Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Mary Beck Elementary
Local Education Agency Name	Elkhart Community Schools
School Year	2019-20

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

    I.   Establish a Comprehensive Needs Assessment planning team

    II.   Develop a vision of excellence

    III.   Create a school profile

    IV.   Identify focus areas

    V.   Collect additional data on focus areas

    VI.   Analyze data to determine key findings and root causes

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Note: Add or subtract rows as needed.		
Name	**Stakeholder Group(s)**	**Role(s)**
Tracey Kizyma-Whitmyer	Principal	Administrator
Nina Swartzlander	Academic Dean	Administrator
Holly Stanfill	3rd Grade Teacher	Educator
Michelle Mahaffey	Special Education	Educator
Lindsey Walters	Media Specialist	Educator
Suzanne Holcomb	5th Grade Teacher	Educator
Julie Stammich	Interventionist	Educator
Sydney Beauchamp	IU South Bend Lab School Director	Partner/Community
Esmeralda Nunez	Parent	Family
Beth Williams	Director of Federal Programs	District Administrator

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.
Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study: **Intentional Data Collection and Analysis to Identify Trends and Gaps**		
Name	**Stakeholder Group(s)**	**Role(s)**
Tracey Kizyma-Whitmyer	Principal	Administrator
Nina Swartzlander	Academic Dean	Administrator
Holly Stanfill	3rd Grade Teacher	Educator
Michelle Mahaffey	Special Education	Educator
Lindsey Walters	Media Specialist	Educator

Suzanne Holcomb	5th Grade Teacher	Educator
Julie Stammich	Interventionist	Educator
Sydney Beauchamp	IU South Bend Lab School Director	Partner/Community

Committee's Domain of Study: **Reading/Language Arts**		
Name	Stakeholder Group(s)	Role(s)
Tracey Kizyma-Whitmyer	Principal	Administrator
Nina Swartzlander	Academic Dean	Administrator
Holly Stanfill	3rd Grade Teacher	Educator
Michelle Mahaffey	Special Education	Educator
Lindsey Walters	Media Specialist	Educator
Suzanne Holcomb	5th Grade Teacher	Educator
Julie Stammich	Interventionist	Educator
Sydney Beauchamp	IU South Bend Lab School Director	Partner/Community

II. Develop a vision of excellence

Vision of Excellence

Mary Beck is a compassionate neighborhood school committed to social, emotional, physical, and academic growth for all students. In partnership with parents, the community, IU South Bend, and Head Start, we work together to nurture lifelong learners and productive, fulfilled citizens of our multicultural community. We are focused on providing a safe, creative environment where all students will engage in rigorous education in order to achieve at high academic levels. State testing requirements and scores are only one measurement we use to gauge instructional effectiveness. Additionally, we are devoted to collaboration, co-teaching, authentic learning experiences, literacy across all content areas, data-driven decision making, meeting the needs of the whole child, and Growth Mindset "Power of Yet".

The Mary Beck Elementary staff and district leaders utilize the PLC three-tiered framework to establish a clear, systematic process that supports our guaranteed, viable curriculum. ALL means ALL. All students participate and are engaged in Tier 1 instruction. Tier 1 instruction is at grade level, explicit, and based on essential standards that meet the depth and rigor of Indiana Academic Standards. All students also participate and are engaged in Tier 2 instruction. Tier 2 instruction is an extension of the core curriculum based on targeted student need. Common formative assessments are utilized to identify individual need for differentiated small group instruction designed to remediate or enrich student understanding and application of essential standards. Tier 3 instruction is in place for students, identified through data, to fill significant academic or behavioral skill gaps so that students will successfully access Tier 1 instruction. Implementing the three tiers with fidelity will lead to continuous improvement and academic proficiency.

Collaboration is an integral and vital part of Mary Beck's daily practice. It is integrated among all grade levels, and includes interventionists, special education teachers, ELL teacher, special area teachers, support staff, IUSB partners, and administrators. Collaboration meetings are focused on data-driven decision making, literacy across all content areas, and authentic learning experiences that meet the diverse needs of all students.

The teachers of Mary Beck Elementary guarantee engaging instruction at grade level appropriate depth and rigor based on learning targets identified from academic standards. All classrooms, K-6, have student friendly essential standards, in both English and Spanish, posted inside and outside classrooms. Collaborative teams utilize Team Drives on Google that enhance ongoing communication and sharing of student data, meeting agendas, formative assessments, student learning goals, and planning resources.

- Partnerships and collaborations to support the school's continuous improvement
  - Mental and Behavioral Health Support-- Oaklawn, Bowen Center, and Ryan's Place
  - Mentoring-- IU South Bend's School of Education, Belmont Mennonite Church
  - Professional Development-- IU South Bend's School of Education, PLC at Work, Solution Tree Culture Audit
  - Authentic Learning Opportunities-- Elkhart Education Foundation, Salvation Army, Belmont Mennonite Church, IU South Bend's School of Education

❖ Measures for Success

What we say in our mission	Sources of data and evidence

Rigorous instruction at high academic levels for ALL	- Unwrapped Promise Standards - Common Formative Assessment Data - NWEA Data - Standardized Test Data - IREAD Passing Rate - Student Data Folders - Student Attendance
Community and family partnerships	- Student Attendance - Family Event Attendance - Parent/Teacher Conference Attendance - Mentoring Schedule % of Students provided with mental health or behavioral support services - PRIDE Positive Behavior Support Events 4-H Club - Cowboy Ethics and Ag Day through Elkhart County Farm Bureau
Engaging learning for ALL	- Student Attendance - Discipline Data - Gallup Survey - Extended Learning Clubs - PRIDE Positive Behavior Support Events - Study Trips - Learning Garden (coming soon)

