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 recommended for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

- **ESSA** - Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law.
- **TSI** - Targeted Support and Improvement – federal government school designation under ESSA.
- **ATSI** - Additional Targeted Support and Improvement – federal government school designation under ESSA.
- **CSI** - Comprehensive Support and Improvement – federal government designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

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 submit a CNA adhering to the IDOE's CNA template guidelines, Section A?** Schools classified as CSI, ATSI, or TSI must attach evidence of their CNA to the template. For this reason, CSI, ATSI, and TSI schools complete **Section A**.

- **Which schools are required to submit a SIP adhering to the IDOE's SIP template guidelines, Section B?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template or previously approved template.

SCHOOL INFORMATION

School Name	George Washington Elementary School
School Number	3961
Street Address	2400 Cardinal Drive
City	East Chicago
Zip Code	46312

SCHOOL CONTACT INFORMATION

Principal	Andrea D. Hogan
Phone number	219-391-4077
Email	ahogan@ecps.org

Superintendent	Dr. Stephen Bournés
Phone number	219-391-4100
Email	sbournes@ecps.org

Grant contact	Luz Perez
Phone number	219-391-4100
Email	luzperez@ecps.org

Other contact	Christina Gutierrez
Position	Curriculum Director
Phone number	219-391-4100
Email	cgutierrez@ecps.org

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2025-28
This is an initial three year plan.	Yes
This is a review/update of a plan currently in use.	Yes

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

(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
☐ Statewide Assessments	☐ Statewide Assessment Data	☐ English Language Learner (ELL) Assessment(s)	☐ Attendance*
☐ Federal (ESSA) Data	☐ Federal (ESSA) Data	☐ Individual Education Plans (IEPs)	☐ School Discipline Reports*
☐ District Assessments	☐ IAM Assessment	☐ Individual Learning Plans (ILPs)	☐ Bus Discipline Reports*
☐ Dyslexia Assessments	☐ Aptitude Assessment(s)	☐ Staff Training	☐ Surveys (parent, student, staff) *
☐ Common Formative Assessments	☐ Special Education Compliance Rpt	☐ Aptitude Assessment (e.g. CogAT)	☐ Daily Schedule Configuration
☐ PSAT/SAT/ACT	☐ Subgroup Assessment Data	☐ 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		**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?			
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

Previous Year Goal #2		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?			
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

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?			
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

SIOT ANALYSIS

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

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

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

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2023-2024 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2023-2024 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
    a. Are our current goals still areas where improvement is needed immediately?
    b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	**Areas of Improvement**
Opportunities	**Threats**

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)		

SECTION B

SCHOOL IMPROVEMENT PLANNING

[Required for all schools]

PLANNING COMMITTEE

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	SIP	*ELA, Wht, SpEd, Multiracial*
Andrea D. Hogan	Principal	SIP	
Jessica Kammer	Assistant Principal	SIP	
Stacy Holden	Teacher	SIP	
Desiree Uribe	Teacher	SIP	
Ruthie Bircher	Science of Reading Coach	SIP	
Stanethia Miller	SPED Teacher/Parent	SIP	
Martha Purcell	EL Specialist	SIP	
Lisa Gary-Jones	Social Worker	SIP	
Robin Cooper	Dean	SIP	
Ava Robinson	ELA Instructional Coach	SIP	

Eva C. Porras	Math Instructional Coach	SIP	
		Choose	
		Choose	
		Choose	
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		Choose	
		Choose	
		Choose	
		Choose	
		Choose	
		Choose	
		Choose	
		Choose	
		Choose	
Link additional information here (if necessary)			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	1-6	*ABC Reading is Fun*	Yes	Choose	*Textbooks and readers are core components of a reading program.*	Yes	☐
ELA	K-6	Curriculum Maps	Yes	Tier 1	Maps facilitate pacing, standards based instruction, and ensure the delivery of a guaranteed and viable curriculum.	Yes	
MATH	K-6	Curriculum Maps	Yes	Tier 1	Maps facilitate pacing, standards based instruction, and ensure the delivery of a guaranteed and viable curriculum.	Yes	
ELA	K-5	Savvas My View Literacy	Yes	Tier 1	Textbook and readers are core component of reading program.	Yes	☐
ELA	6	Savvas My Perspective	Yes	Tier 1	Textbook and readers are core component of reading program.	Yes	
ELA	K-3	UFLI	Yes	Tier 1	An explicit and systematic program that teaches students the foundational skills necessary for proficient reading.	Yes	
ELA	K-6	Savvas Success Maker	Yes	Tier 2	Savvas SuccessMaker is a personalized learning program for students in grades K-8 that helps	Yes	☐

