

School Name:

School Number:

Street Address:

City:

Zip Code:

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. 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/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	

This school receives Title IA funding. **Yes No**

Is the school's Title I program **Schoolwide or Targeted Assistance?** **SW TA**

**If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Dee Wappes	Principal	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Helenia Robinson	Assistant Principal	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Clyde Riley	Academic Dean	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Shawn Jordan	Teacher (K)	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Becky Banas	Teacher (K)	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Shannon Powell	Teacher (1st)	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Angela Williams	Teacher (2nd)	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R Lunch
Heba Said	Teacher (3rd)	CNA, SIP, Both	ELL, Black, Hispanic, Spec. Ed, F&R

			<i>Lunch</i>
Keturah Anderson	Teacher (4th)	CNA, SIP, Both	<i>ELL, Black, Hispanic, Spec. Ed, F&R Lunch</i>
Lexi Sturgill	Teacher (5th)	CNA, SIP, Both	<i>ELL, Black, Hispanic, Spec. Ed, F&R Lunch</i>
Tonya Winters	Teacher (6th)	CNA, SIP, Both	<i>ELL, Black, Hispanic, Spec. Ed, F&R Lunch</i>
Carmen Macon	Parent/Community Liaison	CNA, SIP, Both	<i>ELL, Black, Hispanic, Spec. Ed, F&R Lunch</i>
Tonda Hines	Community Member	CNA, SIP, Both	<i>ELL, Black, Hispanic, Spec. Ed, F&R Lunch</i>
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- 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:

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.

District Mission:

Elkhart Community Schools is committed to

School Vision:

Roosevelt STEAM Academy is a professional learning community working together to provide quality instruction in a safe, nurturing environment. Our scholars will be academically and socially ready for the next level.

School

Mission:

Roosevelt STEAM Academy

the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process.

scholars will learn at or above grade level.

District Goals:

Goal 1: Create vibrant relationships to ensure successful students, schools and community

Goal 2: Nurture, educate, retain, and attract students

Goal 3: Ensure a highly effective staff

Does the school's vision support the district's vision? (<i>highlight response</i>)	Yes	No
Does the school's mission support the district's mission? (<i>highlight response</i>)	Yes	No
Do the school's mission and vision support district goals? (<i>highlight response</i>)	Yes	No

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

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information

requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (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 components of reading program.	Yes No	<input type="checkbox"/>
Reading	1-6	My View	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	<input checked="" type="checkbox"/>
Math	K-6	Math Expressions	Yes No	Tier 1, 2, 3	The curriculum is inquiry-based with a focus on reasoning through the concept and your solution.	Yes No	<input checked="" type="checkbox"/>
Language Arts	K	Tools of the Mind	Yes No	Tier 1, 2, 3	Program that is backed by neuroscience research	Yes No	<input checked="" type="checkbox"/>
Science	K-5	Mystery Science	Yes No	Tier 1, 2, 3	Hands on science lessons aligned to the Indiana Academic Standards	Yes No	<input type="checkbox"/>
Reading/ Language Arts	K-3	Foundations	Yes No	Tier 1, 2, 3	Multisensory, structured language program that systematically builds foundational skills in phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension strategies	Yes No	<input checked="" type="checkbox"/>
Reading	K-2	Heggerty	Yes No	Tier 1, 2, 3	Daily lessons focusing on 8 phonemic awareness skills along with letter development and sound recognition that advance literacy scores by	Yes No	<input checked="" type="checkbox"/>

					connecting phonemic awareness and phonics		
Reading/Language Arts	3-6	Wilson	Yes No	Tier 1, 2, 3	Systematic literacy program teaching students the structure of the English language. Students learn fluent decoding and encoding skills.	Yes No	<input checked="" type="checkbox"/>
Math	K-6	IXL Math	Yes No	Tier 1, 2, 3	Gain fluency and confidence while helping students master the essential skills at their own pace through fun and interactive questions, build support, and motivating awards.	Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	3%	3%	0%	18%	47%	29%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	3%	8%	0%	21%	42%	26%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	5%	8%	16%	50%	21%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	5%	5%	18%	34%	32%	5%

The public may view the school's curriculum in the following location(s): Roosevelt STEAM Academy and District office

Core Element 2: Instructional Program [Required for all]

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

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

Agree + Strongly Agree > 60%. Agree + Strongly Agree 40%-59% Agree + Strongly Agree < 39%

For Title I schools with Schoolwide Programs only:

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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.

