



# INDIANA DEPARTMENT *of* EDUCATION

School Name: Eastwood Elementary

School Number: 1679

Street Address: 2605 CR 15

City: Elkhart

Zip Code: 46514

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,  
2023-2026 (Highlight implementation years)

### ----- CONTACT INFORMATION -----

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*Read 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.**

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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 school designation under ESSA

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Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

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

This is an initial three (3) year plan. <b>Yes</b> <b>No</b>	This is a review/update of a plan currently in use. <b>Yes</b> <b>No</b>
This school is identified as the following by the federal government: ( <b>Highlight</b> all that apply) <b>TSI, ATSI, CSI</b>	
(TSI/ATSI only) Underperforming student groups identified by the federal government: ( <b>highlight</b> all that apply) <b>SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI</b>	
This school receives Title IA funding. <b>Yes</b> <b>No</b>	Is the school's Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <b>SW</b> <b>TA</b> *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 of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee 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 Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, <b>BOTH</b></i>	<i>ELA, Black, Spec. Ed.</i>
Victoria Hays	Principal	<b>CNA, SIP, Both</b>	
Jennifer Dennis	Academic Dean	<b>CNA, SIP, Both</b>	
Kim Haas	Teacher: k	<b>CNA, SIP, Both</b>	
Megan Yoder	Teacher: 1st	<b>CNA, SIP, Both</b>	
Peggy DeLanghe	Teacher: 2nd	<b>CNA, SIP, Both</b>	
Andrea Welles	Teacher: 3rd	<b>CNA, SIP, Both</b>	
Elizabeth Ordonez	Teacher: 4th	<b>CNA, SIP, Both</b>	
Nicole Gernand	Teacher: 5th	<b>CNA, SIP, Both</b>	
Nikki Harris	Teacher: 6th	<b>CNA, SIP, Both</b>	
Sara Bustamonte	Teacher: ENL	<b>CNA, SIP, Both</b>	
Erin Buczkowski	Teacher: Spec Ed	<b>CNA, SIP, Both</b>	
Christine Herrick	Teacher: MTSS	<b>CNA, SIP, Both</b>	
Alica Elbert	Teacher: Union Rep	<b>CNA, SIP, Both</b>	
Cambria Neely	Teacher: PE	<b>CNA, SIP, Both</b>	

Christopher Hipsher	Teacher: Special Ed	CNA, SIP, <b>Both</b>	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
<b>Link additional committee information here (if necessary):</b>			

## --- 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.**

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**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:** Eastwood = E<sup>3</sup>  
Every student  
Every Day,  
Mastering Essential Standards

**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** It is the mission of Eastwood Elementary School to ensure high levels of learning for all students academically, socially, and emotionally.

**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? (*highlight response*)    **Yes**    No  
 Does the school's mission support the district's mission? (*highlight response*)    **Yes**    No  
 Do the school's mission and vision support district goals? (*highlight response*)    **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?

Link additional information here (if necessary):

## 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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
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				(highlight all that apply)			
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Reading	K	Pearson My View Literacy	Yes No	Tier 1, 2, 3	Textbooks, readers, and intervention materials are the core component of the reading program in Kindergarten	Yes No	<input checked="" type="checkbox"/>
Reading	1-5	Pearson MyView Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Mathematics	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Textbooks, work books, and Materials and resources align with the Indiana Academic Standards	Yes No	<input checked="" type="checkbox"/>
Reading	K-3	Foundations by Wilson	Yes No	Tier 1, 2, 3	work books, materials, and resources align with standards and are part of the core reading program	Yes No	<input checked="" type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Place link here (if necessary) ->							

## 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	<input checked="" type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input checked="" type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input checked="" type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input checked="" type="checkbox"/>

The public may view the school's curriculum in the following location(s): Classrooms, School Library, and the PLC Loft in D101

## 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. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes No	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes No	<input checked="" type="checkbox"/>

