

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.

[If you are unsure of your school's identification as TSI, ATSI, and/or CSI, click Here for 2022-23 Federal school rating list](#)

SCHOOL INFORMATION
[Required for all schools]

School Name	William McKinley
School Number	3953
Street Address	4825 Magoun Ave
City	East Chicago
Zip Code	46312

SCHOOL and CONTACT INFORMATION

[Required for all schools]

Principal	Dr. Rasheeda Green
Phone number	219-391-4186
Email	rgreen@ecps.org

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

Grant contact	Hope Stovall
Phone number	219-391-4100
Email	hstovall@ecps.org

Other contact	Dr. Leslie Yanders
Position	Assistant Superintendent
Phone number	219-391-4100
Email	lyanders@ecps.org

SCHOOL IDENTIFICATION *[Required for all schools]*

Choose the appropriate response from the drop down box.

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

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

(TSI and ATSI only)

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

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	McKinley building leadership, teachers, and district coaches will collaborate throughout the 2024-2025 school year in order to refine curriculum maps, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by a...	Measurable Outcome Met?	No ▾
8% increase in students achieving proficiency in ELA			No ▾

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	8% increase in students achieving proficiency in Math	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?		No ▾	
If the goal was not met, should the school continue to work toward this goal?		Yes, the school will continue to work towards this goal.	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		We will continue to provide our teachers with training and resources to enhance their instructional practices, ensuring they are equipped with the latest teaching strategies. Additionally, we will continue to conduct regular assessments and feedback to monitor students progress allowing us to adjust our methods and provided targeted instructional supports.	
<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	All students will attain a +95% attendance rate, and our teachers/staff will achieve a +98% attendance rate.	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?		Yes ▾	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		Our walkthrough forms will have more detailed feedback; along with additional professional development to support and strengthen data driven instruction. McKinley staff will continue to	

	work on enhancing supports for all English Language students and our exceptional student population. In addition, we will implement frequent progress monitoring of student subgroups and design intentional differentiated support to meet their diverse needs.
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<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
Students have become more acclimated to the learning environment, student behaviors have decreased from previous years. In addition, more support through our counselors and social work services are being provided to assist the social emotional needs of our students. Additionally, our staff retention rates have increased. We have creative a more systematic approach to supplement when our curriculum does not address the standard. McKinley has a committed staff who are eager to grow their instructional practice. We have access to a District designed curriculum map and framework that supports the alignment across grade levels and content areas. We have built a strong culture of collaboration with opportunities for shared planning, instructional consistency and analyzing data to target instruction.	Closing significant academic gaps in every grade level. The number of students who are growing in our school has stalled and our proficiency rates remain stagnant. Approximately, one third of our instructional staff holds an emergency permit and or are a novice teacher. This results in an inconsistent pattern of instructional effectiveness, delivery and alignment. Our Tier 1 instruction lacks the rigor and alignment which has enhanced our stagnant student outcomes. Additionally, our intervention systems were not full active or being leveraged. This resulted in inconsistencies with identifying, monitoring, and addressing learning gaps.
Opportunities	Threats
Opportunities exist at McKinley Elementary to improve school culture. We continue to work hard at creating a welcome and engaging environment in which all students can excel. For the 2023-2024 school year, we were able to see gains in math due to an increased focus on supporting math instruction. We have additional opportunities to support both ELA and Math with our new reading and math curriculum. Additionally, we have spent time in supporting our novice and emergency permit teachers with learning effective instructional strategies to expand their skill sets.	We recognize that our Tier I instruction must be strengthened to support all learners. After careful review of our curriculum framework, we have identified areas where additional supports are needed. In addition, a refinement of our formative assessment process and disaggregation of data protocols in the areas of ELA and Math are needed. Furthermore, without strengthening our supports for Tier I instruction and staff retention (building school culture), our achievement gaps may widen.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Low growth and proficiency in Reading and Math

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

1. Lack of instructional materials/New Curriculum introduced Fall 2024.

☐ Why?

☐

2. Lack of reading and math curriculum, professional development, and inconsistent Tier I, Tier 2, Tier 3 implementation and progress monitoring.

☐ Why?

☐

3. We were in our last year of the curriculum. We started implementing SOR strategies. Additionally, short staffed which increased a lack of focus on instructional outcomes.

☐ Why?

☐

4. Limited support of how to effectively transition from Guided Reading practices to Science of Reading (Teacher

☐ Why?

☐

Buy-in). Additionally, systems were not created to support the absence Administrative staff. Also teacher instructional support was limited to one content area.

5. Lack of professional development.

☐ **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. Low proficiency and growth in ELA/Math.	Lack of Professional Development; lack of MTSS process and progress monitoring	Provide ongoing Professional Development and support to teachers for ELA (Strengthen Tier One) and Math.
2. Low Proficiency and growth in ELA/Math.	Lack of transitional plan or teacher buy-in to support implementation of SOR strategies and new curriculum.	Facilitate cross-grade collaboration sessions to align standards, instructional practices, and assessments to ensure smooth transitions for students. Additionally, provide professional development and consistent feedback regarding use of effective instructional strategies.
3. Low Proficiency and growth in ELA/Math.	Lack of Professional Development; Lack of student ownership and student engagement	Integrate student goal-setting, data tracking, and culturally relevant instructional practices to increase motivation and accountability.
4. Low Proficiency and growth in ELA/Math.	Limited family engagement in supporting student learning	Create family workshops and resources focused on literacy and numeracy strategies to reinforce skills at home.
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) ☐		