Roosevelt has implemented tiered instruction to support students who require additional assistance. Additional time and intensity is provided to struggling learners. Within the reading and math blocks students receive tier 2 to address prerequisite deficits that keep the students from being successful. Tier 3 is provided in several ways. Through the PLC process, student needs are identified and addressed through systematic, explicit instruction. Special education ,ESL, and interventionists provide tier 3.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	K-6	Benchmark, Com. Form., Summative, Other	This interim assessment allows teachers to evaluate students' levels and progress at three points throughout the course of the school year.	Yes No	<input checked="" type="checkbox"/>
Teacher Created Common Assessments	K-6	Benchmark, Com. Form., Summative, Other	Teacher created assessments gauge student mastery of core standards and help inform instruction and intervention decisions.	Yes No	<input checked="" type="checkbox"/>
WIDA	K-6	Benchmark, Com. Form., Summative, Other	This screener evaluates EL skills to determine if	Yes No	<input checked="" type="checkbox"/>

			students are an English Language Learner			
CogAt	K, 2, 5	Benchmark, Com. Form., Summative, Other	This cognitive assessment identifies students' intellectual functioning to determine placement for high ability programming.	Yes	No	<input checked="" type="checkbox"/>
Close Reading	1-6	Benchmark, Com. Form., Summative, Other	This interim assessment provides insight regarding students reading comprehension identifying the need for intervention.	Yes	No	<input checked="" type="checkbox"/>
Diagnostic Reading Oral Fluency	1-6	Benchmark, Com. Form., Summative, Other	This interim assessment evaluates students' reading fluency to identify needs for intervention.	Yes	No	<input checked="" type="checkbox"/>
Dyslexia Screening	K-2	Benchmark, Com. Form., Summative, Other		Yes	No	<input checked="" type="checkbox"/>
District Benchmark Assessments	K-6	Benchmark, Com. Form., Summative, Other		Yes	No	<input checked="" type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>

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

Agree + Strongly Agree > 60%. Agree + Strongly Agree 40%-59% Agree + Strongly Agree < 39%

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	3%	3%	6%	19%	58%	11%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	0%	6%	28%	50%	17%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	3%	11%	11%	14%	50%	11%

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

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

- Teachers engage in the PLC process in order to dissect student data from assessments in order to drive their instruction and to establish interventions.
- During the PLC process teachers also reflect on instructional practices in order to refine their classroom instruction, routines, and improve their educator effectiveness.

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

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

- Roosevelt STEAM Academy has been a 1:1 building since 2020. Teachers have been integrating and analyzing their uses of student technology in their classrooms since the pandemic, leading to better levels of integration every year. Teachers are now able to adjust their assignments to students based on academic needs, particularly in the form of adaptive math programs and grouping functions in the Seesaw application. The district technology team is still working hard to support teachers in using instructional technology, and the technology ambassador at Roosevelt is helping to familiarize the teachers and their students to these technologies.

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

Core Element 4: Coordination of Technolog Initiatives						
	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	3%	0%	0%	25%	53%	19%
A plan is in place to provide in-service training in the use of technology.	3%	17%	6%	19%	31%	25%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	3%	8%	19%	31%	25%	14%
There are established procedures for maintaining technology equipment.	0%	14%	11%	22%	31%	22%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	8%	8%	33%	42%	8%

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)

Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

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

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	<input type="checkbox"/>

All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	<input type="checkbox"/>

Core Element 4: Coordination of Technolog Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	3%	0%	0%	25%	53%	19%
A plan is in place to provide in-service training in the use of technology.	3%	17%	6%	19%	31%	25%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	3%	8%	19%	31%	25%	14%
There are established procedures for maintaining technology equipment.	0%	14%	11%	22%	31%	22%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	8%	8%	33%	42%	8%

Briefly answer the following:

What practices are in place to maintain a safe environment?