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

**For Title I schools with Schoolwide Programs only:**

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

**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) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.**

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
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Savvas/Pearson Reading Benchmark	K-6	Benchmark, Com. Form., Summative, Other	SAVVAS Reading Benchmark allows teachers to monitor student mastery of Indiana Academic Standards throughout the academic year BOY/MOY/EOY. This is the District Wide Test.	Yes	No	<input checked="" type="checkbox"/>
Math Expressions Benchmarks	K-6	Benchmark, Com. Form., Summative, Other	Math Expressions Benchmarks allow teachers to monitor student mastery of Indiana Academic Standards taught throughout the academic year BOY/MOY/EOY	Yes	No	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
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. Given BOY/MOY/EOY	Yes	No	<input checked="" type="checkbox"/>
Common Formative Assessments: Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create CFA's based upon the essential standards taught during a unit of Study. CFA's are given frequently and the 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	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Summative Assessments: Reading and 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 data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts, math performance tasks, writing performance tasks, and teacher created end of unit assessments.	Yes	No	<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>
Dyslexia Screening	K-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	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	<input checked="" type="checkbox"/>

### Continued from Core Element 3: Assessment

**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.

Students use technology daily in their classrooms and also attend a 45 minutes class that helps them learn the technology standards. Students submit work through the platform seesaw in class and also at home for homework and Elearning days. Students create google documents and google slides to demonstrate their knowledge. Teachers use various other platforms to help with student learning. Students use IXL for math and reading for online practice.

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	<input checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input checked="" type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input checked="" type="checkbox"/>

## 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 indicated 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 indicated 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	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If “Not currently implementing career exploration activities” was indicated 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
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Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	<input checked="" type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	<input checked="" type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	<input checked="" type="checkbox"/>

**Briefly answer the following:**

**What practices are in place to maintain a safe environment? We have a school safety committee that meets once a month to review safety procedures throughout the school. We actively teach our staff safety procedures for the playground and school building. We conduct regular safety drills that include hold, secure, lock down, evacuate, and shelter. We have a current safety plan that every teacher has a copy of and it is reviewed annually. We have an MTSS team that includes grade level representatives, the academic dean and special education teachers that meet weekly to discuss behaviors of concern and student success. We have a PRIDE team in place that works on PBIS and behavior reinforcement. We have a bullying coordinator that works on educating the students and staff about bullying and how to prevent it. We also have an olweus bullying program in place. We have a leveled attendance program that all schools follow and an attendance supervisor that meets with struggling families. We engage in the PLC process and believe that all students can learn and we focus on the four questions of PLC. We recognize positive behavior with recognition and awards.**

## 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 0.00%	English Language Learner 10.79%	Multiracial 8.3%
Asian 1.12%	Free/Reduced Lunch 32.58%	Native Hawaiian or Other Pacific Islander 0.00%
Black 3.82%	Hispanic Ethnicity 19.78%	White 66.97%

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

We have a language survey that is completed when students first register here at Eastwood. It is usually done during Kindergarten registration or for an out of state transfer. This tells us the language that is spoken in the home and if the child speaks a language other than English. We also use WIDA testing to level students who speak a second language as identified on the language survey. Parents complete the federal free and reduced lunch application to apply for tuition waivers and financial support. That helps us identify lower socio-economic students and families. We also have on our registration format a question line that asks families to select what race they identify with. Every month, the principal and the PRIDE team review monthly discipline reports related to racial, ethnic, language-minority and socio-economic groups. Data is reviewed with emphasis on various groups and strategies are discussed for reducing office referrals and increasing appropriate discipline strategies. Eastwood has a part time ELL teacher who is assigned to work directly with English Language Learners and bilingual students needing assistance. The teacher administers the yearly WIDA and uses data to organize and formulate groups. The MTSS team meets once per week to discuss any student who is referred for academic or behavioral support.

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

Utilizing the MTSS Team, action plans are put specifically in place for students needing assistance. Action Plans include specific, measurable goals, the person responsible as well as a timeline. The students' cases are reviewed on a consistent basis ensuring that the action plan is followed. The staff is fully trained in SIOP strategies that support learning for racial, ethnic, language minority and socio-economic groups.

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

The Elkhart Community School District is engaged in ongoing SLOP training which provides necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the Fall of 2019 and will continue through the 2022-2023 school year. 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 will continue throughout the 2022-23 school year. Staff will participate in online Canvas courses to learn about addressing students in Trauma which will also support students in cross cultural situations. Eastwood has also formed a cultural committee committed to create academic activities to increase cultural awareness.

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

A cultural audit was conducted at Eastwood 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. The school created a multicultural display case that focuses on different customs and holidays that are celebrated by the different cultures in our community. The art teacher created a unit where students color specific pieces of a mural and then put the pieces together to form a mural of famous people from several different cultures. This is repeated yearly now. In addition, staff utilize various reading selections that represent students from different cultures. These selections are found in the Pearson My View literacy resource. The library also has a wealth of read aloud materials that are culturally appropriate.