  o   Other sources of data/evidence

III.   Create a school profile

School Profile
Mary Beck Elementary is an urban school, located near downtown Elkhart, Indiana. Mary Beck has a diverse population of 245 students K-6, 401 students including the Head Start partnership. The ethnic breakdown of the student population is as follows: 31.2% African American, 46.1% Hispanic, 17.7% Caucasian, and 5% multiracial. Mary Beck underwent a transformation during the 2017-18 school year with a change in administration, staff, student population, curriculum, and community partnerships. All staff underwent an application and interview process to be part of the Mary Beck certified teaching team. There are currently 24 certified teachers, with 95.8% of teachers returning to Beck this school year. The student population decreased by almost half due in 2017-18 to redistricting Mary Beck to an all-walk zone. The curriculum is highly focused on literacy, student engagement, collaboration, and inclusion. All teachers are participating in a co-teaching initiative and the school is piloting 1:1 technology with iPads for the district. The K-6 classroom teachers are mentoring IU South Bend teacher candidates in student teaching and field experience, including one Special Education concentration student, as part of a university partnership. There is an on-site university director who aligns staff needs with ongoing professional development for teachers through university professors. Head Start is also partnered with Mary Beck in providing early childhood opportunities in 11 classrooms.
Vision
Mary Beck is a compassionate neighborhood school committed to social, emotional, physical, and academic growth for all students. In partnership with parents, the community, IU South Bend, and Head Start, we work together to nurture lifelong learners and productive, fulfilled citizens of our multicultural community. We are focused on providing a safe, creative environment where all students will engage in rigorous education in order to achieve at high academic levels.
Mission Statement
We as a Mary Beck community, keeping the student at the heart of all decisions, are committed to partnering with the families and community to guarantee rigorous instruction and engaging learning so all students achieve at high academic levels.
Core Beliefs or Core Values
ALL means ALL; Literacy, student engagement, collaboration, and inclusion are critical. We have a responsibility to educate and support the whole child.

@Student Demographics

Spreadsheet available [here](#).

Staff Demographics

Spreadsheet available [here](#).

Student Behavior

Spreadsheet available [here](#).

Student Academic Outcomes

Spreadsheet available [here](#).

Summary of Current School Improvement Strategies

Currently in year four of five of a SIG 1003(g) transformation grant from Indiana Department of Education, Implementation of effective Professional Learning Communities (38% attended PLC Conference in August 2017, 92% attended PLC Conference in August 2019), Culture Audit (Solution Tree, March 2019), Collaborative Common Assessment Training (21% attended 2-day workshop in July 2019), ongoing Smekens Reading and Writing strategy professional developing (ongoing, minimum two times per year).

Summary of Core Curricula

Mary Beck Elementary utilizes a district-created scope and sequence of Indiana Academic Standards. Each grade level has determined essential promise standards according to the PLC framework. Resources: Pearson MyView Reading Program for English Language Arts. EngageNY is the district's newly adopted Math curriculum. IXL is also used to support the math curriculum.

Summary of Formative and Summative Assessments

Formative: NWEA, NWEA Map Fluency, Scholastic Reading Inventory, Running Records (F&P Benchmark Kits), Spelling Inventories (Words Their Way), Common Formative Assessments, Easy CBM, and Reading Fluency (Hasbrouk and Tindal Words Correct Per Minute Oral Reading Fluency Norms). Summative: IREAD, ILEARN.

Summary of Academic Intervention and Enrichment Programs

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Tier 2 interichment for all grade levels on essential standards, Bowen Center small group and one-on-one support, Read Well for 1st and 3rd.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

All staff underwent an application and interview process to be part of the Mary Beck certified teaching team as a result of a transformation school improvement grant during the 2016-17 planning year. There are currently 24 certified teachers, with 95.8% of teachers returning to Beck this school year. Beck administration works actively with the building-level teacher's association and multiple committees to ensure staff are supported in being a community of learners.

Summary of Teacher and Staff Professional Learning Opportunities

Instructional technology for 1:1 implementation in 2017-18, trauma informed care, SIOP, project based learning, on-going PLC collaboration and workshops to implement tiered systems of support.

Summary of Teacher and Staff Coaching and Evaluation Model

Danielson's framework for teacher evaluation, PLC collaboration, Needs Assessments through IU South Bend's College of Education.

Summary of Key Family and Community Engagement Strategies

Seesaw as our building-wide communication tool, Facebook to promote positive school activities and events, parent/teacher conferences (two times per year), book fair, positive phone calls, informal parent conferences, back-to-school night and annual Title I meeting.

List of Community Partnerships

IU South Bend School of Education, Belmont Mennonite Church, Bowen Center, Oaklawn

IV. Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Note: Adjust the table as needed.

Description of the Gaps Identified between the Vision of Excellence and School Profile

See the link.

Description of Focus Area 1

Intentional Data Collection and Analysis to Identify Trends and Gaps

In a Culture Audit performed via Solution Tree in spring of 2019, a need for carefully aligned professional development opportunities was noted. It was advised that they align with the PLC initiative in order to streamline the focus and provide clarity with next steps. In that, there is a need to continue to refine understanding and the implementation of a systematic teaching and learning cycle. Data analysis and data driven decision making will take place in all grade levels, leading to reflective conversations about common formative assessments and teaching strategies.

Interviews were conducted during the Culture Audit and revealed that the staff is generally unaware of performance differences in demographics and subgroups. It was recommended that breaking down the data used in collaborative meetings, staff meetings, and PLC leadership meetings into demographics will help teams continue to make instructional choices that can impact subgroups. Nearly all staff that was interviewed could not accurately state where the school's achievement gap persisted. Furthermore, additional support or professional development for the leadership team focused on PLC data could be helpful. The team will grow when the data is clear where they need to grow.

Description of Focus Area 2

English Language Arts and Reading

Multiple assessments reveal a deficit in reaching grade level appropriate academic proficiency in English Language Arts. NWEA is a norm referenced progress monitoring tool that is utilized building-wide and does show growth above the predicted norm. While the gap is closing, there is an urgency to demonstrate growth in proficiency after showing a gradual decline over the past three years. It should be noted that there was only a 2.3% decline from the 2017-18 ISTEP to the 2018-19 ILEARN assessment. This decline is far less than the double-digit declines that occurred throughout the state with the implementation of the new

assessment.