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>
Dr. Rasheeda Green	Principal	Both ▾	SPED
Jennifer Willman	Instructional Coach	Both ▾	SPED
Juan Rios	Instructional Coach (Math)	Both ▾	SPED
Victoria Aldridge	Teacher	Both ▾	SPED
Tere Ramos	Teacher	Both ▾	SPED
Kenia Galvan	Parent	Both ▾	SPED
Carmen Fernandez	Community Engagement Liasion	SIP ▾	SPED
Rhonda Ryba	Teacher	SIP ▾	SPED
Susan Corbett	Teacher	SIP ▾	SPED
Yulianna Campos	Teacher	CNA ▾	SPED
Ruzica Hamilton	EL Specialist	SIP ▾	

SCHOOL AND COMMUNITY NARRATIVE

[Optional for all schools]

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

McKinley Elementary School in East Chicago, Indiana, is a vibrant and nurturing learning community built on strong relationships and mutual support. In this small but close-knit environment, students, families, and staff work together to create a culture of care, resilience, and growth. The school places a strong emphasis on engaging families as partners in education, fostering meaningful connections through open communication and inclusive events.

While McKinley faces its share of challenges, the school celebrates small, incremental growth as a sign of meaningful progress. Recent data shows steady improvement in student achievement, attendance, and engagement—proof that the school's efforts are making a difference.

This growth is not just about numbers; it's about impact. McKinley's leadership and staff are deeply focused on how instruction affects student outcomes. Through targeted interventions, instructional coaching, and a culture of continuous improvement, the school is building a foundation for long-term success. McKinley's staff are known for their warmth and dedication, creating a welcoming atmosphere where every child feels safe and valued. Teachers are committed to professional growth, continuously refining their instructional practices to better meet the needs of their students.

This focus on instructional impact is reflected in the school's steady, incremental growth data, which highlights improvements in student achievement and engagement. At McKinley, every small step forward is a victory, and the collective commitment to excellence ensures that all students are empowered to reach their full potential.

Lastly, McKinley Elementary School is more than a place of learning—it's a community of care, courage, and commitment. In East Chicago, it stands as a testament to what's possible when people come together with a shared purpose: to help every child grow, thrive, and believe in their potential.

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

- SCEC will be a community of stakeholders where all stakeholders collaborate to empower student success, excellence, and innovation.

School Vision

- SCEC will be a community of stakeholders where all stakeholders collaborate to empower student success, excellence, and innovation.

District Mission

- The School City of East Chicago educates and empowers every student through aligned instruction, meaningful partnerships, and differentiated practices to ensure success in life, college, career and civic engagement.

School Mission

- McKinley Elementary educates and empowers every student through aligned instruction, meaningful partnerships, and differentiated practices to ensure success in life, college, career and civic engagement.

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

District Goal(s)
Goal 1: Academic Support Systems Goal 2: Behavioral, Emotional, and Social (BES) Supports Goal 3: Career Pathways Goal 4: Family & Community Engagement Goal 5: Staff Relations & Professional Learning

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

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?	
N/A	
Link additional information here (if necessary) ☐	

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.

Our school's curriculum is designed to align with the Indiana Academic Standards, ensuring that students receive a comprehensive and effective education. We implement a variety of instructional strategies that cater to diverse learning styles, promoting engagement and mastery of content.

Reading: We employ direct and explicit instruction in Reading. These methods promote phonemic awareness, vocabulary development, and comprehension skills. Additionally, we utilize interactive activities and think-pair-shares to encourage collaborative learning and critical thinking.

Math: We employ direct and explicit instruction in Math. Our math instruction focuses on conceptual understanding and problem-solving. We use a combination of direct instruction, hands-on activities, and technology integration to cater to different learning styles. Strategies such as mathematical discourse, manipulatives, and real-world applications help students make connections and deepen their understanding of mathematical concepts.

Additionally, we utilize ILEARN checkpoints to monitor student progress and understanding. These assessments provide valuable data that inform instruction, allowing educators to tailor their teaching methods to meet the needs of individual learners. By integrating these elements, our curriculum fosters a supportive learning environment that prepares students for future academic challenges.

Together, these strategies create a dynamic learning environment that supports student growth in both reading and math.

Link additional information here
(if necessary) ☐

STUDENT ACHIEVEMENT
[Optional for all schools]

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

Link additional information here
(if necessary) ☐

STUDENT DATA
[Optional for all schools]

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

Link additional information here
(if necessary) ☐

PROPOSED INTERVENTIONS

[Optional for all schools]

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

Teachers are expected to use formative data to adjust and differentiate instruction as needed. Specific attention is given to utilizing NWEA data, Acadience, and common formative assessment data to identify students for WIN (What I Need) time remediation or enrichment. Data collaboration and discussions involving varied instructional strategies with appropriate accommodations and modifications occur during weekly PLCs. The data conversation inform instructional practices during the daily 30 minute WIN time. Administration leads PLC data discussion specific to formative assessment data and the creation of flexible grouping of students for tier one and tier two instruction. Additionally, individual teacher data meetings occur once per quarter to assist teachers in using data to inform fluency checks, reading levels, and work habits.

