

School Name: **Woodland Elementary School**

School Number: **1817**

Street Address: **1220 County Road 3**

City: **Elkhart**

Zip Code: **46514**

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

For implementation during the following years: 2020-2023

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

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## --- BASIC REQUIREMENTS ---

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

This is an initial three (3) year plan. <b>No</b>	This is a review/update of a plan currently in use. <b>Yes</b>
This school is identified as the following by the federal government: <b>N/A</b>	
This school receives Title IA funding. <b>Yes</b>	Is the school's Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <b>SW</b>

## --- PLANNING COMMITTEE ---

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 subcommittees 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)
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Lizzy Fleming	Special Education Teacher	CNA, SIP, Both	
Amber Hammontree	Kindergarten teacher & parent	CNA, SIP, Both	
Karin Wirick	1st grade teacher & bldg tech coordinator	CNA, SIP, Both	
Morgan Jordan	2nd grade teacher	CNA, SIP, Both	
Kim Lattimer-Grannan	3rd grade teacher & High ability coordinator	CNA, SIP, Both	
Stephanie Markley	4th grade teacher	CNA, SIP, Both	
Jennifer Szklarek	5th grade teacher	CNA, SIP, Both	
Jewel Eyestone	6th grade teacher	CNA, SIP, Both	
Jeremy Bechtel	Assistant Principal	CNA, SIP, Both	
Lyndel Borener	Music teacher & parent	CNA, SIP, Both	
Jonathan LeVan	Principal	CNA, SIP, Both	
Karina Flores	ENL teacher & parent	CNA, SIP, Both	
Tara Williams	Title I 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.

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

**School Vision:**

Woodland students will achieve academic excellence and display the characteristics of the PRIDE model empowering them to be college/career ready.

**District Mission:** The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

**School Mission:**

All students achieve grade level academic mastery.

**District Goals:** 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.

1. During the 2020-2021 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.
2. 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
Does the school's mission support the district's mission?	Yes
Do the school's mission and vision support district goals?	Yes

❖ Measures for Success

What we say in our mission	Sources of data and evidence
Academic Excellence	<ul style="list-style-type: none"> <li>NWEA, ILEARN, IREAD, Savvas Reading Benchmarks, CFAs, TMAs, running records, CBMs</li> </ul>
Character Development	<ul style="list-style-type: none"> <li>PRIDE, Awards Assembly, Pride Bucks, Announcement Shout-Outs, Extracurricular Activities, Discipline data, Trauma Informed Care, Kind Wall &amp; public recognition</li> </ul>
an Engaging Rigorous Curriculum	<ul style="list-style-type: none"> <li>PLC, SIOP strategy implementation, Math Expressions, Pearson, PLT data team minutes</li> </ul>
a Safe Environment	<ul style="list-style-type: none"> <li>Trauma Informed Care, Safety Committee, Monthly Emergency Procedures, location expectations</li> </ul>
a Positive Environment	<ul style="list-style-type: none"> <li>Awards, PRIDE bucks, #everydaycounts, "Traveling Bob"-schoolwide fun, Cat Jacket, Apple Award, Kind Wall</li> </ul>
a Collaborative Environment	<ul style="list-style-type: none"> <li>PLC, PLT data team minutes, extra curricular activities, Parent Involvement Committee with Principal</li> </ul>

Fostering Growth	<ul style="list-style-type: none"> <li>• Celebrating data, #everydaycounts, data team minutes, Kind Wall &amp; recognition, data wall</li> </ul>
Passion for Lifelong Learning	<ul style="list-style-type: none"> <li>• Honor Roll Celebration, Locker Tags for achievement/growth</li> </ul>

## 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
ELA	K-6	Pearson myView	Yes	Tier 1, 2, 3	District adopted ELA basal	Yes	x
Math	K-6	Math Expressions	Yes	Tier 1, 2, 3	District adopted Math program	Yes	x
Social Studies	K-6	Pearson myWorld	Yes	Tier 1	Districted adopted Social Studies basal	Yes	x
Science	K-5	Mystery Science	Yes	Tier 1	Districted adopted subscription	Yes	x
Math	K-6	IXL Math	Yes	Tier 2, 3	District adopted subscription	Yes	x
ELA	K-6	Smekens Education	Yes	Tier 1, 2, 3	Districted initiative for Tier 1 improvement. Ongoing professional development provided to PLCs.	Yes	x

Science/ELA	K-6	ETHOS	Yes	Tier 1	District supported PD for integration of science within the ELA and math block.	Yes	X
ELA	K	Tools of the Mind	Yes	Tier 1	No longer a district initiative. Kindergarten PLC may use it at their discretion to support their Tier 1 instruction.	No	
ELA	1-4	Mindplay	Yes	Tier 2, 3	Used as a pilot program in support of the district's dyslexia awareness training and instructional implementation.	No	
ELA	K-6	Learning A to Z	Yes	Tier 2, 3	Used as a resource by both students and teachers, primarily for identifying and using on-level and grade-level books.	No	
ELA & Math	K-6	Scootpad	Yes	Tier 2, 3	Diagnostic capabilities for both ELA and Math. Used by teachers as a remediation or extension to their Tier 1 instruction. Supports classroom differentiation through individualized learning paths.- DISCONTINUED	No	
Mathematics	K-6	Zearn (Supplementary Resource)	Yes	Tier 2, 3	Materials and resources align with the Indiana Academic Standards- DISCONTINUED	No	
Science	K-6	Science to Go Bus (Supplementary Resource)	Yes	Tier 1	Activities align with the Indiana Academic Standards for Science - DISCONTINUED for 22-23 year	No	
Music	K-6	McGraw Hill Spotlight on Music	Yes	Tier 1	Textbook and materials align with Indiana State Standards	Yes	X
Reading	K-3	Wilson Foundations	Yes	Tier 1, 2	Lessons align wit IAS for reading development	Yes	X
Reading	K-3	Wilson Ready To Rise	Yes	Tier 2	Lessons build upon and remediate Tier 1 deficiencies.	Yes	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	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	x
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	x
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	x

The public may view the school's curriculum in the following location(s): [www.elkhart.k12.in.us](http://www.elkhart.k12.in.us) ; <https://sites.google.com/elkhart.k12.in.us/literacy>

*Elkhart Community Schools continues with curricular development and revision accomplished by its own instructional staff and administrators through the Instructional Cycle Process. These committees are in charge of curricular revision committees meet on a perpetual calendar to align instruction with the [Indiana Academic Standards](#) and update the content and supporting materials used by teachers and students in every ECS classroom.*

*Woodland teachers utilize mini lesson statements that support the Smekens Literacy approach and are sourced from the Pearson MyView Curriculum which is directly connected to the IAS. Staff will be focused on tier 1 instruction in their 90 minute reading blocks. Tier 2 support is provided through the PLC process but when there are times when students are still not grasping the standard skill, additional support is provided in tier 2/tier 3 by certified teachers serving as Title I Interventionists. Students are identified for this need based upon student performance data.*

*The core program in reading, Pearson MyView, and mathematics, Math Expressions, will be augmented by interventions based on scientifically based research. The curriculum is founded in research and connected to the Common Core Standards. In reading, this research is directly linked to the five essential components of reading, and designed to meet the needs of struggling readers identified for strategic and intensive interventions (Good, 2002) by the screening, diagnostic, and progress monitoring assessments. Materials selected for interventions are based on an analysis of the core program, teacher interviews regarding classroom practice, and evidence based research. The intervention materials selection is ongoing and based upon student need and evidence of research as a best practice intervention.*

*In reading, beyond the whole group instructional setting, all students will have small-group teacher-directed standards-based reading instruction daily focused at the instructional level. For students who fail to make adequate reading progress and require intensive or strategic instructional support something “dramatically different” (Good, 2003) will happen. These students will be referred to the MTSS team for additional interventions to be developed, implemented and tracked. If students do not make a sufficient amount of progress over a period of time, they may be referred for psychological testing.*

*The core reading program is supplemented with interventions so all students receive the optimal number of learning opportunities within each school day to accelerate learning for struggling readers and alter/improve life trajectories for reading success. Student performance is used to determine the research-based instructional program and the level of instructional materials to be used for strategic and intensive interventions (Good, 2002, Simmons, and Kame'enui, 2000). Strategic and intensive interventions are provided in flexible small (six or fewer) homogeneous groupings to maximize student-teacher interactions and accelerate student performance. Students with the greatest needs are in very small groups (three or fewer) in order to allow more frequent monitoring and more opportunities to respond and receive feedback. Individual tutoring to meet severe intensive needs will be used judiciously to supplement (not supplant) explicit teacher-directed instruction.*

*Group size, instructional time, and instructional programs for strategic and intensive interventions are determined by and adjusted (bi-weekly or more often if appropriate) according to learner performance on the screening, progress monitoring, and diagnostic assessments.*

## **Science Curriculum**

### **Overview of Science Standards**

*Science and Engineering Process Standards (SEPS)*

*The Science and Engineering Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of the Science and Engineering Process Standards from the Content Standards is intentional; the*

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

### **Content Standards In grades K through 8**

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

*Lastly, our teachers have access to Mystery Science. Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.*

*Each lesson is organized around a key question (e.g. "What happens when plates move along a fault?") The lesson starts with a short introductory video, laying out the lesson's key question. The video is followed by discussion questions for the class. Finally, the lesson ends with a hands-on activity designed to help students find the answer to the key question. Each activity comes with instructions and a list of materials needed.*

*Film footage, animations, and other illustrations with voice over instruction do an excellent job of teaching the material. A variety of activities along with discussion and interaction totally engage student interest as they help them think through scientific concepts, learn practical applications, and begin to apply the scientific method.*

## 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	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	x
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	x
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	x
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	x
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	x
Instructional strategies foster active participation by students during the instructional process.	Yes	x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	x
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	x
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	x
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	x

High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	x
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**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.**

Use effective methods and instructional strategies that are based on scientifically based research that:

Teachers select and appropriate instructional strategies that all members of the team are going to agree to utilize. The strategies and instructional approaches that teachers utilize mainly come from the research based resource, "*A Handbook for Classroom Instruction that Works*" Marzano, Norford, Paynter, Pickering, and Gaddy, 2001.

Increases the amount of learning time.

1. A daily schedule was created that gives uninterrupted blocks of time for reading, writing, math and social studies/science. Outside of these uninterrupted times, students receive additional academic support through MTSS interventions, ENL, Special Education, and Title I interventions. Some students who are performing below level will receive additional academic support from their classroom teacher in a small group setting.

2. Instruction at Woodland is based upon a three-tier model. All students in the building get whole group instruction as well as a small group instructional time. If a student is still struggling and is identified by the classroom teacher as not being proficient, they can get additional interventions. If a student from the second tier is still struggling, the child will be referred to the building MTSS team. Once the MTSS team meets, the team provides the teacher with an additional intervention for the struggling student and monitor progress over a given amount of time. If the student fails to make adequate growth, an alternate intervention will be tried for a given amount of time. If the student continues not to respond to interventions, the student may be referred for special education testing.

Students in grades K-6 have an additional Tier 3 team of certified Title I Instructional Interventionists who are utilized to remediate educational deficiencies as determined by Common Formative Assessments by the PLT's, Fountas & Pinnell Progress Monitoring Reading kits, Wilson Foundations, Wilson Ready to Rise, and Wilson Reads, teacher classroom assessments, NWEA, and Savvas. These interventionists work with students to fill any gaps in learning to ensure that the students will be reading on grade level and will be prepared for success on the IREAD assessments.

Through the use of common formative assessments, NWEA, teacher assessments and Savvas, teachers are able to determine if student needs are being met through their Tier 1 instruction. This information will be analyzed and shared with students and instruction will be adjusted accordingly.

Daily Reading and Math Intervention-Each student in grades K-6 is assessed and then assigned a Tier 2 intervention group based upon his/her academic need. Students are then given additional instruction outside of the 90 minute reading block in the reading comprehension and math skill they most need help in. Teachers have a 30 minute block for Tier 2 reading intervention and another 30 minute block for Tier 2 math intervention daily. It is an expectation of the Woodland PLT's to collect data through assessment and then utilize these times to work the PLC process by switching students and the teacher who was most effective in their Tier 1

instruction would teach the most “at risk” students in order to maximize growth. Those students who were proficient on the assessment would receive enrichment to keep them growing while remediation is offered to the other students.

Kindergarten Club offers an extended school year summer program for incoming Kindergarten. These students have the opportunity to become familiar with the school setting before the actual school year. This program focuses intensely upon letter and sound identification, early writing skills, the development of routine, and basic number skills and concepts.

Woodland Elementary School will implement the cluster model classrooms for high ability students. Students receive instruction from the whole group as well as at their instructional level, and small group guided reading instruction will ensure that all students will have the opportunity to meet proficient and advanced levels of achievement.