As noted above, there is a need for increased focus on the gap analysis of subgroups. In ELA, the subgroups of English Language Learners and Special Education are low, especially when compared to the free and reduced meal subgroup. The free and reduced lunch subgroup is 18.6% higher than the paid meals subgroup.

Qualitative data reveals that 94% of Beck teachers know what cross-curricular literacy is and are comfortable with implementing it. However, survey results also show that only 38% of teachers are comfortable implementing literacy into math. This represents an opportunity for professional development and additional support in creating authentic learning experiences for Beck. Feedback also revealed a need for creating a framework for how to incorporate reading into the content areas.

Description of Focus Area 3

V.   Collect additional data on focus areas

Additional Data Sources Collected
Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1: ● Culture Audit via Solution Tree ● Panorama IDOE Climate and Culture Survey
Provide links to the additional data and/or key takeaways from data collected for this focus area: Culture Audit ● Comprehensive dive into our school, as a whole, and how professional at the site interact-- both formally and informally. ● In depth analysis of policies, practices, and procedures (formal culture); and beliefs and perceptions (informal culture). ● Need for subgroup data analysis to gain a better understanding of areas of need. The team will grow when the data is clear where they need to grow. Panorama IDOE Climate and Culture Survey ● Grade 3-5 Student Survey ● Teacher Survey ● Family Survey ● Results reveal that the overall school climate is 68% favorable by students, which makes for an overall positive learning environment. 80% of students feel the learning expectations are rigorous and 80% of families share that they feel classroom lessons are motivating. 60% of families shared that they feel the school values the diversity of the children's backgrounds. In addition, 50% of teachers shared that they feel the professional development opportunities offered are relevant to the content that they teach.
Additional Data Collected for Focus Area 2
Description of additional data collected for this focus area 2: ● Culture Audit via Solution Tree ● Cross-Curricular Literacy Survey

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Culture Audit
- Comprehensive dive into our school, as a whole, and how professional at the site interact-- both formally and informally.
- In depth analysis of policies, practices, and procedures (formal culture); and beliefs and perceptions (informal culture).
- Need for literacy development in primary grades.
- Intentional data analysis and consulting research on research based instructional strategies, especially those that

Cross-Curricular Literacy Survey
- Feedback reveals that 94% of Beck teachers know what cross-curricular literacy is and are comfortable with implementing it. However, survey results also show that only 38% of teachers are comfortable implementing literacy into math. This represents an opportunity for professional development and additional support in creating authentic learning experiences for Beck. Feedback also revealed a need for creating a framework for how to incorporate reading into the content areas.

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Example: Family	*Example: Survey,*	*Example: 54 via*	*Example: Embedded*

members	*focus group*	*survey, 8 via focus group*	*link to a report provided by the family survey vendor*
Family	Survey	10 via survey	Climate & Culture Family survey
Students (grades 3-5)	Survey	78 via survey	Climate & Culture Student survey
Teachers	Survey	8 via survey	Climate & Culture Teacher survey
Teachers	Survey	16 via survey	Cross-curricular Survey
IDOE School Improvement Technical Assistant Partner	Audit	1 via Solution Tree	Culture Audit

VI.   Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes
Note: Adjust the table as needed.
Focus Area 1
Conclusions from data quality check for Focus Area 1: ● The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores, NWEA growth scores, student surveys, Culture Audit) to inform focus area 1 is adequate. ● The Culture Audit was an incredibly thorough (e.g. surveys, formal and informal data analysis, interviews, observations) and multi-faceted experience for our team that spanned several days. ● There is some hesitation to generalize the results of the staff and family surveys due to the relatively small sample size. The student survey also only gained insight into grade levels 3-5 and we are a K-6 building.
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process): Root Cause Analysis -- 5 Whys In a Culture Audit performed via Solution Tree in spring of 2019, a need for carefully aligned professional development opportunities was noted. It was advised that they align with the PLC initiative in order to streamline the focus and provide clarity with next steps. In that, there is a need to continue to refine understanding and the implementation of a systematic teaching and learning cycle. Data analysis and data driven decision making will take place in all grade levels, leading to reflective conversations about common formative assessments and teaching strategies. Interviews were conducted during the Culture Audit and revealed that the staff is generally unaware of performance differences in demographics and subgroups. It was recommended that breaking down the data used in collaborative meetings, staff meetings, and PLC leadership meetings into demographics will help teams continue to make instructional choices that can impact subgroups. Nearly all staff that was interviewed could not accurately state where the school's achievement gap persisted. Furthermore, additional support or professional development for the leadership team focused on PLC data could be helpful. The team will grow when the data is clear where they need to grow.

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
- Professional development was not aligned to the PLC initiative and process. - Staff was not able to accurately identify achievement gaps.	- We did not have a systematic approach to the teaching and learning cycle. - We did not have a shared philosophical approach to assessing student learning and creating assessments that aligned to academic essential standards.	[Root Cause Analysis - 5 Whys](#)

Focus Area 2
Conclusions from data quality check for Focus Area 2:   - The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores, NWEA growth scores, student surveys, Culture Audit) to inform focus area 1 is adequate.   - The Culture Audit was an incredibly thorough (e.g. surveys, formal and informal data analysis, interviews, observations) and multi-faceted experience for our team that spanned several days.   - There is some hesitation to generalize the results of the teacher survey on cross-curricular literacy because some of the qualitative was not conclusive. There was a mismatch between what our survey is telling us and what academic data is showing us.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Root Cause Analysis -- 5 Whys

Multiple assessments reveal a deficit in reaching grade level appropriate academic proficiency in English Language Arts. NWEA is a norm referenced progress monitoring tool that is utilized building-wide and does show growth above the predicted norm. While the gap is closing, there is an urgency to demonstrate growth in proficiency after showing a gradual decline over the past three years. It should be noted that there was only a 2.3% decline from the 2017-18 ISTEP to the 2018-19 ILEARN assessment. This decline is far less than the double-digit declines that occurred throughout the state with the implementation of the new assessment.

As noted above, there is a need for increased focus on the gap analysis of subgroups. In ELA, the subgroups of English Language Learners and Special Education are low, especially when compared to the free and reduced meal subgroup. The free and reduced lunch subgroup is 18.6% higher than the paid meals subgroup.