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

[Required for all schools]

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

CORE ELEMENT 1: CURRICULUM

[Required for all schools]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	☐
ELA	K-6	SAVVAAS myView (K-5) myPerspectives (6)	Yes ▾	Tier 1 ▾	SAVVAScurriculum ensures students are able meet the demands of tomorrow through extensive reading, multiple extended writing projects, and daily practice discussing both ideas and tests with peers.	Yes ▾	☐
Math	K-6	Reveal Mathematics	Yes ▾	Tier 1 ▾	McGraw Hill's Reveal Math is aligned to Indiana Academic Standards and offers a coherent, rigorous progression across grade levels. The program embeds supports such as scaffolding, differentiation, and frequent formative assessments, ensuring that all students can access grade-level content. Its focus on discourse, problem-solving, and multiple representations promotes deep understanding while digital tools and	Yes ▾	☐

					data reports help teachers respond to student needs. With strong implementation, Reveal Math strengthens core instruction so fewer students require Tier 2 or 3 interventions.		
ELA	K-3	95% UFLI Flyleaf	Yes ▾	Tier 2 ▾	Provides resources utilized within Tier 2 and 3 instruction	Yes ▾	☐
ELA	4-6	SuccessMaker Pathways, Benchmark, SAVVAS NOW Literacy,	Yes ▾	Tier 2 ▾	Provides teachers the ability to support students in the development of multiple reading skills needed to increase student comprehension, fluency,vocabulary, and decoding.	Yes ▾	☐
ELA	K-6	Curriculum Maps	Yes ▾	Tier 1 ▾	Maps Facilitate Spacing, standards-based instruction, and ensure the delivery of a guaranteed and viable curriculum.	Yes ▾	☐
Math	K-6	Curriculum Maps	Yes ▾	Tier 1 ▾	Our district curriculum maps support high-quality Tier 1 instruction by providing a clear, standards-based roadmap of what skills should be taught and when, ensuring students are academically prepared for success. The maps facilitate pacing and spacing of instruction so concepts can be revisited and reinforced over time for deeper learning. By following the maps, teachers are able to deliver consistent, aligned instruction across classrooms, creating a guaranteed and viable curriculum that promotes equity and student success districtwide.	Yes ▾	
Link additional information here (if necessary) ☐							

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 ▾	☐
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)	
Building main office, District and school website, and district offices	
Link additional information here (if necessary) ☐	

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 ▾	☐
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 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.

McKinley Elementary School is actively developing a Multi-Tiered System of Supports (MTSS) to ensure that all students, particularly those who struggle to reach proficient or advanced academic levels, receive timely and effective interventions. While the MTSS framework is in its infancy, the school has already implemented several key practices that reflect a strong foundation for student support.

Teachers are expected to use common formative assessment data to guide, adjust, and differentiate instruction based on individual student needs. A particular emphasis is placed on analyzing NWEA, ILEARN Checkpoint, and classroom-level assessments to identify students for targeted support during WIN (What I Need) time. This dedicated 30-minute daily block in both ELA and math provides opportunities for remediation and enrichment, ensuring that instruction is responsive and personalized.

Weekly Professional Learning Communities (PLCs) serve as a collaborative space where teachers review student data, discuss instructional strategies, and plan interventions. These meetings are essential for shaping the WIN blocks and ensuring that instructional decisions are data-driven and aligned across grade levels.

To further support students requiring intensive intervention, McKinley has implemented Reading Horizons Elevate and Discovery Education programs. These tools are designed to strengthen foundational reading skills and comprehension, particularly for students performing below grade level. Additionally, the school is working to increase the frequency of formative assessments and integrate real-time data tools such as ALEKS and DFAs to inform daily instruction and intervention planning.

McKinley's approach reflects a growing commitment to identifying learning gaps early and responding with targeted support. As the MTSS framework continues to evolve, the school is focused on building capacity among staff, refining data practices, and expanding intervention resources to ensure that every student has the opportunity to succeed.

Link additional information here
(if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

[Required for all schools]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	K-2	Benc... ▾	The resulting data is used for the analysis of each student's academic growth and achievement.	Yes ▾	☐
NWEA Reading Fluency	K-2	Form... ▾	MAP Reading Fluency is an online adaptive reading assessment for students in grades PK-5 who are learning to read. It measures foundational reading skills, with an emphasis on oral fluency	No ▾	☐
Reveal Math	K-6	Form... ▾	Reveal Math is strategically designed to fuel active student engagement and deepen conceptual understanding.	Yes ▾	☐
myView/myPerspectives	K-6	Form... ▾	SAVVAS is strategically designed to fuel active student engagement and deepen conceptual understanding.	Yes ▾	☐
Phonological Awareness Screener for Intervention (PASI)	K-3 targeted students	Benc... ▾	PASI is utilized as a diagnostic tool to pinpoint specific skill deficits and facilitate teachers' groups of students for focused intervention based on the screener's results.	Yes ▾	☐
ILEARN Checkpoints	3-6	Benc... ▾	Designed to measure their understanding of key skills and concepts in English and Language Arts (ELA) and Math.	Yes ▾	☐
Kindergarten Readiness Assessment (KRA)	K	Benc... ▾	The KRA serves to provide educators and families with information about their child's readiness for kindergarten in all eight early learning domains. This information will uncover gaps and support transition plans to students to ensure their success throughout kindergarten.	No ▾	☐
Acadience	K-3	Benc... ▾	Acadience is administered regularly to screen all students, identify early characteristics of dyslexia, and pinpoint those who may need additional support. Teachers use the data to guide instruction, form intervention groups, and monitor progress over time, ensuring instruction is targeted to each student's needs.	Yes ▾	☐

		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐

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

At McKinley Elementary School, teachers play an integral role in the decision-making process surrounding the use of academic assessment data to improve student achievement. The school has established clear expectations for teachers to incorporate formative assessment into weekly instruction, ensuring that data collection is ongoing and embedded in daily practice.

A structured system for data analysis and professional development exists within the school's Professional Learning Community (PLC) framework. These weekly PLC meetings are led by administration and focus on reviewing common formative assessment results, including NWEA, ILEARN Checkpoint, and classroom-level data. During these sessions, teachers collaborate to identify student learning needs and create flexible instructional groupings for Tier 1 and Tier 2 instruction. This collaborative approach empowers teachers to make informed decisions about instructional strategies and student supports.

