum in the following location(s)	
<p>The public may view the curriculum used by Eastwood teachers through Elkhart Community Schools district website. The public may also view our assessment calendar through the district's website.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	<p>https://www.elkhart.k12.in.us/district/header-departments/instructional-leadership</p>

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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"/>

CORE ELEMENT 3: ASSESSMENT

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
CFA (Common Formative Assessment)	K-6	Form... ▾	Teacher developed skill assessment	Yes ▾	<input checked="" type="checkbox"/>
Savvas/Pearson Reading Benchmark	k-6	Sum... ▾	Unit Summative Assessment	Yes ▾	<input checked="" type="checkbox"/>
NWEA	K-2	Sum... ▾	Mathematic Assessment	Yes ▾	<input checked="" type="checkbox"/>
ILEARN Checkpoints	3-6	Form... ▾	Mathematics and Reading Formative Assessment	Yes ▾	<input checked="" type="checkbox"/>
MCLASS Dibels	K-6	Form... ▾	LNF, PSF, NWF, WRF, ORF	Yes ▾	<input checked="" type="checkbox"/>
WIDA	K-6	Sum... ▾	Assess ELL student proficiency in the English language	Yes ▾	<input type="checkbox"/>
COGAT	K,2,5	Sum... ▾	Measures the level and pattern of cognitive development	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

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

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

All Eastwood students have access to individual student ipads. Ipads are used to support instructional practices, facilitate assessments, conduct research, and provide access to curriculum in multiple formats.

Link additional information here
(if necessary)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

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.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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)

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	Yes ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	Yes ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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 checked="" type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input checked="" type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input checked="" type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>Eastwood Elementary supports Elkhart Community Schools district-wide program of PRIDE. PRIDE encourages personal responsibility and development of life characteristics. A continuation of PRIDE is supported through class meetings and daily practice of these expectations. Sprigeo is a platform for bullying incidents to be documented. Families, students, and staff have access to report all forms of bullying. OLWEUS is implemented as an anti-bullying program.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

CORE ELEMENT 7: CULTURAL COMPETENCY

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"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<p>Less than 1% of students are Asian, 4% of students are Black or African American, 60% of students are White, 27% of students are Hispanic/Latino, and 8% of students are Two or More Race Categories</p>	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<p>Eastwood has one English Language teacher dedicated to supporting students with English Language needs. Eastwood has provided additional support for EL students with certified staff members as daily schedules allow to support the EL teacher.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Eastwood staff has participated in SIOP training through Elkhart Community Schools, and that training is still offered to staff. A few classroom teachers have also been provided the opportunity to take specific district lead professional development around supporting English Language Learners.

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

Our ELA curricular materials provide students the opportunity to experience multiple cultures. The library has a variety of diverse books that provide multiple opportunities to experience cultures throughout the world. Weekly class meetings driven by OLWEUS Bullying Prevention Program appreciates cultural differences.

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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.

What may be contributing to the attendance trend?	21% of Eastwood students with an 10% or more absences, are identified in the school's Intense program. These students require extra medical support, or become more susceptible to illnesses, which is a cause for absences. The remaining 79% of students with 10% or higher absences are students that habitually miss school days after receiving notifications and/or support from Eastwood.		
What procedures and practices are being implemented to address chronic absenteeism?	<p>Office staff contact parents daily for any student that is absent and does not provide a rationale for their student's absence. Eastwood's social worker also follows up with families to provide support to help improve attendance.</p> <p>Eastwood Elementary follows Elkhart Community Schools Leveled attendance plan to support families in creating plans and procedures for improving student attendance.</p> <ul style="list-style-type: none"> ● Level 1 - Formal Notification to Parents ● Level 2 - Legal Notice ● Level 3 - Continuing Absences of Concern ● Level 4 - Intervention/Referral to Juvenile Probation ● Level 5 - Court <p>Eastwood Elementary also follows Elkhart Community Schools plan for supporting student truancy which aligns with Senate Enrolled Act No. 282. This plan outlines the requirement for building level administrators to meet with parents after 5 unexcused absences in a 10 week period. The purpose of this meeting is to establish a plan to support their child's concern of absence.</p>		
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	An attendance report is run weekly to identify students with concerns of absences.		
Number of students absent 10% or more of the school year:			
Last Year:	52	Two Years Ago:	62
		Three Years Ago:	97