Qualitative data reveals that 94% of Beck teachers know what cross-curricular literacy is and are comfortable with implementing it. However, survey results also show that only 38% of teachers are comfortable implementing literacy into math. This represents an opportunity for professional development and additional support in creating authentic learning experiences for Beck. Feedback also revealed a need for creating a framework for how to incorporate reading into the content areas.

Our 5 Whys revealed that we did not implement a guaranteed and viable curriculum because we did not have the knowledge or professional development needed to feel confident in our ability to teach the standards effectively. We stayed in the "safe" zone of following a scripted reading program and the term "curriculum" was used loosely and had numerous definitions.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
● NWEA Reading Data increased from 65% meeting projected growth in Spring 2018 to 72% meeting projected growth in spring 2019 due to rethinking our approach to Tier 2 interventions. ● 16.8% of students in	● We did not have the knowledge or professional development needed to feel confident in our ability to teach the standards effectively. ● We stayed in the "safe" zone of following a scripted	● Root Cause Analysis - 5 Whys

grades 3-6 scored proficient or higher according to the 2018-19 ILEARN assessment. ● 66% IREAD-3 pass rate in 2018-19 ● We did not implement a standards based guaranteed and viable curriculum.	reading program and the term "curriculum" was used loosely and had numerous definitions.	

Focus Area 3
Conclusions from data quality check for Focus Area 3:
Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use this link to access a template for the School Profile.*

<u>Phases</u>

I. [Form a School Improvement Plan development team](#)

II. [Review focus areas, key findings, and root causes](#)

III. [Describe the school's core components to identify opportunities to address focus areas](#)

IV. [Select evidence-based interventions that address the school's focus areas](#)

V. [Design a professional development plan](#)

VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I.   Form a School Improvement Plan development team

SIP Development Team Members		
Note: Add or subtract rows as needed.		
Name	**Stakeholder Group(s)**	**Role(s)**
Tracey Kizyma-Whitmyer	Principal	Administrator
Nina Swartzlander	Academic Dean	Administrator
Holly Stanfill	3rd Grade Teacher	Educator
Michelle Mahaffey	Special Education	Educator
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Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.
Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Focus: **Intentional Data Collection and Analysis to Identify Trends and Gaps**		
Name	**Stakeholder Group(s)**	**Role(s)**
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Julie Stammich	Interventionist	Educator
Sydney Beauchamp	IU South Bend Lab School Director	Partner/Community

Committee's Focus: **Reading/Language Arts**		
Name	Stakeholder Group(s)	Role(s)
Tracey Kizyma-Whitmyer	Principal	Administrator
Nina Swartzlander	Academic Dean	Administrator
Holly Stanfill	3rd Grade Teacher	Educator
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Lindsey Walters	Media Specialist	Educator
Suzanne Holcomb	5th Grade Teacher	Educator
Julie Stammich	Interventionist	Educator
Sydney Beauchamp	IU South Bend Lab School Director	Partner/Community

II. Review focus areas, key findings, and root causes

If you <u>did not</u> complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See <u>CNA Phase 6</u> for resources that can help you identify these focus areas.

If you <u>did</u> complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1
Description of Focus Area 1: ● The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores, NWEA growth scores, student surveys, Culture Audit) to inform focus area 1 is adequate. ● The Culture Audit was an incredibly thorough (e.g. surveys, formal and informal data analysis, interviews, observations) and multi-faceted experience for our team that spanned several days. ● There is some hesitation to generalize the results of the staff and family surveys due to the relatively small sample size. The student survey also only gained insight into grade levels 3-5 and we are a K-6 building. In a Culture Audit performed via Solution Tree in spring of 2019, a need for carefully aligned professional development opportunities was noted. It was advised that they align with the PLC initiative in order to streamline the focus and provide clarity with next steps. In that, there is a need to continue to refine understanding and the implementation of a systematic teaching and learning cycle. Data analysis and data driven decision making will take place in all grade levels, leading to reflective conversations about common formative assessments and teaching strategies. Interviews were conducted during the Culture Audit and revealed that the staff is generally unaware of performance differences in demographics and subgroups. It was recommended that breaking down the data used in collaborative meetings, staff meetings, and PLC leadership meetings into demographics will help teams continue to make instructional choices that can impact subgroups. Nearly all staff that was interviewed could not accurately state where the school's achievement gap persisted. Furthermore, additional support or professional development for the leadership team focused on PLC data could be helpful. The team will grow when the data is clear where they need to grow. Our 5 Whys revealed that we lacked a shared systematic and philosophical approach to assessing student learning. The Professional Learning Communities initiative provided us

with a shared experience about being intentional with the teaching and learning cycle based on essential standards, which makes up our guaranteed and viable curriculum.

Modified Description of Focus Area 1:
Modification not needed

Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
(Click here to return to the description of key findings for Focus Area 1 from the CNA)	*(Click here to return to the root causes for Focus Area 1's key findings from the CNA)*
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification not needed	Modification not needed

Review of Focus Area 2
Description of Focus Area 2: ● The CNA team feels the data collected and utilized (e.g. ISTEP achievement scores, NWEA growth scores, student surveys, Culture Audit) to inform focus area 1 is adequate. ● The Culture Audit was an incredibly thorough (e.g. surveys, formal and informal data analysis, interviews, observations) and multi-faceted experience for our team that spanned several days. ● There is some hesitation to generalize the results of the teacher survey on cross-curricular literacy because some of the qualitative was not conclusive.

There was a mismatch between what our survey is telling us and what academic data is showing us.

Multiple assessments reveal a deficit in reaching grade level appropriate academic proficiency in English Language Arts. NWEA is a norm referenced progress monitoring tool that is utilized building-wide and does show growth above the predicted norm. While the gap is closing, there is an urgency to demonstrate growth in proficiency after showing a gradual decline over the past three years. It should be noted that there was only a 2.3% decline from the 2017-18 ISTEP to the 2018-19 ILEARN assessment. This decline is far less than the double-digit declines that occurred throughout the state with the implementation of the new assessment.