A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early interventions. All staff express the belief that all children can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classroom and school climates that are culturally responsive. Discipline rules are established, and copies of the rules are made to students and their parents/guardians. Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

- These groups are identified through the use of state data reports

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

- Staff will begin disaggregating summative, interim, and formative assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement.
- Through the root cause analysis, a need for cultural competency training was identified to ensure students of the Special Education and African American subgroups are afforded equitable learning experiences and comprehensive support to effectively close any gaps in achievement.
- Staff will continue to build capacity related to the implementation of the Sheltered Instruction Observation Protocol as offered by district level personnel.
- During the 2020-2022 school years, the staff participated in district-led trauma-informed care training. The staff will continue to expand their repertoire of trauma responsive practices to disseminate at the building level for teachers to implement.
- The staff has made efforts to transition to behavioral and disciplinary practices that are restorative to bolster student-teacher relationships and create a safe, nurturing learning environment. These efforts will continue with additional focus placed on the integration of behavioral policies and practices aligned with social-emotional learning.

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

- As part of the collaborative thought process, the need for additional cultural competency training was highlighted including the impacts of poverty and trauma, staff mindset, trauma-responsive practices, secondary stress and trauma, and resiliency training.

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

- Throughout the course of the educator focus groups, it was identified that one of Roosevelt's strengths was its music program. Teachers, not simply the music teachers, addressed this and described how they used the music program within the building as a medium for addressing culturally relevant material.
- One tool that is utilized to ensure all students' cultural differences is the My view Basel. It has many diverse texts with information for students of all cultural backgrounds.

Core Element 8: Review Attendance [Required for all]

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

Number of students above 10% or more of the school year. Last year: 33.39%

Two Years Ago: 56.29%

Three Years Ago: 16.67%

What may be contributing to the attendance trend?

- Roosevelt stresses the importance of attendance with both students and parents. Often socioeconomic challenges arise which contribute to the chronic absenteeism which is prevalent at Roosevelt. Even though attendance is still a concern at Roosevelt, there has been a decrease in the number of students with attendance concerns.

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

- Roosevelt is engaged in using PRIDE points as a positive support for students with strong attendance records.
- Roosevelt STEAM utilizes PowerSchool to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed:

- 3 absences-Secretary tasked with tracking attendance calls home and notifies administration; social worker conducts home visit as needed
- 5 absences-A notice is sent to the child’s parents
- 6-7 absences-Parents are required to meet with an administrator to develop an attendance plan
- 8-9 absences- A certified letter is sent to the child’s parents
- 10 absences-CPS is notified

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

Roosevelt has a team which meets daily to discuss student attendance and behavior. This team reflects on practices and procedures and determines next steps.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	<input type="checkbox"/>

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	6%	8%	25%	25%	31%	6%
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.	6%	6%	17%	25%	39%	8%

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

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

Roosevelt works to put on heritage nights in order to engage parents from their diverse cultural groups. Educators indicated that these nights were conducted to target their Hispanic and African American populations specifically, but they would like to see what they could do to more thoroughly engage these groups in the future.

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

- Teachers have indicated that they pride themselves on being available to parents as needed after school, whether that is through phone communication, email, or simply when they are there to pick their children up from school at the end of the day.
- Communication through Seesaw and ClassDojo will help parents' involvement in their children's education.
- RSA Facebook page is also available for parent communication.

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

Roosevelt STEAM utilizes PowerSchool to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed:

- 3 absences-Secretary tasked with tracking attendance calls home and notifies administration; social worker conducts home visit as needed
- 5 absences-A notice is sent to the child's parents
- 6-7 absences-Parents are required to meet with an administrator to develop an attendance plan
- 8-9 absences- A certified letter is sent to the child's parents
- 10 absences-CPS is notified

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

Teachers have been encouraged to employ multiple means of communication in order to meet the diverse needs of parents. Furthermore, the school will be engaging in cultural competency professional development opportunities to further enhance the staff's ability to communicate cross-culturally. In addition, Roosevelt has a full time translator on staff as well as a full-time, multilingual parent support person.

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.

Roosevelt works to put on heritage nights in order to engage parents from their diverse cultural groups. Educators indicated that these nights were conducted to target their Hispanic and African American populations specifically, but they would like to see what they could do to more thoroughly engage these groups in the future. There was a specific concern identified that they are not doing enough to target their Hispanic population.

Teachers have indicated that they pride themselves on being available to parents as needed after school, whether that is through phone communication, email, or simply when they are there to pick their children up from school at the end of the day.

