School Name: Cleveland Elementary School
School Number: 1617
Street Address: 53403 County Road 1
City: Elkhart, IN
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** ----------------------

Principal: Kelly Carmichael
Telephone: 574-262-5580   Email: kcarmichael@elkhart.k12.in.us

Superintendent: Mark Mow
Telephone: 574-262-5500   Email: mmow@elkhart.k12.in.us

Contact for Grants: Beth WIlliams
Telephone: 574-262-5500   Email: bwilliams@elkhart.k12.in.us

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 <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>. (<mark>Highlight</mark> answer choices below.)

This is an initial three (3) year plan. **Yes** <mark>**No**</mark>	This is a review/update of a plan currently in use. <mark>**Yes**</mark> **No**

This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**

(TSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> 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** <mark>**No**</mark>   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA**   *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- 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*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Sara Okones	Kindergarten Teacher	**CNA, SIP, Both**	
Karen Beck	First Grade Teacher	**CNA, SIP, Both**	
Riley Geshcke	Second Grade Teacher	**CNA, SIP, Both**	
Sue Law	Third Grade Teacher	**CNA, SIP, Both**	
Jeremy Rohyans	Fourth Grade Teacher	**CNA, SIP, Both**	
Stephanie Grimes	Fifth Grade Teacher	**CNA, SIP, Both**	
Jayme Iannarelli	Sixth Grade Teacher	**CNA, SIP, Both**	
Amber Rowland	Special Education Teacher	**CNA, SIP, Both**	
Kelly Voreis	Special Education Teacher	**CNA, SIP, Both**	
Kelli Weaver	Physical Education Teacher	**CNA, SIP, Both**	
Jeff Komins	Assistant Principal	**CNA, SIP, Both**	
Kelly Carmichael	Principal	**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: Our vision is to work collaboratively through the PLC process to provide a safe, positive learning environment. We will implement a rigorous and relevant curriculum to meet our students' needs for today, tomorrow, and the future.

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: All students will succeed academically as responsible citizens.

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 underline essential underline 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*	*X*
Reading	K-2	Fundation	Yes No	Tier 1, 2, 3	Textbooks, readers and interventions support phonemic awareness and phonics instruction.	Yes No	X
Reading	K-5	Pearson myView Literacy	Yes No	Tier 1, 2, 3	Textbook, 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	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	X
Mathematics	K-6	HMH Math Expressions	Yes No	Tier 1, 2, 3	Materials align with Indiana Academic Standards	Yes No	X

Social Studies	K-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	X
Science	K-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	K-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 the Indiana Academic Standards.	Yes No	X
Music	K-6	McGraw Hill Spotlight on Music	Yes No	Tier 1, 2, 3	Spotlight on Music	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):

Reading	Pearson Site
Math	HMH Math Expressions
Social Studies	Link to myWorld
Science	Ethos Science Kits; Mystery Science
Music	Spotlight on Music

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.

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
mClass	K-2	Benchmark, Com. Form., Summative, Other	mClass allows teacher to benchmark and progress monitor students in the five components of literacy.	Yes	No	X
NWEA Map Growth-Reading	3-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in reading.	Yes	No	X
NWEA Map Growth-Math	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in mathematics.	Yes	No	X
SAVVAS Reading	K-6	Benchmark, Com. Form., Summative, Other	The SAVVAS Realize assessment is used BOY, MOY, and EOY to monitor student progress through the myView curriculum. This assessment measures progress on reading essential standards.	Yes	No	X
Math Expressions-Math	K-6	Benchmark, Com. Form., Summative, Other	Math Expressions quick check and end of unit assessments will be used to monitor student progresson essential standards.	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, math performance tasks, short answer responses, and other various formats.	Yes	No	X

				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 Grade 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 received 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 improved student achievement.

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

Briefly describe how technology is used by students to increase learning.
All Cleveland students have 1:1 technology, meaning every Cleveland student has an iPad. Seesaw serves as the learning platform to deliver communication and provide instruction for eLearning.

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

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

Teaching and Learning Goals

- Maximize student collaboration and cooperative learning
- Increase engaging, rigorous student-centered learning experiences
- Teach students 21st century literacy skills
- Provide equitable, anytime access
- Develop competent and responsible future-ready citizens
- Prepare for success in future college, career, and life pursuits

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.

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 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	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.
These groups are identified through enrollment paperwork and the home language survey.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Teachers are implementing instructional strategies that ensure that students are exposed to curriculum materials that represent all groups of students. In addition, we have an EL teacher who supports both students and teachers to provide instruction that is supportive and appropriate for all students. Utilizing the MTSS process, action plans are put into place to support specific needs.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
The Elkhart Community School District is engaged in SIOP Training which will provide necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the Fall of 2019 and and is continuous and ongoing. In addition, the superintendent has implemented Equity Training for principals beginning in the summer of 2020.   Trauma-Informed Care Training also began in the Fall of 2019 and is continuous and ongoing. Staff will participate in an online Canvas course to learn about addressing students in trauma which will also support students in cross cultural situations.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
A Culture Audit was conducted at Cleveland in the Fall of 2019 and one of the areas of growth included creating more visually appealing artifacts throughout the building that represent cultural differences.   In addition, we are using Smekens resources to ensure that we are addressing cultural differences. An emphasis needs to be placed on helping staff be more cognizant of selecting culturally appropriate materials.

