

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 | Pinewood Elementary School |
| School Number | 1785 |
| Street Address | 3420 E Bristol Street |
| City | Elkhart |
| Zip Code | 46514 |

SCHOOL and CONTACT INFORMATION

[Required for all schools]

| | |
|--------------|--------------------------|
| Principal | Tervonda Goins |
| Phone number | 574-262-5595 |
| Email | tgoins@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: | 2022-25 ▾ |
| This is an initial three year plan. | No ▾ |
| This is a review/update of a plan currently in use. | Yes ▾ |

| | |
|---|------|
| This school is identified as Comprehensive Support & Intervention (CSI) by the federal government. | No ▾ |
| This school is identified as Targeted Support & Intervention (TSI) by the federal government. | No ▾ |
| This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government. | No ▾ |
| This school is not identified as CSI, TSI, or ATSI. | 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 type="checkbox"/> Federal (ESSA) Data | <input 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 type="checkbox"/> Dyslexia Assessments | <input type="checkbox"/> Aptitude Assessment(s) | <input checked="" 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 checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT) | <input type="checkbox"/> Daily Schedule Configuration |
| <input type="checkbox"/> PSAT/SAT/ACT | <input checked="" type="checkbox"/> Subgroup Assessment Data | <input type="checkbox"/> Current High Ability Grant | *Including student subgroups |
| List or Link Other Data Sources Below | | | |
| Link: | | 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.

| | | | |
|---|--|--------------------------------|------|
| Previous Year Goal #1 | The % of students predicted to pass ILEARN will increase from the 2021-2022 school year from 21% to 50%. | Measurable Outcome Met? | No ▾ |
| If the goal was met, how will the school further improve or sustain this level of performance? | | | |
| If the goal was not met, should the school continue to work toward this goal? | No ▾ | | |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change? | No, this goal will be revised to target each grade level specifically in ELA and in Math. | | |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> | | | |

| | | | |
|---|---|--------------------------------|------|
| Previous Year Goal #2 | Improve the practices of educators' understanding and utilization of K-12 data analysis correlated to Tier I instruction through collaboration. This is a new goal based on updated district goals. | Measurable Outcome Met? | No ▾ |
| If the goal was met, how will the school further improve or sustain this level of performance? | | | |
| If the goal was not met, should the school continue to work toward this goal? | No ▾ | | |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change? | I plan to change this goal to align to the district's IREAD goal. | | |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> | | | |

| | | | |
|---|----------|--------------------------------|----------|
| Previous Year Goal #3 | | Measurable Outcome Met? | Choose ▾ |
| If the goal was met, how will the school further improve or sustain this level of performance? | | | |
| If the goal was not met, should the school continue to work toward this goal? | Choose ▾ | | |
| If the goal was not met, and you choose to continue to work toward this goal, what will you change? | | | |
| <i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i> | | | |

SIOT ANALYSIS

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

What is a SIOT Analysis?

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

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

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 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

| SIOT Analysis | |
|---------------|----------------------|
| Strengths | Areas of Improvement |
| | |
| Opportunities | Threats |
| | |

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

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

1.

Why?

2.

Why?

3.

Why?

4.

Why?

5.

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?

| Strategies | | |
|--|------------|-----------------------------|
| Problem | Root Cause | Strategy to Address Problem |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | |

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) |
|----------------------------------|---------------------|--------------|------------------------------------|
| Sample: <i>Alma Smith</i> | <i>Teacher</i> | SIP | <i>ELA, Wht, SpEd, Multiracial</i> |
| Tervonda Goins | Principal | Both ▾ | |
| Elizabeth Hawn | Assistant Principal | Both ▾ | |
| Mary Miller | Teacher | Both ▾ | |
| Kimberly Trowbridge | Teacher | Both ▾ | |
| Heather Cash | Teacher | Both ▾ | |
| Rodesha Wildrick | Teacher | Both ▾ | |
| Airra Jackson | Teacher | Both ▾ | |
| Cyle Weldy | Teacher | Both ▾ | |
| Jenni Higgins | Teacher | Both ▾ | |
| Carrie Shank | Teacher | Both ▾ | |
| Pauline Reinking | Teacher | Both ▾ | |

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

All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills and mindsets to meet the challenges of an ever-changing world.

