

*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	Mary Beck Elementary
School Number	1769
Street Address	818 McDonald Street
City	Elkhart
Zip Code	46516

**SCHOOL and CONTACT INFORMATION**

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

Principal	Victoria I Hays
Phone number	574-295-4830
Email	vhays@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	
Position	
Phone number	
Email	

## SCHOOL IDENTIFICATION

*[Required for all schools]*

Choose the appropriate response from the drop down box.

For implementation during the following years:	2024-27 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

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.	No ▾
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.

Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	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 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 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 type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	
<b>List or Link Other Data Sources Below</b>			
Link: <a href="#">CNA</a>		Link:	
Link:		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 May of 2024, 100% of all grade levels will be implementing common Tier I teaching strategies to enhance and align reading and math instruction to positively affect student achievement. These strategies will be based on analysis of common formative assessments of student data to improve the relationship between effective instructional practices and student achievement.</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><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>	Teachers will analyze testing data to identify student levels and areas of student needs and focus on SIOP instructional strategies to create ELA growth with ELL students in first through fifth grade that are leveled at 3.0 to 3.9. This will result in 59% of students growing for an AGP of .05 or greater.	<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>	<b>ELL support staff will continue to monitor this group and work with teachers on implementing effective SIOP strategies</b>		
<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>			

<b>Previous Year Goal #3</b>	By May of 2024, Mary Beck students in grades 3-6 students will improve their passing proficiency rates in ELA by 15% as measured by the Spring 2024 ILEARN Reading assessment.
<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>	I will introduce PD on effective teaching strategies by Anita Archer. I will add the services of a reading coach through the IDOE literacy cadre. We will be using data from ilearn checkpoints to assess student progress.
<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>
Dedicated teachers strong support staff MTSS team Functioning PLC groups	showed growth in math and reading in three of four grade levels in several identified groups showed growth in students moving up in WIDA
<b>Opportunities</b>	<b>Threats</b>
new professional development to improve reading techniques professional development to increase instructional strategies joined the literacy cadre and acquired a reading coach	Poor attendance lack of early childhood exposure to literacy high student turnover high staff turnover lack of a positive growth mindset

## FIVE WHYS WORKSHEET

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

Mary Beck students read and perform below grade level.

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

**1. Students continually score in the at risk categories.**

**Why?**

**2 Lack of growth mindset in students and teachers**

**Why?**

**3. Poor tier one instruction**

**Why?**

**4. Teachers lack research based instructional strategies**

**Why?**

**5. Teachers lack knowledge and strategies to teach the five basic skills of the science of reading. Especially in intermediate grades**

**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. <b>Students stagnant in academic growth and score below grade level</b>	<b>students lack fundamentals of reading</b>	<b>all staff will be trained in LETRS instruction as a district</b>
2. <b>Lack of growth mindset in students</b>	<b>low performance expectations</b>	<b>set attainable but rigorous growth goals for staff and students that are reviewed for progress regularly and work with reading coach on setting goals</b>
3. <b>Poor tier one instruction/students not engaged</b>	<b>Teachers lack a strong repertoire of teaching strategies that engage students</b>	<b>utilize research based teaching strategies to improve student engagement through coaching and book study</b>
4. <b>Poor problem solving skills and math fact fluency</b>	<b>students lack understanding of steps and strategies to problem solve</b>	<b>Utilize GRR method to problem solve in math and also use math apps to improve math fact fluency.</b>
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>
Victoria Hays	Principal	Both ▾	MTSS/Safety
Jennifer Dennis	Academic Dean	Both ▾	MTSS/OLWEUS
Nina Swartzlander	Academic Dean	Both ▾	PRIDE
Ellen Coget	Kindergarten/ETA	Both ▾	Diversity
Kaitlyn Parmlee	First Grade	Both ▾	
Carla Darr	Second Grade	Both ▾	
Jessica McIntrye	Third Grade	Both ▾	Safety
Krista Dodd	Fourth Grade	Both ▾	PRIDE
Maria Garcilazo	Fifth Grade	Both ▾	Diversity
Megan Screes	Sixth Grade	Both ▾	
Naomi Baumgartner	ELL teacher	Both ▾	

Rachel Denney	Special Education	Both ▾	MTSS
Taryn Weidner	Special teacher/Art	Both ▾	PRIDE
Julie Stammich Fessenden	Interventionist	Both ▾	MTSS/Diversity
Beth Williams	Director Federal Program	Both ▾	
Holly Kimball	Reading Coach	Both ▾	MTSS
Mary Powell	Parent Community Liaison	Both ▾	DIVERSITY
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>			

## SCHOOL AND COMMUNITY NARRATIVE

*[Optional for all schools]*

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

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**

### **School Vision**

### **District Mission**

### **School Mission**

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

District Goal(s)			

Does the school's vision support the district's vision?	Choose ▾
Does the school's mission support the district's mission?	Choose ▾
Does the school's vision and mission support the district's goals?	Choose ▾

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>Link additional information here</b> (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.

