

School Name: Mary Beck Elementary

School Number: 1769

Street Address: 818 McDonald St.

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) 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. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee comprised 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Tracey Kizyma-Whitmyer	Principal	CNA, SIP, Both	
Matt Garber	Assistant Principal	CNA, SIP, Both	
Nina Swartzlander	Academic Dean	CNA, SIP, Both	
Megan Cordoba	Kindergarten/ETA	CNA, SIP, Both	
Rita Janson	1st Grade	CNA, SIP, Both	
Sondra Flora	2nd Grade	CNA, SIP, Both	
Mike Thompson	3rd Grade	CNA, SIP, Both	
Krista Dodd	4th Grade	CNA, SIP, Both	
Suzanne Holcomb	5th Grade	CNA, SIP, Both	
Giovanni Ponciano	6th Grade	CNA, SIP, Both	
Naomi Baumgartner	English Language Learners	CNA, SIP, Both	
Katherine Hewett	Special Education/MTSS	CNA, SIP, Both	
Alexandra Roskos-Neilson	Physical Education/Specials	CNA, SIP, Both	
Julie Stammich	Interventionist	CNA, SIP, Both	
Beth Williams	Director of Federal Programming	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

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

School Vision:

100% of students will achieve at high levels because they will engage in a rigorous education.

District Mission:

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

School Mission:

Helping Everyone Achieve and Rise to the Top

District Goals:

1. Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students.
2. Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework.
3. Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I.

Does the school’s vision support the district’s vision?	Yes	No
Does the school’s mission support the district’s mission?	Yes	No
Do the school’s mission and vision support district goals?	Yes	No

If the school’s mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

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 are NOT 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]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of 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. 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 (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	K-5	Pearson myView Literacy	Yes No	Tier 1, 2, 3	Textbooks, readers, intervention materials and assessments are core components of reading program.	Yes No	x
Reading	6	Pearson myPerspectives Literacy	Yes No	Tier 1, 2, 3	Textbooks, readers, intervention materials and assessments are core components of reading program.	Yes No	x
Reading	K-2	Foundations	Yes No	Tier 1, 2, 3	Multisensory, structured language program that systematically builds foundational skills in phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension strategies.	Yes No	x
Reading	K-1	Heggerty	Yes No	Tier 1, 2, 3	Daily phonemic and phonological awareness language program.	Yes No	x
Reading	K-6	IXL (Supplementary Resource)	Yes No	Tier 1, 2, 3	Resource aligns with Indiana Academic Standards.	Yes No	x
Mathematics	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Lessons align with Indiana Academic Standards.	Yes No	x

Mathematics	K-6	IXL (Supplementary Resource)	Yes No	Tier 1, 2, 3	Resource aligns with Indiana Academic Standards.	Yes No	x
Social Studies	K	Tools of the Mind	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards.	Yes No	x
Social Studies	1-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards.	Yes No	x
Science	1-6	Ethos Science Kits	Yes No	Tier 1, 2, 3	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.	Yes No	x
Science	1-6	Mystery Science	Yes No	Tier 1, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with Indiana Academic Standards.	Yes No	x

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s):

Elkhart Community Schools provides a guaranteed and viable curriculum through the Professional Learning Communities Process. The Indiana State Academic Standards serve as our guaranteed and viable curriculum and can be located on the Indiana Department of Education Website (<https://www.doe.in.gov/standards>). Each grade level team maintains a copy of the essential (promise) standards and works within their grade level team to plan using the resources available from the list above. All of these resources are housed in teacher classrooms and students have access to many of the resources through their school internet accounts using the Seesaw platform.

Core Element 2: Instructional Program [Required for all]

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.

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

For Title I schools with Schoolwide Programs only:

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

Each fall, an Annual Title 1 Meeting is held at Mary Beck prior to the beginning of the school year. Families are informed of additional instructional support we have because of Title 1 funding. They are listed below.