School Vision

Everyone learning. Everyone achieving.

District Mission

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

School Mission

To inspire all students to be the best version of themselves through high expectations, a challenging curriculum, and a nurturing school climate.

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? | |
| | |
| Link additional information here (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)

[CNA](#)

PROPOSED INTERVENTIONS

[Optional for all schools]

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

Large empty rectangular area for entering proposed interventions.

Link additional information here
(if necessary)

Empty rectangular area for providing a link to 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-3 | Fundations | Yes ▾ | Tier 1 ▾ | Textbooks, readers, and materials are the core component of the reading, phonics, and phonemic awareness program in Kindergarten to 2nd grader | Yes ▾ | <input 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 type="checkbox"/> |
| Reading | 6 | Pearson myPerspectives Literacy | Yes ▾ | Tier 1 ▾ | Textbook, readers, intervention materials and assessments are core components of reading program | Yes ▾ | <input type="checkbox"/> |
| Mathematics | K-6 | HMH Math Expressions. | Yes ▾ | Tier 1 ▾ | Materials and resources align with the Indiana Academic Standards | Yes ▾ | <input type="checkbox"/> |
| Social Studies | K-6 | Pearson myWorld | Yes ▾ | Tier 1 ▾ | Materials and resources align with the Indiana | Yes ▾ | <input type="checkbox"/> |

| | | Social Studies | | | Academic Standards | | |
|---------|-----|---------------------------------------|-------|----------|---|-------|--|
| Science | K-6 | Inquiry Math with Ethos Science Kits. | Yes ▾ | Tier 1 ▾ | Science Kits provide hands-on experiences aligned with Indiana Academic Standards for | Yes ▾ | |
| Civics | 6 | Indiana Bar Association | Yes ▾ | Tier 1 ▾ | Materials and resources align with the Indiana Academic Standards | 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) | |
|--|--|
| <p>The public may review the curriculums at the Elkhart Community School's Educational Services Center, as well as on the Elkhart Community School's website. Paper copies of the curriculum may be obtained from the Educational Services Center.</p> <p style="text-align: center;"> Reading : Pearson Site Math: HMH Math Expressions Social Studies: Link to myWorld Science: Ethos Civics: Indiana Bar Foundation Elkhart Community Schools Curriculum </p> | |
| Link additional information here (if necessary) <input type="checkbox"/> | |

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

[Required for all schools]

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

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

FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY

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

**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"/> |
| 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"/> |
| Foundation Unit Assessments | K-3 | Form... ▾ | Foundations 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"/> |
| WIDA ACCESS Assessment | K-6 | Sum... ▾ | This screener evaluates EL skills to determine if students are an English Language Learner and assesses 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"/> |
| Math Expressions | K-6 | Form... ▾ | The Math Expressions Quick checks and End of Unit Assessments are used to assess student progress and mastery of essential standards. | Yes ▾ | <input type="checkbox"/> |
| NWEA Math | K-2 | Form... ▾ | This interim assessment allows teachers to evaluate students' levels and progress at three points throughout the course of the school year. | Yes ▾ | <input type="checkbox"/> |

| Best Practice/Requirements Self-Check | Yes/No | X |
|--|--------|--------------------------|
| A system is in place to use assessment data to make decisions about programs, practices, and instruction. | Yes ▾ | <input 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.

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 Pinewood students have 1:1 technology, meaning every ECS student has an iPad.

Learning in a 1:1 environment with iPads creates opportunities that would not be possible without technology. Seesaw and ScootPad serve as the learning platforms to deliver communication and provide instructional tools. 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 walls of Elkhart Community Schools. 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.