As noted above, there is a need for increased focus on the gap analysis of subgroups. In ELA, the subgroups of English Language Learners and Special Education are low, especially when compared to the free and reduced meal subgroup. The free and reduced lunch subgroup is 18.6% higher than the paid meals subgroup.

Qualitative data reveals that 94% of Beck teachers know what cross-curricular literacy is and are comfortable with implementing it. However, survey results also show that only 38% of teachers are comfortable implementing literacy into math. This represents an opportunity for professional development and additional support in creating authentic learning experiences for Beck. Feedback also revealed a need for creating a framework for how to incorporate reading into the content areas.

Our 5 Whys revealed that we did not implement a guaranteed and viable curriculum because we did not have the knowledge or professional development needed to feel confident in our ability to teach the standards effectively. We stayed in the "safe" zone of following a scripted reading program and the term "curriculum" was used loosely and had numerous definitions.

Modified Description of Focus Area 2:

Modification not needed

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
(Click here to return to the description of key findings for Focus Area 2 from the CNA)	*(Click here to return to the root causes for Focus Area 2's key findings from the CNA)*

Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
Modification not needed	Modification not needed

Review of Focus Area 3	
Description of Focus Area 3: *(Click here to return to the description of Focus Area 3 from the CNA)*	
Modified Description of Focus Area 3:	
Description of key findings for Focus Area 3 (strength or area for growth)	**Root causes for key findings from Focus Area 3**
(Click here to return to the description of key findings for Focus Area 3 from the CNA)	*(Click here to return to the root causes for Focus Area 3's key findings from the CNA)*

Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
Every school in Elkhart Community School's Corporation has developed an Emergency Preparedness Plan. These plans detail actions to be taken in emergencies and were developed collaboratively after attending Indiana Safety Training. The plan as a whole is updated and reviewed annually with all staff members before the beginning of the school year, and through monthly drills. Each staff member at Mary Beck Elementary School has a clipboard with required items from the Emergency Preparedness Plan. These clipboards are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office.

Our building has a voluntary Crisis Team. Members of the Crisis Team are trained in crisis intervention strategies and serve as go-to people in the event of an emergency situation. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Mary Beck Elementary School has been equipped with an Automated External Defibrillator (AED). This life-saving device is centrally located near the elevator. All certified staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. Six additional staff members are also trained in Stop the Bleed and CPI training is provided on an ongoing basis through our district. The building plan is a part of the corporation safety plan which is updated yearly or as needed.

Every adult in our building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for-- efficient communication, a standard response protocol, prevention, visitors and guests, evacuation, reverse evacuation, fire, lockdown, lockout, missing/AWOL student, weapons, hostage, severe weather, earthquake, and reunification. Mary Beck Elementary school conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); severe weather drills (two a year); lockdown drills/active shooter drills (two a year; one per semester).

Mary Beck Elementary School is proactive in safety matters. Students are well-prepared in safety management.

Mary Beck Elementary School administrators continually review and update the plan as needed. Mary Beck Elementary School continuously informs parents and visitors of our sign-in procedure. A back-to-school staff meeting each fall addresses our safety and crisis intervention plan. The plan is also revisited at monthly staff meetings on an as needed basis.

Our safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. In addition to thirteen indoor and eleven outdoor security cameras, we will continue to ensure school personnel is more visible inside and outside the building before, during, after school, and during lunch hours. A staff supervision duty schedule is in place and monitored continuously. We have regular visits from the local police department in the building and unescorted visitors must be cleared via our Raptor system before gaining entrance beyond the main office. All volunteers working directly with students are required to undergo a background check through our main office. Fencing has also been installed on our primary playground as an added proactive safety precaution.

Mary Beck Elementary School has also developed a PRIDE (Persistence, Respectfulness, Initiative, Dependability, Efficiency) framework that addresses common and positive school-wide expectations. It is a PBIS and Olweus based plan. This plan ensures our school has established a common set of norms on how students should be safe, be responsible, and be respectful in various areas of the school (hallways, restrooms, classrooms,cafeteria, playground, arrival, and dismissal).These expectations were shared with the students within the first week of school and are reviewed regularly. Sprigeo is an online and anonymous system utilized for stakeholders to report incidents of bullying. Notifications are then immediately sent to the administrative team and social worker, as well as a district liaison.

All certified teachers participated in a course on trauma informed care and continue to make social emotional learning a priority at Mary Beck.

Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?
For Focus Area 1: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.	For Focus Area 1: School safety drills can take time away from student learning time.
For Focus Area 2: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.	For Focus Area 2: School safety drills can take time away from student learning time.
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Curriculum
1. Provide an overview of the school's curriculum, including, but not limited to: 　● A description of the school's curriculum review and adoption process; 　● A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources; 　● A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and 　● A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated. *Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.*
CURRICULUM REVIEW & ADOPTION The district's Instructional Leadership department organizes curriculum review and adoption with stakeholder groups that include district leadership, building administrators, teachers, parents, community members, and teacher association representation. Instructional Cycle Committees meet multiple times per year to monitor progress and make recommendations. A detailed description and example is included in the *English Language Arts Curriculum* below.

PLC PROCESS
Elkhart Community Schools utilizes the PLC Process to identify essential standards, develop Common Formative Assessments, and provide interventions and enrichments for students based on standards. As part of the process, teachers identify and unwrap essential standards to identify learning targets. Standards and learning targets are written in student friendly language. Teachers develop team and individual Smart Goals aligned to school wide Smart Goals.

Mary Beck will follow the tiered systems of support structure as outlined by Professional Learning Communities with fidelity. ALL means ALL.

Tier 1:
All students will receive grade-level appropriate instruction at a rigorous level and at the depth of Indiana Academic Standards. This is where we will address the first two questions that are fixtures in the PLC process:
- What do we want our students to learn? (essential standards)
- How will we know if they have learned? (team developed common assessments)

Tier 2:
Students will receive daily Interichment. This is a designated time for interventions or prerequisite skills necessary for mastering the essential standards, or enrichment activities to push students to the next level if they have already demonstrated mastery of the essential standard. This is where we will address the second two questions that are fixtures in the PLC process:
- What will we do if they don't learn? (systematic interventions)
- What will we do if they already know it? (extend learning)

Tier 3:
Students in need of individualized and intensive supports are identified. The purpose is to target the student's skill deficits in a very focused and intentional approach. Data collected during Tiers 1, 2, and 3 can be utilized as consideration for eligibility for special education services.