					with reading.		
ELA	K-3	95% Group	Yes	Tier 2	95% Group is a K–3 reading curriculum that uses a multi-sensory approach to teach students phonemic awareness, phonics and decoding skills.	Yes	☐
ELA	3-6	Readable English	Yes	Tier 3	Readable English is a literacy program that uses adaptive technology and systematic phonics to help students improve their reading fluency and comprehension.	Yes	☐
ELA	K-3	Reading Horizons Discovery	Yes	Tier 3	Reading Horizons Discovery is a K–3 reading curriculum that uses a multi-sensory approach to teach students phonics and decoding skills.	Yes	☐
ELA	4-6	Reading Horizons Elevate	Yes	Tier 3	Reading Horizons Elevate is a reading program that helps students in grades 4–12 learn English language structure and patterns. The program is designed to help students with dyslexia, struggling readers, and English learners (ELs).	Yes	
ELA	K-3	Heggerty	Yes	Tier 1	A daily lesson program that focuses on phonemic and phonological awareness skills.	Yes	
ELA	K-3	UFLI	Yes	Tier 2	An explicit and systematic program that teaches students the foundational skills necessary for proficient reading.	Yes	
ELA	K-6	Language Power	Yes	Tier 2	Language Power is a curriculum that helps students develop academic language skills and improve their English language proficiency.	Yes	
ELA	K-6	Imagine Learning	Yes	Tier 2	Imagine Learning's curriculum is a digital-first, standards-aligned program that helps students in grades K–12 master grade-level content in core subjects like ELA, math, science, and social studies. The curriculum is designed to build essential skills that will help students throughout their lives.	Yes	

Math	K-6	Reveal Math	Yes	Tier 1	Reveal Math is a math curriculum from McGraw Hill that aims to help students develop mathematical thinking skills and become confident problem solvers.	Yes	
Math	K-2	ALEKS Adventures	Yes	Tier 2	Reveal Math is a program within ALEKS, a web-based learning system that uses adaptive questioning to help students learn math.	Yes	
Math	3-6	ALEKS	Yes	Tier 2	Reveal Math is a program within ALEKS, a web-based learning system that uses adaptive questioning to help students learn math.	Yes	
Math	K-6	ST Math	Yes	Tier 3	ST Math is a game-based visual instructional program that uses a neuroscience approach to build deep, conceptual understanding of math through puzzles and spatial-temporal reasoning	Yes	
Link additional information here (if necessary)							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
Main Office, District Website, and Title 1 Binder	
Link additional information here (if necessary) ☐	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

FOR TITLE I SCHOOLS WITH SCHOOL WIDE PROGRAMS ONLY

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
• **All students participate in a 90 minute reading block as well as a 30 minute reading WIN Time for intervention groups. Students are grouped according to mastery, partial and non mastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed based on district common formative assessments. Tier 2 intervention will be instructed based upon Acadience data and diagnostic assessments: PASI and UFLI placement (grades K-3).** • **All students participate in a 60 minute math block as well as a 30 minute math WIN Time for intervention groups. Students are grouped according to mastery, partial and non mastery. Students then are grouped and instructed at their academic level. Tier 2 intervention will be instructed based on district common formative assessments.** • **Multiple curriculum resources are available to help facilitate remediation and enrichment.**

Link additional information here (if necessary)	

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-2	Benc…	The resulting data is used for the analysis of each student's academic growth and achievement.	Yes	☐
Acadience	K-3	Benc…	data is used to help teachers identify and address early reading difficulties, and to provide actionable data for instructional decisions	Yes	☐
Mindplay	K-6	other	An assessment used to screen students for dyslexia	Yes	☐
Phonological Awareness Screener for Intervention (PASI)	K-3	Diagn…	The 95 Phonological Awareness Screener (95 PASI) is a diagnostic tool that helps identify students' phonological awareness skills and guide instruction. The 95 PASI results can help determine a student's readiness level and place them in a Tier 2 or Tier 3 group for targeted intervention.	Yes	☐
UFLI Placement	K-3	Diagn…	The UFLI Placement is a 10-minute diagnostic assessment that identifies a student's phonics and decoding skills. The UP results can help teachers: • Identify skill deficits: The UP can help identify skill mastery in phonics and multisyllable words. • Group students: The UP can help group students with similar needs. • Determine intervention: The UP can help determine where to begin instruction and which intervention to use. • Monitor progress: The UP can help evaluate student progress throughout the year. • Personalize instruction: The UP can help personalize instruction and close skill gaps.	Yes	☐
District Formative Assessments	K-6	Form…	District formative assessments provide the data needed to facilitate remediation, enrichment, and continuous instructional improvement.	Yes	☐

ILEARN Checkpoints	3-6	Form…	The ILEARN Checkpoints are state assessments	Yes	☐
ILEARN Summative	3-6	Sum…	The ILEARN Summative is a state assessment	Yes	☐
IREAD	2-6	Sum…	The IREAD is a state assessment	Yes	☐

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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	☐
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	☐
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	☐

FOR TITLE I SCHOOLS WITH SCHOOL WIDE 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.

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

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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	☐
A plan is in place to provide in-service training in the use of technology.	Yes	☐
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes	☐
There are established procedures for maintaining technology equipment.	Yes	☐
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	☐

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	**Yes/No**		**Yes/No**
Currently implementing career awareness activities?	Yes	Career day/fair or community day	Yes
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		Choose	
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.	
Link additional information here (if necessary)	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	Choose
Career-focused classroom lessons	Yes	Job-site tours	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
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)	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

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)	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?	
Link additional information here (if necessary)	

CORE ELEMENT 7: CULTURAL COMPETENCY

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

Group	X	Group	X	Group	X
American Indian/Alaskan Native	☐	English Language Learner	☑	Multiracial	☑
Asian	☐	Free/Reduced Lunch	☑	Native Hawaiian or Other Pacific Islander	☐
Black	☑	Hispanic Ethnicity	☑	White	☑