In addition to PLCs, individual teacher data meetings are held quarterly. These meetings provide a more personalized opportunity for teachers to analyze student performance data, including fluency checks, reading levels, and work habits. The goal is to support teachers in using data to refine instruction and intervention plans tailored to individual student needs.

This data-informed decision-making process directly supports the implementation of WIN (What I Need) time, a daily 30-minute block in ELA and math that provides targeted remediation and enrichment. Teachers use assessment data to determine which students need additional support and design instruction accordingly.

Through these structures, McKinley Elementary ensures that teachers are not only included in data-driven decisions but are also equipped with the tools and support necessary to use assessment results effectively. This collaborative and reflective culture is foundational to the school's ongoing efforts 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.

McKinley believes the use of technology in the classroom is a key component in creating relevant and engaging educational experiences that will prepare our students for the jobs of the 21st century. We have made the shift from 1:1 technology access for students, where students only have access to one form of technology, to 2:1 technology access for students. Students now have access to chromebooks at home as well as in the classroom. The school has a Google specialist to work with teachers in creating online classrooms, enhancing learning experiences, and facilitating students having access to curriculum resources both at home and school. Further, all teachers actively utilize Promethean boards for instruction with specific focus given to using online curriculums as well as other resources to build students' background knowledge.

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

[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	No ▾
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.	
Moving forward, the school is determined to provide more opportunities for students to progress along the Indiana Career Readiness Progression. This will serve to better prepare students for entering middle school, completing the Indiana Graduation Pathways, and ultimately graduating college and career ready. We plan on hosting our first career day/fair as an after-school family engagement event. We intend to showcase student created informational displays for potential career paths.	
Link additional information here (if necessary) ☐	

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	No ▾
Not currently implementing career exploration activities		No ▾	
Other: Junior Achievement			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Moving forward, the school is determined to provide more opportunities for students to progress along the Indiana Career Readiness Progression. This will serve to better prepare students for entering high school, completing the Indiana Graduation Pathways, and ultimately graduating college and career ready.	
Link additional information here (if necessary) ☐	

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.	
N/A	
Link additional information here (if necessary) ☐	

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 ▾	☐
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?	
McKinley has developed a school crisis plan and other protocols to ensure student and staff safety. This plan is not apart of this document. Since student safety and social emotional well-being are crucial factors in learning, the school has actively partner with the District Safety Officer and Community Counseling centers to provide and support social emotional learning and community relationships. The school has created a schoolwide PBIS reward program to motivate students to be respectful, responsible, and ready.	
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	☐	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.

Through the use of state data reports and parent self-reporting(SIS, HLS).

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

The school is currently utilizing new data analysis tools to examine the academic data of student groups. The resulting deep data analysis provides a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.

Link additional information here
(if necessary) ☐

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

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

The school provides training and holds discussions with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' culture.

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

Curriculum maps have been refined to include resources (articles, biographies, autobiographies) that will be culturally relevant to our student population. Attention and support is also being given to utilizing the diverse, culturally relevant resources that exist in our community by our school's CEL (Community Engagement Liaison).

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?		A significant portion of the student population misses school for extended periods of time due to extended family and church trips. A need exists to communicate to families the importance of regular school attendance.			
What procedures and practices are being implemented to address chronic absenteeism?		Our student management system (Skyward) is utilized during this school year and is being leveraged to communicate to students and families the importance of school attendance. The families of chronically absent students are referred to Geminus or our District's Parent Cafe (Community Partners) for additional support. All students with more than three absences are reviewed during our Student Support Team meetings. Family support and interventions are planned during this time to assist in improving student attendance. The school is currently proactively tracking "improving attendees."			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Building leadership tracks and reviews attendance data regularly to inform decision-making. The Building leadership team meets weekly to discuss chronic absenteeism and supports/interventions			
Number of students absent 10% or more of the school year:		133 (24.6%)			
Last Year:	85	Two Years Ago:	112	Three Years Ago:	77

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) ☐		

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Required for all schools]

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

McKinley Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, McKinley makes a concerted effort to involve parents in all phases of their child's learning. Parents are informed of the services and events offered by the school through phone calls, text messages, newsletters, social media, and the school webpage.

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

The position of Parent Liaison and Bilingual Family Community Liaison exists to serve as the point person for maximizing family engagement in school-sponsored events and programs as well as facilitate increased communication between the school and families. The school's Parent Team assists in these efforts.

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

McKinley Elementary utilizes the Skyward student management system to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed...

- 3 absences- Teachers call home and notify the principal
- 5 absences- A notice is sent to the child's home
- 6 absences- Parents are required to come to the school to sign an attendance contract
- 8 absences- A certified letter is sent to the child's parents
- 10 absences- CPS is notified

Additionally, families of chronically absent students are referred to Geminus and our Parent Cafe for additional support

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

The school provides training and holds discussions with teachers intended to increase our overall cultural competency. Further, various community events are held by the school to bring together staff, parents, and students. These events serve to celebrate our diversity and create increased awareness of each culture within our school community. Classrooms also complete various activities and projects that promote cultural diversity and allow teachers to learn about their students' cultures. Also, our newly hired Bilingual Family Coordinator serves as a liaison between our school and our parents to support translations and parental partnerships.

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.

Strategies and opportunities to increase family and community engagement include, but are not limited to monthly parent nights, semester awards, open houses, a back-to-school rally, raising successful learners workshop, scholastic book fair, Healthy Mental Growth for Children Workshop, American Education Week Open House, Family Fun Night, Community Night, Community Readers, Student and Parent Luncheon, Seasonal Family Activities, Santa's Workshop, Winter and Spring Music Programs, Presentations from Healthy East Chicago, ILEARN and NWEA Workshop, Breast Cancer Awareness, and Literacy Training, Technology Workshops.