High Ability:
A teacher is trained and has received extensive professional development in providing high ability instruction for students who are exceptional learners. It is currently our Media Specialist who serves our entire school and co-teaches at all grade levels in some capacity. Resources are available to support student learning.

Resources:
The resources that are used to support essential standards include:
- EngageNY

- Discovery
- IXL Math
- NWEA and Common Formative Assessments
- Interventions (Success and Tutorials)
- Pearson/My View
- Tools of the Mind
- Smekens Strategies
- Other
- Pearson Realize
- Mystery Science
- Ethos Science Kits
- Sepup
- Ag Science
- Biology

Grades (1-6) English Language Arts Curriculum
During the 2018-2019 school year, Journeys served as a core curriculum resource for reading and language arts. The district went through a Reading Adoption during the 2018-2019 school year. At the district level, a Reading Adoption Committee was formed to study, research, examine and make a recommendation for a Reading Program. The Reading Adoption Committee included district leaders, general education teachers, principals, and special education teachers and EL teachers. Parents, community leaders, and school board members were kept abreast of the process and were also given the opportunity to provide feedback. The first task of the committee was to create a rubric that would address the major components of a quality reading program. The rubric provided a score for foundational reading skills, comprehension for both literary and informational texts, writing development and skills, speaking and listening development and skills, language development and skills, alignment, equity, and accessibility, and technology. The next step of the process included learning about the various products and aspects of each textbook program. Several members of the committee attended informational sessions with book vendors to learn about the materials. Committee members then met in teams to examine particular grade level materials. Using the rubric, teams scored the textbooks on the various components. All of the rubrics were tabulated to come up with two final recommendations. The committee met again with the particular vendors of each final recommendation to review the final products. After the vendor presentations, the committee made a final recommendation and Pearson/My View was selected. During the summer of 2019-2020, teachers attended a 3 day training to learn about the new literacy program. As a part of training, teachers were given the task of creating unit plans that follow the PLC model for planning, instruction, and intervention. The unit plans will be shared grade level to grade level across the school district to create a "pool" of resources, ideas, strategies, and support for all teachers.

A similar process for curriculum adoption is used for all subject areas. In most cases this process is completed every six years.

Math Curriculum

EngageNY is the current core curriculum resource adopted for all kindergarten through sixth grade students. IXL and NWEA Skills Navigator will be utilized as support resources for kindergarten through sixth grades.

Science Curriculum
The Science and Engineering Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Science and Engineering Process Standards from the Content Standards is intentional; the separation of the standards explicitly shows that what students are doing while learning science is extremely important. These Science and Engineering Process Standards are intended to develop scientific thinking and experimentation through all grade levels. Teachers will provide ability level, age appropriate, developmentally appropriate activities, labs, and experiences. The implementation of Science and Engineering Process Standards should be integrated with the Content Standards and Science/Technical Studies Content Area Literacy Standards (6-12).

Content Standards In grades K through 8
The Content Standards are organized in five distinct areas: 1) physical science 2) earth science 3) life science 4) engineering and 5) computer science.

Kindergarten Standards
First Grade Standards
Second Grade Standards
Third Grade Standards
Fourth Grade Standards
Fifth Grade Standards
Six Grade Standards

Science Kits from ETHOS
Our teachers have access to science kits from ETHOS to provide engaging inquiry based learning experiences for our students in science. Each of the science kits are available for our teachers to incorporate into their classrooms throughout the year. Each of the kits focuses on teaching a wide variety of science standards to insure students leave our building with the scientific skills to be successful at the middle school. At the kindergarten level teachers have access to science activities through the Tools of the Mind curriculum.

In addition to the science kits our teachers have access to the Science ToGo Bus. The Science ToGo Bus is an RV outfitted with science equipment and a trained facilitator to help students experience and fall in love with science. The science to go bus will visit the school between eight and ten times this year. Our teachers get to choose which activities their students participate in from the list below based on their PLC team's essential standards.

CULTURALLY RESPONSIVE MATERIALS
- As part of the district adoption process, rubrics are used to assess and review curricular resources to ensure culturally responsive materials are an integral part
- SIOP Training for all certified staff.
- Building-based NWEA gap analysis by demographics (gender, ethnicity,

- programming).
- Trauma Informed Care professional development through Skye Berger.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: NWEA data provides norm-referenced growth data to ensure we are meeting the needs of all demographic groups represented by our students.	For Focus Area 1: NWEA growth index data is only available three times per year and we are still working on creating a system for regular progress monitoring.
For Focus Area 2: Curricular resources provide a foundation for tiered supports and interventions.	For Focus Area 2: Curricular resources are not specifically aligned to the PLC three-tiered process and it is unclear if they will address instruction and resources intended to teach students to be lifelong learners.
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Assessment Overview and Rationale
- As part of PLC, teachers are required to create ongoing common formative assessments that inform their work and planning. Teachers are required to share their common formative assessments as a component of their Quarterly Promise Standard Plans. Each grade level has a common Google folder and the assessments are cataloged and kept within the folders as ongoing evidence of their work. Common Formative Assessments are not graded; rather serve as informative data for teachers to plan for instruction and intervention.
- Teachers provide summative assessments in the form of unit tests, projects, and essays or papers at the end of each unit. Summative assessments are used to measure students' mastery of concepts.
- NWEA is a norm referenced, growth-based assessment tool administered three times a year in reading and math. NWEA Skills Navigator is utilized to progress monitor specific learning targets and skills in grades 2-6. We will use NWEA Map Fluency this year in K-3. Teachers are encouraged to review Student Goal Setting worksheets with the students to help students set goals for Reading and Math. NWEA tests are used to measure student growth and proficiency in Reading and Math.
- ILEARN (grades 3-6) assessments measure academic performance in Language Arts, Mathematics, and Science/Social Studies. Individual student data and school performance indicators are interpreted in the results.
- ISTAR assessments measure individual progress of eligible special education students.
- IREAD (grade 3) assessments measure academic performance in Reading. Individual student data and school performance indicators are interpreted in the results.
- CoGat (kindergarten, grades 2 and 5) assessment used to determine high ability placement.
- WIDA ACCESS assessments are administered once per year to English Language Learners to measure growth in language proficiency.