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Families are self identified through the registration process. Identified parents complete a home language survey.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

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

Link additional information here (if necessary)	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Link additional information here (if necessary)	

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

What may be contributing to the attendance trend?	● The number of students identified as chronically absent over the last three years has decreased slightly. Washington elementary makes a concentrated effort each school year to communicate to students and their families the importance of maintaining their individual attendance. The district attendance policy is aligned with the Indiana state attendance laws. The school follows with fidelity the district initiatives and procedures towards attendance detailed below.
What procedures and practices are being implemented to address chronic absenteeism?	● A new student management system (i.e. Skyward) began to be utilized during 2019-2020 school year and is being leveraged to communicate to students and families the importance of school attendance. ● There is a district wide attendance program that is implemented in all schools. The program has steps in place to reduce the number of student absences including letters sent home via certified mail, parent meetings, truancy officers, home visits, attendance contracts and a city wide ordinance that can lead to legal proceedings if students are not in school. The 2025-2026 SY will be the program's 6th year of implementation. ● The families of chronically absent students are given a community resources document with community partners such as Geminus for additional support. ● The school is beginning the process of proactively tracking "improving attendees." The school and district uses Panorama. Panorama is a data platform that calculates on track and at risk indicators for each student automatically so the school can support students with relevant and timely information about their attendance. During the 2025- 2026 school year Washington Elementary will use Panorama to quickly monitor school level attendance trends and early warning indicators for daily attendance for each student and the entire school. ● During the 2025-2026 School Year Washington Elementary School has a call off attendance hotline (219) 354-9667, The attendance hotline private phone number gives provides parents or guardians the opportunity to call of their student from school as a scripted voice mail directly to the school administration attendance lead. ● During the 2025-2026 school year, weekly classroom attendance percentage will be posted in the cafeteria every Monday. An announcement will be made every Monday morning to recognize the class with the best attendance for the previous week. The classroom will also be named in the weekly teacher SMORE newsletter. The class with the best weekly attendance will display the traveling trophy in their classroom. Students with weekly perfect attendance will receive a raffle ticket for a chance to win a prize. Students with perfect

	attendance for the entire school year will be recognized during end of year ceremonies. ● See the below attached Attendance Incentive Program for the 2025-2026 school year.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	The results are monitored by truancy officers, the building administrative team and the district's MTSS team.				
Number of students absent 10% or more of the school year:					
Last Year:	86 (2024-2025)	**Two Years Ago:**	98 (2023-2024)	**Three Years Ago:**	126 (2024-2023)

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)	Attendance Incentive Program 25/26

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
● **Progress reports are sent mid-quarter to inform parents of student progress. Phone calls, emails, Class Dojo/Remind Apps, Parent/Student/Teacher Conferences, school marquee, and Skylert calls are used regularly to keep parents informed. Parents also have 24-hour access to the online grade system.** ● **Parents are provided with support from the Instructional Coach, EL Specialist/Coach, regularly scheduled informational meetings and information sessions to address topics requested and needed by parents.**

- **Parents are invited to participate in Fall Open House, Parent/Teacher Conferences, Coffee with the Principal, Awards Day, Data in a Day, Student of the Month, American Education Week "Lunch with Someone Special", Reading Buddy Program, Literacy Night, Loteria Night, Fall Into Your Future Night (Career Pathways), Title I Open House and other mandates related to Title 1.**

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

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

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

- **Besides the supports mentioned above a parent compact exists to communicate, among other things, the importance of consistent and regular attendance.**
- **Parents receive the Attendance Matters Fact Sheet formulated by the school's social worker.**
- **Parents of the Superhero Student of the Week receive a certificate as a leader/motivator.**
- **Monthly newsletters inform parents of all building events, SEL Competency and Character Ed. Trait Focus.**
- **Weekly grade level newsletters are sent home to parents about upcoming events.**
- **Informational Attendance posts on Class Dojo**

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

- **Professional development has been provided to enhance the staff's ability to connect with families and increase meaningful and impactful parent involvement. Additionally, discussions routinely take place during PLCs on how to support students who live in poverty and how to provide students with culturally relevant resources and instruction.**
- **Tips are shared with parents on how to help their child at home.**

• **Monthly newsletter and calendar is sent home and placed on the school webpage.**	
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.
• Parents are invited to participate in Fall Open House, Parent/Teacher Conferences, Coffee with the Principal, Awards Day, Data in a Day, Student of the Month, American Education Week "Lunch with Someone Special", Reading Buddy Program, Literacy Night, Loteria Night, Fall Into Your Future Night (Career Pathways), Title I Open House and other mandates related to Title 1. • The Community Engagement Liaison (CEL) and/or the BFOC have been assigned from the district to hold monthly Parent and Community Meetings (Parent Group), organize outreach programs for parents, encourage parents to attend various parent leadership academies and general community outreach. The CEL reaches outside the school to form alliances with community-based agencies, businesses, and alumni to connect families in need of assistance with appropriate support services. • Town Hall Meetings led by the superintendent and district surveys • A Family Resource Room is available for parents to come together and receive information from the community on resources (home, college, workforce, tutoring, etc).
How does the school provide individual academic assessment results to parents/guardians?
• Progress reports are sent mid-quarter to inform parents of student progress. Phone calls, emails, Parent/Student/Teacher Conferences, and Skylert calls are used regularly to keep parents informed. Parents also have 24-hour access to the online grade system. • IREAD and ILEARN results are distributed to parents • Parents are provided with support from the Instructional Coach, EL Specialist/Coach, regularly scheduled informational meetings and information sessions to address topics requested and needed by parents
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
• Parents are included in the process for completing the school improvement plan each year. • Parents were invited to participate in the strategic planning process. • The CEL heads and coordinates efforts to involve parents in all applicable committees. • Parents are included in an annual review of the Home/School Compact & Parent Involvement Policy.