Best Practice/Requirements Self-Check	Yes/No
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 ▾
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
<p>Eastwood has a Parent Teacher Association (PTA) that supports academic and non-academic achievements through volunteer work and financial donations to support academic achievement in the classroom.</p>
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
<p>The PTA has set meeting dates every month. Parents are afforded the opportunity to be part of school committees. Eastwood holds back-to-school nights and parent teacher conferences to support continuous communication. Eastwood also utilizes Seesaw, Facebook, email, and phone as means of communication for all families.</p>
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
<p>Eastwood's PTA supports positive reinforcement programs for all students to encourage engagement and attendance at school and school related events. Office staff maintain communication via phone or email to discuss concerns of absence.</p>
How do teachers and staff bridge cultural differences through effective communication?
<p>Teachers and administrators acknowledge students that follow and exhibit characteristics of P.R.I.D.E. through daily announcements and recognition at school assemblies. Eastwood provides parents with many communication opportunities through Seesaw, phone calls, and emails. Eastwood also provides communication through a weekly newsletter, Facebook, etc.</p>

Link additional information here
(if necessary)

SCHOOL IMPROVEMENT PLAN

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

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

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

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

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES

GOAL #1			
Goal	<i>By the end of the 2024-2025 school year, the IREAD proficiency rate will be 80% or higher.</i>		
Sub-group focus	2nd grade students who are well below and below in MCLASS, 3rd grade students who did not pass IREAD in 2nd grade.		
The strategies we are going to implement are	Interventions using IDOE approved Science of Reading curricular materials.		
To address the root cause	Lack of supplemental resources and support to provide interventions for the sub-group focus.		
Which will help us meet this student outcome goal*	Develop building-wide instructional practices through implementation of vetted curriculum and using student data to drive PLC discussion. These discussions will support implementing Tier 1, Tier 2, and Tier 3 supports to achieve an 80% or higher proficiency on IREAD.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
LETRS	Moats, Louisa Cook, and Carol A. Tolman. <i>LETRS: Language Essentials for Teachers of Reading and Spelling. Volume One. Units 1-4.</i> Sopris West Educational Services, 2019.	Administrators and Teachers	August 2024 - May 2024
UFLI (K-3)	Clayton, F. J., West, G., Sears, C., Hulme, C., & Lervåg, A. (2020). A longitudinal study of early reading development: Letter-sound knowledge, phoneme awareness and RAN, but not letter-sound integration, predict variations in reading development. <i>Scientific Studies of Reading</i> , 24(2), 91-107. https://www.tandfonline.com/doi/full/10.1080/10888438.2019.1622546?scroll=top&needAccess=true	Administrators and Teachers	August 2024 - May 2024f

Heggerty (K-2)	Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. Reading Research Quarterly, 55(S1) S45-S60 https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.334	Administrators and Teachers	August 2024 - May 2024
Geodes (K-3)	Compton, D. L., Appleton, A. C., & Hosp, M. K. (2004). Exploring the relationship between text-leveling systems and reading accuracy and fluency in second-grade students who are average and poor decoders. Learning Disabilities Research & Practice, 19(3), 176-184. https://doi.org/10.1111/j.1540-5826.2004.00102.x	Administrators and Teachers	August 2024 - May 2024
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Language Essentials for Teachers of Reading and Spelling Training (LETRS)					
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
Implement Heggerty (Whole Group) instruction	Classroom teachers will instruct students through Heggerty to strengthen phonemic awareness skills.	Teachers	Skill based assessment	Heggerty	May 2024	In Progress ▾
UFLI/Geodes	Classroom teachers and support staff will use UFLI or Geodes to use as Tier 1 and Tier 2 Phonics skills.	Teachers, Support Staff	DIBELS	UFLI/Geodes	May 2024	In Progress ▾
Complete Volume 1 of LETRS (LEXIA)	Certified teachers and administrators will follow a pacing guide to complete Volume 1 of LETRS.	Certified K-6 Classroom Teachers and Admin	Admin monitoring progression of teacher learning	LETRS Training Manual and Online Platform	May 2024	In Progress ▾