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: <u>142</u>   Two Years Ago: <u>154</u>   Three Years Ago: <u>180</u>

What may be contributing to the attendance trend?
We have seen a small decrease in the chronic absenteeism. Having a regular process in place in which we are having authentic conversations with parents and providing support.

What procedures and practices are being implemented to address chronic absenteeism?
"Absence of concern" will include all truancies, 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 <u>FORMAL NOTIFICATION TO PARENTS</u>
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 <u>LEGAL NOTICE</u>
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 <u>CONTINUING ABSENCES OF CONCERN</u>
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 <u>MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY</u>
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 <u>COURT</u>
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?
Results are monitored through Powerschool and weekly attendance reports. These reports are then submitted to the attendance officer. Social worker, principal and MTSS monitor attendance data.

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 supports (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?
The Cleveland staff is working hard to ensure parents are informed and engaged with their students' academic achievements.   Teachers and administrators use Seesaw to communicate with families on a daily basis. In addition, we send home progress reports to ensure that families are aware of their students' academic progress. At parent teacher conferences we discuss NWEA data, mClass, formative assessment data as well as in class performance. All parents are also invited to awards assemblies where academic achievements are celebrated. We have an active PTO that is working to create opportunities for parent involvement in both academic and extracurricular activities.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
The Cleveland staff and administration uses Seesaw for open communication. Seesaw allows parents to directly and easily connect with teachers and administrators. Parents are encouraged to attend PTO meetings where an administrator is always present to share ideas and concerns with. Mrs. Carmichael (principal) has an open door policy. Parents may contact her at any time to voice hopes, concerns and suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
The school offers PRIDE award certificates for sixth grade students who achieve a 98% attendance rate.

How do teachers and staff bridge cultural differences through effective communication?
The Elkhart Community School District is engaged in SIOP implementation which will provide necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the Fall of 2019 and continues each year.   The district is working with Olweus to create a safe and effective learning environment. Classroom teachers are required to have weekly class meetings that support the differences and conflicts amongst students.

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

- Cleveland's Multi-tier Systems of Support Team (MTSS) meets weekly to discuss at-risk students or students of concern. A Systems of Care Facilitator, attends each meeting to support the mental health needs of students.
- Cleveland Elementary embraces community partnerships. Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include Star Martial Arts, ETHOS, THOR, Cares Mentors, and collaboration with various community leaders.
- In collaboration with the CARES Mentoring Program, one of the goals of Cleveland is to grow the number of mentors who are willing to come in and work with our students.

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
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	X	Approved Testing Accommodations		Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement	X	IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
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.**				**Link to Cleveland data**
	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**   <mark>**No**</mark>

The percentage of students passing ILEARN Reading will increase from 27% to 50%.

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.   As of the 22-23 school year we have not yet met the 50% goal. This goal is anticipated to be met at the end of the 2024-2025 school year. The Cleveland staff continues to support student learning through the PLC process and focus on Tier 1 instruction.

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

Goal 2   Measurable outcome met?   **Yes   No**

Improve the practices of educators' understanding and utilization of K-12 data analysis correlated to Tier I instruction through collaboration (this is a new goal based on updated district goals)

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 an updated goal based on district goals.

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
Implement a 90 minute literacy block with a clear whole group mini lesson statement based on essential standards as well as planned small group instruction which focuses on individual student needs as identified through common formative assessments.	**Yes** No	22-23 ILEARN scores only 25% of students passed the assessment. CNA Data	Teachers are learning how to create and deliver whole group mini lessons that are brief and focus on a single skill. In addition, they work to plan small group lessons that have a clear focus, and outline for delivery the instruction.	X	1
Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II enrichment and interventions aligned to Tier I	**Yes** No	22-23 ILEARN scores only 25% of students passed the assessment. CNA Data	All teachers will use data-driven decision-making to inform student instruction and personalize learning Teachers will regularly assess and address achievement gaps to ensure equitable opportunities and improve outcomes for all students	x	2
EVERY student will feel safe and be provided the academic opportunities to cultivate their talents and potential.	Yes **No**	22-23 ILEARN scores only 25% of students passed the assessment. CNA Data	The Cleveland staff needs to continue learning and understanding alternative strategies to meet the needs of all students regardless of culture or background. Cleveland will continue to implement the Olweus Bully Program. The Cleveland staff will ensure that safety concepts and procedures are incorporated into the school environment.	x	3