Link additional information here (if necessary)	

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.
• **Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.**
Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
• **Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.**

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.
• In School City of East Chicago, the Pre-K program is housed at Carrie Gosch Early Learning Center. The staff at Carrie Gosch (Administrators, Teachers, and Staff) communicate on a regular basis about curriculum, instructional strategies, data, and student needs. Time is set aside for teachers who teach Pre-K to collaborate with teachers who teach Kindergarten. This is done periodically throughout the year. • This past year, Pre-K children and their parents were invited to visit Kindergarten classrooms in every elementary building. Pre-K parents were given the opportunity to register their children for Kindergarten at an earlier time prior to Open Registration. Information regarding transportation, immunizations, etc., was shared. • Pre-K students work with many of the same programs as Kindergarten students. They take Beginning of the Year, Middle of the Year, and End of the Year assessments in ISPROUT to determine their level for instructional purposes. The data gathered is shared with the new Kindergarten teachers so that they have access to their students' abilities and readiness.
Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.
• The district supports Washington Elementary, by providing specific strategies to address the needs of the school and in providing technical support as vacancies occur. In addition, the ECPS Teacher Mentor Program assists novice teachers in learning about the district and school by attending an orientation program at the beginning of the year. There are meetings twice a month for new teachers and teachers in need of additional support.

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
Andrea D. Hogan	Professional Educator License	School
Jessica Kammer	Professional Educator License	School
Robin Cooper	Professional Educator License	School
Kimberly Hiller	Professional Educator License	Kindergarten
Theresa Lampkins	Professional Educator License	Kindergarten
Jayla Johnson	Emergency Permit	Kindergarten
Jill Hanyzewski	Professional Educator License	1
Sherrie Woods-Gooch	Emergency Permit	1
Desiree Uribe	Professional Educator License	1
Carolyn Bandura	Professional Educator License	2
Jeffrey Swike	Professional Educator License	2
Megan Casillas	Professional Educator License	2
Laura DeMass	Professional Educator License	3
Vanessa Vasquez	Professional Educator License	3
Katreliah Johnson	Professional Educator License	3
Jacquelynne Hill	Emergency Permit	3
Brian Demantes	Professional Educator License	4

Kimberly Lewis	Professional Educator License	4
Shannon Carter	Emergency Permit	4
Channing Clark	Transition to Teaching Permit	5
Jozlynne Williams	Emergency Permit	5
Stacy Holden	Emergency Permit	6
Damia Anderson	Emergency Permit	6
Amelia Lias	Emergency Permit	6
Jenasae Bishop	Professional Educator License	K-2 SPED
Stanethia Miller	Professional Educator License	3-4 SPED
Daijah Robinson	Alternative SPED License	5-6 SPED
David Lubarski	Professional Educator License	Art
LaShonta Thompson	Emergency Permit	Music
Sylvia Luna	Emergency Permit	Physical Education
Martha Purcell	Professional Educator License	EL Specialist
Ruthie Bircher	Professional Educator License	Science of Reading Coach
Ava Robinson	Professional Educator License	ELA Instructional Coach
Eva C. Porras	Professional Educator License	Math Instructional Coach
Lisa Gary-Jones	Professional Educator License	Social Worker
Cassandra Carey	N/A	Paraprofessional
Samantha Garcia	N/A	Paraprofessional
Darius Robinson	N/A	Paraprofessional
Daisy Gualajara	N/A	Paraprofessional

Vanenna Guy	N/A	Paraprofessional
Latina Tarver	N/A	Paraprofessional
Tina Phillips	N/A	Paraprofessional
Lindell Mitchell	N/A	Paraprofessional
Kaitlyn Watkins-Richmond	N/A	Paraprofessional
Diann Sims	N/A	Paraprofessional
Jose Jimenez-Alvarez	N/A	Paraprofessional
Melissa Hare	N/A	Paraprofessional
Raven Merkerson	N/A	Librarian Aide
Link additional information here (if necessary)		

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. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

GOAL TEMPLATE

GOAL (EXAMPLE)	
Goal	***Example:*** ***By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.***
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?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Gradual Release	*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.*	*Administration and teachers*	*September 2024 - May 2025*
Link additional information here (if necessary)			

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	5.24.2025	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	5.24.2025	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	5.24.2025	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)						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1			
Goal	**The Washington Elementary staff will collaborate throughout the 2025-2026 school year to implement curriculum maps and increase the staff's capacity to ensure a guaranteed and viable curriculum in order to improve student outcomes as indicated by a…** *5 % increase in students achieving proficiency in ELA* *5 % increase in students achieving proficiency in Math*		
Sub-group focus			
The strategies we are going to implement are			
To address the root cause			
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Curriculum Maps	Carlson, D., Borman, G., and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement, Educational Evaluation and Policy Analysis, 33(3), pp. 378-398.	Curriculum Teams, District Leadership, Building Leadership, Academic Coaches, Teachers	June 2025- June 2026