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

Upon completion of assessments, results are both sent home to parents, and available to them through the use of PowerSchool. Additionally, assessment results are conveyed and analyzed with parents during parent/teacher conferences.

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

In addition to survey information being collected, parent members contribute to the writing and review of the school improvement plan as members of the School Improvement Committee. The parent liaison also ensures parents are apprised of all opportunities in which they can contribute to the development and improvement of the schoolwide plan including all applicable committee participation and community meetings.

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

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

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

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

Graduation rate last year: ____

Percent of students on track to graduate in each cohort: ____

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

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

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

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

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

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning and Parent and Community Engagement.

Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include the Cares mentor program to support students' emotional well-being and academic achievement.

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

Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

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.

Roosevelt hosts a Kindergarten Kickoff each spring, which is shared on the district and school websites, with local childcare and preschool providers, and on social media platforms to ensure parents are aware and increase attendance. During the roundup, incoming students' pre-academic skills are

assessed to identify those lacking foundational skills. In response, a kindergarten boot camp is offered over the summer for those students who present weaknesses in foundational skills in order to provide an initial opportunity for remediation prior to the inception of the school year. Additionally, the district has a Head Start program to support Pre-K children. The is generally targeting the ELL and Hispanic Populations.

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

Roosevelt provides multiple layers of support to guarantee adequate support while new teachers acclimate to the environment. While they learn their roles and responsibilities, they will work with grade-level team members throughout the PLC process to help ensure they feel supported. Additionally, the instructional coach from Roosevelt works to support them in a non-evaluative way, observing, and guiding their classroom instruction as necessary.

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic		Specific Student Groups			General School Data		
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data		Individual Education Plans (IEPs)	X	Discipline/Behavior

	Districtwide Assessments	X	IAM Assessment		Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training		Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
	Link Data Here ---->	Data					
	Link Data Here --->						

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

Measurable outcome met? **Yes**

Through the engagement in PLCs, Roosevelt STEAM Academy will establish a guaranteed viable curriculum in ELA/Reading that will ensure all scholars learn at or above grade level. The curriculum will help guide the development of the essential standards, instruction and learning targets for scholars to master. Additionally, the curriculum will help guide common formative assessments used to determine mastery of the essential standards.

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

We will continue to implement the PLC process in all grade levels to further guide our Tier 1 and Tier 2 instruction.

If the goal was not met, should the school continue to work toward this goal? **Yes**

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

The goal was met.

Goal 2

Measurable outcome met? **Yes**

Through the engagement in PLC, Roosevelt STEAM Academy will establish a guaranteed viable curriculum in Math that will ensure all scholars learn at or above grade level. The curriculum will help guide the development of the essential standards, instruction and learning targets for scholars to master.

s

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

Even though the goal was met, we will continue to use the PLC process to ensure that all students are learning at or above grade level.

If the goal was not met, should the school continue to work toward this goal? **Yes**

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

Goal 3

Measurable outcome met? **Yes**

The PATHS curriculum will support the social and emotional needs of our scholars. Data gathered will be analyzed in order to make necessary changes to increase student learning. Additionally, the PRIDE system will positively support appropriate behaviors that will lead to all scholars learning at or above grade level.

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

To ensure continued success, we have implemented 5 School wide behavior expectations. These behaviors, when achieved, will lead to all students learning at or above grade level.