- Certified Interventionist
- Transition to Kindergarten - 2 week summer school program prior to the beginning on the school year
- Instructional Supplies for student learning in the classroom
- Parent Involvement Supplies to encourage a literacy rich environment at home

Core Element 3: Assessment [Required for all]

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, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). 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)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes No	x
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes No	x
Pearson/Savvas Benchmark Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers administer district-adapted benchmark assessments through the online Pearson/Savvas system. Assessments are intentionally designed to include only questions based on essential standards determined by district-wide grade level teams. Question design is both multiple choice and constructed response.	Yes No	x
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	x
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	x
Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study.	Yes No	x

			Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.		
Summative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	Yes	No x
CogAT	Grades K, 2, and 5	Benchmark, Com. Form., Summative, Other	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grades K, 2, and 5 are administered the Cognitive Abilities Test (CogAT) to identify those with high academic potential.	Yes	No x
Dyslexia Screening	Grades K, 1, and 2	Benchmark, Com. Form., Summative, Other	Per Indiana State Law, all students in Grades K, 1, and 2 receive a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	Yes	No x
WIDA Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes	No x

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 No	x
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	x
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	x

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.

All teachers and staff engage in the PLC process. The teaching and learning cycle is the central focus and four main questions guide all Professional Learning Communities.

1. What do we want students to learn? (essential standards)
2. How will we know if they have learned? (team-developed common assessments)
3. What will we do if they don't learn? (systematic interventions)
4. What will we do if they already know it? (extend learning)

Core Element 4: Coordination of Technology Initiatives [Required for all]

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

The Elkhart Community School District has supplied each student with an iPad to support 1:1 instruction. Seesaw serves as the learning platform to deliver communication and provide instructional tools. Teachers have professional development opportunities throughout the school year to enhance their knowledge and expertise on digital tools. Professional development occurs at the district-level with an Instructional Technology team, at the building level with Tech Ambassadors, and with outside organizations like Apple. The Technology Department provides a system for families to replace broken and damaged equipment.

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

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If “Not currently implementing career exploration activities” was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional 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 No	x
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	x
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	x
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	x
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	x
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes No	x
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	x

Core Element 7: Cultural Competency [Required for all]

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 by highlighting groups below.

American Indian/Alaskan Native	English Language Learner 25.39%	Multiracial 7.42%
Asian	Free/Reduced Lunch 77.73%	Native Hawaiian or Other Pacific Islander
Black 32.81%	Hispanic Ethnicity 45.70%	White 13.67%

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Each month, discipline reports related to racial, ethnic, language-minority and socioeconomic groups are sent to each building for analysis. Data is reviewed with emphasis on various groups and strategies for supporting discipline concerns and reducing office referrals are discussed.

Parents complete the federal free and reduced lunch application to determine who qualifies for the program.

The MTSS Team meets weekly to discuss any student who is referred for academic and behavioral support.

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

As a district, all teachers, administrators and staff are required to continue with a SIOP (Sheltered Instruction Observation Protocol) Canvas Course this year to learn, and refine, strategies and practices to better understand and support English Language Learners. By taking the course, participants will gain an understanding of how best to support English Language Learners in the classroom and how best to serve families.

Mary Beck's Multi-tiered Systems of Support Team (MTSS) will participate in Trauma Informed Care training (TIC). Members of the MTSS Team and school leadership team will play critical roles in the school's behavioral support. The MTSS team and Guiding Coalition will be responsible for implementing and supporting TIC throughout the school.

Beck's MTSS team meets weekly for thirty minutes to discuss at-risk students or student concerns.

Jessica Byers, a Systems of Care Facilitator, attends MTSS meetings and regularly meets with administrators and the school social worker. She is a representative of Oaklawn, a mental health agency, which is an available and utilized resource in our community. Students and families receive skills training, therapy, and medication services through this organization.

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

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

Mary Beck Elementary embraces community partnerships. Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include IU South Bend's School of Education, Belmont Buddies, Cowboy Ethics, Cares Mentors, United Way and collaboration with various community leaders.

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

SIOE Training is necessary in order to increase the understanding of how to best serve English Language Learners.

Trauma Informed Care Training is needed for all in order to increase the understanding of how to best serve and respond to the needs of students who have suffered trauma and need behavioral intervention/assistance.

CPI Training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.

Cultural Competency is needed from the district level to work with all educators in knowing how to work with families and students of all cultures.

Restorative Practice training is needed for all educators to understand the importance of how to support students when they return to the classroom after having been dismissed for inappropriate behaviors.