Link additional information here (if necessary)			

Strategy #1	**Curriculum Maps**					
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**
Action Step 1	Complete the ELA and Math Curriculum maps	Curriculum Teams	Both ELA and Math maps are complete	Curriculum, State Standards	June 2025- August 2025	Completed
Action Step 2	Engage teacher leaders in refining the curriculum maps	District Leadership	Curriculum teams have an opportunity to make final	Curriculum, State Standards	August 2025	In Progress
Action Step 3	Introduce all teachers to the maps and engage them in understanding the key curriculum elements	Building Leadership, Curriculum Teams	Teachers will be able to implement the maps with fidelity	Complete Curriculum Map, Teacher Editions, Lesson Plans	August 2025	Completed
Action Step 4	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	Building Leadership, Academic Coaches, Teachers	PLC forms are being utilized and reviewed	PLC forms, Curriculum Maps, Assessment Data, Additional Resources	Sept. 2025- May 2026	In Progress
Action Step 5	Establish data cycles to ensure a guaranteed and viable curriculum including specific focus on utilizing formative assessments to drive differentiated instruction	Building Leadership, Academic Coaches, Teachers	Data is being utilized to inform mastery of the priority standards and to plan WIN	Curriculum Maps, Testing Schedules, DFAs	Sept. 2025- May 2026	In Progress

			time			
Action Step 6	Establish the use of student data binders	District Leadership, Building Leadership, Academic Coaches	Data binders will be utilized in order for students to be able to track their academic growth	Testing, Schedule, DFAs, Assessment Data	Sept. 2025-May 2026	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)	

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	Acadience (K-2) NWEA Map Growth (K-2) UFLI Placement (K-3) ILEARN Checkpoints (3-6) Successmaker Progress Monitoring (K-6) ALEKS Knowledge Checks (K-6)	NWEA Map Growth (K-2) UFLI Placement (K-3) ILEARN Checkpoints (3-6) Successmaker Progress Monitoring (K-6) ALEKS Knowledge Checks (K-6)	Acadience (K-2) UFLI Placement (K-3) IREAD (2-3) ILEARN Checkpoints (3-6) Successmaker Progress Monitoring (K-6) ALEKS Knowledge Checks (K-6)	Acadience (K-2) NWEA Map Growth (K-2) UFLI Placement (K-3) IREAD (2-3) ILEARN Summative (3-6) Successmaker Progress Monitoring (K-6) ALEKS Knowledge Checks (K-6)
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				

Next Steps				
Link additional information here (if necessary)				

GOAL #2			
Goal	Throughout the 2025-2026 school year Washington Elementary will take strategic steps to increase the levels of interdisciplinary learning, critical thinking, student engagement, and high academic expectations as indicated by a… *5% increase in students achieving proficiency in ELA *5% increase in students achieving proficiency in Math		
Sub-group focus			
The strategies we are going to implement are	We are participating in the ILEARN Checkpoints for all students in grades 3-6 during the 2025/2026 school year. Students will participate in daily WIN (What I Need) time during tier 2 Intervention time. Selected students will participate in after-school tutoring sessions. Teachers participate in weekly grade-level PLC meetings.		
To address the root cause			
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Core Instruction	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact o	Building Leadership, Instructional Coaches,	August 2025-May 2026

	n Student Achievement. American Educational Research Journal, 37(2), pp.479-507. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modeling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003		
Link additional information here (if necessary)			

Strategy #1	**Core 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**
Action Step 1	Q1-4: Engage staff in developing instructional practices specific to literacy development and math reasoning.	Building Leadership, Instructional Coaches	ELA & math CFU/formative assessment data indicates students are reaching proficiency on the prioritized standards.	Curriculum, Teacher Editions, Curriculum Maps, Lesson Plans	August 2025-May 2026	In Progress
Action Step 2	Q1: Establish classroom management routines to facilitate a high quality and shared learning experience for all students	Building Leadership, Instructional Coaches	Classroom management routines are communicated	P.R.E.P. slides, SEL activities, Washington Core Values,	August 2025-May 2026	In Progress

			to teachers and established within classroom learning environments	Professional Development from SPED Dept., Harry Wong's The Classroom Management Book & The First Days of School		
Action Step 3	Q2: Identify, prioritize, and deliver instructional routines with a Hattie effect size of .4 or higher	Building Leadership, Instructional Coaches	Classroom observations reveal increased use of instructional strategies that are a Hattie effect size of .4 or higher		August 2025-May 2026	In Progress
Action Step 4	Q3: Establish interactional routines to create an engaging learning environment conducive to developing students' social skills	Building Leadership, Instructional Coaches	Classroom observations reveal increased use of strategies that move the learning environment to one that promotes peer interaction & learning	Curriculum, Teacher Editions, P.R.E.P. slides, SEL activities, Washington Core Values, Professional Development from SPED Dept., Harry Wong's The Classroom Management Book & The First Days of School	August 2025-May 2026	In Progress
Action Step 5	Q4: Embed the use of visible thinking routines into classroom practices in order to increase students' critical thinking.	Building Leadership, Instructional Coaches	Classroom observation data demonstrates fidelity of implementation of specific and targeted visible thinking	Curriculum, Teacher Editions, SEL activities, Washington Core Values	August 2025-May 2026	In Progress

			routines			

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)	