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 ▾	<i>Textbooks and readers are core components of a reading program.</i>	Yes ▾	<input type="checkbox"/>
Reading	K	Tools of the Mind	Yes ▾	Tier 1 ▾	Textbooks, readers, and materials are the core component of the reading program in Kindergarten	Yes ▾	<input type="checkbox"/>
Phonemic Awareness	K-5	Heggerty	Yes	Tier 1	Explicit phonemic awareness instruction is a key component to early literacy	Yes	<input checked="" type="checkbox"/>
Phonics	K-3	Wilson Foundations	Yes ▾	Tier 1 ▾	Explicit phonics instruction is a key component to early literacy	Yes ▾	<input checked="" type="checkbox"/>
Reading	K-5	Pearson: myView Literacy	Yes ▾	Tier 1 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input checked="" type="checkbox"/>
Reading	6	Pearson: myPerspectives Literacy	Yes ▾	Tier 2 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input checked="" type="checkbox"/>
Math	K-6	Math	Yes ▾	Tier 1 ▾	Materials and resources align with the Indiana	Yes ▾	X



		Expressions			Academic Standards		
Social Studies	K-6	Pearson myWorld Social Studies Grades	Yes ▾	Tier 1 ▾	Materials and resources align with the Indiana Academic Standards	Yes ▾	
Civics	6	Indiana Bar Association	Yes ▾	Tier 1 ▾	Core component of Social Studies	Yes ▾	
Science	K-6	Ethos Science Kits Grades 1-5	Yes ▾	Tier 1 ▾	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.	Yes ▾	X
Writing	1-6	6+1 Traits of Writing	Yes	Tier 1	Provides the basic fundamentals of writing process	Yes	
Reading	3-6	Wilson Interventions	Yes ▾	Tier 3 ▾	Explicit phonics instruction is a key component to early literacy	Yes ▾	
Reading	k-6	Newsela	Yes	Tier 2	computerized reading passages with CFA's to increase reading fluency and comprehension	Yes	

**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)	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	<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 or Mary Beck's main office.m. <a href="#">Indiana Bar Foundation Civics</a> <a href="#">ECS elementary Curriculumx</a></p>

## 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 checked="" 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 checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	No ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	No ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	No ▾	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	No ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	No ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	No ▾	<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 Mary Beck 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
- Tier 2 and Tier 3 interventions in the classroom

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. Mary Beck has implemented tiered instruction to support students who require additional assistance to the best of our ability. Additional time and intensity is provided to struggling learners. 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
mClass DIBELS & Dyslexia Screener	K-2	Benc... ▾	The mClass assessments are administered 3 times per year: BOY, MOY, and EOY. The rationale for using mClass is to measure the subskills in reading that are critical to a students development in reading. This assessment also determines student at-risk for dyslexia.	Yes ▾	<input type="checkbox"/>
NWEA Growth Math	K-2	Formative	This interim assessment allows teachers to evaluate student levels and progress at three points throughout the course of the school year.	Yes	<input type="checkbox"/>
Ilearn Check Point ELA	3-6	Sum... ▾	This interim assessment allows teachers to evaluate students' progress towards mastering assessed standards three times a year.	Yes ▾	<input type="checkbox"/>
Ilearn Checkpoint Math	3-6	Sum... ▾	This interim assessment allows teachers to evaluate students progress towards mastering assessed standards three times a year	Yes ▾	<input type="checkbox"/>
Common Formative Assessments	K-6	Form... ▾	Common Formative Assessments are created by teacher teams who collaborate on the learning targets that are taught during units of study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes ▾	<input type="checkbox"/>
Fundation Unit Assessments	K-3	Form... ▾	Fundations unit assessments are used to assess students on the most complex skills of encoding-translating words into sounds. The data collected from the unit assessment is used to identify students who have mastered targeted phonics skills, as well as students who need additional support or re-teaching.	Yes ▾	<input type="checkbox"/>
MyView End of Unit Assessments	K-6	Form... ▾	The MyView End of Unit assessment is used to monitor student progress and mastery of essential standards. This assessment measures progress on reading essential standards taught throughout the unit.	Yes ▾	<input type="checkbox"/>