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

A Culture Audit was conducted at Mary Beck in the Spring of 2019. One of the recommendations was that a building-wide communication system be utilized to streamline all communication, and provide it in both English and Spanish. Seesaw is now used universally and has the capability to translate all communication into preferred languages, like Spanish. In addition to sharing student work samples and progress, school announcements and events are also communicated to families. It was also recommended that a tool be created to breakdown student achievement data to determine achievement gaps by demographic. This will support staff in making instructional decisions that impact subgroups. This was developed using PLC data, along with district and state assessment data (NWEA).

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 152 Two Years Ago: 166 Three Years Ago: 35

What may be contributing to the attendance trend?

The trend has fluctuated each year due to the pandemic. We are actively working to improve this through monitoring of absences and following the district's attendance guidelines, which are listed below. Positive phone calls to families updating them on where they are with moving off of an attendance level are also now a regular practice.

What procedures and practices are being implemented to address chronic absenteeism?

"Absence of concern" will include all trancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

LEVEL 1 FORMAL NOTIFICATION TO PARENTS

If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.

LEVEL 2 LEGAL NOTICE

If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).

LEVEL 3 CONTINUING ABSENCES OF CONCERN

If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney's Office. Failure to attend the hearing will result in advancement to Level 4.

LEVEL 4 MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY

If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney's Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor's Office.

LEVEL 5 COURT

If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

The school MTSS Team monitors students who have chronic absenteeism. It is the responsibility of building-level administration and the social worker to follow up consistently with those who are chronically absent. The MTSS Team monitors attendance results.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	x
A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	x

Core Element 9: Parent and Family Engagement [Required for all]

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

- Seesaw is being utilized building-wide as a universal form of communication. In addition to sharing student work samples and progress, school announcements and events are also communicated to families. Seesaw has the capability to translate communication into preferred languages, like Spanish.
- Back to School Night and Annual Title I meeting with free books for students upon completion of visiting all required stations.
- Parent/teacher conferences scheduled twice each year
- School-Parent Compacts are distributed and reviewed annually at fall parent/teacher conferences
- Facebook school page where announcements and positive school events are shared
- Flyers sent home in English and Spanish
- Digital marquee in front of the school with announcements in both English and Spanish
- Communication folders for each student
- PowerSchool online system for updating parent contact information and access to student grades
- PTO events
- Parent Handbooks
- Visibility in the community via home visits by our school social worker, teachers, and administrators, when requested or needed.
- IDOE Panorama Surveys for parents, students, and staff (anonymous)
- Naviance for sixth grade students to explore career opportunities aligned to student interest
- Elkhart Education Foundation Summer Stories to encourage and engage students in reading throughout the summer months.
- Mentoring programs that include, but are not limited to, CARES mentoring, Belmont Buddies, Real Men Read, and Spring into Reading.

Cross-Cultural Skills for successful collaboration with families will occur through several initiatives. Trauma Informed Care and SIOP are both year long professional development courses for staff. Restorative Practices are used daily in positively supporting student relationships and choices. A Culture Audit was performed by Solution Tree, an IDOE technical provider, to take a comprehensive look at the school and policies and procedures in place to ensure learning for all students.

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

- An annual and anonymous survey is sent to families each year to address hopes, concerns and suggestions. The Guiding Coalition will review the data and make recommendations for improvement in school culture and climate.
- Mrs. Kizyma (principal) has an open door policy. Parents may contact her at any time to voice hopes, concerns or suggestions.
- Additional opportunities are available through visibility outside during student arrival/dismissal, P/T Conferences, Annual Title I Meeting, home visits, Seesaw messages, and other forms of open communication.

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

Mary Beck utilizes PowerSchool to track attendance. An attendance secretary monitors attendance and initiates contact when three absences are reached. Once students accumulate more than three absences of concern, regular communication occurs to proactively support families.