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

Parents and guardians receive student progress updates through quarterly progress reports, report cards, benchmark assessment summaries, and scheduled parent-teacher conferences. Individual academic assessment results are mail home to students or sent with students for parents to review. To ensure continuous access, families are encouraged to use the Skyward Student Management System and Canvas Learning Management System, which provide real-time visibility into grades, assignments, Academic results, and teacher feedback.

Recognizing the diverse linguistic backgrounds of its community, McKinley provides language-accessible communication through the support of the Bilingual Outreach Family Coordinator, who assists non-English-speaking families in understanding academic data and school communications. Translated materials, bilingual staff support, and interpretation services are available during conferences and school events to ensure equitable access to information. The Community Engagement Liaison also works closely with families to share updates via phone calls, text messages, newsletters, and the school website, reinforcing McKinley's belief that family engagement is essential to student success.

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

McKinley Elementary School recognizes the essential role families play in the success of students and the development of a strong schoolwide improvement plan. To foster meaningful collaboration, the school has established dedicated roles such as the Community Engagement Liaison and Bilingual Outreach Family Coordinator. These positions are designed to strengthen communication between the school and families, ensuring that all voices—especially those from multilingual and underrepresented communities—are heard and valued.

Parents are invited to participate in schoolwide planning and review activities through regular engagement opportunities such as family forums, surveys, and school improvement meetings. These platforms allow families to provide input on academic priorities, school climate, and instructional initiatives. Feedback gathered from these events is used to inform decisions about programming, resource allocation, and instructional focus areas.

Additionally, McKinley leverages its family engagement team to communicate assessment results and explain how data is used to guide instruction and intervention. Families are informed about student progress through parent-teacher conferences, progress reports, and targeted outreach, helping them

understand how academic data shapes instructional decisions and supports student growth.

The school is also working to expand its parent involvement in data-informed initiatives, such as the WIN (What I Need) time and MTSS framework. As these systems evolve, McKinley plans to include families in discussions about intervention strategies and enrichment opportunities, ensuring transparency and shared ownership of student success.

Through these efforts, McKinley Elementary is building a collaborative culture where families are active partners in school improvement, contributing to a shared vision of academic excellence and equity for all students.

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?			
N/A			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
N/A			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
N/A			
Graduation rate last year:	N/A	Percent of students on track to graduate in each cohort:	N/A
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 the 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.

The School City of East Chicago has a city-wide preschool program that is located at the Carrie Gosh Early Learning Center. Collaboration occurs regularly between McKinley administration, teachers, and the preschool staff over curriculum and instructional strategies. McKinley Elementary School seeks to ensure the transition from preschool to elementary is one in which students and their families feel comfortable. As such, the school hosts an in-service for all incoming kindergarten students. Students meet the kindergarten teachers, are given a tour of the building, and ultimately learn what to expect and look forward to during their first days at the school. Parents are also provided a handout that contains resources and first-year expectations.

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 McKinley Elementary School by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the ECPS New Teacher Program assists McKinley Elementary School novice teachers in learning about the district by attending an orientation program at the beginning of the year. Furthermore, all new teachers meet bi-monthly for collaboration and professional development. Additionally, Emergency permit teachers have an opportunity to become fully licensed through the partnership with Indiana University Northwest and Calumet College. The District will provide tuition support or reimbursement for any staff member seeking to become fully licensed.

Link additional information here
(if necessary) ☐

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

(continued)

[Title / 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
Link additional information here (if necessary) ☐	MCK - CORE ELEMENT 11: PROVISION	

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?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & 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) ☐			

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	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) ☐						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	By May 2026, McKinley Elementary will leverage newly developed curriculum maps throughout the 2025-2026 school year to improve core instruction and student outcomes as indicated by: - 5% increase in students achieving proficiency in ELA (from 14% to 19%)		
Sub-group focus	Black, Special Education		
The strategies we are going to implement are	Data Driven practices, SAVVAS Professional Learning Development, utilizing Evidence based Reading Research Strategies for Science of Reading strategies, comprehension, fluency, and writing instruction.		
To address the root cause	Learning loss occurred due to an insufficient curriculum that did not provide the necessary depth and rigor to engage students effectively and support their academic growth.		
Which will help us meet this student outcome goal*	By utilizing data driven practices and job embedded professional development in ELA, this will support accelerating the learning of all students by 5% in ELA.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Data Driven Instruction	-Lee, Carlos G.(2018).Data Leadership for K-12 Schools in a Time of Accountability.	Administration and Teachers	Sept. 2024 -May 2027
Curriculum Alignment	-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. -Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.	Administration and Teachers	Sept. 2024 -May 2027
Instructional improvement and Data PLCs	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.	Administration and Teachers	Sept. 2024 -May 2027
SEL/MTSS	-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,	Administration and Teachers	Sept. 2024 -May 2027

	and Emotional Learning.		
Link additional information here (if necessary) ☐			

Strategy #1	Improve Core Instruction (Tier 1)					
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
Implementing Curriculum with Fidelity	Engage in professional learning communities that focuses on implementation of curriculum maps and formative assessments	Admin and Teachers	Lesson plans Walk throughs	Curriculum Maps/ Formative Assessments	May 2026	In Progress ▾
Utilize Curriculum PLCs	During Instructional PLCs, teachers will leverage curriculum maps to plan and deliver high quality standards based instruction through effective planning	Admin and Teachers	Lesson plans Formative Assessments	Curriculum Maps	May 2026	In Progress ▾
Professional Development	Staff will attend evidence based professional development to support new learning on our Reading Curriculum and develop formative assessments to track student progress.	District Instructional Coach Admin	Lesson Plans Formative Assessments Walkthrough	Formative Assessments Curriculum Maps Data Trackers	May 2026	In Progress ▾
Lesson Plan Template that identifies Effective Comprehension Strategies and Curriculum Fidelity	Teachers will utilized the lesson plan template that aligns with current curriculum tools to encourage curriculum implementation and fidelity	Teachers	Lesson plans	Lesson plans	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		Curriculum maps have been revised to support current priority standard transition. McKinley Elementary has currently calendaized PLC meeting dates and established a formative assessment calendar. Continuous review of lesson plans and walkthrough observation data is discussed and tracked during instructional				