**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 above 10% or more of the school year.      Last year:   97                        Two Years Ago:  102                       Three Years Ago:  32**

### **What may be contributing to the attendance trend?**

Eastwood had been improving on their attendance and then COVID hit our area very hard. Close contacts had to stay home for 14 days each time they were identified. These days added up quickly. Also, parents would keep students home because they were afraid when we had active outbreaks. We were advised since it was a Pandemic, that we were not to pursue families for poor attendance if it was related to COVID. We also had hybrid and eLearning taking place and it was difficult to force families to engage their students in the eLearning. This caused huge attendance issues and quickly added to chronic numbers. We switched to full four day attendance after the semester break and many students returned to in school learning and did better. COVID was still a problem last year. We had pockets of outbreaks and students had to isolate and stay home for 10 days and if they were in close contact, they had to stay home. Parents now keep students home much more if they are sick.

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

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

The Elkhart Community School District has a process for addressing students who display 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 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.

The school MTSS Team monitors students who have chronic absenteeism. Eastwood has formed an attendance team that meets twice a month to identify those students who are having chronic attendance issues and making an aggressive effort to call or make home visits to see how we can support families and encourage them to send their students to school. It is the responsibility of the Principal, the Academic Dean, the attendance secretary and the social worker to follow up consistently with those students who are chronically absent, tracking and recording attempts to correct attendance on a spreadsheet. We also are requiring teachers to make phone calls to students who miss one to two days. The MTSS Team monitors attendance results.

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

The attendance secretary prints a bimonthly attendance report and identifies those students who require parent notification or a letter of concern from the principal.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>

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

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

An active member of the Eastwood PTA serves on the School Improvement Team. One major goal of this plan is to increase family engagement in the school.

- Family events are conducted at the school on a regular basis (Skate Night, Fall Festival, Book Fair, Bingo Night, VIP day, and Ice Cream Social).
- In partnership with the PTA, the school principal is working to create a strong mentor program involving parents from Eastwood as volunteers.
- The principal sends home a weekly newsletter to parents highlighting major events within the school.
- Eastwood has both a PTA and school Facebook site.
- Teachers use a variety of communication tools to communicate to parents including both paper and technology formats.
- The Eastwood School Handbook was revised this year to update parents on the current PLC Process which includes a very detailed outline of the curriculum and process for intervention.
- The principal meets with parents in Grades 3-6 prior to standardized testing to show parents sample test items and help parents understand the requirements of state testing.
- Teachers host various meetings to inform and educate parents on the academic expectations of each grade level.
- The school conducts parent and teacher conferences to talk about academic growth

Other ways the school maximizes the engagement of family members in the school includes:

- SeeSaw/Canvas
- Back to School Night
- Social Media
- Website
- Powerschool
- Conferences
- PTA/PTO
- Academic Nights
- Newsletter/Parent Handbooks
- School Marquis

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

An annual "Culture Survey" is sent out to parents to address areas of hopes, concerns and suggestions. The School Improvement Team reviews the data and makes recommendations for improvement in school culture and climate.

- Mrs. Hays (principal) has an open door policy. Parents may contact her at any time to voice hopes, concerns and suggestions.

Additional strategies the school uses to understand parents' hopes, concerns and suggestions include:

- Surveys
- PTA
- P/T Conferences
- IEP process
- MTSS/GEI/BIT
- Social Worker
- Naviance
- SIP process
- Visibility in your building
- Home Visits
- Open communication

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

The school offers PRIDE award certifications for sixth grade students who achieve a 98% attendance rate. Perfect attendance awards are also presented to K-5 students quarterly. Parents are invited to volunteer in their students classrooms to read and work with students who need extra support. The principal is on arrival and dismissal duties and speaks with students and parents as they are dropped off and picked up, sharing attendance concerns.

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

The Elkhart Community School District is engaged in SIOP Training which provides necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the Fall of 2019 and continues throughout the 22-23 school year. 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 will continue throughout the 21-22 school year. Staff will participate in online Canvas courses to learn about addressing students in Trauma and de escalation strategies which will also support students in cross cultural situations. Teachers have been trained in the use of google translate, talking points app for the computer, and other messaging services that translate. All of this training and professional development will support teachers and staff bridging cultural differences through effective communication.