Through the use of different progress monitoring tools as well as formative assessments, Woodland staff members identify those students who are in need of additional assistance. Utilizing the three tiered model described above, students are identified and supplied with additional instruction when needed. Achievement data is monitored and records are collected by both the MTSS team and individual teachers. For the assessments that are computer based programs (NWEA, Savvas) student records are analyzed and discussed at PLC meetings.

### **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
IREAD3	3	Benchmark, Com. Form., Summative	Reading skills assessment developed by the State of Indiana. It measures grade level reading proficiency for students in grade 3.	Yes	x
ILEARN	3-6	Benchmark, Com. Form., Summative	<a href="#">ILEARN Test Design   IDOE</a>	Yes	x
Fountas & Pinnell	K-6	Benchmark	This instrument is administered one-on-one to assess and document a student's reading development over time. It measures fluency, comprehension, and provides information about each individual's reading processing. It is designed to help teachers group students for reading	No	x

			instruction, select appropriate text, and identify students in need of interventions.		
Scholastic Reading Inventory (SRI)	2-6	Formative	A research-based, computer-adaptive reading assessment program for students in Grades K-12. It measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, SRI helps educators forecast student achievement to those important goals.	No	
NWEA MAP Growth (ELA and Math)	K-6	Benchmark, Com. Form., Summative	NWEA offers pre-kindergarten through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. Data from this assessment is used to make future educational decisions meeting the needs of all learners. NWEA MAP Growth is administered three times during the school year in both ELA and Math.	Yes	x
NWEA MAP Fluency (ELA)	K-2	Benchmark	MAP® Reading Fluency is an online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension, and foundational skills—for both English and Spanish speakers. MAP Reading Fluency is used as a universal screener to identify students at risk of reading difficulty, including dyslexia.	Yes	x
Words Their Way, Spelling Inventory	K-2	Benchmark	Discontinued due to NWEA incorporating encoding into its MAP Fluency assessment	No	x
Arkansas Rapid Automatized Naming Screener (AR-RAN)	K-2	Benchmark	The Arkansas Rapid Automatized Naming Screener (AR-RAN) is an informal measure created as a resource for Arkansas Public School teachers. It is a recommended assessment to supplement the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for the Universal Screening of all kindergarten through grade two (K-2) students. It is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in Essentials of Dyslexia Assessment and Intervention.	Yes	x

Common Formative Assessments (PLT created) in both ELA and Math.	K-6	Com. Form.	"CFAs are frequently administered throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) program concerns -areas in which students generally are having difficulty achieving the intended standard, and (4) improvement goals for individual teachers and the team" (DuFour, DuFour, Eaker, and Many, 2006)	Yes	x
Summative Assessments - Reading	K-6	Summative	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, writing prompts (writing performance tasks), and teacher created end of unit assessments.	Yes	X
Summative Assessments - Mathematics	K-6	Summative	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	X
CogAT	Grades K, 2, and 5	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	X
WIDA Testing	K-6	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes	X
CBM Assessments from PEARSON and Math Expressions	K-6	Benchmark, CFA, Summative, exit tickets	The CBM assessments provide rigorous examples of grade level assessments to evaluate student learning and progress.	Yes	X



Savvas Benchmark	K-6	Benchmark three times per year	Language Arts assessment to evaluate student progress on grade level academic standards.	Yes	X
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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	x
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	x
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	x

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

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

Teachers are continually involved in data driven decision making through the PLC and MTSS processes. Staff are involved in grade level meetings where, as collaborative teams in a Professional Learning Community, teachers utilize assessment data to drive their instruction, and to make instructional decisions to improve student achievement. The Guiding Coalition meets bi-weekly to monitor the implementation data from the plan as well as make any adjustments that are needed.

Each year assessment data is analyzed and shared to the staff by Guiding Coalition members. Communication is encouraged and fostered through the use of e-mail and written communication between all staff.

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

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

During the 2018-2019 school year, Woodland Elementary went one to one with student devices. Staff participated in five technology trainings. The focus of the trainings were to use student devices to improve academic outcomes.

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

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

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

In addition to iPads and 1:1 professional development the district has adopted Seesaw as the K-5 digital portfolio platform and Canvas as the fifth and sixth grade learning management system. Teachers have received professional development on how to maximize Seesaw in the classroom to enhance student learning. Seesaw will be used by students to share their learning process via videos, images, and writing increasing the number of ways students can show teachers how they solve problems. The ability for students to share their thinking and strategies through Seesaw and screen recording will greatly increase our students' depth of knowledge in our math curriculum. Students will be able to share not just their answer but how they got their answer allowing teachers to intervene and provide the needed instruction to address any misconceptions

Before Covid, technology was used by each teacher on a daily basis. Students also had a class devoted to technology on a weekly basis. Technology was used in the classrooms in a few ways. 1. It was used as a differentiation tool to give students who would prefer to do their work on a device the opportunity to do so. 2. It was used as a tool to help students who needed intervention at their level. Certain programs, such as Mindplay were used to meet students where they were at to instruct them on their deficiencies. 3. Technology was used as preparation for the standardized assessments, allowing students to have practice typing, doing problems, etc. on the computers.

**The focus for the 2022-2023 school year is to use technology to:**

- Align student use with learning outcomes
- Provide background knowledge for students to help with learning concepts
- Modeling and guided practice
- Independent practice with feedback
- Checking for understanding of learning outcome

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

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

Answer the questions for the grade levels in your school.

### **Grades K-5 only**

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

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

### **Grades 6-8 only**

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

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	x
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	x
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	x
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	x
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	x
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	x
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	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 <1%	English Language Learner 14%	Multiracial 13%
Asian or other Pacific Islander <1%	Free/Reduced Lunch	White 39%
Black 15%	Hispanic Ethnicity 32%	

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

All groups are identified according to federal and state guidelines. Specific performance in each subgroup is identified and analyzed using Common Formative Assessments, NWEA, Savvas, and state assessments.

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

Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Other educational opportunities for students and families: cultural night, cultural literacy in the classroom, PLC training and implementation, Hinge team training of school leaders, MTSS process, All Pro Dads, Muffins with Mom, Parent Activity Council, Parent Involvement Committee, and Triple P parenting classes.

The staff of Woodland was made aware of a need to implement Culturally Responsive Teaching as identified in the Cultural Audit by Solution Tree. Woodland Staff are seeking training to align our professional development with Culturally Responsive Teaching. Through Culturally Responsive Teaching practices, Woodland will grow the whole child. This will close the gaps in academic achievement as well as increase positive behavioral outcomes among all sub groups.

Staff will begin disaggregating assessment subgroup data (NWEA) 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.

Staff will continue to build capacity related to the implementation of the Sheltered Instruction Observation Protocol as offered by district level personnel.

PRIDE and MTSS team work will continue to analyze student needs on an individual level and provide interventions and support, both academically and behaviorally, to help every student grow.

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.

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

Continued PLC training to utilize data in order to analyze student performance as an identifier of teacher instructional effectiveness.

Ongoing MTSS training, Smekens Training, and guidance from Solution Tree Consultant.

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

The district curriculum committee, when adopting Pearson MyView, reviewed the curriculum for culturally appropriate materials. Additionally, staff spend time getting to know each student by name and interest through personal conversations and classroom meetings to then better utilize high interest and culturally appropriate/responsive literature. Teachers work to instruct with culturally responsive teaching through the implementation of the PLC model whereby teachers select instructional materials to address the diverse learning and cultural differences.

In response to the identification of the need for improved cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to feel heard through the parent organization and parent liaison. To provide students and families with an opportunity to highlight and expose staff and peers to their culture and traditions, Woodland Elementary hosted its third Cultural Night during the 2019-2020 school year. Each year this event continues to have a greater turnout than the year before. At this event, multicultural literature is shared by student readers. Each family leaves with a copy of the books from the evening. Celebration of all cultural backgrounds represented at Woodland is a part of the evening. This event was a great success with a significant number of participants lending to an increased sense of belonging and collectivism and will continue to be held annually moving forward.

## 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.  
Ago: 45

Last year: 252

Two Years Ago: 224

Three Years

What may be contributing to the attendance trend?

Attendance has been greatly impacted over the past two years due to COVID-19. Student illness, failure to show up for digital learning, failure to attend in-person hybrid learning or even being excluded to being actively contagious with COVID 19, and parent fear of COVID-19 exposure played a detrimental role in student attendance.

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

“Absence of concern” will include all trancies, 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 of chronic absenteeism are monitored at the district level, building attendance secretary, social worker, teacher, and administrators.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	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	x

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

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

School to home communication utilizes a variety of platforms from school newsletters and Facebook posts (from office staff), Seesaw announcements (from classroom teachers), and parent surveys (digital and paper/pencil). Families have also come to expect that any request for translators to be present during Parent-Teacher-Student conferences will be satisfied through our ENL staff or through partnership with bilingual Elkhart High School students. Other requests by parents/families for translators are satisfied for phone calls and office visits.

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

Parents/families are able to express their ideas, concerns, and/or suggestions through a variety of ways. Woodland Elementary has an active Parent Activity Council (PAC) who run monthly meetings after school and work hours. Parents can participate in quarterly meetings hosted by the principal to look at data and provide an opportunity for parents to respond. Parents/families have access to teachers and principals at annual Title 1 Meetings. It is widely known in the school community that parents/families can access building administrators via telephone, office visits, or email. Other ways in which parents/families can have their ideas, concerns, or suggestions heard include Title 1 parent surveys, school and district Facebook pages, and phone communication with office staff. Parents/families are also encouraged to communicate with classroom teachers through email, phone communication, or Seesaw. If needed, a translator is provided by the school to support parental linguistic support.

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

The school involves parents/families in a variety of ways to both maintain and increase the levels of student attendance. First, through the presentation of our Title 1 family, teacher, student compact, expectations for all parties are clearly defined and accepted. In the same way, our student acknowledgments and celebrations presuppose high levels of student attendance. Periodic awards assemblies, Student of the Month recognition, and end of the year PRIDE Award banquets require student attendance as a prerequisite for these celebrations and recognitions. Lastly, guidelines for good school order are made available to parents/families upon registration. These guidelines are presented in both English and Spanish.

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

Using the current educational landscape as a starting point (digital learning/hybrid learning) teachers have access to professional development aimed at increasing the types of clear and concise communication which can be easily translated through platforms such as Facebook and Seesaw. Parents/Families also have full-day access to translator support (phone calls, Parent-Teacher-Student conferences, newsletters). Over the past three years, Woodland has increased the number of bilingual staff in the building. Woodland has six staff members who are bilingual in Spanish to assist those parents who are in need.

## **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.**

Woodland Elementary plans to increase parental involvement through continued bilingual communication in documents sent home, use of Facebook, SeeSaw, parent phone calls, hosting parent volunteers in the classroom and home visits.

Woodland staff are involved in the planning and implementation of academic nights, All Pro Dads, Muffins with Mom, Cultural Night, school-wide play, Parent Activity Council, Woodland Rocket Carnival, science fair, and other events in the evening when parents could be at school.

Woodland staff will continue to work with our PAC parents to encourage and equip them to recruit additional parents to be involved in the school.

Books are given away to parents and students for attending evening events. These books have been donated to the school for the purpose of giving the books away or are purchased through Title I funding. Due to COVID the past two years, the volume of parent involvement within the building and within the school day has been negatively impacted although we are hoping to see this turn around during the 2022-23 school year.

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

Individual assessment results are provided to parents in a few different ways at Woodland. First, parents are given access to state reports via the Indiana Department of Education's parent network. Through this site, parents can access their child's performance scores. Secondly, parents are given assessment results at parent teacher conferences that happen in both the fall and spring. Progress reports and report cards at the end of each grading period are sent home in order to keep parents abreast of their child's academic progress. Additionally parents have access through the PowerSchool student information system that is maintained by Elkhart Community Schools. Parents have the opportunity to view grade book grades for their students and to message the teacher with questions regarding progress.

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

Parent volunteers from the Parent Activity Council or other parents who are involved in their student's academics are invited to the School Improvement Plan meeting dates. Mr. LeVan coordinates this effort and always invites parents to take part in the planning process. Parents are welcomed to ask questions and offer suggestions based upon what is in the school improvement plan or is talked about in the meeting.

## **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.**

While the school district has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures, budgetary coordination and oversight, within Title 1 schools, are coordinated and directed from the district level.

Title 1 funds provide 2 full-time certified intervention teachers and ½ time English/Spanish translator. Additionally, the funds facilitate time for professional development and monitoring the implementation of the school improvement plan.

**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.**

Elkhart Community Schools provide Head Start preschool for disadvantaged students. There are regional sites for the preschool program to help children with the transition into the regular school building. Woodland currently is home to one of the Head Start sites.

Kindergarten Kickoff is held every year in the spring. At this time teachers and administrators as well as other staff are on hand to discuss with parents Kindergarten readiness and activities that parents can do with their students to better prepare them for Kindergarten.

The Kindergarten Club summer program is free and available to all Woodland students entering Kindergarten each fall. Students are in session for approximately three weeks to help make the adjustment when students come back in the fall. A simple assessment is given that measures a student's ability to write her/his name and draw a self-portrait. Students are also given an assessment that covers concepts about print as both a pre-test and post-test.