Heggerty Progress Monitoring	K-2	Form... ▾	The Heggerty phonemic awareness assessments allow teachers to gain information about a student's progress with phoneme isolation, blending, segmenting, and manipulating phonemes.	Yes ▾	<input type="checkbox"/>
MyView Weekly Assessments	1-5	Form... ▾	The MyView weekly assessment is used to monitor student progress and mastery of weekly learning targets. This assessment is a progress measure to assess students' knowledge on reading essential standards taught throughout the current week.	Yes ▾	<input type="checkbox"/>
WIDA ACCESS Assessment	K-6	Sum... ▾	This screener evaluates EL skills to determine if students are an English Language Learner and assess students language acquisition proficiency.	Yes ▾	<input type="checkbox"/>
CoGAT Assessment	K,2,5	Scree... ▾	This cognitive assessment identifies students' intellectual functioning to determine placement for high ability programming.	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	

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 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.**

**Mary Beck's Guiding Coalition is composed of teacher representatives from each grade level, content area, and has a community volunteer. This team analyzes common formative assessments at the building level and makes decisions for professional development, strategy implementation and effectiveness, and focus areas. Grade level learning teams collaborate no less than every 10 days, to analyze common formative assessment data and make decisions to provide additional support (Tier 2 and Tier 3) for students needing enrichment or remediation. After the second round of instruction, students are reassessed to determine the effectiveness of the instructional strategy utilized.**

**Teachers engage in the PLC process in order to dissect student data from assessments in order to drive their instruction and to establish interventions.**

**During the PLC process teachers also reflect on instructional practices in order to refine their classroom instruction, routines, and improve their educator effectiveness.**

**Teachers and staff participate in and use Mary Beck's MTSS team which meets weekly to discuss student needs, goals, and progress towards meeting goals.**

**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.**

All Mary Beck students have 1:1 technology, meaning every student Mary Beck has an iPad. Seesaw serves as the learning platform to deliver communication and provide instruction for eLearning.

Learning in a 1:1 environment with iPads creates opportunities that would not be possible without technology. In order for students to have productive and enjoyable lives, they must develop up-to-date knowledge and skills required by employers in the 21st century. Students must increasingly collaborate with others, communicate effectively, think critically, and be creative in solving problems or completing tasks.

Students can use the iPads to discover so much about the world through investigations because of the access to sources reaching far outside the boundaries of Mary Beck and our community. Putting these devices into the hands of students allows them to access a world filled with information and opinions far different from those directly surrounding them.

Students use technology daily in their classrooms and also attend a 45 minute computer class that helps them learn the technology standards. Students submit work through the platform seesaw in class and also at home for homework and Elearning days. Students create google documents and google slides to demonstrate their knowledge. Teachers use various other platforms to help with student learning such as Pear Deck and Newsela. Students use IXL for math and reading for online practice.

**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)

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 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.)	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)

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

**Grades 6-8 only**

What career awareness activities are provided for students?	Yes/No	Yes/No	Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	No ▾
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 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?	Yes ▾	Job shadowing	Choose ▾
Job-site tours	Yes ▾	Career-related courses	Choose ▾
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	Choose ▾
Industry-related project-based learning	Choose ▾	Not currently implementing career exploration activities	Choose ▾
Other: ETHOS GLC			

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

## 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:**

**We have a school safety committee that meets monthly to review safety procedures throughout the school. We teach our staff safety procedures for the playground and school building and conduct regular safety drills that include:hold secure,lock down,evacuate, and shelter. We have an MTSS team that meets weekly to discuss not only academics, but also to discuss behaviors of concern and also student successes. We are partnered with a behavioral service provider to help parents and students who need extra support and services. We have a PRIDE team in place that works on PBIS and behaviors reinforcements. Students are recognized publicly for their positive behaviors and their names are posted on our PBIS behavior wall. We have a bullying coordinator that works on educating students and staff about bullying and how to prevent it through class meetings. We have SPRIGEO and Olweus programs in place to help prevent bullying in our school. We recognize positive behavior with recognition and awards quarterly at assemblies and we have outside presenters come in and invite parents to participate. The district has mandatory video lessons that must be completed that cover Blood**

**Born Pathogens, Suicide, Bullying, Child abuse and reporting, and Title IX laws and violations. We celebrate several cultures within our community with special event nights. We have a leveled attendance program for the district that all schools adhere to and an attendance supervisor that meets with parents to work with them on addressing their unique situations. We follow the PLC process and we believe all students can learn. We address the four PLC questions in weekly meetings to make sure all students can and are learning.**

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

## 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 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.**

We use the home language survey when parents register their students to identify dual language or non english speaking students. We also have online registration forms that parents complete that ask parents how they racially identify themselves and their children. Parents complete the federal free and reduced lunch applications to apply for tuition waivers. This information is also used to identify lower socio-economic students and families.