Eastwood 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.

- Eastwood's Multitiered Systems of Support Team (MTSS) meets weekly to discuss at-risk students or students of concern. Jessica Byers, a Systems of Care Facilitator, attends each meeting. She is a representative of Oaklawn, a mental health agency, which is an available resource in the community.
- Eastwood Elementary embraces community partnerships. Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include Five Star, Star Martial Arts, Cares Mentors, Cowboy Ethics, and collaboration with various community leaders.
- Star Martial Arts provides a Tier 2 Behavior Intervention Support Program. Potential students needing an adult role model through an interest in Martial Arts, are identified to participate in this weekly program. Students learn Martial Arts as well as characteristics of leadership. This is offered as an after school club.
- Once per year, Eastwood hosts an outdoor classroom day. Various community leaders are invited to come and work with our students on team building. The K-9 Unit comes to do a presentation with the hopes of sparking an interest in law enforcement and/or working with animals. This was put on hold due to COVID spread concerns.
- In collaboration with the CARES Mentoring Program, one of the goals of Eastwood is to grow the number of mentors who are willing to come in and work with our students. We are currently working with Lippert to establish new mentors.
- We work closely with our PTA to engage in family programming so all students and cultures feel represented.

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

**The following is specific to Title I Schoolwide Programs.**

**Describe strategies used to increase parental involvement.**

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

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

## 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.**

**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.**

**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 teacher leaders.**



## 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		Specific Student Groups			General School Data		
x	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
x	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
	PSAT/SAT/ACT						
<b>List Other Data Sources Below</b>							
Link Data Here ---->		<a href="#">comprehensive needs assessment data</a>					
Link Data Here --->							

**Be sure no personally identifiable student information is included in any/all linked or uploaded data.**

### **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:** 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

Measurable outcome met? Yes **No**

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

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 2**

Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework

Measurable outcome met? Yes **No**

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

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

**Goal 3** Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I

Measurable outcome met? Yes **No**

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

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## 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 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> 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 5<sup>th</sup> 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
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>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 suspensions and expulsions have increased.</i>	<b>X</b>	<b>1</b>

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 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
<p>ELL students learn in regular general education classrooms when teachers have the strategies, knowledge and understanding of how to best support these student’s learning.</p>	<p><b>Yes</b> No</p>	<p><a href="#">Wida results 2022 Eastwood</a></p> <p>This is the first year the district is setting a growth goal for ELL students on WIDA performance. Eastwood has a growing ELL population and we feel we have a significant number of students who failed to grow .5 on WIDA</p>	<p>General Education teachers struggle with implementing SIOP best practices for students who have an ILP, especially those students who are below a level 3 on WIDA.</p>	<p>X</p>	<p>2</p>
<p>ELL students participate in Tier 1 instruction and the ELL teacher “pushes in” the classroom. The Tier 1 model allows for ELL students to participate in intervention groups</p>	<p><b>Yes</b> No</p>	<p><a href="#">ELA ILearn 21/22 ELL learners</a></p> <p>Our ELL students are not proficient on the ILearn exams. We are under 45% proficiency. Our ELL students also are not growing adequately on WIDA. <a href="#">Wida results 2022 Eastwood</a></p>	<p>General education teachers have limited intervention materials and/or have not been monitored on implementation of SIOP teaching strategies, planning materials, and rubrics. ELL students spend more time in pull out groups as opposed to receiving in class intervention by the general education classroom teacher.</p>	<p>X</p>	<p>1</p>
<p>Staff feel safe and informed to address students who display trauma and who present behavior challenges. They feel empowered to teach PRIDE expectations throughout the building.</p>	<p><b>Yes</b> No</p>	<p><a href="#">discipline data</a></p> <p>Number of suspensions decreased in COVID year but increased last year. Students who present behavior challenges are being sent to the office because staff are not pre teaching and modeling PRIDE expectations on a regular basis.</p>	<p>The district is requiring all schools to implement a PBIS/PRIDE based framework for their disciplinary and reward systems. All teachers at Eastwood need to preteach PRIDE behavior expectations and use the PRIDE rubric and referral form for discipline use. This will decrease the number of referrals.</p>	<p>X</p>	<p>4</p>