Gap Analysis: Assessment	
How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan *not* help the school address its focus areas?
For Focus Area 1: Formative and summative assessments provide student data that can be used to determine academic growth and mastery.	For Focus Area 1: Summative assessment data is not available in a timeframe that can positively impact the teaching and learning cycle.
For Focus Area 2: Formative and summative assessments provide student data that can be used to determine academic growth and mastery.	For Focus Area 2: NA

For Focus Area 3:	For Focus Area 3:

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

- The Danielson Rubric (teacher evaluations) is used to guide instruction with a focus on student engagement. It also provides descriptors for teachers to adjust, monitor and reflect on the individual lessons.
- The PLC process contains job embedded opportunities to share and improve instructional strategies.
    - Teams focus on setting norms and collective commitments to ensure the dedication to all students.
    - Teachers use Depth of Knowledge to unpack essential standards and plan.
    - Common Formative Assessments are designed to include Depth of Knowledge skills (Example: Analyze, create, design, etc.)
    - Grade level meetings and collaboration are used to identify strategies that are most effective for teaching the essential standards and adjusting the instruction as needed.
    - Intervention teachers provide instruction at all levels (Remediation, Maintenance, and Enrichment)
    - Progress monitoring and common formative assessments are used to adjust instruction.
- Trauma informed care strategies utilize competencies both linguistically and culturally.
- SIOP framework provides instructional strategies that can be used for effective communication for all students.
- The Literacy Framework that is provided from the IDOE contains DOK tested levels for each standard. These levels provide guidance for teachers for planning and preparation for daily instruction.
- Class lists were designed to provide flexible groupings so that students have access to many different teaching styles and experiences
- Strategies to ensure teachers vary instructional strategies-- analyze assessment data

for gaps and trends, PLC minutes, walkthroughs and observations, Smekens professional development, and Sheltered Instruction Observation Protocol (SIOP) professional development.
● Strategies to ensure instructional strategies to support diverse learners-- analyze assessment data for gaps and trends by student demographic groups, Sheltered Instruction Observation Protocol (SIOP) professional development, I will.../Can do descriptors, differentiated instruction, tiered instruction, and performance level descriptors.

Gap Analysis: Instruction	
How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction *not* help the school address its focus areas?
For Focus Area 1: Implementing a systematic approach to identifying gaps and trends by student demographic groups by grade level and after each NWEA assessment.	For Focus Area 1: NA
For Focus Area 2: Implementing a systematic approach to unwrapping critical content standards and creating assessments aligned to appropriate DOK levels.	For Focus Area 2: NA
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Cultural Competency
1. Provide an overview of the school's cultural competency strategies, including, but not limited to: ● A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students; ● A description of how teachers and staff will learn about students' cultures; ● A description of how teachers and staff will utilize resources in the students' communities; ● A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and

> - A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Improvement of Cultural Competency

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

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

Beck's MTSS team meets weekly for forty-five minutes to discuss at-risk students or student concerns. Skye Berger, TIC, attends meetings and offers insight via Google Hangout, when possible.

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

Bowen Center, is another mental health agency that Mary Beck is partnered with and who provides similar services as Oaklawn (above). Funds through a school improvement grant are allocated to provide financial assistance for families unable to fund mental health services.

Administrators have received some training from the district with regards to Restorative Practices.

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

Professional Development Opportunities involving Cultural Competency:
- SIOP Training is necessary in order to increase the understanding of how to best serve English Language Learners.
- Trauma Informed Care Training is needed for all in order to increase the understanding of how to best serve and respond to the needs of students who have suffered trauma and need behavioral intervention/assistance.
- CPI Training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.

- Cultural Competency is needed from the district level to work with all educators in knowing how to work with families and students of all cultures.
- Restorative Practice training is needed for all educators to understand the importance of how to support students when they return to the classroom after having been dismissed for inappropriate behaviors.

Gap Analysis: Cultural Competency	
How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan *not* help the school address its focus areas?
For Focus Area 1: The cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 1: NA
For Focus Area 2: The cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 2: NA
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Family Engagement
1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes? 2. What strategies will the school use to increase family and community engagement, including family literacy programs? 3. What strategies will the school use to understand parents' hopes, concerns, and suggestions? 4. How will the school keep parents apprised of services offered by the school? 5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members? *Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.*
Family Engagement opportunities and services: ● Seesaw is being utilized building-wide as a universal form of communication. In

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

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

Gap Analysis: Family Engagement	
How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan *not* help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 1: NA

For Focus Area 2: The family engagement plan encourages parents to be active participants in their child's educational experience and has a focus on the importance of literacy.	For Focus Area 2: NA
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

This year, the Elkhart Community School District has provided 1:1 technology for every student. Each student at Mary Beck will receive an iPad during the 2019-2020 school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens.

The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to the teachers at Mary Beck have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

The school also has a technology ambassador to help coach our teachers on additional ways to meaningfully incorporate technology into lessons and projects. The technology ambassadors continue to participate in professional development from the district in a train the trainer model. Our technology ambassador then works with individual teachers, PLC teams and the entire school to incorporate these new instructional strategies

In addition to iPads and 1:1 professional development the school has adopted Seesaw as the K-6 digital portfolio platform. Teachers have received professional development on how to maximize Seesaw in the classroom to enhance student learning. Seesaw will be used by students to share their learning process via videos, images, and writing increasing the number of ways students can show teachers how they solve problems. The ability for students to

share their thinking and strategies through Seesaw and screen recording will greatly increase our students' depth of knowledge in our math curriculum. Students will be able to share not just their answer but how they got their answer allowing teachers to intervene and provide the needed instruction to address any misconceptions.