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

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

Educators indicated that the PRIDE system is being used to help improve attendance rates at Roosevelt STEAM. However, the chronic absenteeism rates are debilitating and not giving students the opportunity to learn at grade level as the goal states. This is a major concern and something that must be addressed before this goal is able to be met.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have 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 Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Due to less than 25% of students attaining proficiency on the ILEARN assessment and the school's proficiency rate not meeting accountability standards, Roosevelt will continue to advance the vertically aligned, guaranteed and viable curriculum based on the Indiana Academic Standards.</p>	<p>Yes No</p>	<p>On average, 13.8% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -15.1 percentage points change. On average, 17.8% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -18.1 percentage points change. Students have achieved higher pass rates in ELA than Math by 4.1% on average over the past three years.</p>	<p>Roosevelt is committed to the collaborative creation of a guaranteed and viable curriculum in accordance with the PLC process. The implementation of a guaranteed and viable curriculum will ensure the provision of responsive instruction that is rigorous, relevant, and imperative for ongoing academic mastery of grade level standards elevating student learning and effectively closing gaps in achievement. Current proficiency rates on ILEARN reveal deficits in the current curriculum's efficacy requiring immediate shifts in curriculum and assessment to drive students' mastery of grade-level ELA standards.</p>		
<p>Due to less than 25% of students attaining proficiency on the ILEARN assessment and the school's proficiency rate not meeting accountability standards, Roosevelt will continue to advance the vertically aligned, guaranteed and viable curriculum based on the Indiana Academic Standards.</p>	<p>Yes No</p>	<p>On average, 46.3% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 28.7% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has decreased by 16.5. Over the last 2 years, the percentage of students in high growth for MATH has increased by 15.0.</p>	<p>Roosevelt is committed to the collaborative creation of a guaranteed and viable curriculum in accordance with the PLC process. The implementation of a guaranteed and viable curriculum will ensure the provision of responsive instruction that is rigorous, relevant, and imperative for ongoing academic mastery of grade level standards elevating student learning and effectively closing gaps in achievement. Current proficiency rates on ILEARN reveal deficits in the current curriculum's efficacy requiring immediate shifts in curriculum and assessment to drive students' mastery of grade-level Math standards.</p>		

		<p>On average, 38.3% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 36.3% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 3.1. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 14.9.</p>			
<p>In order to attain a 95% model attendee rate, Roosevelt will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students' acquisition of social emotional competencies, and effectively support students in need of more individualized intervention to create a more equitable and inclusive learning environment.</p>	<p>Yes No</p>	<p>Teacher focus groups, building leadership focus groups and the SEL audit lead to the conclusion that student trauma and cause emotional needs are negatively impacting the school environment. According to data from the Indiana Department of Education, Roosevelt had only 65.3% of its student population identified as model attendees with a chronic absentee percentage of 18.3%. Additionally, the out of school suspension rate at Roosevelt is 8 points higher than the state average.</p>			

<p>Due to a disproportionate number of students in the Special Education and Economically Disadvantaged subgroups not demonstrating proficiency and adequate rates of growth, Roosevelt will increase cultural competency to provide a safe, supportive learning environment to provide targeted instruction responsive to student level data.</p>	<p>Yes No</p>	<p>On average, 9.3% of students who come from Economically Disadvantaged families have passed the Math test for the last 2 years. In the last 1 years, Math has had a - 6.7 percentage points change. On average, 12.6% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -13.5 percentage points change. Students have achieved higher pass rates in ELA than Math by 3.3% on average over the past three years.</p> <p>On average, 3.6% of students with Special Education needs have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.4 percentage points change. On average, 5.6% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -3.3 percentage points change. Students have achieved higher pass rates in ELA than Math by 1.9% on average over the past three years.</p>			
	<p>Yes No</p>				

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>Due to the declining number of students attaining proficiency on the ILEARN assessment and the school’s proficiency rate not meeting accountability standards, Roosevelt STEAM will continue to develop a vertically aligned, guaranteed and viable curriculum based on the Indiana Academic Standards.</p>	<p>Need for a guaranteed viable curriculum in alignment with Indiana Academic Standards (ELA, Math, Employability Skills and SEL Competencies) to ensure students attain the knowledge and skills necessary to demonstrate proficiency on ILEARN. CFA’s which are developed must mirror the rigor and DOK of iLEARN. Students must have instruction at on grade level material.</p>
<p>Due to the declining number of students demonstrating moderate to high levels of growth on ILEARN and the school’s growth score not meeting accountability standards, Roosevelt STEAM will elevate collective teacher efficacy by developing an instructional priorities model comprised of high-yield instructional strategies.</p>	<p>An instructional model comprised of high-yield instructional strategies to be implemented building-wide to generate collective teacher efficacy and drive growth rates through rigorous relevant instruction, responsive to student level assessment data that supports high expectations and student engagement. This should include culturally responsive curriculum with SEL Competencies embedded within.</p>
<p>In order to attain a 95% model attendee rate, Roosevelt STEAM will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students’ acquisition of social emotional competencies, and effectively support students in need of more individualized intervention to create a more equitable and inclusive learning environment.</p>	<p>Engage in a process of refinement to support SEL implementation through the integration of SEL and behavioral systems and further develop a comprehensive, schoolwide SEL framework to facilitate student acquisition of competencies and effectively support students in need of more support at an individual level.</p>

Due to a disproportionate number of students in the Special Education and Economically Disadvantaged subgroups not demonstrating proficiency and adequate rates of growth, Roosevelt STEAM will increase cultural competency to provide a safe, supportive learning environment to provide targeted instruction responsive to student level data.