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

Teachers and staff have incorporated multiple means of communication (email, Seesaw, Facebook, phone calls, text messages, etc.) in order to encourage parents to contact staff in a way that is comfortable for them. Mary Beck also embraces community partnerships which includes many volunteers throughout the community who come to work directly with students. Current partnerships include Cowboy Ethics, CARES Mentors, Real Men Read, IU South Bend School of Education, Belmont Mennonite Church Mentors, Bowen Center, and Oaklawn

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

In order to promote positive relationships with parents, the staff at Mary Beck organize regularly scheduled family nights to promote positive partnerships between home and school. Monthly Makerspace family events occur where art and food/cooking activities are connected to reading and math activities. An Annual Title I Meeting, back-to-school open house, parent/teacher conferences, Reverse Trick-or-Treating, and other holiday family events promote and encourage involvement.

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

Assessment results are shared with parents and guardians via PowerSchool. Student progress reports provide interim academic feedback and formal report cards are sent home quarterly. Fall and spring parent/teacher conferences also provide opportunities to discuss student progress and academic goal setting. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative and summative assessment data.

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

Parents contribute thoughts and ideas through informal meetings, survey responses, and review of the School Improvement Plan. Conversations are ongoing and essential to continued improvement.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

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

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

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

State and local funds are used to support funding of the following:

- Principals, Assistant Principals and Academic Deans
- Classroom teachers
- Specials teachers (art/music/physical education)
- Elementary English learner teachers
- All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning* and *Parent and Community Engagement*. Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include “Cowboy Ethics” which provide character development and the Cares mentor program to support students’ emotional well-being and academic achievement.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school’s plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Transition to Kindergarten is a Title I opportunity that is offered for incoming Kindergarten students for three weeks in the summer before the 2022-23 school year begins. Transportation and free breakfast are also included as a part of the program. The purpose of the program is to ease the transition of attending

school. Students learn their way around the school building, meet teachers and classmates, talk about what Kindergarten will be like and begin developing an understanding of school and classroom routines and expectations.

In the spring of the year before kindergarten, a district-wide kindergarten kick-off and registration takes place in each building. Transition conferences for students enrolled in district supported Head Start or special education programs also take place to ensure a smooth transition.

Tools of the Mind is a resource for kindergarten. It acts as a bridge to school and focuses on self-regulation strategies.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

The corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education’s website and with universities across the state. Once hired, Elkhart Community Schools provides a week-long training for new hires in August, before the school year begins. The training discusses teacher practices, curriculum oversight, and how the mentoring process will work throughout the school year.

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
Tracey Kizyma-Whitmyer	Building Level Administrator, Elementary/Intermediate Generalist, Elementary/Primary Generalist, Reading	Principal
Matthey Garber	Building Level Administrator, School Counselor	Assistant Principal
Nina Swartzlander	General Elementary	Academic Dean
Alexis Carroll-Troyer	Early Childhood Education, Elementary Generalist	Kindergarten Teacher
Ellen Coget	Elementary K-6	Kindergarten Teacher
Megan Cordoba (Schuler)	Elementary Primary Generalist, Elementary Intermediate Generalist	Kindergarten Teacher
Rita Janson	Kindergarten Professionalize, General Elementary Professionalize, English as a Second Language Professionalize	First Grade Teacher

Shantel Keith	Kindergarten-Primary	First Grade Teacher
Cassandra Pratt	Elementary Generalist, English as a New Language	First Grade Teacher
Sondra Flora	Elementary Primary Generalist, Elementary Intermediate Generalist	Second Grade Teacher
Britney Goff	Elementary Generalist, Mild Intervention	Second Grade Teacher
Michelle Troutman	General Elementary, Learning Disabled	Second Grade Teacher
Roshell Bangura	Elementary Generalist (emergency permit)	Third Grade Teacher
Mackenzie Bontrager (Gamble)	Elementary Generalist	Third Grade Teacher
Mike Thompson	Elementary 1-6	Third Grade Teacher
Laura Clements	Elementary Generalist	Fourth Grade Teacher
Krista Dodd	General Elementary	Fourth Grade Teacher
Kaitlyn Andrews	Early Childhood Education, Elementary Generalist	Fifth Grade Teacher
Maria Garcilazo	Elementary Generalist	Fifth Grade Teacher
Suzanne Holcomb	General Elementary Professionalize, Kindergarten Professionalize	Fifth Grade Teacher
Jill Brenneman	Elementary Generalist (emergency permit)	Sixth Grade Teacher
Giovanni Ponciano	Elementary Generalist	Sixth Grade Teacher
Megan Screes	Elementary/Primary Generalist, Elementary/Intermediate Generalist, Mild Intervention	Sixth Grade Teacher
Charlene Flowers	General Elementary, Mild Disabilities, Mild Intervention	Special Education Teacher (Intense Interventions)
Taylor Bryant	Mild Intervention	Special Education Teacher (Intense Interventions)
Rachel Denney	Mild Intervention, Director of Exceptional Needs	Special Education Teacher (Mild Interventions)

