

School Name: Pinewood Elementary

School Number: 1785

Street Address: 3420 E. Bristol Street

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

- ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
- TSI Targeted Support and Improvement – federal government school designation under ESSA
- ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

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

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

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

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

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Tervonda Goins	Principal	CNA, SIP, Both	
Holly Powell	Teacher	CNA, SIP, Both	
Beth Hawn	Academic Dean	CNA, SIP, Both	
Peggy Zimmerman	Teacher	CNA, SIP, Both	
Pauline Rineking	SLP	CNA, SIP, Both	
Nicole Tweedy	Paraprofessional	CNA, SIP, Both	
Carrie Shank	Teacher	CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

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

District Vision:

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

School Vision:

Everyone learning. Everyone achieving.

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:

To inspire all students to be the best version of themselves through high expectations, a challenging curriculum, and a nurturing school climate.

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLCs) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma-informed practices in order to ensure all students achieve at high levels.
2. During the 2021-2023 academic year, all schools will implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning, trauma-informed care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.
3. All buildings will have a system of interventions and enrichments in place to effectively address PLC questions 3 and 4* within a schedule that allows time for students to receive them.

*What do we do when students do not know and cannot do what we expect? How do we respond when they do know?

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	K-2	Foundations	Yes No	Tier 1, 2, 3	Textbooks, readers, and materials are the core component of the reading, phonics, and phonemic awareness program in Kindergarten to 2nd grader	Yes No	x

Reading	1-5	Pearson myView Literacy Scootpad	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	x
Reading	6	Pearson myPerspectives Literacy Scootpad	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program	Yes No	x
Mathematics	K	Scootpad	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	x
Mathematics	1-6	HMH Math Expressions.	Yes No	Tier 1, 2, 3	Modules align with Indiana Academic Standards	Yes No	x
Social Studies	1-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	x
Science	K-6	Inquiry Math with Ethos Science Kits.	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards	Yes No	x
Science	1-6	Mystery Science	Yes No	Tier 1, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with the Indiana Academic Standards.	Yes No	x
Music	K-6	McGraw Hill Spotlight on Music	Yes No	Tier 1, 2, 3	Spotlight on Music	Yes No	x

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the curriculum using the following links:

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

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

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

For Title I schools with Schoolwide Programs only:

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

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes No	X
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes No	X
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	X
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.	Yes No	X
Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative	Yes No	X

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

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
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	

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

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

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

All Pinewood students have 1:1 technology, meaning every ECS student has an iPad.

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

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

Teaching and Learning Goals

- Maximize student collaboration and cooperative learning
- Increase engaging, rigorous student-centered learning experiences
- Teach students 21st century literacy skills
- Provide equitable, anytime access
- Develop competent and responsible future-ready citizens

- Prepare for success in future college, career, and life pursuits

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

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, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

Grades 6-8 only

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

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

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

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

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

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

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	x
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	x
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	x
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	x
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	x
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	x
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	x

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

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

Racial, ethnic, language-minority, and socio-economic groups are identified by enrollment information and the home language survey. We also use free and reduced lunch applications.

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

We use multiple strategies for increasing educational opportunities and performance for students in these groups. One strategy is push in and pull out services with ENL intervention teachers. These teachers guarantee that all language needs are being met and supported in the classroom. Each classroom teacher is also SIOP trained to make appropriate accommodations within the classroom so that students can learn and achieve with grade level material. Smekens is another instructional strategy used to ensure culturally diverse literature is in the classroom and it is used to provide instructional strategies for all learners. The 21st Century Clubs allows students to be engaged in extracurricular activities. Utilizing the MTSS Team, action plans are put in place specifically 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.

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

The Elkhart Community School District is engaged in SIOP Training which will provide necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the fall of 2019 and will continue throughout the 20-21 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 20-21 school year. Staff will participate in an online Canvas course to learn about addressing students in trauma which will also support students in cross cultural situations.

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

A Culture Audit was conducted at Pinewood on October 14, 2019, and one of the areas of growth included creating more visually appealing artifacts throughout the building that represent cultural differences. This is a goal that the School Improvement Team will work on. In addition, staff utilizes various reading selections that represent students from different cultures. These selections are found in the Pearson myView Literacy resource, school and classroom libraries. We are also using Smekens resources as a method to address cultural differences. An emphasis needs to be placed on helping staff be more cognizant of selecting culturally appropriate materials.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year: Last year: 181 Two Years Ago: 42 Three Years Ago: 73

What may be contributing to the attendance trend?