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	**Acadience (K-2)** **NWEA Map Growth (K-2)** **UFLI Placement (K-3)** **ILEARN Checkpoints (3-6)** **Successmaker Progress Monitoring (K-6)** **ALEKS Knowledge Checks (K-6)**	**NWEA Map Growth (K-2)** **UFLI Placement (K-3)** **ILEARN Checkpoints (3-6)** **Successmaker Progress Monitoring (K-6** **ALEKS Knowledge Checks (K-6)**	**Acadience (K-2)** **UFLI Placement (K-3)** **IREAD (2-3)** **ILEARN Checkpoints (3-6)** **Successmaker Progress Monitoring (K-6** **ALEKS Knowledge Checks (K-6)**	**Acadience (K-2)** **NWEA Map Growth (K-2)** **UFLI Placement (K-3)** **IREAD (2-3)** **ILEARN Summative (3-6)** **Successmaker Progress Monitoring (K-6** **ALEKS Knowledge Checks (K-6)**

Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary)				

GOAL #3	
Goal	Throughout the 2025-2026 school year, Washington Elementary will implement a series of interrelated social-emotional supports to increase students' social, emotional, and academic growth as indicated by… *a decrease of 18 suspensions*a 12.4% increase in model attendees *an improvement in staff culture data
Sub-group focus	

The strategies we are going to implement are	
To address the root cause	
Which will help us meet this student outcome goal*	

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
SEL	Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.	District Leadership, Building Leadership and School Staff, SEL Leadership Team	August 2025 to May 2026
Link additional information here (if necessary)			

Strategy #1	**SEL**					
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**

Action Step 1	Adopt and implement a district wide SEL program	District Leadership	An evidence-based SEL program is collaboratively chosen	SEL curriculum created by Social Workers (pulled from IDOE); P.R.E.P. slides	August 2025- May 2026	In Progress
Action Step 2	Provide all staff training on Equity in Education and establish an SEL/ Character Plus Leadership Team	School Leadership and School Staff	Pre/Post Self-Efficacy survey	Character First Traits List, SEL curriculum created by Social Workers), SEL Calendar (compiled from IDOE)	August 2025- May 2026	In Progress
Action Step 3	Provide teachers training and support in utilizing the District SEL program.	District Leadership, Building Leadership	Teachers understand the components of the SEL program and how it fits into a system of holistic student supports	Character First Traits List, SEL curriculum created by Social Workers), SEL Calendar (compiled from IDOE)	August 2025-May 2026	In Progress
Action Step 4	Personalize SEL support through a data dive including classroom observations, behavior data, surveys, etc.	SEL/ Character Plus Leadership Team, Social Worker	Implemented a schoolwide screener and assessment schedule	Panorama Surveys, SST Team Meetings, meetings/ data review, Reinstatement Conferences	August 2025-May 2026	In Progress
Action Step 5	Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	School Staff	Teacher exit tickets and Pre/post observations	Character First Traits List, SEL curriculum created by Social Workers), SEL Calendar (compiled from IDOE)	August 2025-May 2026	In Progress
Action Step 6	Create SEL strategic plan including vision, mission, goals, and communication plan	SEL/ Character Plus Leadership Team, District	SEL strategic plan that includes 3-year	Character First Traits List, SEL curriculum	August 2025-May 2026	In Progress

		Leadership	goals for SEL implementation	created by Social Workers), SEL Calendar (compiled from IDOE)		
Action Step 7	Progress monitoring SEL strategic plan using PDSA model	SEL/ Character Plus Leadership Team	Progress monitoring report	Character First Traits List, SEL curriculum created by Social Workers), SEL Calendar (compiled from IDOE), Panorama surveys, Data Dives	August 2025-May 2026	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)	

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	**Panorama Surveys and Data**			
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary)				

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)	In order to ensure a guaranteed and viable curriculum, all Washington staff will receive aligned training and support to implement the newly adopted curriculum resources with the intent of improving student outcomes.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa
Plan for coaching and support during the learning process	Plan for coaching and support during the learning process: ● A technical assistance provider will be chosen to assist the school in the creation and implementation of newly adopted and/or created curriculum resources. Teachers will be afforded opportunities to collaborate on the continued use of the newly utilized curriculum resources. ● Instructional coaches will provide differentiated support to staff as needed. ● Teachers will collaborate over units of study reflections and planning during PLCs.
Evidence of Impact	-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met. -Curriculum PLC forms are being completed and indicate fidelity of implementation -Formative assessment data is being actively utilized to facilitate tier II and tier III supports
How will effectiveness be sustained over time?	How will effectiveness be sustained over time? ● Processes will be created to routinely address the curricular resources within teacher team meetings. ● Teacher onboarding will be revised to include training and support on the curriculum resources for new teachers.