Katherine Hewett	Elementary Generalist, Mild Intervention	Special Education (Mild Interventions)
Alexandria Roskos	Physical Education	Physical Education Teacher
Taryn Weidner	Elementary Generalist	Art Teacher
Julia Johnson	Elementary 1-6	Music Teacher
Carla Darr	General Elementary	Interventionist
Julie Fessenden (Stammich)	General Elementary	Interventionist
Naomi Baumgartner	General Elementary Professionalize, English as a Second Language Professionalize	English as a Second Language Teacher
Karla Reed	Kindergarten Professionalize, General Elementary Professionalize, English as a Second Language Professionalize	English as a Second Language Teacher

SECTION B: Needs Assessment

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 Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	

X	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		Beck DATA
X	Staff Attendance			

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them 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 Gap 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.

Goal 1

Measurable outcome met? Yes **No**

By May 2023, 100% of all grade levels will be implementing collaborative common formative assessments and analyzing student data using a data meeting protocol that reflects on the relationship between effective instructional practices and student achievement.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

The goal is still ongoing. In Summer 2020, certified teachers will attend the Collaborative Common Assessment PD with Cassandra Erkens (Solution Tree). The purpose is to ensure a systematic and rigorous approach to designing formative assessments and monitoring student learning. Intentionally designed formative assessments will guide instructional strategies that guarantee students are growing and achieving at high academic levels. Staying the course and continuing to refine our practices using reflective rubrics from the Learning By Doing Handbook. Model PLC teams within the building will provide coaching support for teams not yet at the "sustaining" rating according to the rubrics. As we continue to work to flip our triangle, demands on our tier 2 and tier 3 interventions will require retooling. Vertical alignment will also be key. The 2020-2021 school year took place during a pandemic where the overall structure of our school was redesigned to provide both virtual and in-person instruction. With school during the 2021-22 school year being back to only in-person learning, we are looking forward to continuing to build our systems. This year, we will intentionally focus on the relationship between the three tiers of instruction to ensure they work together to effectively

If the goal was not met, should the school continue to work toward this goal? Yes No

Goal 2

Measurable outcome met? Yes **No**

By May 2023, 100% of all grade levels will be implementing common Tier I teaching strategies and language to enhance and align reading instruction to positively affect student achievement.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

This is a goal that will only strengthen with time. In grade level teams, we will reflect on and analyze CFA and benchmark data to determine the teaching strategies that were most effective for students who reached proficiency on a learning target or academic standard. As a Guiding Coalition, we will work to vertically align Smekens Literacy strategies. Smekens Literacy PDs are designed and implemented to ensure a focused, engaging and rigorous literacy program for all students. It takes extended time to build and refine the capacity of teachers and support staff to implement effective literacy strategies into daily instruction. We will stay the course and continue to refine our practice by identifying exemplary teachers implementing strategies to coach other teachers in our building and district. We will have met the goal when we become a model school for our district. The first part of our goal, related to implementing common Smekens-based literacy strategies, was met. To fully meet this goal, we need to see the results in student reading achievement, as measured by district and state assessments.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3

Measurable outcome met? Yes **No**

By June 2023, 40% of grade 3-6 students will demonstrate proficiency as measured by the Spring 2023 ILEARN Reading assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