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)
Implement a 90 minute literacy block with a clear whole group mini lesson statement based on essential standards as well as planned small group instruction which focuses on individual student needs as identified through common formative assessments.	*Teachers do not spend enough time planning meaningful standards based instruction. Teachers do not have training to support successful implementation of the 90 minute literacy block.*
Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II enrichment and interventions aligned to Tier I.	*Lack of professional development and opportunities for teachers to share and brainstorm around Tier 1 strategies.*
EVERY student will feel safe and be provided the academic opportunities to cultivate their talents and potential.	*Lack of attention to the data that identifies academic gaps and identifies strategies to support students who are not successful.*

Goals	*Strategies*
1. All teachers will implement a 90 minute literacy block daily with a clear whole group mini lesson based on essential standards as well as lesson plans for small group instruction and defined opportunities for independent practice that focuses on skills of the essential standards.	1. *Posted I can statements* 2. *Smekens strategies for whole group mini lessons* 3. *Lesson plan templates for small group instruction* 4. *PLC unpacking standards documents for each essential standard* 5. *Pacing guides that incorporate IDOE resources as well as MyView, and Smekens resources.*
2. Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II enrichment and interventions	1. *Understand and implement new Indiana Academic Standards*

aligned to Tier I.	2. Fostering a culture of collaboration and professional development opportunities for all employees 3. Regularly assessing and addressing achievement gaps to ensure equitable opportunities and improve outcomes for all students 4. Using data-driven decision-making to inform student instruction and personalize learning 5. Providing professional development that is rigorous and focused on student learning
3. EVERY student will feel safe and be provided the academic opportunities to cultivate their talents and potential.	*1. SIOP professional development* *2. Trauma Informed Care professional development* *3. Olweus Bully Program* *4. PBIS/PRIDE*

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. Identity 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 Spring 2025, 50% of students in grades 3-6 will demonstrate proficiency as measured by the ILEARN English Language Arts assessment.			
Data Checkpoints (dates)	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Winter 2024/2025**
Evidence at Checkpoints	NWEA growth formative assessment data Pearson benchmark	NWEA growth formative assessment data Pearson benchmark	NWEA growth mClass formative assessment data Pearson benchmark	NWEA growth mCLass formative assessment data Pearson benchmark
Evidence- Based Strategy 1	Grade level teams will begin studying and implementing the core tenants of Science of Reading. Through resources on the IDOE as well as Ampligy.			**PD Needed:** Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Based on unwrapped standards, and pacing guides create unit plans with CFA's	August 2022-June 2023	Leadership Team and Grade Level Teams	PLC documents as well as instructional focus in the classroom
Action Step 2	Monthly PD focused on the strategies of Science of	Octiober 2023-June 2024	Leadership Team and Grade Level Teams	walkthrough data collaboration notes

	Reading			
Action Step 3	Identify and implement 4 learned strategies from the Science of Reading	August 2024-June 2025	Leadership Team and Grade Level Teams	walkthrough data observation notes

GOAL 2	Improve the practices of educators' understanding and utilization of K-12 data analysis correlated to Tier I instruction through collaboration.			
Data Checkpoints (dates)	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Winter 2024-2025**
Evidence at Checkpoints	data analysis meetings and documention	data analysis meetings and documention	data analysis meetings and documention	data analysis meetings and documention
Evidence- Based Strategy 1	Implementing the PLC process with a focus n Question 2 How will we know if they have learned it? DuFour, R. (2006). **Learning by doing**: A handbook for professional **learning** communities at work. Bloomington, Ind: Solution Tree.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job embedded training for teachers. Regular PLC meetings to share work.	August 2022-May 2025	Leadership Team and PLC teams.	data analysis meetings and documention

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	All teachers will participate in monthly professional development based on the research of Science of Reading (resources from IDOE and Amplify).	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Elkhart Community Schools	
Evidence of Impact	As a result of the professional development, teachers will implement strategies to support a successful 90 minute literacy block. As teachers become more skilled at delivering reading instruction, ILEARN reading proficiency scores will increase.	

Plan for coaching and support during the learning process:
Principals will design weekly sessions with teachers to ensure understanding of Science of Reading concepts. Additional time will be used to share out implementation strategies.

How will effectiveness be sustained over time?
Ongoing professional development. Opportunities for teachers to investigate and share their own learning.

Professional Development Goal 2	All teachers will participate in monthly professional development based on understanding data and how to respond with meaningful instructional strategies.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Elkhart Community Schools	
Evidence of Impact	As a result of the professional development, teachers will use data to make and adjust instructional strategies.	

Plan for coaching and support during the learning process:
All staff will continue to engage in ongoing discussions and professional development each month centered around the student data and instructional responses.

How will effectiveness be sustained over time?
The work and processes that each grade level complete will be shared and discussed at regular professional development sessions.