<p>Teachers will have the capacity to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I. All students participate in common formative assessments. These assessments are used to guide teachers in Tier 1 instruction and Tier 2 interventions and enrichment.</p>	<p><b>Yes</b> <b>No</b></p>	<p>Due to COVID, lack of substitutes and nonavailability of paraprofessionals, Eastwood does not have data for interventions. We will start to collect CFA data this year.</p> <p><a href="#">20-21/21-22 ELA ILearn</a></p> <p>This data shows Eastwooda at an overall passing percentage of 33% which demonstrates weak Tier 1 and Tier 2 instruction.</p>	<p>Tier 1 assessments for all students (CFA's, Summative, and Formative) are keys to making sure that instruction is planned and differentiated for all students. Staff needs training and support in Tier 1 which includes how to appropriately assess and intervene with all students, successfully plan rigorous CFA's and implement Tier 2 interventions aligned to support Tier 1 standards mastery.</p>	<p>X</p>	<p>3</p>
	<p><b>Yes</b> <b>No</b></p>				
	<p><b>Yes</b> <b>No</b></p>				

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)
<p>General education teachers have limited intervention materials and/or have not been monitored on implementation of SIOP teaching strategie, planning materials, and rubrics. ELL students spend more time in pull out groups as opposed to receiving in class intervention by the general education classroom teacher.</p>	<p><i>Teachers do not have English as a Second Language knowledge or training or might not know how to read and understand the IIP language. Teachers do not have enough practical practice of creating lessons with SIOP strategies and need to see and participate in strong examples.</i></p>
<p>General Education teachers struggle with implementing SIOP best practices for students who have an ILP, especially those students who are below a level 3 on WIDA.</p>	<p><i>General education teachers need more support implementing the SIOP teaching strategies and they need examples to mimic and model.</i></p>
<p>Tier 1 assessments for all students (CFA's, Summative, and Formative) are keys to making sure that instruction is planned and differentiated for all students. Staff needs training and support in Tier 1 which includes how to appropriately assess and intervene with all students, successfully plan rigorous CFA's and implement Tier 2 interventions aligned to support Tier 1 standards mastery.</p>	<p><i>General education teachers need researched based Tier 1 and Tier 2 interventions as well as high ability training and ELL SIOP training to support all students.</i></p>



***Write your Goal(s) from these.***



***Develop strategies from these.***

## **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).

<b>Possible Funding Sources</b>		
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 Program	

## 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.

<b>GOAL 1</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			<b>PD Needed: Yes No</b> <i>(Highlight)</i>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

**OPTION:** As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

**AFTER BEGINNING WORK ON THE CALENDAR,save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>**

**IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.**

<b>CURRENT YEAR GOAL 1</b>	Eastwood teachers will identify individual ELL student needs and plan for specific instruction to meet the needs of all EL students by improving how we analyze data and increase the percentage of EL students who increase their overall language levels by .5 levels or more as measured by ACCESS to 55%.			
Data Checkpoints (dates)	September 23, 2022	December 1, 2022	May 26, 2023	August 31.2023
Evidence at Checkpoints	NWEA growth scores for EL students in ELA, 2022 WIDA scores	NWEA growth scores for EL students in ELA	NWEA growth scores for EL students in ELA	2023 WIDA scores
Evidence- Based Strategy 1 (must cite study)	General Education teachers and the ELL teacher will work together as part of the PLC Process and determine appropriate interventions for students. General Education and ELL teacher will identify the specific essential standard(s) students are struggling with and support with interventions within the general education classroom. Will also use the district SIOP template and rubric. <a href="http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx">http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx</a>			PD Needed: <b>Yes</b> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	The PLC grade level will meet with the ELL teacher to review the student's ILP, ask questions, Identify Can DO's and learn about the strengths and challenges of the students and create intervention schedules.	September 6th 2022 October 14th, 2022	Sara Bustamonte and all general education teachers through their grade level PLC teams	ELL teacher will share at monthly meetings with Principal conversations and concerns from PLC meetings and she will share copies of Can Do identifications and interventions schedule and plan.
Action Step 2	The General Education PLC meets with the ELL teacher to review specific interventions related to the students' needs in reading and language such as speaking, listening, reading, and writing.	October 17th, 2022 through November 4th, 2022	Sara Bustamonte and all general education teachers through their grade level PLC teams	PLC meeting notes will be shared with the principal and student needs will be addressed as to how instruction will be implemented for speaking, listening, reading, and writing.