6<sup>th</sup> grade students are transitioned to the middle school through orientations that are held at the middle schools. Students who may have a difficult transition are also taken on an additional trip by their teacher to visit the school during the spring of their 6<sup>th</sup> grade year. Counselors from the various middle schools come to the elementary to discuss class scheduling options as well as answer any questions that students may have regarding the middle school transition.

**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.**

The personnel director for Elkhart Community Schools recruits highly qualified personnel for our district. The use of a systematic screening and hiring program, **Ventures in Excellence**, assures the employment of the best candidates.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Jonathan LeVan	Bachelor of Arts, Master of Education, Building Administrator	Principal
Jeremy Bechtel	Bachelor of Science in Education; Master of Arts Educational Administration and Supervision	Academic Dean
Amy Richardson	Elem Ed 1-6, 7-8 non departmentalized, kindergarten endorsement, bilingual/bicultural endorsement, masters in elem rdg	K
Amber Hammontree	Associate of Science in Early Childhood Education, Bachelor of Arts in Early Childhood Education, Transition to Teaching Certificate	K
Rachel Woodward	Bachelor of Science in Education Grades 1-6, 7, 8 non departmental Kindergarten endorsement Reading endorsement	K
Taylor Ibrekic	Elementary Education	1
Tonja Stern-Gilbert	Associate of Science in Early Childhood Bachelor of Science in Elementary Education 1-6 Kindergarten Endorsement	1
Karin Wirick	Bachelor of Science in	1

	Elementary Education K-6	
Morgan Jordan	Bachelor of Arts in Elementary Education K-6 Licensed for Art and PE K-6 (concentration in Art)	2
Claire Troyer	Elementary Ed.	2
Melissa Teitsma	Bachelor of Science in Elementary Education and Masters in Math, Science, and Technology in Elementary Education	2
Kim Latimer-Grannan	Bachelor of Science in Business Early Childhood/Elementary Education Endorsement Masters in Reading	3
Evelyn Muniz	Elementary Education	3
Wendy Sandoval	Elementary Education	3
Elizabeth Byler	Bachelor of Science in Elementary Education (Early Childhood Concentration) P-6th	4
Stephanie Markley	Bachelor of Science in Education Grades 1-6, 7, 8 non departmental, masters in elementary reading	4
Brittany Rice	Bachelor of Arts in Elementary Education, Master of Science in Elementary Education	5
Jennifer Szklarek	Bachelor of Science in Elementary Education Grades 1-6	5
Jewel Eyestone	Elementary Ed, 1-6	6
Brittany Shipe	Elementary	6
Denise Kurth	Bachelor of Science in Elementary Education 1-6	Title I Interventionist

	Kindergarten Endorsement	
Brooke Martin	Bachelor of Art Education K-12	Art
Lyndel Borener	Bachelor of Music Education K-12	Music
Bernerd Haskins	Bachelor of Arts in Sports Science K-12, Master of Science in Education	Physical Education
Karina Flores	Bachelor of Arts in Interdisciplinary Studies Math/Science 4-8 Certified in English as a Second Language	ENL
Elizabeth Fleming	Bachelor of science in Mild Interventions for Special Education k-6 and Elementary Education K-6	Special Education
Leigh Lechlitrer	Bachelor of Arts in Christian Education Masters of Arts in Mild Interventions for Special Education K-6	Special Education
Katie Green	General education and special education	Special Education
Teresa Zinich	Bachelor of Science in Speech Pathology and Audiology Master of Science in Speech Pathology	Special Education
Tara Williams	Bachelor Degree in Early Childhood Education w/K Endorsement. Masters in Elementary Reading	Title Interventionist

## 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)	<input checked="" type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	



<b>x</b>	Common Formative Assessments		Parental Involvement		IEP Compliance Report	
<b>x</b>	Attendance Reports – general and by student groups	<b>x</b>	WIDA		Special Education Staff Assignments	
<b>x</b>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>				
	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? **No**

By Spring 2022, Woodland student proficiency will improve by 10% in ELA performance as measured by the ILEARN ELA test.

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.

Due to Covid-19 causing schools to shut down, altered day schedules for in person learning, and the inability to test all students due to various factors, Woodland did not show improvement on the ILEARN test. Due to health restrictions, teachers were not able to fully utilize the PLC process by switching students to act upon questions 3 & 4 of the PLC process. Additionally, we still had many students who were out of school due to COVID-19 quarantine. We also saw a significant learning gap created during the two previous years which required more time for current grade level teachers to remediate missed learning from grades prior to the current. The MTSS team saw a request for more students than what they could reasonably support. This will become a major focus for our Guiding Coalition, PLC teams, and MTSS teams.

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

**The goal for the 2022-23 year is** Woodland students will read and comprehend informational and literary text proficiently and independently at grade level. Students will increase from 21% to 38% on the ELA ILEARN spring 2023. This goal will be tracked by benchmark progress on the NWEA reading assessment, Savvas Assessment, and grade level CFA's.

## **Goal 2**

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

By spring of 2022, Woodland student proficiency will increase by 10% as measured by ILEARN math.

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.

Due to Covid-19 causing schools to shut down, altered day schedules for in person learning, and the inability to test all students due to various factors, Woodland did not show improvement on the ILEARN test. Due to health restrictions, teachers were not able to fully utilize the PLC process by switching students to act upon questions 3 & 4 of the PLC process. Additionally, we still had many students who were out of school due to COVID-19 quarantine. We also saw a significant learning gap created during the two previous years which required more time for current grade level teachers to remediate missed learning from grades prior to the current. The MTSS team saw a request for more students than what they could reasonably support. This will become a major focus for our Guiding Coalition, PLC teams, and MTSS teams.

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

**The goal for the 2022-23 year is** Woodland students will increase their proficiency in the mathematical process from 23% to 47% as measured by the 2023 ILEARN assessment. This goal will be tracked by benchmark progress on the NWEA math assessment, CBM's and grade level CFA's.

## **Goal 3**

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

By spring 2022, Woodland Elementary School will increase the development of social/emotional skills necessary to be college/career ready as measured by PRIDE certification and/or referral/suspension rates. This increase will result in lower Office Discipline Referrals and overall suspension rates.

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.

The goal was not met. The data shows a need to review our current PRIDE Tier 1, 2, and 3 instructional approach and also our overall program. It is understood that COVID-19 had a negative impact on student SEL however, this means we need to have a greater increase in training and implementation of SEL. During the summer of 2022, a team of Woodland MTSS, Guiding Coalition

members and building administrators will refine and replace aspects of the current plan. During this process, other schools who had greater success as shown in student data will be analyzed to find the root cause for their success. After this review, it showed the great need to have a more uniform approach to Tier 1 instruction. During the 22-23 school year, teachers will have a landing page link to the expectations, classroom meetings, monthly PRIDE focus, monthly discipline data, and explicit understand of how to reteach student behavior for Tier 2. We will continue to utilize our PRIDE and MTSS teams to monitor behaviors, celebrate successes, and work to support those students who are struggling to meet expectations.

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

## 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).*

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.	1 X	From 20-21 to 21-23 school years ISS and OSS decreased for both our African American and White subgroups however the multiracial subgroup increased. Additionally, the A.A., W, and MR subgroups all were disproportionate with referrals to % of students in the school. Our overall % of referrals for our African American subgroup increased from 15% in 20-21 to	We desire to see a decrease in all subgroups in learning when we implement the PRIDE program with fidelity. Unfortunately, we saw		

		<p><i>17% in 22-23. Or White subgroup remained unchanged at 44% and our multi-racial sub group increased from 14% to 18% during this same time. It is also to be noted that our % of enrollment for our white students fell from 43% in 20-21 to 41% in 21-22, our AA subgroup remained consistent at 13% and our multi-racial % increased from 12% to 15%.</i></p>		
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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
<p>All students will receive a guaranteed and viable curriculum through the full implementation of the PLC process which will cause students to reach grade level proficiency in meeting the demands of the Indiana Academic Standards as determined by formative, interim, and summative (e.g., ILEARN, NWEA, Savvas, CFA's) assessments. SY 22-23 Woodland students will read and comprehend informational and literary text proficiently and independently at grade level. Students will increase from 22% to 38% on the ELA ILEARN spring 2023.</p> <p>SY 22-23 Woodland students will increase their proficiency in the mathematical process from 20% to 47% as measured by the 2023 ILEARN assessment.</p>	Yes	<p>An analysis of trend data reveals a low percentage of students are achieving proficiency in ELA and 51% were proficient in '16-'17, 52% in '17-'18, and only 27% were proficient in '18-'19, the first year of ILEARN. 19-20 there is no data available due to Covid. 20-21 21% and 21-22 was 17%.</p> <p>Student proficiency in math and 47% were proficient in '16-'17, 52% in '17-'18, and only 45% were proficient in '18-'19, the first year of ILEARN. 19-20 there is no data available due to Covid. 20-21 25% and 21-22 was 23%</p>	Woodland Elementary School staff are 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 and mastery of grade-level standards to elevate student learning and effectively close 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 standards. This performance gap and analysis shows a need to evaluate the rigor of CFA's, response to data in the Tier 2 process, and ensuring a GVC between all grade level teams.	X	1
Woodland staff will utilize the PLC process in order to ensure all students receive individualized support both academically and behaviorally within the educational environment.	Yes	Woodland behavior data shows problematic disproportionality and overrepresentation of certain demographics in our discipline data. Additionally, students in the bottom and top 25% of the ILEARN growth are not showing expected growth based upon 2018-19 data. This is a new trend for Woodland and must be reversed. Additional data	Woodland staff have now been fully trained in Trauma Informed Care in all areas of the school. Woodland staff will follow the district MTSS model in order to develop a building-wide support system, academic and behavior, to ensure all students are making high growth. Woodland staff will be involved in Tier 1, Tier 2 & Tier 3 training in order to ensure PLC teams are growing all students.	x	1

		<p>sources- PLC notes, CFA's, NWEA</p> <p>From 20-21 to 21-23 school years ISS and OSS decreased for both our African American and White subgroups however the multiracial subgroup increased. Additionally, the A.A., W, and MR subgroups all were disproportionate with referrals to % of students in the school. Our overall % of referrals for our African American subgroup increased from 15% in 20-21 to 17% in 22-23. Or White subgroup remained unchanged at 44% and our multi-racial sub group increased from 14% to 18% during this same time. It is also to be noted that our % of enrollment for our white students fell from 43% in 20-21 to 41% in 21-22, our AA subgroup remained consistent at 13% and our multi-racial % increased from 12% to 15%.</p>			
<p>All students demonstrate one or more academic year's growth as determined by state assessments and NWEA testing. Further, those students who were previously DNP will achieve high growth to ensure achievement gaps are progressively reduced over time. Those students who are high ability will achieve high growth.</p>	Yes	<p>ILEARN data shows inadequate performance by students in the top and bottom 25% of the growth categories.</p>	<p>PLC teams need to ensure they are providing highly rigorous, standards based, curriculum and Tiered interventions in their initial planning to prepare for student misconceptions and mistakes. PLC teams need to unwrap standards to establish common understanding of the DOK level the standard needs to be addressed. Further, the teams need to be evaluating their data to ensure all students are growing at a high level as measured by CFA's, NWEA, Savvas and the ILEARN assessment. To achieve this, teachers need to focus on questions 3 (How will we respond when they don't learn? -Intervention) &amp; 4 (How will we respond if they already know it?- Enrichment) of the PLC process.</p>	x	3



All students are engaged in a learning community that not only fosters their academic achievement but also ensures the development of dynamic and applicable social-emotional skills.	Yes	PRIDE committee data collection and analysis lead to the conclusion that our white and African American students are overrepresented in our discipline data. This created a situation where students were missing learning time due to behavioral consequences.	Multiple sources of data (behavior, ILEARN, NWEA, Savvas) reveal the need for a revised systemic approach toward students' holistic development and equitable behavioral expectations. It is recognized that the circumstances surrounding the COVID-19 pandemic will likely exacerbate the need for increased SEL supports. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success. This process will be championed by the PRIDE committee and the MTSS committee working in conjunction.	x	2
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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)
1. Academic proficiency & Student Growth	PLC's have not provided a guaranteed and viable curriculum. This includes the implementation of SIOP when planning instructional strategies which is leading to low student performance. PLC's have not implemented Tier 2 instruction with fidelity. PLC's have not utilized daily assessments to ensure students are learning what is taught and when the data shows the instruction was not effective, they need to reteach using research based instructional strategies.

2. <i>MTSS including SEL, TIC, PRIDE</i>	The current intervention model was focused on “outsourcing” for student support rather than looking at the Tiered Intervention model that focuses on support within the classroom and PLC for behavior and academics before moving to the next level of support. PLC’s have not implemented Tier 2 instruction with fidelity using a research based model of intervention.
3. <i>Planning for and executing questions 3&amp;4 of the PLC process.</i>	PLC teams are not pre-planning before instructing in order to plan how to remediate and enrich student needs. PLC’s have not implemented Tier 2 instruction with fidelity using a research based model of intervention.