evidence of this?	leadership PLCs. Data trackers are reviewed to determine effectiveness of instruction and student outcomes on priority standards.
How has student achievement been impacted? What is the evidence?	Student achievement is closely monitored through the collection of data of the Essential standards during PLCs and Interim Assessments,
How will implementation be adjusted and/or supported moving into next year?	Implementation will be adjusted based upon student achievement data throughout the year and state assessment data.
Link additional information here (if necessary) ☐	

Strategy #2	Establish Instructional and Data PLCs					
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
Utilize Curriculum PLCs	During Instructional PLCs, teachers will leverage curriculum maps to plan and deliver high quality standards based instruction through effective planning	Admin and Teachers	Lesson plans	Curriculum Maps	May 2026	In Progress ▾
Differentiated Instruction	Teachers will implement flexible small group instruction based individual student needs.	Teachers	Lesson Plans	Data Tracker Lesson Plans	May 2026	In Progress ▾

Establish Formative Assessment Data Cycles	Establish formative data cycles to ensure mastery and opportunities for reteaching or enrichment of standards	Admin and Teachers	PLC Data Tracker	Formative Assessment Data Tracker	May 2026	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?		Curriculum maps have been revised to support current priority standard transition. McKinley Elementary has currently calendaized PLC meeting dates and established a formative assessment calendar. Continuous review of lesson plans and walkthrough observation data is discussed and tracked during instructional leadership PLCs. Data trackers are reviewed to determine effectiveness of instruction and student outcomes on priority standards.				
How has student achievement been impacted? What is the evidence?		Student achievement is closely monitored through the collection of data of the Priority standards during PLCs and Interim Assessments.				
How will implementation be adjusted and/or supported moving into next year?		Implementation will be adjusted based upon student achievement data throughout the year and state assessment data.				
Link additional information here (if necessary) ☐						

Strategy #3	Intervention and Differentiated 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

Small Group Instruction	Teachers will support struggling learners by implementing small group instruction. Teachers will differentiate lessons based upon formative assessment data, create flexible groupings to support the various student academic needs that support our WIN (What I Need) framework.	Teachers	Formative Assessments	Savvas Curriculum	May 2026	In Progress ▾
Intervention Support	Interventionist will support at risk students by implementing district adopted Tier 2 and Tier 3 curriculum in small group setting focusing on the individual needs of each student.	Admin Teachers	Progress Monitoring	Reading Horizons Discovery and Reading Horizons Elevate ST Math	May 2026	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?		Teachers currently have reached out to administration, teachers, and instructional coaches showing staff the exciting features they are locating in the curriculum. Teachers are acclimating themselves to the new reading curriculum and are asking questions on how to successfully implement small group instruction. Teacher curriculum implementation is closely monitored through weekly feedback and walkthroughs.				
How has student achievement been impacted? What is the evidence?		Student achievement is closely monitored through the collection of data of the Priority standards during PLCs and Formative Assessments. Additionally, walkthrough data is collected to determine instructional effectiveness of small group instruction and intervention support.				
How will implementation be adjusted and/or supported moving into next year?		Implementation will be adjusted based upon student achievement data throughout the year and state assessment data.				
Link additional information here (if necessary) ☐						

GOAL			
Goal	By May 2026, McKinley Elementary will utilize professional learning cycles and What I Need (Intervention Framework) to improve instructional practice and student proficiency by 5% on the ILEARN Assessment for ELA and Math.		
Sub-group focus	all subgroups		
The strategies we are going to implement are	Data Driven Instruction, Data PLCs		
To address the root cause	low performance on state assessment due to subgroups and lack of growth for all subgroups		
Which will help us meet this student outcome goal*	The use of data driven practices and progress monitoring in ELA and Math will support our goal of increasing our ILEARN Math and ELA proficiency by 5%.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Intervention Framework	-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. -Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.	Admin Instructional Leadership Team	September 2024 - May 2025
Data Driven Instruction	-Lee, Carlos G.(2018).Data Leadership for K-12 Schools in a Time of Accountability.	Admin Instructional Leadership Team	September 2024 - May 2025
Formative Feedback	Shute, Valerie. (2010). Focus on Formative Feedback. Review of Educational Research 2008;78,153.	Admin Instructional Leadership Team	September 2024 - May 2025
Effective Reading and Math Instruction	Loveless, Tom (2001). The Great Curriculum Debate: How Should We Teach Reading and Math.	Admin Instructional Leadership Team	September 2024 - May 2025
Link additional information here (if necessary) ☐			