Link additional information here (if necessary)	

Professional Development Goal(s)	In order to ensure high academic growth and close achievement gaps, the staff of Washington Elementary will engage in professional learning cycles to establish high expectations within (1) Literacy & math development, (2) management routines, (3) instructional routines, (4) international routines, and (5) thinking routines.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa
Plan for coaching and support during the learning process	Plan for coaching and support during the learning process: ● Principals and the district instructional coaches will provide ongoing job embedded assistance with the implementation process. ● Teachers will receive non evaluative formative feedback following walkthroughs
Evidence of Impact	-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 and 2 are met. -ELA & math CFU/formative assessment data indicates students are reaching proficiency on the prioritized standards. -Classroom observation data indicates fidelity of implementation of newly learned instructional practices -Classroom observation data indicates increased levels of student interaction, engagement, and critical thinking
How will effectiveness be sustained over time?	How will effectiveness be sustained over time? ● Teachers will collaborate over instructional strategies being implemented during PLCs. ● New ideas and strategies received at conferences/workshops, classroom visits and web-based PD will be shared during PLCs and other opportunities.
Link additional information here (if necessary)	

Professional Development Goal(s)	The staff of Washington Elementary will participate in a series of aligned professional learning experiences to more fully build the staff's capacity to facilitate the holistic development of all students.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa
Plan for coaching and support during the learning process	Plan for coaching and support during the learning process: ● Data gathered from teacher exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional support.
Evidence of Impact	● Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met ● Responsive classroom practices are evident within classroom practices as documented during classroom walkthroughs
How will effectiveness be sustained over time?	How will effectiveness be sustained over time? ● SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.
Link additional information here (if necessary)	

Washington Elementary Schoolwide Data for Spring 2024 vs. Spring 2025

IREAD 2024 RESULTS

Average Score and Performance Distribution, by Assessment: George Washington Elementary Sch, 2023-2024

Filtered By **Rosters:** All Rosters | **Administrations:** All Administrations |

Features & Tools

Assessment Name	Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
IREAD-3	IREAD-3	3	IREAD-3 (Summer 2024)	40	382	Percent: 88% 13% Count: 35 5	06/25/2024
IREAD-3	IREAD-3	3	IREAD-3 (Spring 2024)	70	417	Percent: 61% 39% Count: 43 27	03/14/2024
IREAD-3 Grade 2	IREAD-3	2	IREAD-3 Grade 2 (Spring 2024)	58	377	Percent: 60% 14% 26% Count: 35 8 15	03/11/2024

Rows per page: 10 | 3 Items: 1 of 1

IREAD 2025 Results

Average Score and Performance Distribution, by Assessment: George Washington Elementary Sch, 2024-2025

Filtered By **Rosters:** All Rosters | **Administrations:** All Administrations |

Assessment Name	Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution
IREAD-3 Grade 2	IREAD-3	3	IREAD-3 (Summer 2025)	28	350	Percent: 89% 11% Count: 25 3
IREAD-3	IREAD-3	3	IREAD-3 (Summer 2025)	52	366	Percent: 83% 17% Count: 43 9
IREAD-3	IREAD-3	3	IREAD-3 (Spring 2025)	76	406	Percent: 68% 32% Count: 52 24
IREAD-3 Grade 2	IREAD-3	2	IREAD-3 Grade 2 (Spring 2025)	70	386	Percent: 56% 13% 31% Count: 39 9 22

ILEARN 2024 RESULTS

Generator › Dashboard › **Performance on Tests**

Enter Student ID

Assessment Name	Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
ILEARN Mathematics Grade 3	ILEARN 3-8	3	ILEARN 3-8 (Spring 2024)	49	6357	Percent 76% 14% 8% 2% Count 37 7 4 1	05/07/2024
ILEARN Social Studies Grade 5	ILEARN 3-8	5	ILEARN 3-8 (Spring 2024)	57	8459	Percent 75% 16% 7% 2% Count 43 9 4 1	05/02/2024
ILEARN English/Language Arts Grade 3	ILEARN 3-8	3	ILEARN 3-8 (Spring 2024)	49	5371	Percent 78% 20% 2% Count 38 10 1	05/01/2024
ILEARN Mathematics Grade 5	ILEARN 3-8	5	ILEARN 3-8 (Spring 2024)	57	6460	Percent 46% 23% 25% 7% Count 26 13 14 4	04/29/2024
ILEARN Mathematics Grade 4	ILEARN 3-8	4	ILEARN 3-8 (Spring 2024)	62	6392	Percent 69% 18% 11% 2% Count 43 11 7 1	04/29/2024
ILEARN English/Language Arts Grade 5	ILEARN 3-8	5	ILEARN 3-8 (Spring 2024)	57	5459	Percent 54% 23% 19% 4% Count 31 13 11 2	04/29/2024
ILEARN English/Language Arts Grade 4	ILEARN 3-8	4	ILEARN 3-8 (Spring 2024)	63	5394	Percent 81% 19% Count 51 12	04/22/2024