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>Geodes has been used previously, but all other activities (action steps) are new to Eastwood for the 2024-2025 school year. Teachers need appropriate training to adequately provide instruction for students. Teachers need to maintain appropriate measures of data collection.</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>Student achievement has not been measured due to new practices being implemented.</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>Eastwood's Literacy Coach will provide continuous professional development and support through interventions and Tier 1 instruction. Teachers will adjust their instructional practice after continuing with LETRS training.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

PROGRESS INDICATORS

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Grade 2 IREAD Assessment	BOY Dibels/Progress Monitoring	MOY Dibels/ Progress Monitoring	IREAD 3 Assessment
Results	37% Pass, 20% On Track, 43% At Risk			
On Track to Meet Goals?	Yes			
Strengths	Students demonstrate basic reading fundamentals and comprehension.			
Areas for Growth	Tier 1 and Tier 2 instruction for all students, Continued progress monitoring and appropriate intervention support			
Next Steps	Provide teachers with adequate training and resources for progress monitoring.			
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #2

Goal	<i>By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be 27.5%, which reflects a 5% annual increase.</i>
Sub-group focus	3rd-4th grade General Education, 5th-6th grade Special Education and EL
The strategies we are going to implement are	Gradual Release, Data driven discussion to support explicit Tier 1 instruction, MTSS to address concerns from Data Discussions
To address the root cause	Systemic changes throughout the building (leadership change, teacher turnover in the middle of the year)
Which will help us meet this student outcome goal*	Develop building-wide instructional practices through implementation of vetted curriculum and using student data to drive PLC discussion. These discussions will support implementing Tier 1, Tier 2, and Tier 3 supports to achieve an ILEARN ELA proficiency of 27.5% or higher.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
LETRS	Moats, Louisa Cook, and Carol A. Tolman. <i>LETRS: Language Essentials for Teachers of Reading and Spelling. Volume One. Units 1-4.</i> Sopris West Educational Services, 2019.	Administrators and Teachers	August 2024 - May 2024
Gradual Release (Explicit Instruction)	<i>Archer, A. L., & Hughes, C.A. (2011). Explicit instruction: Effective and Efficient Teaching.</i> Guilford Press	Administrators and Teachers	August 2024-May 2025
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Language Essentials for Teachers of Reading and Spelling Training					
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
Complete Volume 1 of LETRS (LEXIA)	Certified teachers and administrators will follow a pacing guide to complete Volume 1 of LETRS.	Certified K-6 Classroom Teachers and Admin	Admin monitoring progression of teacher learning	LETRS Training Manual and Online Platform	May 2024	In Progress ▾
Bridge to Practice	Teachers and admin will identify three students to develop assessment practices in developing strategies to support student reading	Certified K-6 Classroom Teachers and Admin	Student Folders	LETRS Training Manual and LETRS identified materials	May 2024	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	These strategies are currently being implemented, and started at the beginning of the 2024-2025 school year. Teachers have been provided with all training materials and are progressing throughout the lessons/units.					
How has student achievement been impacted? What is the evidence?	Student achievement has not been assessed since the start of the training.					
How will implementation be adjusted and/or supported moving into next year?	Teachers will be provided with Volume 2 of LETRS training to complete the LETRS training by the end of the 2025-2026 school year. Teachers will be able to implement strong instructional practices they learned from Volume 1.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoint 1	ILEARN Checkpoint 2	ILEARN Checkpoint 3	ELA ILEARN Summative Assessment
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #3

Goal	<i>By the end of the 2024-2025 school year, the ILEARN MATH proficiency rate will be 31.3%, which reflects a 5% annual increase.</i>
Sub-group focus	SPED, EL
The strategies we are going to implement are	Gradual Release, Data driven discussion to support explicit Tier 1 instruction, MTSS to address concerns from Data Discussions
To address the root cause	Systemic changes throughout the building (leadership change, teacher turnover in the middle of the year)
Which will help us meet this student outcome goal*	Develop building-wide instructional practices through implementation of vetted curriculum and using student data to drive PLC discussion. These discussions will support implementing Tier 1, Tier 2, and Tier 3 supports to achieve an ILEARN MATH proficiency of 31.3% or higher.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Gradual Release (Explicit Instruction)	<i>Archer, A. L., & Hughes, C.A. (2011). Explicit instruction: Effective and Efficient Teaching. Guilford Press</i>	Administrators and Teachers	August 2024-May 2025