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

We have two ELL teachers who work with students who speak English as a second language. They work on speaking, listening, reading, and writing skills with groups of students. The school is SIOP trained and uses SIOP teaching strategies to improve instruction for low income and second language speakers. Every month, the principal and the PRIDE team review monthly discipline reports related to racial, ethnic, language-minority and socio-economic groups. Data is reviewed with emphasis on various groups and strategies are discussed for reducing office referrals and increasing appropriate discipline strategies. Mary Beck has two ELL teachers who are assigned to work directly with English Language Learners and bilingual students needing assistance. The teachers administer the yearly WIDA and use data to organize and formulate groups. Mary Beck also has two interventionists who work with tier 2 and tier 3 interventions in reading and math. The MTSS team meets once per week to discuss any student who is referred for academic or behavioral support. Alexa Ponce, a Systems of Care Facilitator, attends MTSS meetings and regularly meets with administrators and the school social worker. She is a representative of Oaklawn, a mental health agency, which is an available and utilized resource in our community. Students and families receive skills training, therapy, and medication services through this organization.

Bowen Center, is another mental health agency that Mary Beck is partnered with and which provides similar services as Oaklawn (above).

Administrators and the building social worker have received some training from the district with regards to Restorative Practices.

Mary Beck Elementary embraces community partnerships. Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include Belmont Buddies, Cowboy Ethics, Cares Mentors, 5 Star Innovative Learning, Lifeline volunteers and programming, United Way and collaboration with various community leaders. ,

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



## **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?**

The district offers SIOP training and SEL training to all teachers online in order to help address those students who need extra support. This helps teachers identify students who have been through trauma and are not ready to learn. We participated in title IX training to help with awareness of differences. We have guest speakers come and speak on topics that are related to cross cultural situations that arise. Staff will participate in online Canvas courses to learn about addressing students in Trauma which will also support students in cross cultural situations. Mary Beck has also formed a cultural committee committed to create academic activities to increase cultural awareness. Staff will undergo Zones of Regulation training to help staff and students de-escalate behaviors starting the second semester .

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

A Culture Audit was conducted at Mary Beck in the Spring of 2019. One of the recommendations was that a building-wide communication system be utilized to streamline all communication, and provide it in both English and Spanish. 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. Mary Beck has several different cultural events in the evenings to address the different heritages within our school. We have examples of student artwork and cultural items displayed in display cases and posted on the walls in the hallways.

**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>	Many students are responsible for watching younger siblings when they are ill or parents have emergencies. Parents work night shifts and fall asleep and do not make sure students attend, or vice versa and work day shifts and start way before school starts and students are responsible for getting themselves to school. Students suffer from separation anxiety and do not want to attend.				
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>	Review weekly attendance reports from Panorama that identify those students who are starting to accumulate absences. A letter is generated through Panorama and sent home. The social worker and the Academic Dean also meet weekly to address those students who are identified and make home visits and phone calls. With the new legislation passed, we will review the 10 week report that is generated from Data and Assessment and identify any student that has 5 unexcused absences in a 10 week period. We will complete a google form to generate a letter and send the letter home to the parent. We will set up an attendance conference within 5 days of the fifth unexcused absence. We will document the parent contact in power school in the visitation log section. We will log the truancy prevention plan created at the parent meeting into the Incident management section of power school.				
<b>Number of students absent 10% or more of the school year:</b>	24.25% 113 students				
<b>Last Year:</b>	113	<b>Two Years Ago:</b>	127	<b>Three Years Ago:</b>	152

<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

Link additional information here  
(if necessary) □

[attendance procedure](#)

## **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)
- Naviance for sixth grade students to explore career opportunities aligned to student interest
- Mentoring programs that include, but are not limited to, CARES mentoring, Belmont Buddies, Real Men Read, and Spring into Reading.
- Dolly Parton's Imagination Library
- Parent Square is being implemented district wide. It is a new initiative and is still in the training phase.

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 an open door policy. Parents may contact her at any time to voice hopes, concerns or suggestions.
- 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?**

Mary Beck utilizes PowerSchool to track attendance. An attendance secretary monitors attendance and initiates contact when three absences are reached. Once students accumulate more than three absences of concern, regular communication occurs to proactively support families. The school offers PRIDE award certifications for sixth grade students who achieve a 98% attendance rate. We are implementing a new attendance recognition school wide. We are offering an attendance ribbon for the grade level with the best attendance for that month.