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

| If “not currently implementing career exploration activities” was indicated above, explain why. | |
|---|--|
| Link additional information here (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 checked="" type="checkbox"/> |
| A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention. | Yes ▾ | <input checked="" type="checkbox"/> |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians. | Yes ▾ | <input checked="" type="checkbox"/> |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention. | Yes ▾ | <input checked="" type="checkbox"/> |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained. | Yes ▾ | <input checked="" type="checkbox"/> |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. | Yes ▾ | <input checked="" type="checkbox"/> |
| All staff express the belief that all children can learn and consistently encourage students to succeed. | Yes ▾ | <input checked="" type="checkbox"/> |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive. | Yes ▾ | <input checked="" type="checkbox"/> |

Briefly answer the following:

| What practices are in place to maintain a safe environment? |
|--|
| <p>Emergency Preparedness Plan: This plan includes what to do in case of all emergencies and includes regular drills for emergencies such as fire, lockdowns, and natural disasters to ensure everyone knows how to respond.</p> <p>Bully Prevention Program: Pinewood actively trains and implements the OLWEUS Bully Prevention Program amongst staff and students. We also help parents understand the characteristics of a Bully. In addition we use SPRIGEO for reporting and investigating any allegations of bullying.</p> <p>Access Control: All entry points are controlled with clear visitor check-in procedures. We utilize the RAPTOR system to screen all visitors.</p> <p>Surveillance Systems: Camera and monitoring systems are set up within the school, the perimeter of the school, and on the playground to monitor the activities throughout the school day.</p> <p>Mental Health Support: Pinewood has a full-time social worker on staff that will help refer students to Oaklawn. We also have a representative that meets with us regularly from Oaklawn.</p> |

Clear Policies and Consequences: Pinewood uses PRIDE as a way to teach our students the proper way to behave in each location of the building. We use the districts policy as a guide to provide consequences for students when appropriate.

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 checked="" type="checkbox"/> | Free/Reduced Lunch | <input checked="" type="checkbox"/> | Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> |
| Black | <input checked="" type="checkbox"/> | Hispanic Ethnicity | <input checked="" type="checkbox"/> | White | <input checked="" type="checkbox"/> |

| Describe how racial, ethnic, language-minority, and socio-economic groups are identified. | |
|--|--|
| | These groups are identified through enrollment paperwork and the home language survey. |
| Describe strategies for increasing educational opportunities and performance for students in groups identified for the school. | |
| | Teachers are implementing instructional strategies that ensure that students are exposed to curriculum materials that represent all groups of students. Teachers have been trained in understanding and utilizing SIOP. Utilizing the MTSS process, action plans are put into place to support specific needs. Staff members are also aware of data that represent each group of students. |
| Link additional information here (if necessary) <input type="checkbox"/> | |

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)
[Required for all Schools]

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

All teaching staff has been trained in SIOP to ensure they understand and can provide the necessary strategies and knowledge to effectively support all students. Teachers may need cultural sensitivity training as well as training on behaviors of boys vs girls.

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

MyView is a curriculum that we are using to ensure all students' cultural differences are recognized and appreciated.

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.

| | | | | | |
|--|--|-----------------------|--------|-------------------------|--------|
| What may be contributing to the attendance trend? | Over the past three years we have seen a decrease in the percentage of chronic absenteeism from 28.14% (23-22), 18.34% (22-23), 14.09% (23-24). This decrease is due to the communication that we have with our parents, the relationships that we build with our students, and the monitoring system that we have in place. | | | | |
| What procedures and practices are being implemented to address chronic absenteeism? | “Absence of concern” will include all truanancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences. | | | | |
| If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? | Results are monitored through Powerschool and through weekly attendance reports. These reports are then submitted to the attendance officer. The principal, the assistant principal, and the attendance secretary will monitor attendance on a regular basis. | | | | |
| Number of students absent 10% or more of the school year: | 83 | | | | |
| Last Year: | 14.09% | Two Years Ago: | 18.34% | Three Years Ago: | 28.14% |

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Required for all schools]

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

Pinewood maximizes family engagement to improve academic achievement by using active communication through Seesaw. This is an app that allows frequent communication from school to home. In addition, parents have real-time access to Powerschool which allows them to view current grades, comments and concerns from the teacher. NWEA data is discussed and shared with parents during parent conferences. The Pinewood staff operates with an open door policy and welcomes parents to engage in their child's academic achievement. This is done through frequent communication including phone calls, emails, newsletters and sharing of essential standards with parents.