Strategy #1	Revise Intervention Framework to fit the demands of accelerated learning and intervention.					
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
Create framework for What I Need (WIN) time	Teachers will create protocols and framework for WIN time.	Admins and Teachers	Walkthrough Observational Data	Master Schedule Formative Assessment Calendar Data Tracker	May 2026	In Progress ▾
Identify Flexible Differentiated student groups using data	Teachers will identify and plan student differentiated instruction and student groups after every formative assessment cycle	Teachers	Data Tracker	Formative Assessment Data	May 2026	In Progress ▾
Review data to support the MTSS process and progress monitor students growth.	The school will conduct monthly MTSS meetings with teachers and parents to discuss student progress in ELA, Math, attendance, or SEL.	Admin and Teachers	Data Tracker	Data Tracker	May 26	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 are currently implementing WIN Time in every grade level. Teachers are struggling with supporting students at various levels. Adult fidelity is an area where the Administrative team would like to focus on and support teachers that are not following through with our agreed upon process. In addition, we will continue to review student data through the MTSS lens and progress monitor frequently.				
How has student achievement been impacted? What is the evidence?		Our Math and Reading proficiency rates have remained stagnant this year due to limited implementation and lack of Reading curriculum as evidenced by our 2024-2025 ILEARN scores.				
How will implementation be adjusted and/or supported moving into next year?		Continuous professional development will be implemented throughout the year to support staff learning around intervention strategies. Continued walkthroughs and feedback will be offered by Administration to support teacher fidelity to our intervention or WIN Time instructional process.				

Link additional information here (if necessary) ☐	
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Strategy #2	Engage teachers in Professional Development and Follow-up supports specific to instructional effectiveness.					
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
Create Professional Development Calendar	Admin Team will develop Professional Development Calendar to support accelerated learning and intervention	Admin	walkthrough observational data		May 2026	In Progress ▾
Conduct Classroom Observations to ensure implementation and fidelity of instructional strategies	Admin will conduct classroom walkthroughs to provide support and feedback of implementation of instructional strategies	Admin	walkthrough observational data		May 2026	In Progress ▾
Develop an electronic monitoring tool (Walkthrough Form)	An electronic monitoring tool will be developed and aligned to the school’s instructional priorities. This will provide non-evaluative feedback.	Admin Instructional Leadership Team	Walkthrough Observational data	Walkthrough data	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?		Classroom walkthroughs to ensure implementation of effective teaching strategies and feedback is currently being implemented.				

How has student achievement been impacted? What is the evidence?	Student achievement is being closely monitor through formative assessment data and data discussion during our PLCS.
How will implementation be adjusted and/or supported moving into next year?	Implementation will be adjusted and refined according to school common formative data and ILEARN.
Link additional information here (if necessary) ☐	

GOAL			
Goal	By May of 2026, McKinley Elementary will implement comprehensive SEL initiatives and MTSS strategies aimed at reducing discipline infractions and improving attendance rates by 5%.		
Sub-group focus	all subgroups		
The strategies we are going to implement are	Professional Development, SEL, utilizing our MTSS process		
To address the root cause	identified students are experiences low growth and proficiency due to attendance and discipline concerns		
Which will help us meet this student outcome goal*	This process supports the development of systems like WIN (What I Need) time and MTSS, which provide timely remediation and enrichment based on assessment data. By continuously reviewing progress, adjusting strategies, and engaging staff and families in the improvement cycle, McKinley is building the instructional capacity and collaborative culture necessary to close achievement gaps and meet its academic goals.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Utilizing the MTSS process to identify students who are in need of additional supports for academics and behavior	https://ies.ed.gov/ncee/rel/regions/northeast/pdf/MTSS_Importance_of_Promoting_Student_Well-being_Fact_Sheet.pdf	Admin	May 2026
Implement an SEL/MTSS Strategic Plan and District-wide Program	Condliffe, A ,Kurki & .,D ,Denison .,H ,Power .,M ,Dok van .,F ,Doolittle,P. ,Zhu .,B ,C. (2022). Institute of National Sciences Education,U.S. Department of Education Outcomes’ Elementary School Students Impacts: Study of Behavior and Multitiered Systems of Support (https://pdf/2022008/pubs/ncee/gov.ed.ies)...Assistance Regional and Evaluation Education for Center	Admin	May 2026

Link additional information here (if necessary) ☐			

Strategy #1	Attendance					
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
Attendance Celebrations	Staff (Attendance Committee) will meet monthly to review and track schoolwide attendance; staff will discuss students or classrooms of concerns	Admins and Teachers	Monthly Attendance Data	Monthly Attendance Data Tracker	May 2026	In Progress ▾
Parent Attendance Conference	Staff will support parents with meeting on the 6th day of missed school (unexcused absences) with creating an attendance contract and connecting families with community supports	Admin Truancy	Attendance Reports	Attendance Reports	May 2026	In Progress ▾
Student Recognition	Students will have monthly celebrations for perfect or improved attendance	Teachers	Attendance data	Attendance Reports	May 2026	In Progress ▾
Calming Corners	Each room will be equipped with a calming corner to support students who are in need of emotional or behavior supports.	Social Worker Teacher				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 are currently implementing PBIS and Attendance initiatives. Our Attendance Committee is active and meets monthly to discuss trend data.
How has student achievement been impacted? What is the evidence?	Our Math scores remain stagnant. We want additional focus.
How will implementation be adjusted and/or supported moving into next year?	Continuous professional development will be implemented throughout the year to support staff learning around intervention strategies for attendance and PBIS. Continuous support to parents and students who are struggling with chronic absenteeism.
Link additional information here (if necessary) ☐	