Action Step 3	General Education PLC Teachers and ELL teachers become familiar with Pearson interventions and Foundations. They review and implement SIOP lesson planning and rubric.	October 17th 2022 through February 28th, 2023.	Sara Bustamonte and grade level PLC teams will utilize rubrics and lesson plan templates.	Principal will collect rubrics from PLC teams and random lesson plans using the SIOP template. Will use the SIOP checklist during walkthroughs and share feedback.
Action Step 4	General Education and ELL teachers implement Tier 1 and 2 interventions using SIOP strategies from lesson plan templates.	October 17th 2022 May 26th, 2023	All general education teachers, ELL teacher, all PLC team members	PLC meeting notes and Standards mapping. ELL SIOP rubrics and walk through checklists
<b>Strategy 2 (must reference source)</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>This Goal for Year 2</b>				
<b>This Goal for Year 3</b>				

<b>CURRENT YEAR GOAL 2</b>	<p>Eastwood will implement a school-wide system of Positive Behavioral Interventions and Supports (PBIS) around PRIDE traits.</p> <p>Eastwood will reduce office referrals by 15%, reducing the total number of referrals to under 244 for the year and improve our overall attendance by 15% to 72% or higher.</p>			
Data Checkpoints (dates)	October 7th, 2022	12/22/2022	03/17/2022	05/25/2022
Evidence at Checkpoints	End of grading period attendance print out/quarterly discipline data	End of grading period attendance print out/quarterly discipline data	End of grading period attendance print out/quarterly discipline data	year end discipline data and attendance data
Evidence- Based Strategy 1 (must cite study)	<p>Eastwood staff will work with the PRIDE PLC team to help establish a Tier I student behavior expectations rubric and use this to give explicit instruction to students within a strong PBIS PRIDE framework. <a href="#">PBIS and student discipline and attendance.</a></p>			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Eastwood staff will attend a staff training on use of the PRIDE matrix and discipline referral form.	Monday October 3rd, 2022	PRIDE PLC team/Principal	New discipline form and rubric introduced/incentives introduced/article shared
Action Step 2	Reteach PRIDE Expectations/Monitor attendance reports	October 3rd through October 31st/January 10th through the 31st/and April 11th through the 30th	PRIDE PLC/Teachers/ PLC grade level/Attendance Team	Review number of forms and rewards/Check for level 1 or 2 attendance
Action Step 3	District appoints an Olweus bully coordinator who teaches students and teachers how to cope with bullying and negative behaviors. Works with PRIDE team to coordinate	October 2022 through May 2023	Olweus bully coordinator and Assistant superintendent for student services.	tracking of bully reports and class meetings

Action Step 4				
<b>Strategy 2 (must reference source)</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>This Goal for Year 2</b>				
<b>This Goal for Year 3</b>				

<b>CURRENT YEAR GOAL 3</b>	Eastwood KG through Grade 2 students will improve proficiency scoring on letter and sound recognition combined to reach 60% or higher on NWEA Checklists, and grades 3-6 will improve their passing proficiency rates in ELA on the Ilearn by 8%.			
<b>Data Checkpoints (dates)</b>	September 30th, 2022	November 30th, 2022	May 26th, 2023	August 2023
<b>Evidence at Checkpoints</b>	NWEA scoring comparison for ELA and Ilearn/NWEA Checklist results	NWEA scoring comparison for ELA and Ilearn/NWEA checklist results	NWEA scoring comparison for ELA and Ilearn/NWEA checklist results	Released Ilearn results for ELA 3-6 2023
<b>Evidence- Based Strategy 1 (must cite study)</b>	Teachers will receive training on both specific research based intervention strategies and enrichment strategies. SIOP Training <a href="#">SIOP Research</a> <a href="#">Kagan Learning Structures research and study</a>			<b>PD Needed: Yes No</b>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff will continue to work with Kristina Smekens to receive strategies for whole group and small group reading instruction	September 2022 through May 2023	All teachers. Principal coordinates training with Tara White	Mastery of Essential Standards. Teacher observation using Smekens strategies
Action Step 2	All staff receive continuing SIOP training to address and support ELL and other students using Lesson plan template and rubric	September 2022 through May 2023	All teachers. The ELL teacher and the district will provide additional PD as needed, principal and dean.	Lesson Plan rubrics, observation checklist for SIOP
Action Step 3	KG -2 Staff will continue to work on small group reading using data from checklist and screening information/ foundations	September 2022 through May 2023	KG -2 teachers, ELL teacher/Sped teachers	CFA data, foundations benchmarks, NWEA checklists
Action Step 4				
<b>Strategy 2 (must reference source)</b>				<b>PD Needed: Yes No</b>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>This Goal for Year 2</b>				
<b>This Goal for Year 3</b>				