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

The Pinewood staff and administration uses Seesaw to share ideas, concerns, and suggestions. This gives parents a voice. They are able to communicate directly with admin and teachers. Parents are welcome to attend PTO meetings where an administrator is present. In addition, the principal (Tervonda Goins) has an open door policy.

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

The school offers PRIDE award certifications for sixth grade students who achieve a 98% attendance rate. Perfect attendance awards are also presented to K-5 students quarterly. If students miss multiple consecutive days, staff makes a home connection to see what assistance we can offer to get students back to class.

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

The Elkhart Community School District is engaged in SIOP implementation which will provide necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the fall of 2019 and will continue. In addition, the superintendent implemented Equity Training for principals beginning in the summer of 2020. Trauma-Informed Care Training also began in the fall of 2019 and implementation will continue. Staff participated in an online Canvas course to learn about addressing students in trauma which will also support students in cross cultural situations. All of these trainings and professional development will support teachers and staff bridging cultural differences through effective communication and researched based instructional strategies. The district is working with Olweus to create a safe and effective learning environment. Classroom teachers are required to have weekly class meetings that support the differences and conflicts amongst students.

Pinewood also embraces community partnerships which includes many volunteers throughout the community who come to work directly with students. All of these partnerships help to bridge cultural differences as all students are invited and encouraged to participate. A description of the partnerships can be found below.

- Pinewood's Multi-tier Systems of Support Team (MTSS) meets weekly to discuss at-risk students or students of concern. A Systems of Care Facilitator attends each meeting. She is a representative from Oaklawn, a community mental health agency resource.
- Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include Thor, Junior Achievement, Elkhart Education Foundation, ETHOS, and collaboration with various community leaders to bring volunteers into the classroom.

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. | |
| | |
| How does the school provide individual academic assessment results to parents/guardians? | |
| | |
| How does the school involve parents in the planning, review, and improvement of the schoolwide plan? | |
| | |
| Link additional information here (if necessary) <input type="checkbox"/> | |

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?

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

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education (CTE) opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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.

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.

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.

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 |
|--|-------------------------|------------------------|
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| Link additional information here (if necessary) <input type="checkbox"/> | | |

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).

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

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. 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

| GOAL (EXAMPLE) | | | |
|--|--|---|----------------------------------|
| Goal | <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> | | |
| Sub-Group focus | SpEd/ ELL | | |
| The Strategies we are going to implement are | Gradual release, Data driven practices, and writing workshops | | |
| To address the Root Cause | Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency. | | |
| Which will help us meet this student outcome Goal* | By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate. | | |
| How Will We Get There? | | | |
| <u>Evidence Based Strategies to Address Problems</u> | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline |
| <i>Gradual Release</i> | <i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & 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> |
| | | | |
| | | | |
| | | | |
| Link additional information here (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 ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | | | | | |
| How has student achievement been impacted? What is the evidence? | | | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | | | |

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

| GOAL #1 | | | |
|--|---|--|-------------------|
| Goal | By the Spring of 2025, the number of 3rd through 6th grade students demonstrating proficiency on the English Language Arts ILEARN assessment will increase from 26% to 31%. | | |
| Sub-group focus | 80% of all 4th-6th grade students will pass the IREAD assessment by the Spring of 2025. | | |
| The strategies we are going to implement are | <ul style="list-style-type: none"> ● Explicit Instruction focused on Tier 1 ● Understanding what our standards mean by unwrapping them ● Focus our time on either planning or data ● Monitoring Data/Data Analysis ● Wilson Phonics assessment for all 4-6 graders who have not passed IREAD ● Small targeted group instruction ● 5th grade pilot The Writing Revolution ● Provide Explicit Instruction | | |
| To address the root cause | We have to dive into the data to see what area of reading is lagging and address that and address that issue using SOR. We also have to have a systematic approach to content learning k-12. | | |
| Which will help us meet this student outcome goal* | To meet this outcome, we must analyze and own our data. We have to use our training to address the lagging skills that students have. We also have to explicitly teach our academic state's standards. | | |
| How Will We Get There? | | | |
| Evidence Based Strategies to Address Problems | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline |
| Explicit Instruction: Implementing the PLC process with a focus on Question 1. What do we want students to know and be able to do? | DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree. | Leadership Team All instructional Staff | Aug 2024-May 2027 |
| Data Driven Practices | DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree. | Leadership Team All instructional Staff | Aug 2024-May 2027 |