Gap Analysis: Technology	
How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1: Technology increases opportunities to increase student and family engagement.	For Focus Area 1: The plan does not address supports for families who are not proficient at using technology as a school/home communication tool.
For Focus Area 2: Technology offers opportunities to engage students in authentic and meaningful literacy activities.	For Focus Area 2: NA
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Transition to Elementary School **(for elementary schools only)**
Note: For more information about Indiana's graduation pathways, please review this memo from the Indiana State Board of Education.
1. How will the school assist preschool students with the transition to elementary school?
Transition to Kindergarten is a Title I opportunity that is offered for incoming Kindergarten students for two weeks in the summer before the 2019-20 school year began. Transportation and free breakfast are also included as a part of the program. The purpose of the program is to ease the transition of attending school. Students learn their way around

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

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

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

Gap Analysis: Transition to Elementary School	
How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports *not* help the school address its focus areas?
For Focus Area 1: The transition to elementary school supports help to ensure students arrive in kindergarten ready to learn.	For Focus Area 1: NA
For Focus Area 2: The transition to elementary school supports help to ensure students arrive in kindergarten ready to learn.	For Focus Area 2: NA
For Focus Area 3:	For Focus Area 3:

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana's graduation pathways, please review this memo from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

Gap Analysis: High School Graduation Supports	
How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports *not* help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Safe Learning Environment
  - It is critical to ensure the learning environment is safe and supportive so that students and staff are able to focus their attention on learning.
- Curriculum
  - Curricular resources provide a foundation for tiered supports and interventions.
- Assessment
  - Formative and summative assessments provide ongoing data on student growth and performance to ensure an informed teaching and learning cycle.
- Instruction
  - The PLC process ensures tiered supports are in place, with a focus on instructional and social emotional learning strategies.
- Cultural Competency
  - Supports are in place to best serve the varying needs of our students (SIOP, Trauma Informed Care, MTSS, skills training, social skills groups, grief counseling, etc.)
- Family Engagement
  - Universal form of communication to efficiently and effectively communicate with families regarding student academic progress and academic-focused school events.
- Technology
  - Offers opportunities to to support tiers of instruction and enhance communication with families.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

NA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

American Productivity and Quality Center. (2009). Best Practices in Evaluating Professional Learning Communities (PLCs).
Retrieved October 2019 from
https://studylib.net/doc/18838035/_evaluating-plcs_final-report.indd.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Safe Learning Environment
  - It is critical to ensure the learning environment is safe and supportive so that students and staff are able to focus their attention on learning.
- Curriculum
  - Curricular resources provide a foundation for tiered supports and interventions.
- Assessment
  - Formative and summative assessments provide ongoing data on student growth and performance to ensure an informed teaching and learning cycle.
- Instruction
  - The PLC process ensures tiered supports are in place, with a focus on instructional and social emotional learning strategies.
- Cultural Competency
  - Supports are in place to best serve the varying needs of our students (SIOP, Trauma Informed Care, MTSS, skills training, social skills groups, grief counseling, etc.)
- Family Engagement
  - Universal form of communication to efficiently and effectively communicate with families regarding student academic progress and academic-focused school events.
- Technology
  - Offers opportunities to to support tiers of instruction and enhance communication with families.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

NA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

American Productivity and Quality Center. (2009). Best Practices in Evaluating Professional Learning Communities (PLCs).
Retrieved October 2019 from
https://studylib.net/doc/18838035/_evaluating-plcs_final-report.indd.

Evidence-Based Interventions for Focus Area 3
Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

V.   Design a professional development plan

Please complete this section of the SIP using this template, the template provided below, or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Ensure a systematic and rigorous approach to designing formative assessments and monitoring student	Intentionally designed formative assessments will guide instructional strategies that guarantee students are

	learning.	growing and achieving at high academic levels.
2	Ensure a focused, engaging and rigorous literacy program for all students.	Build and refine the capacity of teachers and support staff to implement effective literacy strategies into daily instruction.
3	Ensure ongoing implementation and refinement of the PLC teaching and learning cycle.	Coaching support in next steps of the PLC teaching and learning cycle will increase student growth for ALL.

Professional Development Offerings		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Collaborative Common Assessment PD with Cassandra Erkens (Solution Tree)	Revisit notes and resource book as we implement the strategies into our Quarterly Promise Standard Plans
2	Smekens Literacy PD	Multiple visits by a facilitator to ensure the strategies are being implemented in classrooms
3	Coaching from a Solution Tree consultant on the PLC model and implementation at our school.	A comprehensive look at the teaching and learning cycle with coaching and recommended next steps in implementing the PLC process with fidelity.

Professional Development Resources		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		
PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Two-day workshop with Cassandra Erkens on Collaborative Common Assessments.	Book

2	Smekens Literacy professional development on effective reading and cross-curricular literacy strategies.	Ongoing professional development throughout the year in the form of PD sessions and classroom coaching.
3	On-site coaching from a PLC expert.	Comprehensive report on observations and recommended next steps to implement the PLC teaching and learning cycle with fidelity. A follow-up visit.

Professional Development Evaluation		
For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Grade level quarterly plans and teacher created common formative assessments aligned to rigor of academic standards. Timeline: Summer 2020	Observations, feedback, collaboration meetings, student growth and achievement data Persons responsible: Teachers, building administrators
2	Instructional planning and classroom observations will demonstrate implementation of strategies introduced in professional development sessions. Classroom coaching by a Smekens PD facilitator will support implementation. Timeline: Quarterly	Observations, feedback, collaboration meetings, student growth and achievement data Persons responsible: Teachers, building administrators
3	School monitoring visit with a comprehensive look at the implementation of the PLC teaching and learning process. Coaching visit will include physically observing the building and classrooms, and also providing feedback on planning and data collection in shared Google drives.	Observations, feedback, PLC documentation in shared Google drives, student growth and achievement data Persons responsible: Guiding Coalition, building administrators

	Timeline: One visit each semester	

VI.   Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using this template or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 6.