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ILEARN 2025 Results

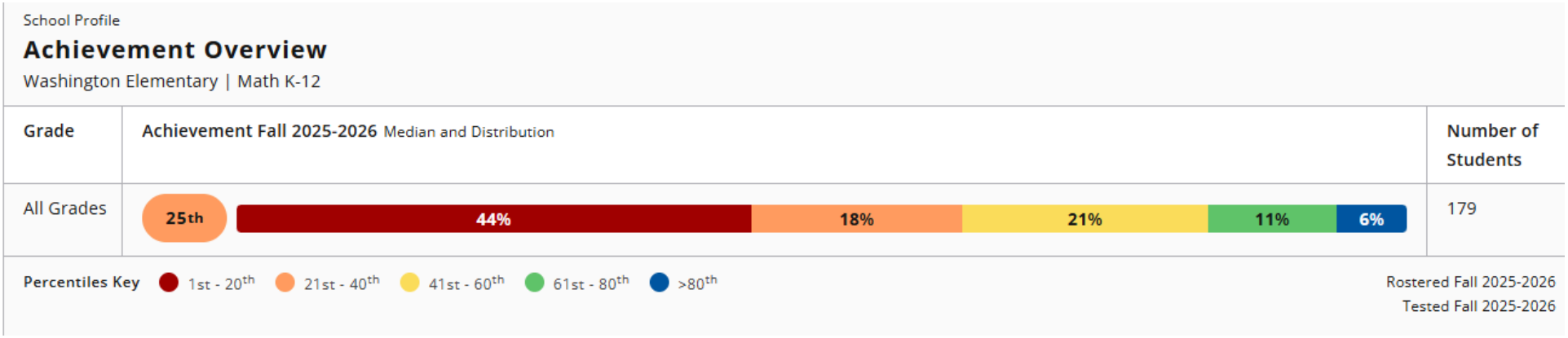
Average Score and Performance Distribution, by Assessment: George Washington Elementary Sch, 2024-2025

Filtered By **Rosters:** All Rosters | **Administrations:** All Administrations |

Assessment Name	Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution
ILEARN Mathematics Grade 5	ILEARN 3-8	5	ILEARN 3-8 (Spring 2025)	60	6430	Percent 67% 20% 10% 3% Count 40 12 6 2
ILEARN Mathematics Grade 4	ILEARN 3-8	4	ILEARN 3-8 (Spring 2025)	57	6377	Percent 84% 9% 5% 2% Count 48 5 3 1
ILEARN Mathematics Grade 3	ILEARN 3-8	3	ILEARN 3-8 (Spring 2025)	59	6358	Percent 69% 15% 10% 5% Count 41 9 6 3
ILEARN English/Language Arts Grade 4	ILEARN 3-8	4	ILEARN 3-8 (Spring 2025)	57	5384	Percent 82% 14% 4% Count 47 8 2
ILEARN English/Language Arts Grade 5	ILEARN 3-8	5	ILEARN 3-8 (Spring 2025)	60	5428	Percent 70% 17% 13% Count 42 10 8
ILEARN English/Language Arts Grade 3	ILEARN 3-8	3	ILEARN 3-8 (Spring 2025)	59	5390	Percent 69% 15% 8% 7% Count 41 9 5 4

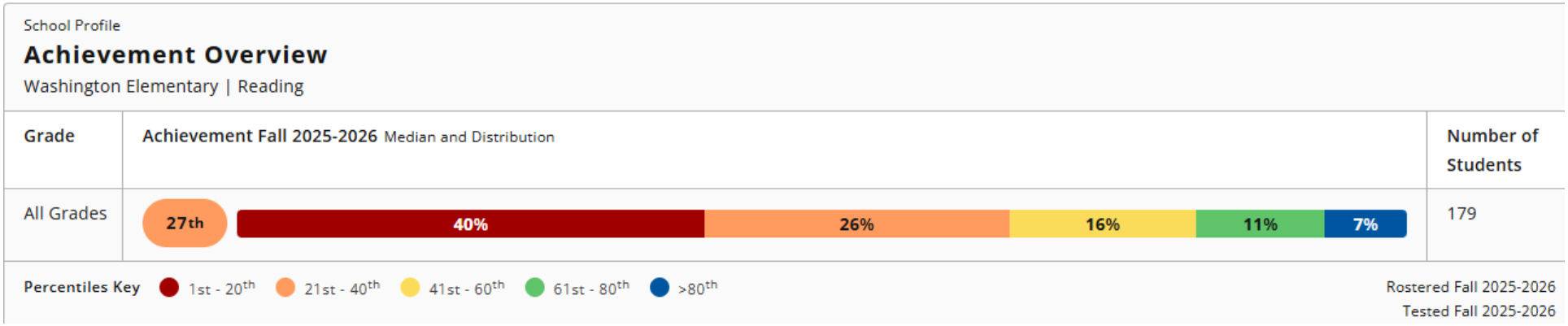
NWEA MAP Growth- Grades K-2 Achievement Overview 2025-2026

SUBJECT: MATH Grades K-2



SUBJECT: READING Grades K-2

Washington Elementary



NWEA MAP Growth- Grades K-2 Achievement By Grade 2025-2026

SUBJECT: MATH Grades K-2

School Profile

Achievement by Grade

Washington Elementary | Math K-12

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Number of Students
Grade KG	28th — 46% / 12% / 19% / 13% / 10%	52
Grade 1	31st — 37% / 22% / 30% / 6% / 5%	63
Grade 2	20th — 50% / 20% / 13% / 12% / 5%	64

SUBJECT: READING Grades K-2

Achievement by Grade

Washington Elementary | Reading

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Number of Students
Grade KG	27th — 33% / 42% / 19% / 4% / 2	52
Grade 1	35th — 35% / 19% / 19% / 17% / 10%	63
Grade 2	20th — 52% / 20% / 11% / 9% / 8%	64