Students have an excessive number of absences
Students lack basic skills
Teachers are not using best practices when instructing students with disabilities
Students are not always receiving all of their accommodations
Assessments are not designed for students with learning disabilities
Curriculum does not match the needs of the learners
Students struggle with content even with support from support services
Some of the students are not receiving the services they actually need
Grade-level content is not always being delivered

There is a collective mindset on focusing on what they don't know
Attendance
Challenges to adjust the curriculum to meet the needs of these students
Lack of role models
Need support from the community

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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 Program	

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
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 <i>(Highlight)</i>
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 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

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

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

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

CURRENT YEAR GOAL 1

Throughout the 2022-2023 school year, Roosevelt STEAM will continue the process of developing a guaranteed and viable curriculum in alignment with Indiana Academic Standards, ensuring the incorporation of culturally relevant curricular resources and a comprehensive and balanced assessment system to propel student outcomes as evidenced by the following yearly gains demonstrated on ILEARN:

	SY 2021-2022: 17% of students achieving proficiency in ELA &; 19% achieving proficiency in Math			
Data Checkpoints (dates)	October	January	April	
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Score	
Evidence- Based Strategy 1 (must cite study)	<p>Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.</p> <p>Furtak, E., Primo., M. (2007). Exploring Teachers’ Informal Formative Assessment Practices and Students’ Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage in instructional leadership in a resource audit identifying existing curricular resources to align with curriculum maps.	Oct 2022-Nov 2022	Building & Instructional Leadership	ELA and Math curriculum maps will be refined and ready for implementation
Action Step 2	PLCs will develop rigorous will develop rigorous units of study reflective of previously identified priority Indiana Academic Standards, with consideration of the 2020 standards updates, inclusive of the core curricular elements	Sept. 2022-May 2023	Building & Instructional Leadership	Teachers will demonstrate an understanding of the function of the core curricular elements in curriculum maps

Action Step 3	PLCs will develop rigorous units of study reflective of previously identified priority Indiana Academic Standards, with consideration of the 2020 standards updates, inclusive of the core curricular elements.	Sept. 2022-May 2023	Building & Instructional Leadership	Rigorous, progressive and cohesive units of study will be available to increase engagement and ensure students attain mastery of standards
Action Step 4	PLCs will integrate Employability Skill Standards and Social-Emotional Learning Competencies as identified by IDOE into units of study.	March 2022-Dec 2022	Building & Instructional Leadership	Employability Skill Standards and Social-Emotional Learning Competencies are embedded in curriculum maps to support the development of college and career readiness.
Action Step 5	PLCs will engage in a process of developing proficiency scales and refine current common formative assessments to effectively identify student mastery as part of a balanced and comprehensive assessment system.	April 2022-May 2023	Building & Instructional Leadership	Teachers will administer CFAs to identify student progress towards mastery of standards with assessment data driving instruction.
Action Step 6	Collaborate with instructional leadership to ensure maps contain culturally relevant materials and subgroup supports.	May 2022-June 2023	Building & Instructional Leadership	Classroom observations will reveal increased levels of engagement
Action Step 7	Model, engage, and monitor PLCs to ensure reflection and continuous	August 2022-Dec 2023	Building & Instructional Leadership	PLC forms are being utilized and reviewed

	improvement.			
Strategy 2 (must reference source)				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
This Goal for Year 2	The teachers of Roosevelt STEAM will leverage the newly developed curriculum resources throughout the 2022- 2023 school year to improve core instruction and improve student outcomes as indicated by: 25.18% of students achieving proficiency in ELA & 27.55% achieving proficiency in Math			
This Goal for Year 3	The teachers of Roosevelt STEAM will leverage the newly developed curriculum resources throughout the 2022- 2023 school year to improve core instruction and improve student outcomes as indicated by: 32.82% of students achieving proficiency in ELA & 35.3% achieving proficiency in Math			