*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 Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds ESSER funds

## School Improvement Plan

### Using the Goal Template

#### Goals

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

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

#### Evidence-Based Strategy

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

#### Strategy Action Steps

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

<b>GOAL 1</b>	<p>All Woodland 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.</p> <p>SY 2022-2023: 38% of students achieving proficiency in ELA &amp; 47% achieving proficiency in Math</p>		
<b>Data Checkpoints (dates)</b>	<b>September</b>	<b>January</b>	<b>May</b>
<b>Evidence at Checkpoints</b>	<p>PLC Agenda &amp; CFA data, NWEA, Savvas data, building audit of SIOP strategies in classroom and in lesson plans.</p> <p>Fall <a href="#">NWEA RIT Targets</a></p>	<p>PLC Agenda &amp; CFA data, NWEA, Savvas data, building audit of SIOP strategies in classroom and in lesson plans.</p> <p>Winter <a href="#">NWEA RIT Targets</a></p>	<p>PLC Agenda &amp; CFA data, NWEA, Savvas data, IREAD, ILEARN, building audit of SIOP strategies in classroom and in lesson plans.</p> <p>Spring <a href="#">NWEA RIT Targets</a></p>
<b>Evidence-Based Strategy 1</b>	<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>		<b>PD Needed: Yes</b>

<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<p>Review and revise PLC essential standard focus and timeline for Math and ELA. Review ILEARN blueprints, Literacy Connection, Pearson, and other research based resources.</p> <p>Focus on Planning for Tier 1 &amp; 2 instruction, selecting rigorous grade level assessment, and selecting effective teaching strategies</p>	August/September 2022-June 2023	<p>Building Admin</p> <p>Guiding Coalition Members</p> <p>PLT members</p>	<p>PLT Instructional Map for ELA and math by grade level</p> <p>observations of PLC teams by building admin</p> <p>PLT team data team minutes</p> <p>NWEA, Savvas, CFA, IREAD, ILEARN data</p>

	before beginning the unit of study. Tier 2 interventions selected from research based intervention			
Action Step 2	PLT data collection of CFA's into PLT data form. Focus on strategies and teacher reflection on student achievement data. 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.	August/September 2022-June 2023	Building Admin/ Guiding Coalition teams	Monthly Data on Woodland Drive audit by Guiding Coalition Committees and building admin  observations of PLT's by building admin and GC members  Rigorous, progressive, and cohesive units of study will be available to increase engagement and ensure students attain mastery of standards
Action Step 3	Disaggregating data process- from analysis to implementation. Analyzing student data and teacher impact.	September 2022-2023	Building Admin  Guiding Coalition  PLT teams	PLT Data Minutes  observations of PLT's by building admin and GC members
Action Step 5	Analyzing assessments through CFA data analysis, NWEA, Savvas, IREAD, ILEARN data	September 2022-2023	Building Admin  Guiding Coalition  PLT teams	PLT Data Minutes  observations of PLT's by building admin and GC members
Action Step 6	All teachers will implement weekly PRIDE/SEL/antibullying classroom meetings every Monday.	August 2022-2023	Building admin  Guiding Coalition committees  Classroom teachers	Employability Skill Standards and Social-Emotional Learning Competencies are embedded in curriculum maps to support the development of college and

			School Social Worker Woodland Bullying Coordinator	career readiness. Classroom teacher lesson plans
<b>Evidence- Based Strategy 2</b>	<b>Echevarria, J., Richards-Tutor, C., Canges, R., &amp; Francis, D. (2011). Using the SIOP model to promote the acquisition of language and science concepts with English learners. Bilingual Research Journal, 34(3), 334-351.</b>			<b>PD Needed: Yes</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Review SIOP strategies from 2019-21 training	August 2022-June 2023	Building Admin Guiding Coalition PLT teams EL Teacher District Leadership	I Can statements in classroom walkthroughs/observations Staff meeting notes SIOP strategies in lesson plans/ PLC planning SFS teacher evaluations
Action Step 2	PLC's implement SIOP strategies in standards-based PLC essential standard unit of study	October 2022-June 2023	Building Admin Guiding Coalition PLT teams EL Teacher District Leadership	I Can statements in classroom walkthroughs/observations Staff meeting notes SIOP strategies in lesson plans/ PLC planning SFS teacher evaluations
Yr. 2 Measurable Objective	The teachers of Woodland Elementary School will leverage the newly developed PLC strategies (including SIOP and TIC) and curriculum resources throughout the 2021-2022 school year to improve core instruction and improve student outcomes as indicated by: 38% of students achieving proficiency in ELA & 47% achieving proficiency in Math WIDA scores CFA data			

	NWEA data of LEP students
Yr. 3 Measurable Objective	<p>The teachers of Woodland Elementary School will leverage the newly developed PLC strategies (including SIOP and TIC) and curriculum resources throughout the 2022-2023 school year to improve core instruction and improve student outcomes as indicated by:</p> <p>Students will increase from 38% to 50% on the ELA ILEARN spring 2023.</p> <p>Woodland staff will actively engage in the PLC process to ensure all students are learning at high levels.</p> <p>Woodland students will increase their proficiency in the mathematical process from 47% to 60% as measured by the 2023 ILEARN assessment.</p> <p>WIDA scores CFA data NWEA data of LEP students</p>

<b>GOAL 2</b>	<p>During the 2022-2023 academic year, Woodland leadership, GC leaders, and MTSS team leaders will review data to rebuild our school-wide PRIDE initiative. This newly refined initiative will ensure teachers implement Tier 1 &amp; Tier 2 behavior instruction and intervention. The school Tier 3 MTSS team and PRIDE teams will evaluate Tiers 1, 2, &amp; 3 effectiveness as well as providing support for those students who are identified by classroom and or building behavior data.</p> <p>SY 2022-2023: 38% of students achieving proficiency in ELA &amp; 47% achieving proficiency in Math</p>			
<b>Data Checkpoints (dates)</b>	<b>November</b>	<b>February</b>	<b>May</b>	
<b>Evidence at Checkpoints</b>	<p>Meeting notes and processes created to build and implement MTSS plan</p> <p>PRIDE team meeting agenda</p> <p>August-November Behavior Data</p>	<p>Meeting notes and processes created to build and implement MTSS plan that include coordinated SEL, TIC, and PBIS/PRIDE supports</p> <p>PRIDE team meeting agenda</p> <p>August-November Behavior Data</p>	<p>Meeting notes and processes created to build and implement MTSS plan that include coordinated SEL, TIC, and PBIS/PRIDE supports</p> <p>PRIDE team meeting agenda</p> <p>August-November Behavior Data</p>	
<b>Evidence- Based Strategy 1</b>	<p>Ransford-Kaldon, C., Flynt, E. S., &amp; Ross, C. (2011). A randomized controlled trial of a response-to-intervention (RTI) Tier 2 literacy program: Leveled Literacy Intervention (LLI). Washington, DC: Society for Research on Educational Effectiveness. Retrieved from <a href="https://eric.ed.gov/?&amp;id=ED518772">https://eric.ed.gov/?&amp;id=ED518772</a></p> <p>Flannery, K. B., Fenning, P., Kato, M. M., &amp; McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. School Psychology Quarterly, 29(2), 111-124.</p>			<b>PD Needed: Yes</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	PRIDE team/admin/MTSS team review data and refine PRIDE instruction, reteaching, and	June/July/August 2022	Building Admin  MTSS Building Coordinator	Meeting notes and processes created to build and implement MTSS plan



	intervention protocols		PRIDE Team Guiding Coalition	PRIDE documents on the Woodland Landing Page
Action Step 2	<p>staff pd/training in new/revised Woodland PRIDE model (provide rationale)</p> <p>MTSS process review for homeroom teachers implementing Tier 1 &amp; Tier 2 as well as when &amp; how to refer for Tier 3 support</p>	August 2022	<p>Building Admin</p> <p>MTSS Building Coordinator</p> <p>PRIDE Team</p> <p>Guiding Coalition</p>	Meeting notes and processes created to build and implement MTSS plan
Action Step 3	PRIDE team/MTSS team analysis of Tier 2 and Tier 3 interventions; reflection on and implementation of research-based instructional strategies	Sept 2022- June 2023	<p>Building Admin</p> <p>MTSS Building Coordinator</p> <p>PRIDE Team</p> <p>Guiding Coalition</p>	<p>PLC team agenda notes and CFA data</p> <p>Savvas Data</p> <p>NWEA Data</p> <p>Building-wide data</p> <p>Tier2 classroom data</p> <p>Tier 3 data</p>

Yr. 2 Measurable Objective	<p>The teachers of Woodland Elementary School will leverage the MTSS, SIOP, TIC, SEL, &amp; PRIDE strategies (including SIOP and TIC) throughout the 2022-2023 school year to improve Tier 1 &amp; 2 core instruction and improve student outcomes as indicated by:</p> <ol style="list-style-type: none"> <li>1. Woodland students will read and comprehend informational and literary text proficiently and independently at grade level. Students will increase from 22% to 38% on the ELA ILEARN spring 2023.</li> <li>2. Woodland staff will actively engage in the PLC process to ensure all students are learning at high levels.</li> <li>3. Woodland students will increase their proficiency in the mathematical process from 20% to 47% as measured by the 2023 ILEARN assessment.</li> </ol> <p>PRIDE Data WIDA Scores</p>
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	<p>Savvas scores MTSS data ILEARN CFA data</p>
Yr. 3 Measurable Objective	<p>The teachers of Woodland Elementary School will leverage the MTSS, SIOP, TIC, SEL, &amp; PRIDE strategies (including SIOP and TIC) throughout the 2022-2023 school year to improve Tier 1 &amp; 2 core instruction and improve student outcomes as indicated by:</p> <ol style="list-style-type: none"> <li>4. Students will increase from 38% to 50% on the ELA ILEARN spring 2023.</li> <li>5. Woodland staff will actively engage in the PLC process to ensure all students are learning at high levels.</li> <li>6. Woodland students will increase their proficiency in the mathematical process from 47% to 60% as measured by the 2023 ILEARN assessment.</li> </ol> <p>PRIDE Data WIDA Scores Savvas scores MTSS data ILEARN CFA data</p>

<b>GOAL 3</b>	<p>Woodland will work collaboratively through the PLC/MTSS process to create a system of interventions and enrichments 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?</p> <p>SY 2022-2023: 38% of students achieving proficiency in ELA &amp; 47% achieving proficiency in Math</p>			
<b>Data Checkpoints (dates)</b>	<b>November</b>	<b>February</b>	<b>May</b>	
<b>Evidence at Checkpoints</b>	Master schedule with 30 minute blocks for math & literacy Tier 2 times PLT Agendas CFA data NWEA data Savvas data strategies shared in PLT meetings with admin Fall <a href="#">NWEA RIT Targets</a>	Master schedule with 30 minute blocks for math & literacy Tier 2 times PLT Agendas CFA data NWEA data Savvas data strategies shared in PLT meetings with admin Winter <a href="#">NWEA RIT Targets</a>	Master schedule with 30 minute blocks for math & literacy Tier 2 times PLT Agendas CFA data NWEA data Savvas data strategies shared in PLT meetings with admin Fall <a href="#">NWEA RIT Targets</a>	
<b>Evidence- Based Strategy 1</b>	<b>Rosado, G. D. (2019). The Effects of Professional Learning Communities on Student Achievement at the Elementary Education Level (Doctoral dissertation, University of St. Francis).</b>			<b>PD Needed: Yes</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Review and revise PLC essential standard focus and timeline for Math and ELA. Review ILEARN blueprints, Literacy Connection, Pearson, and other research based resources. Focus on Planning for Tier 1 & 2 instruction, selecting rigorous grade level assessment, and	August 2022-June 2023	Building Admin Guiding Coalition PLT teams	I Can statements in classroom walkthroughs/observations  student data from PLT CFA's  NWEA Data  PLT planning/lesson plans  SFS teacher evaluations

	selecting effective teaching strategies before beginning the unit of study. Tier 2 interventions selected from research based intervention			
Action Step 2	train staff on HA best practices (implementation, data collection & analysis, reflection)	August 2022-Dec. 2023	Building HA Coordinator Building Admin District HA Coordinator	H.A data & analysis in PLT data
Action Step 3	staff pd/training/review building MTSS model (provide rationale; describe guidelines for referral)	October 2022-June 2023	Building Admin MTSS Building Coordinator MTSS team Guiding Coalition	Meeting agenda
Action Step 4	Analysis of Tier 2 and Tier 3 interventions; reflection on and implementation of research-based instructional strategies;	October 2022-June 2023	MTSS Team Guiding Coalition	PLC meeting agenda notes
Action Step 5	<a href="#">High ability materials and strategy training</a> in K-3 and 4-6 groupings with District High Ability Admin	September 2022-June 2023	Lisa Ernsberger, District HA admin	Lesson plans of teachers with HA students.
Action Step 6	High ability meetings by teachers with building High Ability Coordinator	September 2022-June 2023	High Ability Coordinator Building admin	High Ability Coordinator notes