Strategy #2	Improve School Culture and Climate					
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
PBIS Rewards	Staff will utilize Class Dojo points to support and provide monthly incentives for improved behavior	Teachers	Displine Data	Class Dojo	Monthly May 2026	In Progress ▾
PBIS Staff	Staff will have various calendarized activities throughout the year to support morale and staff retention.	Admin	Staff Surveys	Surveys Calendar of Events	Monthly May 2026	In Progress ▾
Cardinal Badges	Cardinal Badges will be used schoolwide to support expectations for hallways, transitions, lunch, abd restrooms	Teachers	Badge Collections	Badges	Daily May 2026	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?	McKinley Elementary has currently calendarized school culture activities for staff and students through our dedicated committees for School Culture. Selected staff have been assigned to support our initiatives and survey data collection. Staff will be provided professional development on reviewing and responding to school data.
How has student achievement been impacted? What is the evidence?	Student achievement is being closely monitored through the collection of data (attendance and discipline). We recognize the impact of out school suspension and absenteeism and its significance of widen the achievement gap. Through careful monitoring through our MTSS process, students of concerns can be identified and supported with academic of community partnerships.
How will implementation be adjusted and/or supported moving into next year?	Implementation will be closely monitored through the schoolwide data. Adjustments will be made after reviewing school discipline and attendance data through our MTSS processt.
Link additional information here (if necessary) ☐	

Strategy #3	Implement MTSS and SEL Strategic Plan					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Implement MTSS process to identify at-risk students	McKinley Elementary will develop a process through the use of Panorama to unify academic and behavior intervention programs to identify and support students who are at-risk	Admin MTSS/SST Team	Use of Panorama site Discipline/Attendance/Academic reports	Panorama	May 2026	In Progress ▾

Create a school based team to identify and provide targeted interventions for identified at-risk students and progress monitor data	The Instructional leadership team will provide and identify targeted interventions to support at risk students	Admin MTSS/SST Team	Positive student outcomes (Attendance/ Behavior/ Academics)	Panorama Data MTSS/SST Meeting Agendas	May 2026	Not Started ▾
Monitor Attendance and behavior data	MTSS/SST will monitor attendance and behavior data through weekly attendance incentives and behavior incentives (PBIS)	Admin MTSS/SST Team Teachers	Panorama/Skyward Data Discipline/Attendance/ Academic reports	Panorama Data MTSS/SST Meeting Agenda Skyward Data	May 2026	In Progress ▾
Maintain Partnerships with Community Partners	McKinley Elementary will establish and maintain partnerships with Community Partners to support student success and academic outcomes	Admin MTSS/SST Team Teachers Parent Liaison			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?	Due to the change of District and School leadership, we are in the beginning stages of implementing and refining our MTSS/SEL process and student intervention plans.					
How has student achievement been impacted? What is the evidence?	We have limited data to support the impact on student achievement. We hope to progress monitor our identified at-risk students quarterly to discuss attendance, report grades, behavior and additional supports that may be needed.					
How will implementation be adjusted and/or supported moving into next year?	Through review of impact data, our MTSS/SEL plan will be revised and or refined at the end of the year. We hope that our team creates a system to support any changes in staffing.					
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)	ILEARN Checkpoints Formative Data NWEA Progress Monitoring	ILEARN Checkpoints Formative Data NWEA Progress Monitoring	ILEARN Checkpoints Formative Data NWEA Progress Monitoring	ILEARN NWEA Growth Data Map Fluency Data
Results	TBD	TBD	TBD	TBD
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)	McKinley Elementry will engaged in a series of interconnected training and follow-up supports in Reading and Math in order to develop capacity and systems need for curriculum implementation and effective core instruction.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local,state, or federal funds, not excluding Title I, Title II, Title III, Title IVa, ESSER
Plan for coaching and support during the learning process	Teacher leaders and Admin will work to align and monitor fidelity of utilization of curriculum maps. Additionally, job-embedded supports will occur during PLCs as a system for ensuring that a guaranteed and viable curriculum is establish and that fidelity is monitored. Additionally, non-evelauative wwalkthroughs that result in teachers received formative feedback will aid in identifying additional professional development opportunities.
Evidence of Impact	Teachers will create lesson plans that yields effective instruction that impacts student achievement. A comprehensive review of student data and formative assessments will increase the rigor of classroom instruction. Improvement of student growth and achievement goals 1-3 are met.
How will effectiveness be sustained over time?	Aspects of training will included in new teacher onboarding process. The PDSA cycle will be followed and continually reviewed, revised, and updated.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	The McKinley Elementary instructional staff will engage in a series of systematic professional learning cycles tied to the development of an instructional priorities model in order to ensure high quality core instruction. Additionally, staff will receive training and supports to ensure WIN time is driven by commitments to know where students are at in learning the priority standards, data is utilized to meet students' individual needs, and everyone thinks critically and collaborates.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local, state, or federal funds, not excluding Title I, Title II, Title III, Title IVa, ESSER
Plan for coaching and support during the learning process	Academic coaches and school leadership will be available to support teacher learning through extended PLCs and grade level meetings.
Evidence of Impact	Improved student outcomes. Electronic observation walkthrough tool is developed and utilized to provide teachers with non-evaluative formative feedback. Classroom observation data indicates fidelity of implementation of curriculum maps and literacy based assessments.
How will effectiveness be sustained over time?	Academic coaches will work with teachers to refine practices and ensure job-embedded support is continually provided. Teachers will collaborate and discuss instructional strategies through strategic monitoring of data during PLCs
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	McKinley Elementary will engage in a series of aligned professional learning experiences to enhance the capacity of all staff to meet academic, social, and emotional needs of all students. Teachers will have training and utilize the MTSS process and review data via the Panorama platform.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local, state, or federal funds, not excluding Title I, Title II, Title III, Title IVa, ESSER
Plan for coaching and support during the learning process	Multiple sources of data (PD exit tickets, focus groups, observational data, and PLC discussion) will be utilized to inform and plan ongoing support
Evidence of Impact	Improved student outcomes and achievement.
How will effectiveness be sustained over time?	SEL/MTSS training and support will be included in the overall MTSS framework. Further, aspects of the training received will be utilized to inform and plan ongoing support.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) ☐	