5% of students demonstrated proficiency as measured by the Spring 2022 ILEARN Reading assessment. Continued focus on the PLC process will be implemented to ensure a systematic and rigorous approach to designing formative assessments and monitoring student learning. Intentionally designed formative assessments and the data analysis protocol will guide instructional strategies that guarantee students are growing and achieving at high academic levels. Our leadership team will ensure ongoing implementation and refinement of the PLC teaching and learning cycle. Professional Learning Communities coaching support through Solution Tree will continue and focus on the PLC teaching and learning cycle. We will increase student growth for ALL.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Collaborative common formative assessments will be implemented with fidelity. A data meeting protocol will also be implemented. Both will assist teachers to be better equipped to identify learning trends and gaps when analyzing student achievement data. This will provide teachers and stakeholders with valuable information to intervene on and inform instructional decisions prior to interim and state assessments.	Yes No	<ul style="list-style-type: none"> ● 5% of students in grades 3-6 scored proficient or higher according to the 2021-22 ILEARN assessment. ● 47% IREAD-3 pass rate in 2021-22 (preliminary) ● ILEARN Data ● Began collecting CFA data, but needed to adopt a data meeting protocol to reflect on effective instructional practices 	Upon reflective conversation, we determined that a systematic approach to the teaching and learning cycle needs to be further defined. We are building a shared philosophical approach to assessing student learning and creating assessments that accurately align to academic essential standards. We are committed to ensuring a systematic and rigorous approach to designing formative assessments. Intentionally designed formative assessments and a data meeting protocol will guide instructional strategies that guarantee students are growing and achieving at high academic levels.	X	2
Consistent Tier I literacy strategies vertically aligned across grade levels and content areas, then we will see an increase in student academic achievement in English Language Arts.	Yes No	<ul style="list-style-type: none"> ● 5% of students in grades 3-6 scored proficient or higher according to the 2021-22 ILEARN assessment. ● 47% IREAD-3 pass rate in 2021-22 (preliminary) ● ILEARN Data ● Began collecting CFA data, but needed to adopt a data meeting protocol to reflect on effective instructional practices 	Leadership team conversation identified that there is a need to align instructional strategies and language to provide clarity and consistency for our diverse student population. We are taking the necessary steps to ensure focused, engaging and rigorous literacy instruction for all students by aligning instructional strategies and language vertically and horizontally.	X	3
Operating as a true and effective Professional Learning Community will remain a consistent initiative at Mary Beck. We will see increased	Yes No	<ul style="list-style-type: none"> ● 5% of students in grades 3-6 scored proficient or higher according to the 2021-22 ILEARN assessment. 	Upon reflective conversation, we determined that a systematic approach to the teaching and learning cycle needs to be tightened. It is critical that we ensure ongoing implementation and	X	1

proficiency and growth transfer from classroom common formative assessments to standardized testing.		<ul style="list-style-type: none"> • 47% IREAD-3 pass rate in 2021-22 (preliminary) • ILEARN Data • Began collecting CFA data, but needed to adopt a data meeting protocol to reflect on effective instructional practices 	refinement of designing common formative assessments and analyzing the student data to inform instruction. Coaching support in the next steps of the PLC teaching and learning cycle will increase student growth for ALL.	
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



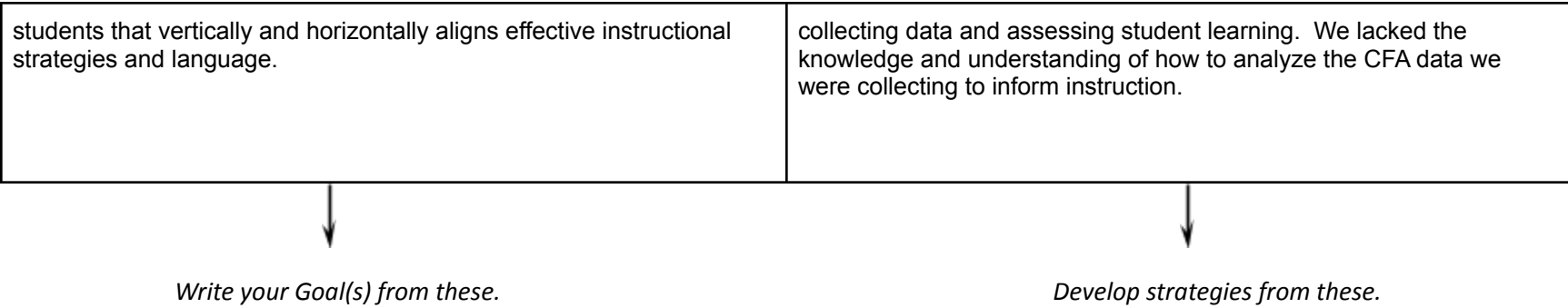
Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Ensure ongoing implementation and refinement of the PLC teaching and learning cycle, specifically in terms of student data collection and analysis.	We lacked a shared systematic and philosophical approach to collecting data and assessing student learning. We lacked the knowledge and understanding of how to analyze the CFA data we were collecting to inform instruction.
Ensure a systematic and rigorous approach to designing formative assessments and monitoring student learning.	We lacked a shared systematic and philosophical approach to collecting data and assessing student learning. We lacked the knowledge and understanding of how to analyze the CFA data we were collecting to inform instruction.
Ensure a focused, engaging and rigorous literacy program for all	We lacked a shared systematic and philosophical approach to



SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

Are based on a 3-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.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By May 2023, 100% of all grade levels will be implementing collaborative common formative assessments and analyzing student data using a data meeting protocol that reflects on the relationship between effective instructional practices and student achievement.			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	
Evidence- Based Strategy 1	Lipnevich, A. A., & Smith, J. K. (2008). Response to assessment feedback: The effects of grades, praise, and source of information. ETS Research Report Series, 2008(1), i-57.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify, pace, and unwrap grade level promise (essential) standards	August 2022 - September 2022	Administrators Guiding Coalition PLC Teams	Unwrapped promise standards in English Language Arts. Standards will be prioritized and paced by each team on a Grade Level Proficiency Map.
Action Step 2	Develop common formative assessments	Ongoing September 2022 - May 2023	Administrators Guiding Coalition PLC Teams	Common formative assessment data collection, aligned to promise standards.

Action Step 3	Reflect on student data and effective Tier I strategies using a building-wide data protocol	Ongoing September 2022 - May 2023	Administrators Guiding Coalition PLC Teams	Common formative assessment data collection, aligned to promise standards.
Yr. 2 Measurable Objective	By May 2024, 100% of all grade levels will be implementing collaborative common formative assessments with fidelity and based on identified essential learning standards. Reflective rubrics like "The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams" and "The Professional Learning Communities at Work Continuum: Using School Improvement Goals to Drive Team Goals."			
Yr. 3 Measurable Objective	By May 2025, 100% of all grade levels will be implementing collaborative common formative assessments with fidelity and based on identified essential learning standards. Reflective rubrics like "The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams" and "The Professional Learning Communities at Work Continuum: Using School Improvement Goals to Drive Team Goals."			

GOAL 2	By May 2023, 100% of all grade levels will be implementing common Tier I teaching strategies and language to enhance and align reading instruction to positively affect student achievement.			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	
Evidence- Based Strategy 1	Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with low-achieving second-grade readers. Journal of educational psychology, 88(1), 18.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify, pace, and unwrap grade level promise (essential) standards	August 2022 - September 2022	Administrators Guiding Coalition PLC Teams	Unwrapped promise standards in English Language Arts. Standards will be prioritized and paced by each team on a Grade Level Proficiency Map.
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Action Step 3	Reflect on student data and effective Tier I strategies using a building-wide data protocol	Ongoing September 2022 - May 2023	Administrators Guiding Coalition PLC Teams	Common formative assessment data collection, aligned to promise standards.
Yr. 2 Measurable Objective	By May 2024, 100% of all grade levels will be implementing common Tier I teaching strategies and language to enhance and align reading instruction to positively affect student achievement. Stay the course and continue to refine our practice by identifying exemplar teachers implementing strategies to coach other teachers in our building and district.			
Yr. 3 Measurable Objective	By May 2025, 100% of all grade levels will be implementing common Tier I teaching strategies and language to enhance and align reading instruction to positively affect student achievement. Become a model school for our district.			