Stabilized attendance trends shows that we are paying attention to our attendance data, implementing the district attendance practices with fidelity, and having authentic conversations with families prior to COVID-19. Due to the pandemic the attendance absenteeism has increased.

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

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

LEVEL 1 FORMAL NOTIFICATION TO PARENTS

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

LEVEL 2 LEGAL NOTICE

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

LEVEL 3 CONTINUING ABSENCES OF CONCERN

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

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

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

LEVEL 5 COURT

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

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

Results are monitored in Powerschool through a weekly attendance report. This report is then used in a bi-weekly attendance meeting with the principal, school social worker, and the attendance secretary. The MTSS team monitors and follows up with students.

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

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

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

Pinewood maximizes family engagement to improve academic achievement by using active communication through Seesaw. This is an app that allows frequent communication from school to home. In addition, parents have real-time access to Powerschool which allows them to view current grades, comments and concerns from the teacher. NWEA data is discussed and shared with parents during parent conferences. The Pinewood staff operates with an open door policy and welcomes parents to engage in their child's academic achievement. This is done through frequent communication including phone calls, emails, newsletters and sharing of essential standards with parents.

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

The Pinewood staff and administration uses Seesaw to share ideas, concerns, and suggestions. This gives parents a voice. They are able to communicate directly with admin and teachers. Parents are welcome to attend PTO meetings where an administrator is present. In addition, the principal (Tervonda Goins) has an open door policy.

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. If students miss multiple consecutive days, staff makes a home connection to see what assistance we can offer to get students back to class.

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

The Elkhart Community School District is engaged in SIOP Training which will provide necessary strategies and knowledge for staff to work effectively in cross-cultural situations. This work began in the fall of 2019 and will continue throughout the 20-22 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 20-22 school year. Staff will participate in an online Canvas course to learn about addressing students in trauma which will also support students in cross cultural situations. All of these trainings and professional development will support teachers and staff bridging cultural differences through effective communication.

Pinewood 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.

- Pinewood’s Multi-tier Systems of Support Team (MTSS) meets weekly to discuss at-risk students or students of concern. A Systems of Care Facilitator attends each meeting. She is a representative from Oaklawn, a community mental health agency resource.
- Through community volunteers and partnership, we hope to help students find an interest or a connection. Current partnerships include Thor, Cares Mentors, Junior Achievement, Elkhart Education Foundation, ETHOS, and collaboration with various community leaders to bring volunteers into the classroom.

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 teachers 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 and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)		IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training		Performance Gap Data		Performance Gap Data
	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.					<u>Pinewood’s Data Documentation</u>
<input checked="" type="checkbox"/>	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes No**

The % of students predicted to pass ILEARN based on the fall 2021 NWEA Reading assessment will increase from 25.6% to 50%.

Measurable outcome met? **Yes No**

This goal was unable to be measured due to COVID-19.

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

If the goal was not met, explain why.

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

While we did not have the data to measure this goal due to the Pandemic, the staff at Pinewood will continue to collaborate on the PLC process to identify potential essential standards and monitor student progress through common formative assessments and summative assessments, to provide interventions and/or extensions when necessary. Staff will continue to participate in professional development for Smekens, PLC, and common formative assessments. By helping each student be at or above the 50th percentile, it will increase the likelihood of students passing the ILEARN state assessment.

Goal 2

80% of students in each classroom will master essential standards as evidenced by CFA.

Measurable outcome met? **Yes** **No**

This goal was unable to be measured due to COVID-19.

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

If the goal was not met, explain why.

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

While we do not have the data to measure this goal, the staff at Pinewood will continue to collaborate on the PLC process to identify potential essential standards and monitor student progress through common formative assessments and summative assessments, to provide interventions and/or extensions when necessary. Staff will continue to participate in professional development for Smekens, PLC, and common formative assessment.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis****

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance.

Data about the school’s current performance should drive discussions about these differences.