| | | | | |
|--|---|-----------------------------|-------------------|--|
| Wilson Assessment | Wilson Foundations: explicit phonics Instructions | Paras, Teachers, Librarian | Aug 2024-May 2027 | |
| LETRS Training | IDOE approved curriculum | Teachers and administration | Aug 2024-May 2027 | |
| Explicit Instruction | Anita L. Archer and Charles A. Hughes | Teachers and administration | Aug 2024-May 2027 | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

| Strategy #1 | | Understanding what we want students to know and how to teach it | | | | |
|--|---|--|-----------------------------------|-------------------------|----------------------------|---------------|
| 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 |
| Weekly Planning | Weekly planning meetings include identifying content and language objectives and how they will be assessed. | Administration/ Teachers | Pacing Document CFA | | Weekly Aug 24-May 27 | In Progress ▾ |
| Identify Instructional Strategies | Weekly planning meetings identify strategies that will be implemented to meet the content and language objectives | Administration/ Teachers | Pacing Document PLC Agendas | | Weekly Aug 24-May 27 | In Progress ▾ |
| | | | | | | Choose ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | Each grade level has planning time at least once per day. During this time, they plan instruction by focusing on answering what we want our learners to know and to be able to do. | | | | |
| How has student achievement been impacted? What is the evidence? | | This is a process we have just started and do not have data at this point to show student impact. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Tier 1 instruction will be adjusted based on the results of the assessments. | | | | |

| | |
|---|--|
| Link additional information here (if necessary) <input type="checkbox"/> | |
|---|--|

| Strategy #2 | Data Driven Practices | | | | | |
|---|--|--|-------------------|------------------|---------------|---------------|
| 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 |
| Data Meetings | Regular data meetings to monitor benchmark and CFA data. | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| Create CFA | Teams will create CFAs that align with weekly learning targets and Essential Standards | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| | | | | | | Choose ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | We have had conversations about data. We have looked at data and identified areas of praise and concern. Our next step is to decide what we do as a result of the data. The adult fidelity will be sharing instructional strategies as well as data results. | | | | |
| How has student achievement been impacted? What is the evidence? | | We will continue to monitor student achievement through the ILEARN checkpoints and other data points. | | | | |

| | |
|--|---|
| How will implementation be adjusted and/or supported moving into next year? | Implementation will be adjusted based on growth and proficiency data. |
| Link additional information here (if necessary) <input type="checkbox"/> | |

| Strategy #3 | | Wilson | | | | |
|--|---|---|-------------------|------------------|-------------------|---------------|
| 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 |
| Assess Students | Each students who did not pass IREAD will be assessed and placed in an intervention group | Teacher, paraprofessiona l, administration, librarian | Wilson Assessment | | Aug 2024-May 2027 | In Progress ▾ |
| Data Meetings | Regular data meetings to monitor benchmark and CFA data. | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| Explicit Instruction | Refer to the Anita Archer Book on Explicit Instruction | Administration/ Teachers | Weekly Checks | | Aug 24-May 27 | In Progress ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | | | | | |

| | |
|--|--|
| How has student achievement been impacted? What is the evidence? | |
| How will implementation be adjusted and/or supported moving into next year? | |
| Link additional information here (if necessary) <input type="checkbox"/> | |