GOAL 3	By June 2023, 40% of grade 3-6 students will demonstrate proficiency as measured by the Spring 2023 ILEARN Reading assessment.			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	Common Formative Assessments Benchmark Assessments NWEA Fall scores	
Evidence- Based Strategy 1	Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher Collaboration in Instructional Teams and Student Achievement. American Educational Research Journal, 52(3), 475–514.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify, pace, and unwrap grade level promise (essential) standards	August 2022 - September 2022	Administrators Guiding Coalition PLC Teams	Unwrapped promise standards in English Language Arts. Standards will be prioritized and paced by each team on a Grade Level Proficiency Map.
Action Step 2	Develop common formative assessments	Ongoing September 2022 - May 2023	Administrators Guiding Coalition PLC Teams	Common formative assessment data collection, aligned to promise standards.
Action Step 3	Reflect on student data and effective Tier I strategies using a building-wide data protocol	Ongoing September 2022 - May 2023	Administrators Guiding Coalition PLC Teams	Common formative assessment data collection, aligned to promise standards.
Yr. 2 Measurable Objective	By June 2024, 50% of grade 3-6 students will demonstrate proficiency as measured by the Spring 2024 ILEARN Reading assessment.			
Yr. 3 Measurable Objective	By June 2025, 60% of grade 3-6 students will demonstrate proficiency as measured by the Spring 2025 ILEARN Reading assessment.			

Professional Development Plan

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

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

Professional Development Goal 1	Ensure ongoing implementation and refinement of the PLC teaching and learning cycle.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I, Title II, Title III, Title IV, School Improvement (SIG)	
Evidence of Impact	School monitoring visit with a comprehensive look at the implementation of the PLC teaching and learning process. Coaching visits will include physically observing the building and classrooms, and also providing feedback on planning and data collection in shared Google drives. Evidence will include: Observations, feedback, PLC documentation in shared Google drives, student growth and achievement data.	
Plan for coaching and support during the learning process: Coaching from a Solution Tree consultant on the PLC model and implementation at our school. On-site coaching from a PLC expert will provide a comprehensive look at the teaching and learning cycle with coaching and recommended next steps in implementing the PLC process with fidelity.		
How will effectiveness be sustained over time? If PLCs remain a consistent initiative at Mary Beck, then we will see increased proficiency and growth transfer from classroom common formative assessments to standardized testing. Coaching support on next steps of the PLC teaching and learning cycle will increase student growth for ALL.		

Professional Development Goal 2	Ensure a systematic and rigorous approach to designing formative assessments and monitoring student learning.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title I, Title II, Title III, Title IV, School Improvement (SIG)	
Evidence of Impact	Intentionally designed formative assessments will guide instructional strategies that guarantee students are growing and achieving at high academic levels. Grade levels will demonstrate knowledge of deconstructing standards and developing collaborative common formative assessments at the required depth of knowledge. Evidence will include: PLC documentation and plans in shared Google drives, student growth and achievement data.	
Plan for coaching and support during the learning process: Coaching from a Solution Tree consultant on the PLC model and implementation at our school. On-site coaching from a PLC expert will provide a comprehensive look at the teaching and learning cycle with coaching and recommended next steps in implementing the PLC process with fidelity.		
How will effectiveness be sustained over time? We will stay the course and continue to refine our practices using reflective rubrics from the Learning By Doing Handbook. Model PLC teams within the building will provide coaching support for teams not yet at the "sustaining" rating according to the rubrics. As we continue to work to flip our triangle, demands on our tier 2 and tier 3 interventions will require retooling. Vertical alignment will also be key.		

Professional Development Goal 3	Ensure a focused, engaging and rigorous literacy program for all students.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I, Title II, Title III, Title IV, School Improvement (SIG)	
Evidence of Impact	Building and refining the capacity of teachers and support staff to implement effective literacy strategies into daily instruction will positively impact student growth. If consistent reading and writing strategies are utilized across the building and content areas, then we will see an increase in student academic achievement in English Language Arts. Instructional planning and classroom observations will demonstrate implementation of strategies introduced in professional development sessions. Classroom coaching by a Smekens PD facilitator will support implementation. Evidence will include: Observations, feedback, collaboration meetings, student growth and achievement data.	
Plan for coaching and support during the learning process: Smekens Literacy professional development on effective reading and cross-curricular literacy strategies. Smekens Literacy PDs will ensure a focused, engaging and rigorous literacy program for all students. Multiple visits by a facilitator to ensure that strategies are being implemented in classrooms. Our school district will coordinate PD opportunities across the district to enhance cross-building collaboration opportunities.		
How will effectiveness be sustained over time? We will stay the course and continue to refine our practice by identifying exemplar teachers implementing strategies to coach other teachers in our building and district.		