Link additional information here (if necessary)

Strategy #1	Gradual Release and Explicit Instruction					
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
Instructional Model	Through collaboration with Solution Tree, an instructional model will be developed for teachers. This will establish best practices for instruction and provide clear guidance for instructional expectations.	Administrators	Leadership Meeting Agendas, Teacher lesson Plans	Staff Handbook/ Guidance Documents	August 2024-May 2025	In Progress ▾
Gradual Release/Explicit Instruction Modeling	Administrators provide guidance on how to implement the Gradual Release model through staff meetings, leadership meetings, coaching cycles.	Administrators, Dean, Literacy Coach	Leadership Meeting Agendas, Teacher lesson Plans	Staff Handbook/ Guidance Documents	August 2024-May 2025	In Progress ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Administrators and teachers are currently working on establishing and understanding an instructional model in collaboration with supporting members from Solution Tree. Teachers understand the Gradual Release model, but consistent guidance, modeling, and accountability is needed to sustain its practice.					
How has student achievement been impacted? What is the evidence?	This is currently being worked on and implemented, so achievement has yet to be determined.					
How will implementation be adjusted and/or supported moving into next year?	As student data is collected and practices continue to be refined through coaching cycles, implementation of the Gradual Release model may be adjusted. Likewise, the PLC process or similar instructional practices may be adjusted throughout the year, or into the 2025-2026 school year.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Math Checkpoint 1	ILEARN Math Checkpoint 2	ILEARN Math Checkpoint 3	ILEARN Math Summative Assessment
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

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

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

Professional Development Goal(s)	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
Is professional development linked to SIP goals?	Yes - <input checked="" type="radio"/>
Possible Funding Sources	All funding sources will be provided through a partnership with Elkhart Community Schools and Indiana Department of Education (IDOE).
Plan for coaching and support during the learning process	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.
Evidence of Impact	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.
How will effectiveness be sustained over time?	Literacy coaches have a 3 year commitment, to start with the 2024-2025 school year, 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.
Link additional information here (if necessary) <input type="checkbox"/>	Eastwood Literacy Coaching Cycle

Professional Development Goal(s)	All identified certified K-6 teachers and administrators will complete Volume 1 of LETRS training during the 2024-2025 school year.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Funding was provided by Elkhart Community Schools.
Plan for coaching and support during the learning process	Teachers will be allocated with (2) sessions of 45 minutes per week to complete their individual training. Teachers will also be provided with additional days/times to complete live sessions.
Evidence of Impact	If teachers and admin fully implement instructional practices supported by the LETRS training, our ILEARN ELA goal should be met.
How will effectiveness be sustained over time?	Teachers will be provided with additional LETRS training during the 2025-2026 school year to complete Volume 2 of LETRS.
Link additional information here (if necessary) □	

Professional Development Goal(s)	Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Formative Assessment Grant
Plan for coaching and support during the learning process	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. Eastwood's Literacy Cadre member will support building leaders and classroom teachers in maintaining fidelity of progress monitoring.
Evidence of Impact	The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by
How will effectiveness be sustained over time?	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.
Link additional information here (if necessary) □	mCLASS At Risk Guidelines mCLASS Participant Notebook

Professional Development Goal(s)	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.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Various district funds have been secured for this training.
Plan for coaching and support during the learning process	Teachers will participate in 24 hours of live virtual training for Volume I. District Elementary Schools Director and Principal will monitor the successful completion of units by accessing online reports and providing feedback to teachers.
Evidence of Impact	Observations will focus on the application of LETRS lessons into daily instruction. Online LETRS reports will be analyzed and provided to teachers. Student outcome data for reading will indicate progress towards individual student goals.
How will effectiveness be sustained over time?	Teachers will participate in Volume II training during the 2025-26 school year. Observations of teachers will focus on effective use of student data and LETRS principles of instruction.
Link additional information here (if necessary) □	LETRS I Unit Components