| Strategy #4 | Pilot The Writing Revolution | | | | | |
|--|---|--|--------------------|-------------------------|-------------------|---------------|
| 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 |
| Read the book | Each students who did not pass IREAD will be assessed and placed in an intervention group | Teacher, paraprofessional, administration, librarian | Wilson Assessment | | Aug 2024-May 2027 | In Progress ▾ |
| Discuss Explicit Instruction | Refer to the Anita Archer Book on Explicit Instruction | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| | | | | | | |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | We have been implementing this model just this school year, 2024-2025. The goal is to use the model with fidelity and use our data to progress monitor how the strategy is working. We will make adjustments along the way. | | | | | |
| How has student achievement been impacted? What is the evidence? | Student achievement is still being evaluated using this model. | | | | | |

| | |
|--|--|
| How will implementation be adjusted and/or supported moving into next year? | Implementation will be adjusted based on the outcome of the data of mClasss and IREAD. |
| 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) | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints |
| Results | | | | |
| On Track to Meet Goals? | | | | |
| Strengths | | | | |

| | | | | |
|--|--|--|--|--|
| Areas for Growth | | | | |
| Next Steps | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

| GOAL #2 | | |
|---|---|--|
| | By the Spring of 2025, the number of 3rd through 6th grade students demonstrating proficiency on the Math ILEARN assessment will increase from 35% to 40%. | |
| Sub-group focus | | |
| The strategies we are going to implement are | <ul style="list-style-type: none"> ● Explicit Instruction focused on Tier 1 ● Data driven practices ● Understanding what our standards mean by unwrapping them ● Focus our time on planning with instructional strategies ● Focus on data analysis ● Schoolwide approach to mastering math facts ● Schoolwide approach to story problems using CUBES | |
| To address the root cause | <ul style="list-style-type: none"> ● Teach tier 1 with fidelity and monitor the learning of the learning target. ● Students will learn their math facts | |
| Which will help us meet this student outcome goal* | By encouraging data proven practices in Math, it will help us reach our ILEARN Math Goal of 40% proficiency rate. | |

| How Will We Get There? | | | | |
|--|--|--|-------------------|--|
| Evidence Based Strategies to Address Problems | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline | |
| Explicit Instruction: Implementing the PLC process with a focus on Question 1. What do we want students to know and be able to do? | DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree. | Leadership Team All instructional Staff | Aug 2024-May 2027 | |
| Data Driven Practices | DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree. | Leadership Team All instructional Staff | Aug 2024-May 2027 | |
| | | | | |
| | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

| Strategy #1 | Explicit Instruction | | | | | |
|--|----------------------|----------------------|-------------|------------------|----------|--------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |

| | | | | | | |
|---|---|--|-----------------------------------|--|----------------------------|---------------|
| Weekly Planning | Weekly planning meetings include identifying content and language objectives and how they will be assessed. | Administration/ Teachers | Pacing Document CFA | | Weekly Aug 24-May 27 | In Progress ▾ |
| Identify Instructional Strategies | Weekly planning meetings identify strategies that will be implemented to meet the content and language objectives | Administration/ Teachers | Pacing Document PLC Agendas | | Weekly Aug 24-May 27 | In Progress ▾ |
| | | | | | | Choose ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | We have had conversations about data. We have looked at data and identified areas of praise and concern. Our next step is to decide what we do as a result of the data. The adult fidelity will be sharing instructional strategies as well as data results. | | | | |
| How has student achievement been impacted? What is the evidence? | | We will continue to monitor student achievement through the ILEARN checkpoints and other data points. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Implementation will be adjusted based on growth and proficiency data. | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | | | |

| | | | | | | |
|--|------------------------------|-----------------|--------------------|------------------|-----------------|---------------|
| Strategy #2 | Data Driven Practices | | | | | |
| 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 | Measurement | Resources | Timeline | Status |

| | | Responsible | | Needed | | |
|---|--|---|-------------------|--------|---------------|---------------|
| Data Meetings | Regular data meetings to monitor benchmark and CFA data. | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| Create CFA | Teams will create CFAs that align with weekly learning targets and Essential Standards | Administration/ Teachers | biweekly CFA data | | Aug 24-May 27 | In Progress ▾ |
| | | | | | | Choose ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | While we have had regular data meetings, we have not focused on analyzing the data and creating a plan based on the results. The adult fidelity will be the work we do in our 3-6 meetings. | | | | |
| How has student achievement been impacted? What is the evidence? | | We will continue to monitor student achievement through the ILEARN checkpoints. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Implementation will be adjusted based on collaboration and checkpoint data. | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | | | |

| | |
|--|--|
| Strategy #3 | |
| 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 |
|---|----------------------|----------------------|-------------|------------------|----------|----------|
| | | | | | | Choose ▾ |
| | | | | | | 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? | | | | | | |
| How has student achievement been impacted? What is the evidence? | | | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | | | | | |
| 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) | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints | CFA ILEARN Checkpoints |
| Results | | | | |
| On Track to Meet Goals? | | | | |
| Strengths | | | | |
| Areas for Growth | | | | |
| Next Steps | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

| GOAL #3 | | | | |
|---|---|---|-----------------|--|
| Goal | By the Spring of 2025, the number of 3rd graders demonstrating proficiency on the IREAD-3 assessment will increase from 70% to 80%. | | | |
| Sub-group focus | 80% of 4-6 graders who have not passed IREAD will pass the IREAD 3 assessment during the 2024-2025 academic school year. | | | |
| The strategies we are going to implement are | <ul style="list-style-type: none"> • Foundations • Planning • Monitoring Data/Data Analysis • Wilson Phonics assessment • Explicit Instruction | | | |
| To address the root cause | We have to dive into the data to see what area of reading is lagging and address that issue using SOR. | | | |
| Which will help us meet this student outcome goal* | To meet this outcome, we must analyze and own our data. We have to use our training to address the lagging skills that students have. | | | |
| How Will We Get There? | | | | |
| Evidence Based Strategies to Address Problems | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline | |
| Fundations | Wilson Foundations: explicit phonics instruction | Teachers | Aug 24-May 27 | |
| Data Driven Practices | DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree. | Administration and Teachers | Aug 24-May 27 | |
| Student Centered Coaching | Indiana Literacy Cadre | Literacy Coach, administrator, teachers | Aug 24-May 27 | |

| | | | | |
|--|--------------------------|-----------------------------|--|--|
| LETTERS Training | IDOE approved Curriculum | Teachers and Administration | | |
| | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

| Strategy #1 | | Fundations | | | | |
|--|--|-----------------------------|----------------------|-------------------------|------------------|---------------|
| 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 |
| Fidelity of Implementation | Daily instruction that is explicit and focuses on targeted phonics concepts | Teacher | Pacing mClass | | Aug 24-May 27 | In Progress ▾ |
| Data meetings | Use weekly assessments and PM data to measure learning | Administration/ Teacher | mClass CFA data | | Aug 24-May 27 | In Progress ▾ |
| Explicit Instruction | Refer to the Anita Archer Book on Explicit Instruction. | Administration/ Teacher | Weekly CFA mClass | | Aug 24-May 27 | In Progress ▾ |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | The teachers have been using Fundations however we have not ever discussed the strategies as a team. | | | | | |
| How has student achievement been impacted? What is the evidence? | We will continue to monitor student achievement through mClass data. | | | | | |
| How will implementation be adjusted and/or supported moving into next year? | Implementation will be adjusted based on collaboration and MClass data. | | | | | |

Link additional information here
(if necessary)

| Strategy #2 | | Data Driven Practices | | | | |
|--|---|------------------------------|--------------------------------------|-------------------------|------------------|---------------|
| 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 |
| Data Meetings | Regular data meetings to monitor benchmark and CFA data. | Administration/ Teachers | biweekly K-2 meetings MClass data | | Aug 24-May 27 | Choose ▾ |
| Planning Meetings | K-2 Planning meetings to discuss data and instructional strategies. | Administration/ Teachers | biweekly K-2 meetings MClass data | | Aug 24-May 27 | Choose ▾ |

