

Unified Comprehensive Needs Assessment and School Improvement Plan

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|------------------------------------|---------------------------|
| School Name | Maywood Elementary School |
| Local Education Agency Name | School City of Hammond |
| School Year | 2019-2020 |

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

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Note: Add or subtract rows as needed.

| Name | Stakeholder Group(s) | Role(s) |
|-----------------|-------------------------|--------------------------------|
| Dameca Harrison | Building Administration | Principal |
| Kim Dobis | Staff | Teacher |
| Katherine Stahl | Staff | Teacher |
| Megan Leland | Community | Parent |
| Paul Buck | Community | Local Business Owner/Volunteer |
| Lisa Vega | Staff | Teacher |
| Efthimia Repasi | Staff | Teacher |

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

| Committee's Domain of Study: | | |
|------------------------------|----------------------|-----------------|
| Name | Stakeholder Group(s) | Role(s) |
| Michael Calvillo | Teacher | Specials' Areas |
| | | |
| | | |

| Committee's Domain of Study: | | |
|------------------------------|----------------------|---------|
| Name | Stakeholder Group(s) | Role(s) |
| | | |
| | | |
| | | |

II. Develop a vision of excellence

Vision of Excellence

Note: Adjust the length of this table cell as needed.

Maywood Elementary School has had many ups and downs from various staffing changes each year throughout the years to currently undergoing the consolidation process with another Hammond elementary school. Through it all, we have never stopped having high expectations for our students and staff. Collectively, as a staff, we have come together to discuss how we want our school to operate and bring our school families together as one, while continuing to ensure that students are given every opportunity to succeed academically and emotionally.

Maywood Elementary School strives to ensure that all students have the academic and social emotional skills needed to succeed. Our purpose is to provide learning opportunities in a safe environment, where the lessons are rigorous and engaging. Maywood's staff will provide the foundation essential to students' future success in becoming college and career ready.

Maywood Elementary School aspires to teach students the skills to succeed academically, now and beyond. One of the Mathematical Process Standards is to persevere while problem solving. This skill goes beyond the classroom and into life. Using this concept, we aspire to cultivate productive citizens. No matter where each student is in their academic capacity, we aim to ensure that students reach one or more academic year's growth, receive grade level content, and are able to compete with their peers nationally. Through PBIS and Mind up activities, the expectation is that our students know it is alright to make mistakes and learn from them, use kind words, make good choices, persevere through tasks, and take pride in their achievements.

Teachers and staff at Maywood School are committed to providing engaging lessons, using evidence-based instruction, while teaching the curriculum and Indiana Academic Standards.

With the disaggregation of our school data, it will be used to modify and differentiate instruction to meet the needs of all of our learners. Teachers are held to a high standard as well, as the expectation is that they will teach and model for students the skills needed to facilitate their academic growth. Additionally, teachers will model the social and emotional expectations that are critical to students' future success. We will model for our students the skills that will help to facilitate social and emotional growth.

Partnerships with faculty, staff, parents and community organizations are critical to Maywood's continuous improvement. As a hub in the Hammond community, we understand the knowledge and expertise our community partners can provide. We are open to creating new partnerships while continuing with ongoing community partnerships.

By using data, formative, interim and summative, we aspire to maintain growth that will allow all students to meet or exceed grade level standards. Maywood's staff hopes to cultivate

each child so that they are respectful and are able to work with others. These are characteristics that are required for their success in school and beyond.

https://docs.google.com/document/d/1whnUs9KkFzKx_THQHeHMJ_itWu7oAcxKDgA9PQlmeus/edit

III. Create a school profile

School Profile

Note: Adjust the table as needed.

Maywood Elementary School is one of 12 elementary schools within School City of Hammond, housing Head Start through 5th grade. Maywood Elementary School is part of the School City of Hammond (SCH). Maywood Elementary School is located in Hammond Indiana, approximately 27 miles from Chicago, Illinois. Maywood is one of 22 schools within SCH. SCH consists of four high schools, two middle schools, two middle/high schools, twelve elementary schools, and the Area Career Center (ACC). The School Board serves as the governing body of the school district.