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

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

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

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

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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Implement a 90 minute literacy block that includes mini lessons (whole group instruction) and small group instruction (differentiation). These 90 minute blocks of time will be based on team identified essential standards that targets the needs of students based on common formative assessments.	Yes No	Based on 2018-2019 ILEARN data, only 40% of learners are meeting grade level expectations. ILEARN Data	Teachers are learning how to create and deliver whole group mini lessons that are engaging and targeted to a specific essential standard. That standard is then broken down into skills that students will need to know to master that skill.	x	1
Each grade level team will work collaboratively as a professional learning community to identify, unpack, create a pacing guide, develop SMART goals, and create common formative assessments, and implement interventions necessary of the essential reading standards to ensure student success.	Yes No	Each team began creating SMART goals that were linked to essential standards. Intervention groups were attempted, but were not directly tied to the essential standards.	Teachers are working to have a clear focus of unpacking the essential standards and have a clear understanding of their grade level's specific standard.	x	2
Every student will be equitably provided the academic opportunities needed to cultivate their talent and potential in a safe academic environment.	Yes No	The 2018-2019 ILEARN data shows that there are disproportionate numbers of minority groups and free and reduced lunch students showing proficiency in reading.	Teachers are unaware of how to address the disproportionate numbers of proficient students, and use effective research based strategies that organically produce non-cultural biases.	x	3

		Student Discipline Data ILEARN Data			
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Implement a 90 minute literacy block that includes mini lessons (whole group instruction) and small group instruction (differentiation). These 90 minute blocks of time will be based on team identified essential standards that targets the needs of students based on common formative assessments.	<ul style="list-style-type: none"> ● There is insufficient planning by teachers ● There is a lack of Professional Development provided to teachers to support successful implementation of the 90 minute literacy block ● There is a lack of quality materials/programs
Each grade level team will work collaboratively as a professional learning community to identify, unpack, create a pacing guide, develop SMART goals, and create common formative assessments, and implement interventions necessary of the essential reading standards to ensure student success.	<ul style="list-style-type: none"> ● Lack of positive culture ● Lack of leadership guiding teachers through the PLC process with clear expectations and a system of checks and balances.

<p>Every student will be equitably provided the academic opportunities needed to cultivate their talent and potential in a safe academic environment.</p>	<ul style="list-style-type: none"> ● Lack understanding of culture and diversity ● Lack of allowing all voices to participate in the PLC process ● Lack of attention to the data that identifies learning gaps, and create action steps to close the gaps
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Write your Goal(s) from these.

Develop strategies from these.

Goals	Strategies
<p>1. All teachers will implement a 90 minute literacy block that includes a whole group mini lesson(s) based on essential standards, targeted intervention groups, independent practice, and common formative assessments to assess needs.</p>	<p>1. Posted I Can statements based on the essential standards. 2. PLC work reflects essential standards and skills that are unwrapped from the standard.</p>
<p>2. Each grade level team will work collaboratively as a professional learning community to identify, unpack, create a pacing guide, develop SMART goals, and create common formative assessments, and implement interventions necessary of the essential reading standards to ensure student success.</p>	<p>1. Unpacking standards document 2. <u>Learning By Doing</u> framework 3. SMART Goal template 4. Provide time by using the district’s built-in time.</p>
<p>3. All teachers will participate in contributing to a schoolwide focus on fact fluency.</p>	<p>1. Create a schoolwide goal 2. Create a schoolwide committee 3. Create and maintain incentives</p>

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

Sample GOAL 1	By Spring 2023, 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.
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Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	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.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers 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.
Yr. 2 Measurable Objective	By Spring 2022, 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.			
Yr. 3 Measurable Objective	By Spring 2022, 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.			

GOAL 1	By the Spring of 2023, the number of 3rd through 6th grade students demonstrating proficiency on the English Language Arts ILEARN assessment will increase from 40% to 50%.			
Data Checkpoints (dates)	Winter 2021	Spring 2022	Fall 2022	Winter 2022
Evidence at Checkpoints	<ul style="list-style-type: none"> NWEA Growth data Grade Level Common Formative Assessments data Pearson Benchmark Assessment data 	<ul style="list-style-type: none"> NWEA Growth data Grade Level Common Formative Assessments data Pearson Benchmark Assessment data ILearn Data 	<ul style="list-style-type: none"> NWEA Growth data Grade Level Common Formative Assessments data Pearson Benchmark Assessment data 	<ul style="list-style-type: none"> NWEA Growth data Grade Level Common Formative Assessments data Pearson Benchmark Assessment data
Evidence- Based Strategy 1	Grade level teams will continue to use Smekens instructional strategies within the 90-minute literacy block. This will include a whole class mini lesson, small group instruction based on student need, and formative assessments to check and monitor			PD Needed: Yes No