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

Teachers and staff have incorporated multiple means of communication (email, Seesaw, Talking Points, Facebook, phone calls, text messages, parent square, etc.) in order to encourage parents to contact staff in a way that is comfortable for them. Mary Beck also embraces community partnerships which includes many volunteers throughout the community who come to work directly with students. Current partnerships include CARES Mentors, Real Men Read, Belmont Mennonite Church Mentors, Bowen Center, and Oaklawn, Life Line, and 5 Star Innovative Learning.

**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.**

**Describe strategies used to increase parental involvement.**

In order to promote positive relationships with parents, the staff at Mary Beck organize family nights to promote positive partnerships between home and school. Makerspace family events occur where art and food/cooking activities are connected to reading and math activities. An Annual Title I Meeting, back-to-school open house, parent/teacher conferences, Hispanic Heritage Celebration, Reverse Trick-or-Treating, Black History Month, Women's month, Career day, musical events, and other holiday family events promote and encourage involvement.

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

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. The school uses mCLASS home links to communicate benchmarks levels with parents. It also helps parents understand how their child is progressing in reading.

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

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 Mary Beck will become 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.

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

**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 II 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.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include “Cowboy Ethics” which provide character development and the Cares mentor program to support students’ emotional well-being and academic achievement. Lifeline is a full cycle engagement ministry that provides a safe family like atmosphere for youth in grades 3 through 12 with after school programming that teaches life skills that help develop student leaders.

**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.

**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
Victoria Hays	Building Level Administrator, General Elementary Kindergarten Certification	Principal
Jennifer Dennis	Building Level Administrator, elementary Generalist English as a Second Language	Academic Dean
Nina Swartzlander	General Elementary	Academic Dean
Emily SeCheverell	transition to teaching permit	Kindergarten Teacher
Ellen Coget	Elementary K-6	Kindergarten Teacher
Cassandra Pratt	Elementary Generalist, English as a new language	Kindergarten Teacher
Erica Perry	transition to teaching permit	First Grade Teacher
Katelyn Hansen	Elementary Generalist	First Grade Teacher
Kaitlyn Anderson Parmlee	Elementary Generalist Early Childhood Education	First Grade Teacher
Roshell Bangura	Elementary Generalist (emergency permit)	Second Grade Teacher
Carla Darr	General Elementary	Second grade Teacher
Cameron Kincaid	Transition to teaching permit	Third Grade Teacher
Jessica McIntyre	General Elementary	Third Grade Teacher
Laura Clements	Elementary Generalist	Fourth Grade Teacher
Krista Dodd	General Elementary	Fourth Grade Teacher

Maria Garcilazo	Elementary Generalist	Fifth Grade Teacher
Michael Marchi	Transition to teaching permit	Fifth Grade Teacher
Sydney Bias	Elementary Generalist	Sixth Grade Teacher
Megan Screes	Elementary/Primary Generalist Elementary/Intermediate Generalist Mild Intervention	Sixth Grade Teacher
Charlene Flowers	General Elementary, Mild Disabilities, Mild Intervention/Intense Intervention	Special Education Teacher (Intense Intervention)
Taylor Bryant	Mild Intervention	Special Education Teacher (Intense Intervention)
Michelle Troutman	Elementary Generalist/ Learning Disabled	Special Education Teacher (mild Interventions)
Rachel Denny	Mild Intervention/Elementary/ Primary/Intermediate	Special Education Teacher (Mild Interventions)
Kyle Shoemaker	General Elementary, Social Studies/ Mathematics/Physical Education	Physical Education Teacher
Taryn Weidner	Elementary Generalist	Art Teacher
Julia Johnson	Elementary 1-6	Music Teacher
Julie Fessenden (Stammich)	General Elementary	Interventionist
Courtney Wesdorp	General Education/Kindergarten	Interventionist
Naomi Baumgartner	General Elementary Professionalize, English as a Second Language Professionalize	English as a Second Language Teacher
Karla Reed	Kindergarten Professionalize, General Elementary Professionalize, English as a Second Language Professionalize	English as a Second Language Teacher
Nick Rinehart	transition to teaching permit	Third Grade Teacher
Betseyby Rangel	Mild Intervention/Elementary/ Primary/Intermediate	Special Education Teacher (Mild disabilities)

**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 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. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