<p>Yr. 2 Measurable Objective</p>	<p>The teachers of Woodland Elementary School will work collaboratively through the PLC/MTSS process to implement a system of interventions and enrichments to effectively address PLC questions 3 and 4 within a schedule to improve core instruction and improve student outcomes as indicated by: Woodland students will read and comprehend informational and literary text proficiently and independently at grade level.</p> <p>Students will increase from 22% to 38% on the ELA ILEARN spring 2023.</p> <p>Woodland staff will actively engage in the PLC process to ensure all students are learning at high levels.</p> <p>Woodland students will increase their proficiency in the mathematical process from 20% to 47% as measured by the 2023 ILEARN assessment.</p>
<p>Yr. 3 Measurable Objective</p>	<p>The teachers of Woodland Elementary School will work collaboratively through the PLC/MTSS process to implement a system of interventions and enrichments to effectively address PLC questions 3 and 4* within a schedule to improve core instruction and improve student outcomes as indicated by:</p> <p>Students will increase from 38% to 50% on the ELA ILEARN spring 2023.</p> <p>Woodland staff will actively engage in the PLC process to ensure all students are learning at high levels.</p> <p>Woodland students will increase their proficiency in the mathematical process from 47% to 60% as measured by the 2023 ILEARN assessment.</p>

## Professional Development Plan

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

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

<b>Professional Development Goal 1</b>	<p>All Woodland staff will actively participate in professional development to support and ensure all students achieve at high levels:</p> <ul style="list-style-type: none"> <li>the growth of Professional Learning Communities (PLCs) to develop curriculum maps consisting of progressive, interdisciplinary units of study throughout the 2020-2023 school years.</li> <li>learn and implement Sheltered Instruction Operation Protocol (SIOP)</li> <li>learn and implement trauma-informed practices (TIC) in order to ensure all students achieve at high levels.</li> </ul>	<b>Linked SIP Goals Yes</b>
<b>Possible Funding Source(s)</b>	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa	
<b>Evidence of Impact</b>	<ul style="list-style-type: none"> <li>PRIDE team meeting notes - student referral data and reflections and changes to PBIS plan</li> <li>MTSS notes - student referral data, individual student notes, and plans adjusted to provide skills and supports for students</li> <li>Relationships between teachers and students will continue to grow</li> <li>student growth on NWEA, CFA, Savvas, IREAD, and ILEARN data</li> <li>SIOP &amp; TIC implementation in lesson plans and classroom observations</li> <li>Participation in Smekens training for all teachers of reading</li> <li>SIOP training monthly as provided by district</li> <li>teacher observations of instruction and lesson plans by building admin</li> <li>Woodland Instructional Maps for ELA and math</li> <li>PLT data and notes</li> <li>I Can (content AND language) for ELA</li> <li>I Can/student friendly learning targets in lesson plans, on charts, and/or verbalized by students when asked</li> </ul>	

Plan for coaching and support during the learning process:

PLC pd and ongoing support will be provided by the building admin and Guiding Coalition

SIOP will be provided by the district.

Data collection and analysis support to PLT's from building admin through whole group & small group PD and PLC observations.

Ongoing support to create a guaranteed and viable curriculum by building admin support and Smekens Consulting. Smekens consulting provided by the district that will guide lesson planning and mini lesson structure through in person and video training.

Ongoing

How will effectiveness be sustained over time?

- Curriculum training, SIOP, and TIC will be included in the new teacher onboarding process.
- PLC's will adopt this as part of the culture at Woodland which will be evidenced in teacher lesson plans and PLC planning/implementation
- PLC & building wide data analysis
- Annual review and revisions to GVC by PLC's and building admin
- Guiding Coalition support, analysis, and feedback for PLC teams to implement the SIOP & TIC Guiding Coalition ELA & Social Studies committee as well as the Math and Science committee.

Professional Development Goal 2	During the 2022-2023 academic year, Woodland will review, revise and implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning (SEL), trauma-informed care (TIC), and positive behavior supports (PBIS) as represented by the district and building PRIDE framework.	Linked SIP Goals Yes
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa	
Evidence of Impact	<ul style="list-style-type: none"><li>• MTSS and PRIDE meeting notes</li><li>• Flow chart of the MTSS process</li><li>• PLC team agenda notes and CFA data form that include Tier 2 classroom instructional strategy</li><li>• Tier 1, 2, 3 data</li></ul>	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"><li>• MTSS team building to establish common focus of what MTSS is and how we move beyond GEI and BIT meetings</li><li>• Building off previous book study Pyramid Response to Intervention by Mike Mattos to establish a flow chart for the Woodland MTSS process that aligns with the district MTSS process</li><li>• Work with district coach, Lindsey Brander to evaluate and improve the Woodland MTSS process</li><li>• Professional development to develop an understanding of Tier 2 by the classroom teacher that is planned at the start of an instructional unit of study as a part of the PLC planning process.</li><li>• Use PLC CFA data to support the MTSS process for Tier 2 &amp; 3</li></ul>		
How will effectiveness be sustained over time? Ongoing refining of the MTSS process by district support and Woodland MTSS team. Ongoing support, analysis, and feedback for PLC teams to implement SEL, TIC, and PRIDE within the school by the Guiding Coalition PRIDE Committee.		



Professional Development Goal 3	Woodland will work collaboratively through the PLC and MTSS process to create a system of interventions and enrichments 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?	Linked SIP Goals Yes
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa	
Evidence of Impact	<ul style="list-style-type: none"><li>• Woodland Instructional maps for ELA and Math</li><li>• Observations of classroom instruction and PLT teams by building admin</li><li>• PLC planning including teacher lesson plans that reference plans for answering questions 3 &amp; 4</li><li>• H.A student performance data</li><li>• Entire grade/school student data from CFA's, NWEA, &amp; ILEARN</li></ul>	
<ul style="list-style-type: none"><li>• Plan for coaching and support during the learning process:</li><li>• Training for staff to build essential standard instructional maps based upon ILEARN blueprints, IDOE literacy connection, and other resources.</li><li>• Training to focus PLC teams to plan for tier 1 &amp; 2 instruction, select and evaluate assessment, selecting ETS before beginning the unit of study.</li><li>• continued staff training on high ability best practices (implementation, data collection &amp; analysis, teacher self-reflection)</li><li>• PLT's selecting and implementing research-based strategies</li></ul>		
How will effectiveness be sustained over time?  <ul style="list-style-type: none"><li>• Ongoing data analysis and review of HA student data and MTSS data leading to process review and adjustments as shown by data</li><li>• Review of teacher lesson plans/ PLC planning by building admin</li><li>• Yearly revision and review of Woodland Instructional maps by PLC's</li><li>• ongoing support to PLC's by district HA Coordinator, building admin, and building HA Coordinator</li><li>• ongoing support to PLC's by MTSS team and building admin</li></ul>		

## School Profile

*Located in Elkhart County, and built on the banks of the Saint Joseph and Elkhart Rivers, Elkhart, Indiana is an incorporated Class 2 city located in north central Indiana. With an ethnically diverse population of 52,687 (up from 44,840 in 2001) citizens, Elkhart occupies 468 square miles of the county. The majority of businesses in the Elkhart city and surrounding county regions are found in manufacturing, followed by the service sector, retail trade, wholesale trade, financial services and construction. Elkhart County was hit very hard with a high unemployment rate during the recent recession. It was advertised on MSNBC that it was one of the highest in the nation. This has had an enormous impact on our students and staff. More students filed for Free/Reduced lunch and the impact was felt by the staff as well. Financial strains and cutbacks for education by the state have placed additional burden on the school. Woodland Elementary School, part of the Elkhart Community Schools, serves approximately 458 students in kindergarten through grade six. Woodland Elementary is located in a diverse area of single family homes, multi-family units, mobile home parks, subsidized multi-family housing units, motels, and light industry.*

*In May 2014, a referendum vote was approved by Elkhart residents in support of Elkhart Community Schools increasing building security. During the 2014-2015 school year, Woodland Elementary, originally built in 1969, received many physical plant upgrades that are focused around student safety as proposed in the referendum. Woodland now has every classroom enclosed with doors that are able to be locked. Additionally, various security upgrades were made to the physical plant.*

*When visiting Woodland, parents often share their excitement about being a part of the Woodland community. They share that Woodland has a good reputation around town as a place that genuinely values and cares for all students. Woodland staff take pride in providing a high quality education to all students while providing additional love and support for those who need it most.*

*The Woodland school population reflects Asian <1%, 14% Black, 33% Hispanic, 9% Multiracial, and 43% White, with all students receiving free breakfast and lunch meals. Woodland is participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the 2020-2021 school year. Enrolled students are eligible to receive a healthy breakfast and lunch at school at no charge each day of the 2020-2021 school year.*

*Woodland's stability has fluctuated over the last years it was tracked, but the trend suggests that students are consistently and significantly more mobile than the state average during their enrollment at Woodland. The last report received by the district had Woodland student mobility at 38%.*

*Woodland Elementary offers a variety of educational programs including support for ELL students, various special education classes, programs for students who are emotionally disabled, but not in need of self-contained services.*

Woodland has a social worker to assist families with needs that exceed the realm of school, Woodland also has a Systems of Care (SOC) facilitator who works with students and families in need of additional support. The SOC program is a partnership between Oaklawn Mental Health Services of Elkhart and Elkhart Community Schools.

### Vision

Woodland students will achieve academic excellence and display the characteristics of the PRIDE model empowering them to be college/career ready.

### Mission Statement

**Mission:** All students achieve grade level academic mastery.

**Vision:** Woodland students will achieve academic excellence and display the characteristics of the PRIDE model empowering them to be college/career ready.

### Core Beliefs or Core Values

The Rocket Pride Code of Conduct recited daily by students was created by the PRIDE committee:

*As a Woodland Rocket I will be **Persistent**, I will not give up. I will be **Respectful**, working to be kind to everyone. I will show **Initiative** by being a problem solver. I will be **Dependable**, reliable and trustworthy. I will be **Efficient**, being organized, on time, and ready to go.*

Through collaboration and conversation with staff, parents, and community members, the following belief statements and commitments were developed by staff at Woodland Elementary:

- We believe all students can master grade level standards and learn at high levels to reach their full potential.
- We are committed that all students will be a part of a safe, caring, and positive environment that promotes learning for all.
- We commit to communicating and working with students, parents and community members, keeping a focus on learning.
- We believe all students are more successful when their physical and emotional health needs are met.

- We commit to hold high expectations for learning and behavior for all staff and all students.
- We will remain focused on the right work.
- We commit that all will have access to an engaging and rigorous curriculum.

#### Student Demographics

[Follow this link to see Woodland Student Demographics.](#)

#### Staff Demographics

[Follow this link to see Woodland Staff Demographics.](#)

#### Student Behavior

*See appendix B for the full analysis of Woodland Behavior data by the Woodland PRIDE team*

*Woodland Elementary has implemented the Positive Behavior Support system as a part of maintaining a safe and disciplined learning environment. The PBIS/PRIDE team meets monthly to analyze discipline data and to provide for additional support and training as needed. The PBIS/PRIDE team also looks for any concerns of disproportionality that needs to be addressed to ensure all students receive consistent rewards and consequences. Each student is taught the expectations for behavior in common areas at the beginning of the school year and again at the semester break. If individual students are having continued problems with behavior, the behavior consultant is involved to do observation and develop a behavior improvement plan. The PBIS team is adding a focus area of PRIDE this year. Below is an excerpt from the Greater Clark School District that explains what we are adopting this year.*

*“In Greater Clark, we believe all students need to learn and master the soft skills necessary to succeed in school and in life. As a result, we have created a PRIDE program that teaches and positively reinforces Persistence, Respectfulness, Initiative, Dependability, and Efficiency to all of our students on a daily basis from preschool through 12th grade. The PRIDE program was developed by a team of educators in cooperation with business and community leaders. The goal of PRIDE is to build students of strong character that will not only strengthen our school district, but eventually our entire community. As a culminating acknowledgement of PRIDE, Greater Clark has implemented a Work Ethic Certificate that seniors can earn that will be recognized by area employers. To earn the certificate, a senior must not only possess the PRIDE skills, but also must have 98 percent attendance, have no more than one behavioral referral, have six hours of school or community service, and have at least a “C” grade point average.*

*Fifth grade and eighth grade students now also have the opportunity to earn the certificate. Eighth grade students follow the same criteria as high school and fifth grade students must earn a total PRIDE grade of 7 or 8 for the school year, as well as other criteria. The PRIDE grade is new this school year and indicates a student's level of proficiency in terms of Persistence, Respectfulness, Initiative, Dependability, and Efficiency. PRIDE is the foundation of Greater Clark's culture and we hope one day a foundation of our region's culture as well." <http://gcs.k12.in.us/what-is-gccs-pride/>*

Bullying, as defined in Elkhart Community Schools Rules for Student Conduct, is overt, repeated acts or gestures, including, but not limited to, verbal or written communications, and /or physical acts, with the intent to harass, ridicule, humiliate, intimidate, or harm other students.