	progress. https://www.smekenseducation.com/			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Create a scope and sequence of Smekens strategies, lessons, and CFA based on unwrapped essential standards.	August 2020-June 2021	Administration, Guiding Coalition, and grade level teams	Completion of unpacked standards document.
Action Step 2	Staff attend Smekens PD	August 2020-June 2021	Administration, Guiding Coalition, and grade level teams	Walkthrough data
Action Step 3	Planning small group instruction using Smekens strategies based on unpacked standard	August 2020-June 2021	Administration, Guiding Coalition, and grade level teams	Walkthrough data
Action Step 4	Mini lesson (Smekens head) and I Can statements posted/visible	August 2020-June 2021	Administration, Guiding Coalition, and grade level teams	Walkthrough data

GOAL 2	Professional Learning Community teams will become more skilled at identifying, unpacking, creating a pacing guide, developing SMART goals, and creating common formative assessments needed to implement interventions necessary for the essential reading standards to ensure student success. Teachers will have at least eight essential standards unpacked, paced, and will develop common formative assessments to monitor the standard.			
Data Checkpoints (dates)	10/9/2021	12/18/2021	3/12/2022	5/28/2022
Evidence at Checkpoints	Unpacked standard's template	Unpacked standard's template	Unpacked standard's template	Unpacked standard's template
Evidence- Based Strategy 1	Implementing the PLC process with a focus on Step 1 and unpacking the essential standards. We will use the book, <i>Learning by Doing</i> , as a reference and a guide. <i>DuFour, R. (2006). Learning by Doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will participate in building level guided Professional development in unwrapping the standard.	September 2020-December 2022	Administration, Guiding Coalition, and grade level teams	Unwrapped standard's template.
Action Step 2	Teachers will unpack at least 8 essential standards and revisit those standards.	August 20-May 2022	Administration, Guiding Coalition, and grade level teams	Unwrapped standard's template.

GOAL 3	All teachers will participate in provide direct instruction, review, progress monitoring in fact fluency in grades K-5 as measured by teacher created benchmark assessments.			
Data Checkpoints (dates)	10/9/2021	12/18/2021	3/12/2022	5/28/2022
Evidence at Checkpoints	Data Protocol	Data Protocol	Data Protocol	Data Protocol
Evidence- Based Strategy 1	Read and begin implementation of Equity by reading <u>Excellence Through Equity</u> and provide teachers with discussion points around topics that will help teachers to broaden their skills and understanding of equity. Blankstein (2016). <i>Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student</i> . Alexandria, VA			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct ongoing training for teachers and support staff.	September 2020-May 2021	All staff	Increase of students developing automaticity during math activities.
Action Step 2	Math Committee	September 2021-May 2022	All staff	Staff meet once per month and provide an agenda.

Professional Development Plan

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

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

Professional Development Goal 1	All teachers will receive professional development in Smekens to implement best practices in teaching strategies and to implement a 90min. literacy block.	Linked SIP Goals Yes No
Possible Funding Source(s)	ECS is providing the funding.	
Evidence of Impact	As a result of the professional development, teachers will implement strategies that will support a 90min. literacy block. This will transfer a more skilled teacher and ILEARN reading proficiency scores will increase.	
Plan for coaching and support during the learning process: Principals will design time during Friday's release for staff to engage in cross district professional development as well as building level professional development. PLC teams will discuss and be encouraged to observe instructional strategies that have been successful.		
How will effectiveness be sustained over time? Professional development and Friday's release time will be used to continue the focus on Smekens instructional strategies.		

Professional Development Goal 2	All teachers will participate in providing direct instruction, review, progress monitoring in fact fluency in grades K-5 as measured by teacher created benchmark assessments.	Linked SIP Goals Yes No
Possible Funding Source(s)	ECS is providing the funding, and PBIS.	

Evidence of Impact	Students will increase number sense, fact automaticity, and confidence during math block and instruction.
Plan for coaching and support during the learning process: All staff will continue to engage in ongoing discussions and professional development each month centered around topics related to math fact fluency led by the math committee. .	
How will effectiveness be sustained over time? All staff will continue to engage in ongoing discussions and professional development each month centered around topics related to math fact fluency led by the math committee.	