## GOAL TEMPLATE

<b>GOAL (EXAMPLE)</b>			
<b>Goal</b>	<i>Example: 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.		
<b>How Will We Get There?</b>			
<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
<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> (if necessary) <input type="checkbox"/>			

## STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
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
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>	By the end of the 2027 school year, the Ilearn ELA proficiency rate for Mary Beck will be 25%, which reflects a 5% annual increase.		
<b>Sub-group focus</b>	ELL/Free and Reduced lunch		
<b>The strategies we are going to implement are</b>	small skilled based reading groups, gradual release teaching strategies as presented by Anita Archer, implement LETRS teaching techniques and strategies		
<b>To address the root cause</b>	lack of solid tier one instructional strategies and growth mindset to increase rigor and stamina for testing		
<b>Which will help us meet this student outcome goal*</b>	these will help teachers improve instruction and student engagement and use data to reach goals set		
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Gradual Release Model of Instruction	<a href="#">Keys to literacy/gradual release</a> What is direct, systematic and explicit instruction in Keys to Literacy by Jean Sedita	Administration and teachers	October 2024 through May 2025
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>	Administration and teachers	October 2024 through May 2025
LETRS	<a href="#">Lexia LETRS research</a>	Central Office/Administrators/Teachers	September 2024 through May 2026
Literacy Cadre from state	<a href="#">Research U Indy Literacy Cadre</a>	Building Administration/Building reading coach	August 2024 through August 2027
<b>Link additional information here</b> (if necessary) <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 as covered in book study	Teachers/Administration/Coach	Assessment Data	Explicit Instruction Book by Anita Archer	5/29/25	In Progress ▾
Video guide to Archers Golden Principles	Teachers will complete study guide and implement instructional strategies	Teachers/Administration	walk throughs and assessment data	Golden Principles videos and viewers guide	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 has been 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. Administrators will be looking for evidence of strategies in lessons and student engagement during observations and walkthroughs.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	Use LETRS training to improve teachers understanding of the science of reading and implement best practices in reading 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
Teachers will complete LETRS training per district calendar	Focus on the application of LETRS strategies and practices into daily instruction	teachers	check point ELA data and CFA and SFA data	LETRS training manual, videos and live participation	Sept 2024 through May 25	In Progress ▾
Lesson Plans	Teachers will include strategies and practices into lesson planning from LETRS and Gradual release trainings	teachers	lesson plans, data	basic lesson plan format	Sept 2024-May 2025	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>		The district is currently engaged in the LETRS training by Lexia. We have a calendar of meeting dates and times that are tracked by building administrators to verify fidelity. Teachers also must complete a unit test at the end of units and pass with 80% accuracy.				
<b>How has student achievement been impacted? What is the evidence?</b>		We are just beginning this training and we hope to see an increase in mCLASS scoring on benchmarks and an increase in our Iread pass scores in both second and third grade				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		The training will continue and include vocabulary, comprehension, and fluency next year, incorporating all five pieces of the SOR				
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

<b>Strategy #3</b>		<b>Mary Beck joined the Literacy Cadre offered through the State and UIndy and acquired a reading coach</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>
Building coach will meet and plan with teachers grades K-3	Reading coach will meet and help teachers identify reading goals and lesson plan to meet those set goals	reading coach/teachers	cfa's/mCLASS monitoring/ benchmarks	mClass reports	may 2025	In Progress ▾
Building coach will co teach with K-3 teachers in 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/mCLASS monitoring/ Benchmarks	cycle calendar	may 2025	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>		The reading coach just started her reading cycles and is meeting with grade levels about their mCLASS data and what goals to focus on for student improvement. The reading coach meets weekly with the building administrator and shares notes and data.				
<b>How has student achievement been impacted? What is the evidence?</b>		We just began this strategy and we have not gathered any data as yet to support evidence of growth We will be looking for growth in the monitoring of data from the state checkpoints testing and mCLASS data				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		We will look to expand how many teachers the coach works with and set higher growth goals as teacher confidence grows.				
<b>Link additional information here (if necessary) <input type="checkbox"/></b>						

## PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

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

**GOAL**

<b>Goal</b>	By the end of the 2027 school year, the Ilearn Math proficiency rate for Mary Beck will be 24%, which reflects a 5% annual increase.
<b>Sub-group focus</b>	ELL/Free-reduced Lunch
<b>The strategies we are going to implement are</b>	Introduce math fact fluency through the use of Happy numbers math/continue to use IXL math/use the blueprint from the checkpoints to make sure we are addressing standards. Use gradual release teaching strategies for problem solving and include morning math reviews of skills covered.
<b>To address the root cause</b>	Students lack math fact fluency and number sense. They struggle to apply skills to multiple step problems. They lack the reading ability to understand written math problems and the stamina to complete them.
<b>Which will help us meet this student outcome goal*</b>	These will help students improve their fact fluency and improve strategies to improve problem solving skills. We will use math data from IXL to identify student gaps as well as the check point data.