| | | | | | | |
|---|--|-----------------------------|--------------------------------------|--|------------------|----------|
| Data Analysis | Regular data meetings to find the cause of students that underperform. | Administration/ Teachers | biweekly K-2 meetings MClass data | | Aug 24-May 27 | 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 have been implementing data meetings for a number of years, however, we have not consistently discussed and adjusted instruction. Fidelity will be evident through biweekly K-2 meetings and Mclass data. | | | | | |
| How has student achievement been impacted? What is the evidence? | Student achievement has not increased consistently, due to the inconsistent implementation. This is evident through the mClass data. | | | | | |
| How will implementation be adjusted and/or supported moving into next year? | Implementation will be adjusted based on collaboration and mClass data. We will also communicate using mCLASS Home Links. | | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | | | |

| Strategy #3 | Student Centered Learning | | | | | |
|--|--|-----------------------------|--------------------------------------|-------------------------|------------------|---------------|
| 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 |
| Coteaching | Working together to plan, co-teach and monitor implementation through collaboration. | Literacy Coach | mClass CFA data | | Aug 24-May 27 | In Progress ▾ |
| Data Analysis | .Using our data protocol we will examine the root causes of skill deficit. | Administration/ Teachers | biweekly K-2 meetings MClass data | | Aug 24-May 27 | In Progress ▾ |
| | | | | | | Choose ▾ |

| | |
|---|--|
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | We have been implementing this model just this school year, 2024-2025. The goal is to use this model with fidelity and use our data to progress monitor how the strategy is working. We will make adjustments along the way. |
| How has student achievement been impacted? What is the evidence? | Student achievement is still being evaluated using this model. |
| How will implementation be adjusted and/or supported moving into next year? | Implementation will be adjusted based on the outcome of the data of mClass and IREAD. |
| 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) | Foundations Assessments mClass IREAD Practice Assessment | Foundations Assessments mClass IREAD Practice Assessment | Foundations Assessments mClass IREAD Practice Assessment | Foundations Assessments mClass IREAD Practice Assessment |
| Results | | | | |
| On Track to Meet Goals? | | | | |
| Strengths | | | | |
| Areas for Growth | | | | |
| Next Steps | | | | |
| Link additional information here (if necessary) <input type="checkbox"/> | | | | |

PROFESSIONAL DEVELOPMENT PLAN
[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.

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

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

| | |
|--|---|
| Professional Development Goal(s) | Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments. |
| Is professional development linked to SIP goals? | Yes ▾ |
| Possible Funding Sources | Formative Assessment Grant |
| Plan for coaching and support during the learning process | Kdg - Grade 2 teachers are provided with training, printed resources and video resources as well as periodic reviews of reports and data guided by building leaders |
| Evidence of Impact | The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by 5%. |
| How will effectiveness be sustained over time? | New teachers entering the school district will receive self-paced training as well as an assigned mentor who is proficient in using Amplify mCLASS to assure their proficiency in using Amplify mCLASS with their students. |
| Link additional information here (if necessary) □ | mCLASS At Risk Guidelines mCLASS Participant Notebook |

| | |
|---|--|
| Professional Development Goal(s) | By May 2027, develop and implement a district-wide, vertically aligned K-12 mathematics curriculum that promotes consistent instructional practices and ensures mastery of essential standards at each grade level. |
| Is professional development linked to SIP goals? | Yes ▾ |
| Possible Funding Sources | |
| Plan for coaching and support during the learning process | <p>Year One: 2024-2025</p> <ul style="list-style-type: none"> ● Establish a calendar of work days, secure subs ● Establish SMART goals and timelines with the committee (Inquiry, Fluency, DMR) ● Elicit ideas for assessing actions ● Communicate the plan to the district and building leadership ● Hold ten-minute meetings for all buildings to communicate the plan; gather questions ● Finalize the K-6 math proficiency scales ● Design four inquiry lessons/activities per grade level to be implemented annually ● Collect data and feedback; review and revise ● Provide parents with our guarantees and units of study that are aligned with the ILEARN assessment checkpoints |
| Evidence of Impact | Benchmark assessments Interventions will be planned and growth observed through the use of Panorama. ILEARN checkpoint growth |
| How will effectiveness be sustained over time? | Regular collaboration and monitoring of instruction and student outcome data. |
| Link additional information here (if necessary) <input type="checkbox"/> | |