Woodland is a part of the Olweus Bullying Prevention program. Members of the PBIS team have been trained in effectively handling and intervening in bullying within the school. As a part of the program, class meetings are held once each week. Staff members are provided with lesson plan topics for those class meetings with many of them focusing on bullying and what students should do if they are bullied and if they witness bullying.

In cases where bullying occurs the supervising staff member determines if it falls into the minor or major category. If minor, the supervisor addresses the student, reminding him/her of appropriate behavior and warning of possible consequences if such behavior recurs. If major, the child is referred to the office. In the case of a major infraction, parent contact is made and the student receives consequences for the behavior. If the bullying persists, it could lead to suspension or expulsion. Students who are repeatedly engaging in bullying behaviors or who have been bullied will work with the school social worker, behavior consultant, administrators, and if necessary, Oaklawn.

These procedures are found in [Guidelines for A Safe Learning Community](#) and the [Woodland Parent & Student Handbook](#) are distributed at the beginning of the school year or when a student enrolls in the school.

### Summary of Core Curricula

*Elkhart Community Schools continues with curricular development and revision accomplished by its own instructional staff and administrators through the Instructional Cycle Process. These committees are in charge of curricular revision committees that meet on a perpetual calendar to align instruction with the [Indiana Academic Standards](#) and update the content and supporting materials used by teachers and students in every ECS classroom.*

*Woodland teachers utilize Math Expressions to instruct math and Pearson MyView to instruct reading. Teachers start by identifying Essential Standards as a part of the PLC process. They unwrap the standards, identify learning targets, key vocabulary, and Depth of Knowledge the standards need to be instructed to students. They then utilize the math and*

*reading basals as key resource material to instruct students on the standards. Teachers instruct in academic units of study during which time all students receive Tier 1 core instruction. A common formative assessment is given to all students and the data are analyzed to identify which students have mastered the standard. Those who have mastered the standard are provided a Tier 2 enrichment while those who still need support are provided with a Tier 2 remediation provided by the teacher with the strongest academic performance with his/her class. During their instruction, teachers are actively utilizing SIOP and other best practice strategies to engage students in their learning.*

*The core program in reading, Pearson MyView is directly linked to the five essential components of reading, and designed to meet the needs of struggling readers identified for strategic and intensive interventions (Good, 2002) by the screening, diagnostic, and progress monitoring assessments. Materials selected for interventions are based on an analysis of the core program, teacher analysis regarding student academic performance.*

*In reading, beyond the whole group instructional setting, all students will have small-group teacher-directed standards-based reading instruction daily focused at the instructional level. For students who fail to make adequate reading progress and require intensive or strategic instructional support something “dramatically different” (Good, 2003) will happen. These students will be referred to the Tier 3 MTSS team for additional interventions to be developed, implemented and tracked. If students do not make a sufficient amount of progress over a period of time, they may be referred for psychological testing.*

*The core reading program is supplemented with interventions so all students receive the optimal number of learning opportunities within each school day to accelerate learning for struggling readers and alter/improve life trajectories for reading success. Student performance is used to determine the research-based instructional program and the level of instructional materials to be used for strategic and intensive interventions (Good, 2002, Simmons, and Kame’enui, 2000). Strategic and intensive interventions are provided in flexible small (six or fewer) homogeneous groupings to maximize student-teacher interactions and accelerate student performance. Students with the greatest needs are in very small groups (three or fewer) in order to allow more frequent monitoring and more opportunities to respond and receive feedback. Individual tutoring to meet severe intensive needs will be used judiciously to supplement (not supplant) explicit teacher-directed instruction.*

*Group size, instructional time, and instructional programs for strategic and intensive interventions are determined by and adjusted (bi-weekly or more often if appropriate) according to learner performance on the screening, progress monitoring, and diagnostic assessments as designed and implemented by the Professional Learning Teams at each grade level and the MTSS Tier 3 team.*

## **Science Curriculum**

### **Overview of Science Standards**

#### *Science and Engineering Process Standards (SEPS)*

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

#### **Content Standards In grades K through 8**

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

[Kindergarten Standards](#)

[First Grade Standards](#)

[Second Grade Standards](#)

[Third Grade Standards](#)

[Fourth Grade Standards](#)

[Fifth Grade Standards](#)

[Six Grade Standards](#)

### **ETHOS Science Kits**

#### **Science Kits from ETHOS**

*Our teachers have access to science kits from ETHOS to provide engaging inquiry based learning experiences for our students in science. Each of the science kits are available for our teachers to incorporate into their classrooms throughout the year. Each of the kits focuses on teaching a wide variety of science standards to insure students leave*

our building with the scientific skills to be successful at the middle school. At the kindergarten level teachers have access to science activities through the Tools of the Mind curriculum.

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

**Science Kits:**

Grade Level	Science Kit
Kindergarten	No ETHOS Kits: Tools of the Mind
First Grade	Pebbles, Sand & Silt-Foss
Second Grade	Life Cycle of Butterflies
Third Grade	Rocks and Minerals
Fourth Grade	Electric Circuits
Fifth Grade	Floating and Sinking
Sixth Grade	SEPUP

**Science to Go Bus Activities**

Activities	Science / Engineering Standards	Activity Description
Kindergarten		



<i>Ocean Life</i>	<i>K.LS.2 Describe and compare the physical features of common living plants and animals.</i>	<i>Students sort ocean life models by different characteristics. Students choose one to draw.</i>
<i>Rain Forest</i>	<i>K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.</i>	<i>Students assign rain forest creatures to their habitat (via website).</i>
<i>Artic Animals</i>	<i>K.LS.2 Describe and compare the physical features of common living plants and animals.</i>	<i>Students sort Arctic life models by different characteristics. Using the iPad, students match the name of a feature with its location.</i>
<i>1st Grade</i>		

Camouflage	1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Students interact with different colored rabbit pelts, discussing the color and an ideal habitat. Students work with a computer simulation, seeing the impact on camouflage and predators (wolves) locating the rabbits. Sometimes the bunnies take over the world!
Insect Life Cycle	1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Students observe insects preserved in acrylic. The life cycle of insects is discussed along with pictures on an iPad app.
Plant Life Cycle	1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.	Students sort seeds by different characteristics. Students attempt to grow a plant by providing the correct amount of water, heat and sunlight (web based).
2nd Grade		

Matter S L G	2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Students interact with a computer simulation of water changing from solid to liquid to gas.
Insect Adaptations	2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.	Students observe insects preserved in acrylic. Students work in groups to build their own insect and cross the swamp (web based).
Erosion	2.ESS.3 Investigate how wind or water change the shape of the land and design solutions for prevention.	Students arrange landforms to show the changes through time (web based).
3rd Grade		
Forces	3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Students interact with a computer simulation "tug-a-war" in which they change the force on each side.

<i>Simple Machines</i>	<i>3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.</i>	<i>Students discuss the various simple machines and where they are found in the world around us.</i>
<i>Sound</i>	<i>3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.</i>	<i>Students evaluate various rubber bands and the different sounds that are made. The parts of a sound waves are identified. A computer simulation shows the changes to the parts of a sound wave.</i>
<i>Fossils</i>	<i>3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.</i>	<i>Students "dig" through various rocks to find fossils. Using charts, students identify the fossils.</i>
<i>4th Grade</i>		

<i>Rotation/Revolution</i>	<i>4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.</i>	<i>Rotation and revolution of the planets and our moon are visited with hands-on and computer simulations. The moon phases along with alignments that result in eclipses are addressed.</i>
<i>Heat &amp; Energy</i>	<i>4.PS.4 Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.</i>	<i>Students are challenged with an ice cube melting activity, followed by computer simulations of energy transfer. Thermal, Mechanical, Solar, Chemical &amp; Electrical energy are visited.</i>
<i>Circuits</i>	<i>4.PS.5 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</i>	<i>Students work together to build a circuit, lighting up a light bulb. This is done both hands-on and with-in a computer simulation. Students test conductors and insulators along with changes in the voltage.</i>

<i>Flight - Bernoulli</i>	<i>4.PS.1 Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.</i>	<i>Students make predictions and carry out several hands-on activities related to the Bernoulli principle. (Faster moving air creates less pressure)</i>
<i>Bird Adaptations</i>	<i>4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.</i>	<i>The variety of bird beaks and their primary food source is investigated through hands -on and web based activities.</i>
<i>5th Grade</i>		
<i>Prosthetics</i>	<i>3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.</i>	<i>An engineering activity involving some problem solving, as students build an end-effector.</i>
<i>Space</i>	<i>5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.</i>	<i>Ipad app (Exoplanet) shows the Milky Way Galaxy and our Solar System. The distance between objects as well</i>

		<i>as a comparison in size is visited.</i>
<i>Density Bottles</i>	<i>5.PS.1 Describe and measure the volume and mass of a sample of a given material.</i>	<i>Mass, Volume and Density are investigated with computer simulation and hands-on exploration of sinking and floating beads.</i>
<b>6th Grade</b>		
<i>Energy Skate Park</i>	<i>6.PS.3 Describe how potential and kinetic energy can be transferred from one form to another.</i>	<i>Students use the pHet Skatepark simulation to investigate PE &amp; KE. Students design on the computer, ramps for successful skateboarding.</i>
<i>Planets/Eclipses</i>	<i>6.ESS.2 Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the <a href="http://moon.us">moon.us</a></i>	<i>Rotation and revolution of the planets and our moon are visited with hands-on and computer simulations. Sunlight variation due to the tilt of the axis is explored.</i>

## Mystery Science

*Lastly, our teachers have access to Mystery Science. Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.*

*Each lesson is organized around a key question (e.g. “What happens when plates move along a fault?”) The lesson starts with a short introductory video, laying out the lesson’s key question. The video is followed by discussion questions for the class. Finally, the lesson ends with a hands-on activity designed to help students find the answer to the key question. Each activity comes with instructions and a list of materials needed.*

*Film footage, animations, and other illustrations with voice over instruction do an excellent job of teaching the material. A variety of activities along with discussion and interaction totally engage student interest as they help them think through scientific concepts, learn practical applications, and begin to apply the scientific method.*

## Summary of Formative and Summative Assessments

**PLC Common Formative Assessments-** *each grade level PLC reviews and selects an essential standard to instruct. They use a series of ongoing informal and formal assessments as well as establishing common formative assessments to analyze student retention of academic instruction.*

**ILEARN**- *is the state standardized test to measure student proficiency and academic growth on Indiana Academic Standards*

**IREAD3**-*is a basic reading skills assessment developed by the State of Indiana. It measures grade level proficiency in reading in grade 3.*

**Fountas & Pinnell Benchmark Assessment** – *This instrument is administered one-on-one to assess and document students’ reading development over time. It measures fluency, comprehension, and provides information about each*



*individual's reading processing. It is designed to help teachers group students for reading instruction, select appropriate text, and identify students in need of interventions. This is used by grades K-6.*

**NWEA-** *NWEA offers pre-kindergarten through grade 12 assessments that accurately measure student growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpret . See more at: <https://www.nwea.org/about/#sthash.zfqgVaZP.dpuf>*

*This test will be utilized for all students in grades K-6. This data will be used to make future educational decisions to meet the needs of all learners. NWEA will be administered three times during the school year in Reading and Math.*

**Scholastic Reading Inventory (SRI)-** *is a research-based, computer-adaptive reading assessment program for students in Grades K-12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, SRI helps educators forecast student achievement to those important goals. This test will be utilized in grades 2-6.*

**Savvas-** *Savvas assessments are given to students three times per year to evaluate student reading progress on Essential Standards identified by the district. Student reports are provided for teachers to analyze students' progress in literacy.*

### Summary of Academic Intervention and Enrichment Programs

*Use effective methods and instructional strategies that are based on scientifically based research that: Teachers select and appropriate instructional strategies that all members of the team are going to agree to utilize. The strategies and instructional approaches that teachers utilize mainly come from the research based resource, "A Handbook for Classroom Instruction that Works" Marzano, Norford, Paynter, Pickering, and Gaddy, 2001. Increases the amount of learning time.*

*A daily schedule was created this year that gives uninterrupted blocks of time for reading, writing, math and social studies/science. Additionally, each grade level has 30 minute blocks of time designed for Tier 2 intervention in reading and another 30 minute block for math. During this Tier 2 time, students are regrouped and switch teachers within the grade level to receive remediation and enrichment. Outside of these uninterrupted times, students receive additional academic support through MTSS interventions, ENL, Special Education, and MTSS Tier 3/ Title I interventions. Students who are performing below level will receive additional academic support from their classroom teacher in a small group setting.*