**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>
Reflex math computer program for math facts	<a href="#">reflux math research</a>	administrators and teachers	October 2024 through May 2025
IXL math program	<a href="#">IXL research</a>	administrators monitor use and teachers assign	September 2024 through May 2025
gradual release teaching strategies for problem solving	<a href="#">Gradual Release for math problem solving</a>	teachers and administration	November 2024 through May 2025
Daily math reviews	<a href="#">DMR research</a>	teachers	September through may 2025

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

<b>Strategy #1</b>		<b>We will increase students math fact fluency to increase math scores</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>
Introduce the use of reflex math as an independent math activity	Teachers will assign students math fact fluency levels to complete during math centers	teacher	math fact fluency reports from Reflux	reflex math purchase through community grant	november 2024	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>		We are in the process of purchasing the app program through a community grant. This will include online training for teachers to use it correctly. The building administrator can print monthly reports and check student and grade level progress.				
<b>How has student achievement been impacted? What is the evidence?</b>		We hope to see students improve on computation skills on the check points and unit tests in the math curriculum.				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		We will purchase a three year license so that students can continue to use the program to improve their skills.				
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>						

<b>Strategy #2</b>	<b>Teachers will have students use IXL to practice and support math applications</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>
IXL assignments on iPad as decided by teacher and Ilearn checkpoint results	Teacher will allocate assignments for students to complete to support math instruction in class and improve skills that are not mastered on checkpoints	teacher	IXL reports	IXL is already paid for by the district. District coach demonstrates use to teachers	October 2024 through May 2025	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>	We are just beginning to use the IXL math again this year. We had our district technology coach meet with staff to review what the program offered and how to print reports on student progress. The principal will be monitoring IXL usage and reports to ensure fidelity.					
<b>How has student achievement been impacted? What is the evidence?</b>	Research shows that students who complete a minimum amount of 10 to 15 problems a week actually show increases in their math scores. <a href="#">ixl data research</a>					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	If schools continue to show usage and fidelity, the district will continue to supply IXL to schools.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

<b>Strategy #3</b>		<b>Teachers will learn and implement the strategies of GRR for math problem solving and implement the use of DMR in classrooms</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>
Attend a staff meeting that demonstrates how to incorporate Gradual Release Responses in problem solving for math instruction.	Teachers will learn and implement the steps to gradual release strategies that apply to problem solving in math and use these procedures to help students successfully solve word problems twice monthly.	PLC lead teachers and classroom teachers	Collect monthly problems distributed for assessment to evaluate processes used	print out of GRR steps for problem solving copy of monthly problems grades 1-6	November 2024-May 2025	Not Started ▾
Teachers will use DMR to spiral math skills	Students will complete DMR to review and assess math skills currently and previously taught	PLC teams and teachers	Improvement on Unit tests and ilearn check points	daily problems to review	October to May	Not Started ▾
						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>	We are just beginning this strategy. Our guiding coalition and PLC teams are working on creating monthly problem solving and DMR examples for teachers and teams to follow and complete. The building administrators will collect the monthly problems and randomly collect DMR sheets from PLC team leaders.					
<b>How has student achievement been impacted? What is the evidence?</b>	There is evidence that supports the use of DMR and using problem solving skills. We will be using NWEA scores in math for grade 1-2 and Checkpoint results for grades 3 through 6.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	The problems will be reevaluated at the end of the school year for improvements to rigor and complexity.					



Link additional information here  
(if necessary)

**PROGRESS INDICATORS TEMPLATE**  
*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	monthly real world problems collected llearn check points unit exams	monthly real world problems collected llearn check points unit exams	monthly real world problems collected llearn check points unit exams	monthly real world problems collected llearn rel unit exams
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here				

(if necessary) □

<b>Goal</b>	By the end of the 2025 school year, Mary Beck will have 80% of third grade students passing IREAD 3, which will result in a 36% increase over one year.
<b>Sub-group focus</b>	3rd grade students identified as at risk during the administration of IREAD3 in 2nd grade the previous year and ELL students
<b>The strategies we are going to implement are</b>	small skilled based reading groups with reading coach and interventionists, gradual release teaching strategies as presented by Anita Archer, implement LETRS teaching techniques and strategies and after school reading clubs,
<b>To address the root cause</b>	lack of solid tier one instructional strategies and growth mindset to increase rigor and stamina for testing
<b>Which will help us meet this student outcome goal*</b>	these will help teachers improve instruction and student engagement and use data to reach goals set