<p>CURRENT YEAR GOAL 2</p>	<p>Throughout the 2022-2023 school year, Roosevelt STEAM will engage in interconnected professional learning cycles to develop an instructional model composed of high-yield instructional strategies to be implemented building-wide to generate collective teacher efficacy and drive growth rates through relevant, rigorous instruction that is responsive to student level assessment data that supports high expectations and student engagement as evidenced by increased growth rates on ILEARN:</p> <p>SY 2020-2021: *9% decrease in students achieving low growth ELA *6.7% decrease in students achieving low growth Math *9.3% increase in students achieving high growth ELA *3.7% increase in students achieving high growth Math</p>			
<p>Data Checkpoints (dates)</p>	<p>October</p>	<p>January</p>	<p>April</p>	
<p>Evidence at Checkpoints</p>	<p>Interim Assessment Scores</p>	<p>Interim Assessment Scores</p>	<p>Interim Assessment Scores</p>	
<p>Evidence- Based Strategy 1 (must cite study)</p>	<p>Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.</p> <p>Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003</p>		<p>PD Needed: Yes No</p>	
<p>Strategy Action Steps</p>	<p>Required Activity</p>	<p>Start/End Dates</p>	<p>Person(s) Responsible</p>	<p>Evidence of Success</p>
<p>Action Step 1</p>	<p>Engage teachers in job embedded training specific to research-based high yield instructional strategies (ex. high expectations, effective feedback, literacy development, and math reasoning)</p>	<p>Oct. 2022-May 2023</p>	<p>Building leadership, instructional coaches, qualified staff</p>	<p>Classroom walkthroughs indicate fidelity of implementation of evidence-based instructional best practices.</p>
<p>Action Step 2</p>	<p>Highlight high-yield instructional strategies specific to the training teachers have received</p>	<p>Oct. 2022-May 2023</p>	<p>Building leadership, instructional coaches, qualified staff</p>	<p>The administrative team can highlight occurrences who efficiently utilize the</p>

				high yield instructional strategies with “educator spotlight.”
Action Step 3	Conduct classroom walkthroughs that result in teachers receiving non evaluative, formative feedback.	Oct. 2022-May 2023	Building leadership	Teachers surveys indicate feedback is viewed as formative and beneficial to improving instructional practices.
Action Step 4				
Strategy 2 (must reference source)				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
This Goal for Year 2	Increased collective teacher efficacy through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices will render improve student growth as demonstrated on ILEARN by the following increments: *9% decrease in students achieving low growth ELA *6.7% decrease in students achieving low growth Math *9.3% increase in students achieving high growth ELA *3.7% increase in students achieving high growth Math			
This Goal for Year 3	Increased collective teacher efficacy through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices will render improve student growth as demonstrated on ILEARN by the following increments: *9% decrease in students achieving low growth ELA *6.7% decrease in students achieving low growth Math *9.3% increase in students achieving high growth ELA *3.7% increase in students achieving high growth Math			

CURRENT YEAR GOAL 3	<p>Roosevelt STEAM will engage in a process of systemic refinement of social-emotional learning practices to effectively integrate the instruction of social-emotional competencies schoolwide to ensure the holistic development of students in alignment with positive behavioral practices to cultivate an equitable and inclusive learning environment responsive to student diversity and facilitate data-based decision making surround the provision of tiered social, emotional, and behavioral interventions through MTSS as evidenced by:</p> <p>SY 2021-2022:</p> <ul style="list-style-type: none"> • 4.5% increase in number of students identified as model attendees • a decrease in disciplinary incidents • an improvement in culture and climate data 			
Data Checkpoints (dates)	September	January	April	June
Evidence at Checkpoints	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data Climate and Culture Data	SEL Educator Survey Data Model Attendees Suspension Data
Evidence- Based Strategy 1 (must cite study)	<p>Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i>. Collaborative for Academic, Social, and Emotional Learning.</p> <p>Goddard, R., Hoy, W. and Hoy, A. (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i>. American Educational Research Journal, 37(2), pp.479-507.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	All staff training on Equity in Education and establish SEL Leadership Team	Oct. 2022-Dec 2022	School Leadership and school staff	Pre/Post Self-Efficacy survey
Action Step 2	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	Oct. 2022-May. 2023	SEL Leadership Team	Implemented schoolwide screener and assessment schedule
Action Step 3	Engage in professional learning based on data	Oct. 2022-June 2023	School staff	Teacher exit tickets and Pre/post