Maywood first opened in the 1920s. It had undergone renovations with an eventual relocation to the current address (1001 165th Street) in 1994. The uni-level building has 34 classrooms, a gymnasium, a cafeteria, a Title I parent room, library/media center,

Maywood has a total of 68 staff, including administration, office staff, teachers, instructional aides, custodians, food service and office personnel. Maywood has 40 certified staff members. The certified staff is 25% African-American, 17.5% Hispanic, and 50% White. Maywood provides special services through our staff. We offer learning disability and mild handicap programs to our students. We also provide services for English Learners (EL) and are a Title I school. We also have a Regional Mental Health Counselor, 7 paraprofessionals, and a part time nurse and EMT on staff.

The current enrollment is 691 students, including Head Start and 2 all day P.A.C.T Preschool classes. We also service Kindergarten through 5th grade. Approximately 85% of the students qualify for free/reduced lunch. The socioeconomic levels prior to 2014-15 can be found here <http://compass.doe.in.gov> (link to free/reduced lunch and ethnicity). The student population is 68% African-American, 28% Hispanic, 3% Multiracial, and 1% White.

The Maywood Elementary staff strives to create a clear direction and continuous improvement. To achieve this clear direction, there is an alignment of all actions that coincide with our vision and mission.

Parents and the community are a welcomed part of the Hammond school community. Our building is open for public use and houses many community events such as open use of the gym for tennis, basketball practices, and Girl Scouts. The parent and community involvement at Maywood is somewhat active, and could increase. Parents are also encouraged to attend school events and volunteer in various organized activities like monthly Chat-and-Chews, Open House, Music Concerts, Parent Side-by-Side events, Meet the Principal, Literacy/Math events, and other social events. We have acquired community partners. Lear Corporation has provided winter hats, scarves, and gloves to our students. First Baptist Church, Christian Life Center, and Mt. Zion Baptist Church have also provided clothing, school supplies, and winter wear to our students as well. At this time, we have seen a decrease in community and parental support. Despite our efforts to invite and welcome parents and the community into

our building, we have not been able to increase the numbers of people and amount of support.

We face many challenges, such as poverty and student mobility. We now have students from many surrounding areas attending Maywood School. With the many surrounding area students, we have seen more poverty than ever. Our free and reduced lunch population is at approximately 84%. Students are coming to school with minimal supplies, which the school then tries to supplement.

Over the years, the social- emotional and academic needs of our students have increased. We try to meet those needs, but we are struggling to do so. We do offer a school-wide free breakfast and lunch program to all students and Title I services. Students are also coming to Maywood with many more social issues than ever before. We have students who are no longer with their biological parents, foster kids, and students who have seen horrific things in their homes. With our great needs, we now have a Regional Mental Health Therapist on staff 3 days a week.

Secondly, our mobility rate poses a great challenge in providing and implementing rigorous curriculum to meet the needs of our students. During the 2011-12 school year, our inter and intra mobility rate was 8.6%, while during the 2013-14 school year, the inter and intra mobility rate was 7.9%. During the 2014-15 school year, our mobility rate was 12%. According to 2017-19 data, our mobility rate has increased to 28%. In addition, when our students are not here, we cannot build strong partnerships/relationships with our parents and students. As stated in the SCH Population and Enrollment Forecasts Presentation at a Board meeting, Maywood families are not purchasing homes and staying in the community, only 36%, which is the lowest in the District. Maywood also has the highest percentage of single person households, at 41.7%, which is the highest in the District. 2019-2020 is the first year, according to the demographic study where the population has increased. This is due to the recent consolidation.

Curriculum, Assessments, and Interventions

We have specific curriculum frameworks that are used within the School City of Hammond's elementary schools. We use Benchmark for our ELA curriculum. Within the daily 120 minute reading block, teachers use time to teach all students a mini lesson covering a reading comprehension strategy. After that, students are broken into groups according to their reading levels, and then participate in Guided Reading with the teacher and then assigned reading stations. As we use the Balanced Literacy approach, there are several other components to the Literacy/Reading block, such as shared writing, independent reading and conferring, etc. that are expected to be utilized as well.