### 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>
Gradual Release Model of Instruction	<a href="#">Keys to literacy/gradual release</a> What is direct, systematic and explicit instruction in Keys to Literacy by Jean Sedita	Administration and teachers	October 2024 through May 2025
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>	Administration and teachers	October 2024 through May 2025
LETRS	<a href="#">Lexia LETRS research</a>	Central Office/Administrators/Teachers	September 2024 through May 2026
Literacy Cadre from state	<a href="#">Research U Indy Literacy Cadre</a>	Building Administration/Building reading coach	August 2024 through August 2027
after school tutoring literacy clubs	<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>	teachers and administrators	November 2024 through may 2025


<b>Strategy #1</b>	<b>Utilize the reading coach to implement small skilled based reading groups and include gradual release teaching strategies as presented by Anita Archer</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>
Cycle meetings with reading coach to set data goals	Meet in plc teams to identify data points and groups students by missing skills to create small reading groups	reading coach and plc teams	CFA data, ilearn checkpoint data and unit tests, iread 3 scores	unit test results and checkpoint data	October through may	In Progr... ▾
Implement explicit instruction	reading coach and administrator review and help teachers implement explicit instructional strategies	reading coach and administrator	cfa data, checkpoints, unit tests, and iread 3	checklist to identify different strategies	october through may	In Progr... ▾
						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>		We began our cycle meetings and our reading coach met with the interventionists and identified students in need by Iread 3 scoring and mCLASS scoring from the previous year. We are now setting cycle goals to accomplish and we will run CFA's to see progress. The staff and coach have read chapter one in Explicit instruction and watched video one. The coach is modeling strategies taught to teachers. We will use a walkthrough checklist to see if strategies are being utilized.				
<b>How has student achievement been impacted? What is the evidence?</b>		We have not completed any official SFA or check points yet. We have done a grade level CFA to identify some skills.				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		We will continue to refine and add strategies as they are learned. We will look at scoring to monitor success.				

Link additional information here (if necessary) <input type="checkbox"/>	
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Strategy #2	We will implement LETRS teaching techniques and strategies for the SOR					
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
District began official training in September	Teachers attend live sessions and read and watch videos to learn techniques and strategies that improve SOR reading instruction.	administrators and district administration	final exam at end of year for teachers/Ilearn .mClass, and Iread scores.	book, live sessions, and videos.	September through May	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>	The district purchased licensing for 95% of the teaching staff in elementary and middle school. Professional development is ongoing and teachers are to begin implementing techniques and strategies as they learn them. Both the district and the building level administrators are progress monitoring					
<b>How has student achievement been impacted? What is the evidence?</b>	We do not know as of yet how our student achievement will be impacted. We hope to see stronger tier 1 instruction across the board. We hope to see growth on mCLASS monitoring and Ilearn touch points.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Instruction will continue into next year with comprehension, vocabulary and fluency instructions					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	We will implement after school reading tutoring groups or clubs to improve reading for identified students					
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 iRead tutoring clubs	third grade teachers and interventionists hold after school tutoring explicitly covering iRead 3 skills	Academic dean and administrator/teachers	CFA's and practice IRead 3 exams,pear deck exams	practice materials from Newsela and other sources and pear deck	November through May	Not Started ▾
						Choose ▾
						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?	We implemented this strategy last year and achieved significant growth in our students. We plan to start again this year in November. We focus on the three areas of the Iread 3 test. We plan to run at least two additional groups. We do a pre and post test to measure growth. The test is created on pear deck.					
How has student achievement been impacted? What is the evidence?	We have not started this tutoring yet. We are waiting for our first ilearn check point scoring . We plan to begin in November and have several teachers tutoring					
How will implementation be adjusted and/or supported moving into next year?	We will add to our resources and review and update as we continue to get new resources.					
Link additional information here (if necessary) <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)	llearn checkpoints CFA's Unit exams from District	llearn checkpoints CFA's Unit exams from District	llearn checkpoints CFA's Unit exams from District	llearn checkpoints CFA's Unit exams from District lread 3 exam and retest
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (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. 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. Online LETRS reports will be analyzed and provided to teachers. 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. 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> <input type="checkbox"/>	



<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 and 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 Explicit Instruction principles of instruction.
<b>Link additional information here (if necessary)</b> □	