	and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies			observations
Action Step 4	Create SEL strategic plan including vision, mission, goals, communication plan, and policy and procedure documents to support framework	June 2023-Aug. 2023	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 5	Progress monitoring SEL strategic plan using PDSA model	Aug. 2023-ongoing	SEL Leadership Team	Progress monitoring report
Strategy 2 (must reference source)				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
This Goal for Year 2	<p>Roosevelt STEAM will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by:</p> <ul style="list-style-type: none"> • 6.8% increase in number of students identified as model attendees • a decrease in disciplinary incidents • an improvement in culture and climate data 			
This Goal for Year 3	<p>Roosevelt STEAM will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by</p> <ul style="list-style-type: none"> • 9% increase in number of students identified as model attendees 			

- a decrease in disciplinary incidents
- an improvement in culture and climate data

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	In order to ensure the provision of curriculum in alignment with Indiana Academic Standards, including Employability Skill standards and Social-Emotional Competencies, and rigorous, engaging, responsive instruction and assessment, Roosevelt STEAM will develop curriculum maps consisting of progressive, interdisciplinary units of study throughout the 2022-2023 school year.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none"> • Classroom observation data indicates fidelity of implementation of curriculum maps, standards-based assessments, and cross-curricular literacy instruction. • An assessment audit indicates increased levels of DOK, metacognition, and student writing. • Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met. 	
Plan for coaching and support during the learning process:		
Plan for coaching and support during the learning process: A technical assistance provider will be chosen to assist the school in the creation and implementation of curriculum maps. Emphasis will be placed on ensuring any training also includes job embedded follow-up supports. Specifically, non-evaluative walkthroughs that result in teachers receiving formative feedback will be utilized to foster continuous reflection and improvement.		
How will effectiveness be sustained over time?		
<ul style="list-style-type: none"> • Curriculum training will be included in the new teacher onboarding process. • A PDSA cycle will be followed and continually reviewed, revised, and updated. 		

- Processes will be embedded in PLCs to routinely review and refine curriculum and curricular resources.

Professional Development Goal 2	The Roosevelt STEAM instructional staff will engage in professional learning cycles in order to ensure collective teacher efficacy through the identification and creation of an instructional priorities model comprised of high-yield instructional strategies. Specific focus will be given to ensuring high expectations, literacy development across content areas, and mathematical reasoning.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none"> • Classroom observation data indicate teachers demonstrate increased capacity related to the implementation of high-yield instructional practices. • A system for conducting non evaluative formative walkthroughs that results in teachers receiving the necessary feedback to authentically implement high-yield instructional practices is created and utilized. • Summative teacher evaluations indicate improving instructional practices. • Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. 	
<p>Plan for coaching and support during the learning process: Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as needed.</p>		
<p>How will effectiveness be sustained over time?</p> <p>A process for collaboration and peer support will be embedded in PLCs to support implementation of instructional practices.</p> <ul style="list-style-type: none"> • Opportunities will be provided to teachers for peer observations. • Administration and instructional coaches will work with teachers to refine practices and ensure job embedded support is continually provided. 		

Professional Development Goal 3	A Roosevelt STEAM Leadership Team will collaboratively construct a SEL Framework to support teachers in the integration of SEL in curriculum and instruction in alignment with the schoolwide positive behavioral system in order to facilitate improved climate and culture and the provision of data responsive intervention through MTSS.	<p style="text-align: center;">Linked SIP Goals</p> <p style="text-align: center;">Yes No</p>
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<p>-Classroom observation data reflects student and teacher use of SEL best practices.</p> <p>-Student focus groups reveal increased student awareness of key SEL skills and practices. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.</p>	
<p>Plan for coaching and support during the learning process:</p> <p>Modeling of SEL strategies will be afforded to build teacher capacity and bolster fidelity. Data gathered from teacher surveys, exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional supports.</p>		
<p>How will effectiveness be sustained over time?</p> <p>SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.</p>		