*Instruction at Woodland is based upon a three-tier model. All students in the building get whole group instruction as well as a small group instructional time. If a student is still struggling and is identified by the classroom teacher as not being proficient, they can get additional interventions. If a student from the second tier is still struggling, the child will be referred to the building MTSS Tier 3 team. Once the MTSS Tier 3 team meets, the team provides the teacher with an additional intervention for the struggling student and monitors progress over a given amount of time. These interventionists work with students to fill any gaps in learning to ensure that the students will be reading on grade level and will be prepared for success on the IREAD assessments. If the student fails to make adequate growth, the student may be referred for special education testing.*

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

*Kindergarten Club and Summer School-Woodland Elementary offers an extended school year summer program for students who need additional academic support. Kindergarten Club offers incoming Kindergarten students the opportunity to become familiar with the school setting before the actual school year. This program focuses intensely upon letter and sound identification, early writing skills, the development of routine, and basic number skills and concepts. The other component of the summer school is Language Arts remediation for students who are in need of additional literacy learning time. Students attend school for ½ days while teachers devote 3 hours of time to remediation strategies in reading strategies, writing, and language usage.*

*Robotics Club-This club will be open to students at Woodland who wish to compete on a Lego Robotics Team. Problem solving skills, communication, and computer skills will be the basis for this club. Members will work together with other students and a staff member who will coach the students while they try to accomplish a task with the Lego Robotics Kit.*


*Woodland Elementary School implements the cluster model classrooms for high ability students. Students receive whole group grade level instruction as well as providing instruction to high performing students at their instructional level, and small group guided reading instruction will ensure that all students will have the opportunity to meet proficient and advanced levels of achievement.*

## Appendix B: Woodland Behavior Data

### Student Demographics

Student Sub-Group	# of Students	% of school Population	% of discipline referrals
Asian	5	1%	1%
Hispanic	145	34%	24%
African-American	56	13%	20%
White	179	42%	47%
Multi-Racial	39	9%	8%
	424		
Special Education	80	19%	19%

## Suspension Data

Student Sub-Group	# referrals	# students referred	% of exclusionary discipline - ISS/OSS
Asian	2 (>1%)	2 (>1%)	1 - 2%
Hispanic	54 (17%)	40 (24 %)	7 - 14%
African-American	65 (21%)	33 (20%)	9 - 18%
White	173 (59%)	80 (47%)	33 - 64%
Multi-Racial	16 (5%)	14 (8%)	1 - 2%
	Total: 310	Total: 169 or 40% of total population	Total: 51 
Special Education	83 (27%)	32 (19%)	12 - 23%

- White students make up half of our school and discipline referrals
- White students make up 64% of the ISS and OSS we had last year
- 20% referrals are for SPED students
- A quarter of the students who served ISS & OSS are SPED students
- Percentages only tell us so much...What about *proportionality, ratios, representation, comparison data*
- Inclusionary DisciplineDisciplinary action that does not remove a student from a normal learning environment and does not result in loss of instructional time.
- Exclusionary Discipline- Disciplinary action that removes a student from the normal learning environment temporarily or permanently and results in loss of instructional time.
- Composition Index- Essentially, this type of data gives us deeper insight into the *potency* and *composition of groups* to identify *disproportionality* in data- *-Originated in Special Education research*

Composition Index - Inclusionary Discipline Actions - Woodland Elementary

Subgroup	# and Percentage of Students who receive IDA	Percentage of Enrollment	CI - Composition Index
White	54 students, 53%	42%	$53/42 = 1.26$
African-American	28 students, 27%	13%	$27/13 = 2.07$
Hispanic	14 students, 14%	34%	$14/34 = 0.41$
Multi-Racial	4 students, 4%	9%	$4/9 = 0.44$
Special Education	50 students, 49%	19%	$49/19 = 2.58$
	Total: 102		

## Composition Index - Exclusionary Disciplinary Actions - Woodland Elementary

Subgroup	# and Percentage of Students who receive EDA	Percentage of Enrollment	CI - Composition Index
White	123 students, 69%	42%	$69/42 = 1.64$
African-American	22 students, 12%	13%	$12/13 = 0.92$
Hispanic	28 students, 16%	34%	$16/34 = 0.47$
Multi-Racial	5 students, 3%	9%	$3/9 = 0.33$
Special Education	47 students, 26%	19%	$26/19 = 1.36$
	Total: 179		

### Vocabulary used to aid in the understanding of our data:

Risk Index - A table made up of the risk rates for student subgroups

Risk Rate - Shares what a students' risk or probability of experiencing an event based on the subgroup they belong to

Risk Ratio - How much more or less likely are students in a given racial/ethnic/subgroup than other students to be represented in referrals and disciplinary actions?

### Woodland School Wide Risk Rate

**Referral Risk Rate** for Students at Woodland:  $169$  (Total # students who had referrals) /  $424$  (Total # of students) = **0.39**

**Exclusionary Discipline Action (ISS or OSS) Risk Rate** for Students at Woodland:  $51$  (Total # of students who received exclusionary discipline action) /  $424$  (Total # of students) = **0.12**

### Risk Index - Woodland Elementary & Discipline Data

Sub Groups	Total # of students enrolled	Total # of students referred	Total # students who experienced exclusionary discipline (ISS/OSS)	Risk Rate for Referral	Risk Rate for Exclusionary Discipline
White	179	80	33	<b>0.45</b>	<b>0.19</b>
African-American	56	33	9	<b>0.58</b>	0.16
Hispanic	145	40	7	0.28	0.05
Multi-Racial	39	14	1	0.36	0.02
			Total: 51		
Special Education	80	32	12	0.40	0.15

“National standards for disproportionality are still emerging; the most widely accepted standard is that a risk ratio discrepancy of 1.5 times is a level at which we start being concerned about over-representation.”

- Gibb & Skiba, 2008

### “White” Risk Ratio for Referrals & Exclusionary Discipline

# of students who are not White and who did have referrals	# of students enrolled who are not White	Referral Risk Rate for all students who are not White	Referral Risk Rate for White students	Calculation to Find Referral Risk Ratio for White students
89	249	$89/249 = 0.36$	0.45	$0.45/0.36 = 1.25$
# of students who are not White, who did receive exclusionary discipline action	# of students enrolled who are not White	Exclusionary Discipline Risk Rate for all students who are not White	Exclusionary Discipline Risk Rate for White students	Calculation to Find Exclusionary Discipline Risk Ratio for White students
18	249	$18/249 = 0.07$	0.19	$0.19/0.07 = 2.7$



### “Special Education” Risk Ratio for Referrals & Exclusionary Discipline

# of students who are not Special Education and who did have referrals	# of students enrolled who are not Special Education	Referral Risk Rate for all students who are not Special Education	Referral Risk Rate for Special Education students	Calculation to Find Referral Risk Ratio for Special Education students
137	344	$137/344 = 0.39$	0.40	$0.40/0.39 = 1.02$
# of students who are not Special Education, who did receive exclusionary discipline action	# of students enrolled who are not Special Education	Exclusionary Discipline Risk Rate for all students who are not Special Education	Exclusionary Discipline Risk Rate for Special Education students	Calculation to Find Exclusionary Discipline Risk Ratio for Special Education students
39	344	$39/344 = 0.11$	0.15	$0.15/0.11 = 1.36$

### “Hispanic” Risk Ratio for Referrals & Exclusionary Discipline

# of students who are not Hispanic and who did have referrals	# of students enrolled who are not Hispanic	Referral Risk Rate for all students who are not Hispanic	Referral Risk Rate for Hispanic students	Calculation to Find Referral Risk Ratio for Hispanic students
129	279	$129/279 = 0.46$	0.28	$0.28/0.46 = 0.61$
# of students who are not Hispanic, who did receive exclusionary discipline action	# of students enrolled who are not Hispanic	Exclusionary Discipline Risk Rate for all students who are not Hispanic	Exclusionary Discipline Risk Rate for Hispanic students	Calculation to Find Exclusionary Discipline Risk Ratio for Hispanic students
44	279	$44/279 = 0.16$	0.05	$0.05/0.16 = 0.31$

### “Multi-Racial” Risk Ratio for Referrals & Exclusionary Discipline

# of students who are not Multi-Racial and who did have referrals	# of students enrolled who are not Multi-Racial	Referral Risk Rate for all students who are not Multi-Racial	Referral Risk Rate for Multi-Racial students	Calculation to Find Referral Risk Ratio for Multi-Racial students
155	385	$155/385 = 0.40$	0.36	$0.36/0.40 = 0.9$
# of students who are not Multi-Racial, who did receive exclusionary discipline action	# of students enrolled who are not Multi-Racial	Exclusionary Discipline Risk Rate for all students who are not Multi-Racial	Exclusionary Discipline Risk Rate for Multi-Racial students	Calculation to Find Exclusionary Discipline Risk Ratio for Multi-Racial students
50	385	$50/385 = 0.13$	0.02	$0.02/0.13 = 0.15$

## “African-American” Risk Ratio for Referrals & Exclusionary Discipline

# of students who are not African-American and who did have referrals	# of students enrolled who are not African-American	Referral Risk Rate for all students not African-American	Referral Risk Rate for African-Americans	Calculation to Find Referral Risk Ratio for African-Americans
136	368	$136/368 = 0.37$	0.58	$0.58 / 0.37 = 1.57$
# of students who are not African-American who did receive exclusionary discipline action	# of students enrolled who are not African-American	Exclusionary Discipline Risk Rate for all students who are not African-American	Exclusionary Discipline Risk Rate for African-Americans	Calculation to Find Exclusionary Discipline Risk Ratio for African-Americans
42	368	$42/368 = 0.11$	0.16	$0.16/0.11 = 1.45$

### What we know...

- White students represent the majority of referrals and exclusionary discipline.
- Special Education students received half of the inclusionary discipline, a quarter of exclusionary discipline, and are *slightly over-represented* in discipline measures.
- Hispanic and Multi-Racial students are under-represented in referrals and disciplinary actions
- African-American students are over-represented in referrals and disciplinary actions.
- This leads us to look at what we know and what we do.

## Locations of referrals:

Location of Incidents	# of YTD incidents	% of YTD incidents
Bathroom	13	3%
Cafeteria	17	4%
Classroom	219	54%
Hallway	31	8%
Outside/Playground	20	5%
Other	12	3%
No Location Selected	91	23%
	403	

Month	Classroom Incidents - Male Students	White Males	Hispanic Males	African-American Males	SPED Males
August	5	3	0	2	2
September	22	17	0	4	8
October	13	13	0	0	8
November	15	10	2	3	8
December	19	7	3	8	6
January	9	3	2	4	2
February	16	12	1	1	3
March	24	13	1	8	6
April	9	6	1	2	0
May	25	16	5	2	4
	Total: 157, 72% of classroom incidents	100	15	34	47 or 30% of males

Month	Classroom Incidents - Female Students	White Females	Hispanic Females	African-American Females	SPED Females
August	0	0	0	0	0
September	3	3	0	0	0
October	13	11	2	0	7
November	6	5	0	0	2
December	5	4	1	0	3
January	2	1	1	0	1
February	3	0	2	1	0
March	8	1	5	2	2
April	12	7	5	0	3
May	10	9	0	1	1
	Total: 62, 28% of classroom incidents	41	16	4	19 or 30% of females

### Conclusion:

Based upon the data, the PRIDE team and Guiding Coalition see a need for ongoing behavioral analysis while focusing on culturally responsive teaching and behavioral practices in order to reduce the disproportionality of discipline for our African American and white students. This will be accomplished through the reviewing and modification of schoolwide protocols for training, inclusion of multicultural literature, trauma informed practices, as well as a focus on equity within the school processes. This will lead to an ongoing focus of the PRIDE team, Guiding Coalition, and MTSS team.