## 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.**

<b>Professional Development Goal 1</b>	Teachers and support staff will meet with the EL teacher in PLC meetings to learn about implementing language and content objectives. Teachers will learn about the Lesson Planning Template and Rubric for scoring with District ELL coach. Teachers will use the SIOP strategies, The lesson plan and rubric, and the I Can identification per WIDA levels to improve Tier 1 and Tier 2 Instruction.	<b>Linked SIP Goals</b> Yes    No
<b>Possible Funding Source(s)</b>	District will be providing the training and personnel.	
<b>Evidence of Impact</b>	Teachers will use the SIOP strategies, The lesson plan and rubric, and the I Can identification per WIDA levels and Foundations to improve Tier 1 and Tier 2 Instruction in support of all students. Students will show growth in NWEA , WIDA testing and Common Formative Assessments.	
<b>Plan: The principal and the EL teacher will hold a staff PD to instruct teachers how to use the lesson plan template and to share the district's expectations for use at the end of September. The Principal will hold monthly meetings with the EL teacher to progress monitor staff on the use of the lesson plan template and rubric. District EL coaches will offer a video lesson to expose teachers to the ACCESS test so they can become familiar with the rigor students must obtain. Examples of language and content objectives are posted outside the ELL room for teachers to refer to if needed.</b>		
<b>How will effectiveness be sustained over time?</b> Principal and Guiding Coalition will meet with ELL teacher to continue to review data and allow for time during PLC and PD time for continuous review of strategies, discussion, and sharing.		

<b>Professional Development Goal 2</b>	All staff will learn about the benefits of PBIS and how it aligns with our district's use of PRIDE. Staff will learn how to use the online referral form. Olweus bully coordinator will review district and school anti bullying platform and its use	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	District will send the school Olweus coordinator to classes.	
<b>Evidence of Impact</b>	Reduction in the number of bullying complaints and office referrals. PRIDE expectations will result in better attendance and less referrals.	
<b>Plan for coaching and support during the learning process:</b> Olweus coordinator will attend 22 hours of training per district and then introduce the program and conduct lessons throughout the school year. Coordinator will work with the PRIDE team and administrators regarding discipline referrals. Teachers will learn how to use the online discipline referral and have online access to the learning videos and books that address our PRIDE behavior expectations.		
<b>How will effectiveness be sustained over time?</b> The PRIDE committee will monitor attendance and referral numbers and share information at guiding coalition meetings and have discussion and questions to refine and improve strategies.		

<b>Professional Development Goal 3</b>	<p>Kristina Smekens will continue to provide whole group reading strategies which will support all students in increasing their reading scores, including ELL students. The district will continue offering training in Foundations by Wilson to help with the fundamentals of reading. This can be used as a reading intervention or in small or whole groups. The principal and reading coach for the district will be responsible for providing training on how to use small group reading strategies and intervention resources provided by Pearson myView.</p>		<p>Linked SIP Goals  <b>Yes</b>    <b>No</b></p>
<b>Possible Funding Source(s)</b>	<p>The district is providing Smekens and Foundations training. Teachers already have the intervention manual and Pearson Myview materials.</p>		
<b>Evidence of Impact</b>	<p>Teachers will use the Smekens strategies, Pearson Intervention Manual, Foundations, and the small group reading strategies to improve Tier 1 and Tier 2 Instruction in support of all students. Students will show growth in NWEA testing as well as Common Formative Assessments.</p>		
<b>Plan for coaching and support during the learning process:</b>	<p>The principal will utilize the 1 hour PD release at the end of the day to review the Pearson MyView materials and to introduce Kagan engagement techniques. The tech department will create short instructional videos on how to utilize Pearson myView. Kristina Smekens will continue to come to Eastwood and provide job embedded learning. Teachers will have the opportunity to ask questions, share and discuss ideas.</p>		
<b>How will effectiveness be sustained over time?</b>	<p>Principal and Guiding Coalition will continue to review data and allow for time during PLC and PD time for continuous review of strategies, discussion, and sharing.</p>		