## Appendix C Academic Performance Data

	SY19-20		SY20-21		SY21-22	
	# of students	Percentage	# of students	Percentage	# of students	Percentage
<b>All students</b>	564		547		506	
Male	313	55.50%	296	54.11%	269	53.16%
Female	251	44.50%	251	45.89%	237	46.84%
<b>American Indian or Alaska Native</b>		0.00%	1	0.18%	1	0.20%
<b>Asian</b>	10	1.77%	7	1.28%	6	1.19%
<b>Native Hawaiian or other Pacific Islander</b>	1	0.18%	1	0.18%		0.00%
<b>Black or African American</b>	83	14.72%	75	13.71%	68	13.44%
Hispanic or Latino	166	29.43%	168	30.71%	154	30.43%
White	240	42.55%	237	43.33%	212	41.90%
Two or more races	64	11.35%	58	10.60%	65	12.85%
<b>Exceptional Learners</b>						
<b>High Ability</b>	45	7.98%	42	7.68%	31	6.13%
<b>Special Education</b>	200	35.46%	175	31.99%	157	31.03%
<b>English Learners</b>	68	12.06%	71	12.98%	70	13.83%
<b>Qualify for Free or Reduced Priced Meals</b>	398	70.57%	348	63.62%	304	60.08%
<b>Homeless Students</b>	7	1.24%		0.00%	2	0.40%



Literacy / ELA Data	Data Source: ILEARN/ISTEP+ Results				
	SY19-20				
	Overall 3-8 %proficient	Grade 3 %proficient	Grade 4 %proficient	Grade 5 %proficient	Grade 6 %proficient
All students	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA	NA
General Education	NA	NA	NA	NA	NA
Exceptional Learners					
High Ability	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA
Non-English Language Learners	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Qualify for Free or Reduced Priced Meals	NA	NA	NA	NA	NA
Homeless Students	NA	NA	NA	NA	NA
Literacy / ELA Data	Data Source: ILEARN/ISTEP+ Results				
	SY20-21				
	Overall 3-8 %proficient	Grade 3 %proficient	Grade 4 %proficient	Grade 5 %proficient	Grade 6 %proficient
All students	21%	17%	20%	20%	27%

Male	14%	19%	11%	11%	14%
Female	29%	15%	26%	33%	40%
American Indian or Alaska Native					
Asian	40%		33%	100%	0%
Native Hawaiian or other Pacific Islander					
Black or African American	22%	0%	40%	20%	18%
Hispanic or Latino	26%	19%	6%	33%	41%
White	14%	21%	14%	5%	17%
Two or more races	27%	14%	38%	20%	100%
General Education	24%	18%	23%	25%	30%
Exceptional Learners					
High Ability	58%	63%	33%	70%	67%
Special Education	7%	11%	8%	6%	0%
Non-English Language Learners	24%	19%	22%	21%	31%
English Learners	8%	0%	13%	11%	0%
Qualify for Free or Reduced Priced Meals	19%	16%	14%	21%	27%
Homeless Students					
Literacy / ELA Data	Data Source: ILEARN Results				
	SY21-22				
	Overall 3-8 %proficient	Grade 3 %proficient	Grade 4 %proficient	Grade 5 %proficient	Grade 6 %proficient
All students	17%	9%	23%	23%	11%
Male	14%	4%	29%	13%	10%
Female	20%	13%	18%	31%	13%
American Indian or Alaska Native	0%	0%			
Asian	0%			0%	0%

<b>Native Hawaiian or other Pacific Islander</b>					
<b>Black or African American</b>	<b>26%</b>	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>25%</b>
<b>Hispanic or Latino</b>	<b>15%</b>	<b>15%</b>	<b>18%</b>	<b>16%</b>	<b>11%</b>
<b>White</b>	<b>16%</b>	<b>5%</b>	<b>35%</b>	<b>17%</b>	<b>5%</b>
<b>Two or more races</b>	<b>18%</b>	<b>13%</b>	<b>14%</b>	<b>22%</b>	<b>20%</b>
<b>General Education</b>	<b>21%</b>	<b>13%</b>	<b>26%</b>	<b>27%</b>	<b>14%</b>
<b>Exceptional Learners</b>					
<b>High Ability</b>	<b>48%</b>	<b>0%</b>	<b>86%</b>	<b>38%</b>	<b>38%</b>
<b>Special Education</b>	<b>4%</b>	<b>0%</b>	<b>10%</b>	<b>7%</b>	<b>0%</b>
<b>Non-English Language Learners</b>	<b>19%</b>	<b>5%</b>	<b>27%</b>	<b>25%</b>	<b>13%</b>
<b>English Learners</b>	<b>10%</b>	<b>25%</b>	<b>0%</b>	<b>13%</b>	<b>0%</b>
<b>Qualify for Free or Reduced Priced Meals</b>	<b>16%</b>	<b>9%</b>	<b>25%</b>	<b>19%</b>	<b>11%</b>
<b>Homeless Students</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>		<b>0%</b>

## Dyslexia Screening

	SY19-20			
	# Screened	% of Student Pop.	# At Risk	% of Screened
All students	177	94.15%		0.00%
Male	91	91.00%		0.00%
Female	86	97.73%		0.00%
American Indian or Alaska Native				#DIV/0!
Asian	1	100.00%		0.00%
Native Hawaiian or other Pacific Islander				#DIV/0!
Black or African American	21	100.00%		0.00%
Hispanic or Latino	41	91.11%		0.00%
White	88	94.62%		0.00%
Two or more races	26	92.86%		0.00%
General Education	135	93.75%		0.00%
<b>Exceptional Learners</b>				
High Ability	7	87.50%		0.00%
Special Education	42	95.45%		0.00%
Non-English Language Learners	152	95.00%		0.00%
English Language Learners	25	89.29%		0.00%
Qualify for Free or Reduced Priced Meals	142	94.67%		0.00%
<b>Homeless Students</b>	4	100.00%		0.00%
	SY20-21			
	# Screened	% of Student Pop.	# At Risk	% of Screened
All students	156	86.67%	52	33.33%
Male	85	86.73%	37	43.53%
Female	71	86.59%	15	21.13%
American Indian or Alaska Native				
Asian	1	100.00%	0	0.00%
Native Hawaiian or other Pacific Islander	2	100.00%	0	0.00%
Black or African American				
Hispanic or Latino	18	81.82%	8	44.44%
White	37	75.51%	13	35.14%

Two or more races	76	92.68%	25	32.89%
General Education	22	91.67%	6	27.27%
<b>Exceptional Learners</b>	128	85.91%	36	28.13%
High Ability				
Special Education	3	60.00%	0	0.00%
Non-English Language Learners	28	90.32%	16	57.14%
English Language Learners	135	91.22%	45	33.33%
Qualify for Free or Reduced Priced Meals	21	65.63%	7	33.33%
<b>Homeless Students</b>	108	88.52%	37	34.26%

## Appendix D Attendance

	SY19-20			
	# Chronic	% Chronic	# Approaching	% Approaching
<b>All students</b>	45	9.05%	96	19.32%
<b>Male</b>	25	9.54%	54	20.61%
<b>Female</b>	20	8.51%	42	17.87%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	0	0.00%	0	0.00%
<b>Native Hawaiian or other Pacific Islander</b>				
<b>Black or African American</b>	9	12.00%	15	20.00%
<b>Hispanic or Latino</b>	11	7.69%	21	14.69%
<b>White</b>	21	9.77%	49	22.79%
<b>Two or more races</b>	4	7.14%	11	19.64%

<b>General Education</b>	34	8.56%	70	17.63%
<b>Exceptional Learners</b>				
<b>High Ability</b>	0	0.00%	1	2.13%
<b>Special Education</b>	11	11.00%	26	26.00%
<b>Non-English Language Learners</b>	42	9.93%	82	19.39%
<b>English Learners</b>	3	4.05%	14	18.92%
<b>Qualify for Free or Reduced Priced Meals</b>	30	8.02%	74	19.79%
<b>Homeless Students</b>	1	11.11%	2	22.22%

SY20-21

	# Chronic	% Chronic	# Approaching	% Approaching
<b>All students</b>	224	48.07%	105	22.53%
<b>Male</b>	122	50.41%	53	21.90%
<b>Female</b>	102	45.54%	52	23.21%
<b>American Indian or Alaska Native</b>	1	100.00%		0.00%
<b>Asian</b>	5	62.50%	1	12.50%
<b>Native Hawaiian or other Pacific Islander</b>				
<b>Black or African American</b>	36	54.55%	13	19.70%
<b>Hispanic or Latino</b>	56	41.48%	35	25.93%
<b>White</b>	94	47.47%	47	23.74%
<b>Two or more races</b>	32	55.17%	9	15.52%
<b>General Education</b>	178	46.72%	88	23.10%
<b>Exceptional Learners</b>				
<b>High Ability</b>	12	28.57%	11	26.19%
<b>Special Education</b>	46	54.12%	17	20.00%
<b>Non-English Language Learners</b>	185	47.68%	91	23.45%
<b>English Learners</b>	39	50.00%	14	17.95%
<b>Qualify for Free or Reduced Priced Meals</b>	158	50.97%	72	23.23%
<b>Homeless Students</b>				

SY21-22

	# Chronic	% Chronic	# Approaching	% Approaching
<b>All students</b>	252	33.38%	190	25.17%
<b>Male</b>	145	33.49%	97	22.40%
<b>Female</b>	107	33.23%	93	28.88%
<b>American Indian or Alaska Native</b>	1	100.00%		
<b>Asian</b>	2	28.57%	2	28.57%
<b>Native Hawaiian or other Pacific Islander</b>				

<b>Black or African American</b>	36	37.11%	23	23.71%
<b>Hispanic or Latino</b>	80	35.71%	58	25.89%
<b>White</b>	98	29.61%	79	23.87%
<b>Two or more races</b>	35	36.84%	28	29.47%
<b>General Education</b>	163	30.75%	142	26.79%
<b>Exceptional Learners</b>				
<b>High Ability</b>				
<b>Special Education</b>	89	39.56%	48	21.33%
<b>Non-English Language Learners</b>	225	33.33%	166	24.59%
<b>English Learners</b>	27	33.75%	24	30.00%
<b>Qualify for Free or Reduced Priced Meals</b>	184	43.09%	122	28.57%
<b>Homeless Students</b>	1	50.00%	1	50.00%

## Appendix E [Language Data](#)

What percentage of English learners in the school are performing at each proficiency level?

The levels of “Bridging” and “Reaching” indicate attainment of English language proficiency.

	Level 1 = Entering	Level 2 = Beginning	Level 3 = Developing	Level 4 = Expanding	Level 5 = Bridging	Level 6 = Reaching
English Proficiency Level	11.9%	20.2%	23.8%	31.0%	11.9%	1.2%

% of students who achieved EL proficiency- State 7.3% Elkhart Community Schools 5.9% Woodland Elementary 15.2%

Language Proficiency- Students who met or exceeded their annual growth target- State 31.3% ECS 24.7% Woodland 40.9%

	SY19-20			
	# of Testers	% of Student Pop.	# Proficient	% Proficient
All students	69	12.23%	2	2.90%
Male	39	12.46%	0	0.00%
Female	30	11.95%	2	6.67%
American Indian or Alaska Native				
Asian	3	30.00%	0	0.00%



<b>Native Hawaiian or other Pacific Islander</b>				
<b>Black or African American</b>	1	1.20%	0	0.00%
<b>Hispanic or Latino</b>	65	39.16%	2	3.08%
<b>White</b>				
<b>Two or more races</b>				
<b>General Education</b>	57	15.66%	2	3.51%
<b>Exceptional Learners</b>				
<b>High Ability</b>	3	6.67%	0	0.00%
<b>Special Education</b>	12	6.00%	0	0.00%
<b>Qualify for Free or Reduced Priced Meals</b>	58	14.57%	2	3.45%
<b>Homeless Students</b>				
	<b>SY20-21</b>			
	<b># of Testers</b>	<b>% of Student Pop.</b>	<b># Proficient</b>	<b>% Proficient</b>
<b>All students</b>	69	12.61%	2	2.90%
<b>Male</b>	42	14.19%	2	4.76%
<b>Female</b>	27	10.76%	0	0.00%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	4	57.14%	0	0.00%
<b>Native Hawaiian or other Pacific Islander</b>				
<b>Black or African American</b>	1	1.33%	1	100.00%
<b>Hispanic or Latino</b>	64	38.10%	1	1.56%
<b>White</b>				
<b>Two or more races</b>				
<b>General Education</b>	59	15.86%	2	3.39%
<b>Exceptional Learners</b>				
<b>High Ability</b>	3	7.14%	1	33.33%
<b>Special Education</b>	10	5.71%	0	0.00%
<b>Qualify for Free or Reduced Priced Meals</b>	43	12.36%	1	2.33%
<b>Homeless Students</b>				
	<b>SY21-22</b>			
	<b># of Testers</b>	<b>% of Student Pop.</b>	<b># Proficient</b>	<b>% Proficient</b>
<b>All students</b>	73	14.43%	8	10.96%

<b>Male</b>	45	16.73%	5	11.11%
<b>Female</b>	28	11.81%	3	10.71%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	3	50.00%	1	33.33%
<b>Native Hawaiian or other Pacific Islander</b>				
<b>Black or African American</b>				
<b>Hispanic or Latino</b>	70	45.45%	7	10.00%
<b>White</b>				
<b>Two or more races</b>				
<b>General Education</b>	60	17.19%	8	13.33%
<b>Exceptional Learners</b>				
<b>High Ability</b>	1	3.23%	1	100.00%
<b>Special Education</b>	13	8.28%	0	0.00%
<b>Qualify for Free or Reduced Priced Meals</b>	38	12.50%	2	5.26%
<b>Homeless Students</b>				

## Appendix F- State and Federal Report Card Grade

<b>Accountability Grade</b>			
	SY19-20	SY20-21	SY21-22
Federal Accountability Grade	NA	NA	
State Accountability Grade	NA	NA	NA
<b>EL Program</b>			
<b>% of SIOP Completion</b>	SY19-20	SY20-21	SY21-22
Woodland	100%	94%	93%
<b>SPED/IEP Compliance</b>			
<b>Building Average</b>	SY19-20	SY20-21	SY21-22
Woodland	99.85%	100.00%	100.00%