Within the daily 90 minute math block, students are taught a math strategy. After that, students are broken into groups to complete math stations. The math stations are what Dr. Nikki Newton suggests for Guided Math, which the majority of our former staff attended these workshops. Guided Math has been implemented at Maywood. Students complete stations such as math facts, fluency, problem solving, etc. This was an area in which we were definitely lacking last school year. Students need more work with fact fluency, problem solving, etc.

At this time, we have adopted a new Math curriculum, Envision 2.0, which is new for the whole District, but we are still implementing guided math and math stations during our math block. Envision 2.0 is a comprehensive math curriculum for grades K-5. It offers the flexibility of print and digital instruction. This curriculum provides the focus and rigor needed to meet students needs and take them to the next level in math. The curriculum provides opportunities for project-based learning, visual learning strategies, and customization options for all teachers.

Teachers have many opportunities for professional development. A minimum of 3 professional development opportunities are provided each month. One of those opportunities is dedicated to technology. The other 2 are based upon the needs identified during collaboration. With feedback from teachers, we have revamped professional development to meet their needs.

As a result of the aforementioned challenges, we have implemented academic and social interventions, including school-wide Title I, Balanced Literacy, Guided Math, and Positive Behavior Intervention Supports (PBIS). During this time, teachers and paras specifically work on activities or use computer programs to meet the needs of students.

In addition, students who need more reading help may qualify for LLI services, which is a daily reading intervention for students. MobyMax is also used as reading intervention for students who struggle in reading. Exact Path is also a program that is used for math interventions for struggling math students.

We use several assessment instruments in addition to ILEARN. They are NWEA, which is administered 3 times a year. Data is disaggregated and used to determine grouping for students in reading and mathematics. Teachers also conduct reading running records on students at least once a year to determine student reading levels. In addition, there are Benchmark assessments that test student knowledge of the reading strategies that have been taught. The use of SRI was very beneficial to us, but due to the financial state of the District, we no longer have access to Scholastic, which includes SRI and Reading Counts.

The enrollment at Maywood has been on a decline for the past 3 years. But due to the consolidation, we have gone from 385 to 691 students for the 2019-2020 school year. There are 4 classes at Kindergarten, 5 classes at 1st grade, and 4 classes at grades 2 through 5. Additionally, there are 2 special education teachers, 1 LDP teacher, 2 certified reading interventionists, and 5 paraprofessionals and classroom aides who serve approximately 190 students in Special Education and LDP students.

Specialized instructional support personnel include the nurse, a speech and language therapist, speech and language therapist assistant, a Regional Mental Health therapist, a school psychologist, and a family involvement coordinator. All of the above mentioned personnel are full time employees of School City of Hammond, but are at Maywood part time, except the nurse. The school's Title I program funds 3 paraprofessionals, 2 certified interventionists, and the teachers and aides who work within the PACT program.

Parents of Maywood Elementary students work in various job positions. Many of the parents work in Chicago, Illinois, which is about 20 minutes from Hammond, Indiana.

Vision

"Maywood staff and students will fuel the passion for learning and be empowered to excel."

Mission Statement

"Maywood staff and students are committed to the journey of improving ourselves each and every day. Our ultimate goal is excellence."

Core Beliefs or Core Values

Safety
Responsibility
Motivated to learn
Respect
Striving for excellence
Continuous improvement
Data based decision making

Student Demographics

Schools are encouraged to consider using a different format to document student demographic data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available

https://docs.google.com/spreadsheets/d/1_2QSBd6UZ0VPf4UqENTcsadIJ1JpUTQZnnP0E96hARE/edit?usp=drive_web&oid=100951268483870793536.

Staff Demographics

Schools are encouraged to consider using a different format to document staff demographic data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available

https://docs.google.com/spreadsheets/d/1_2QSBd6UZ0VPf4UqENTcsadIJ1JpUTQZnnP0E96hARE/edit#gid=611173777. Please note that the staff demographics tab is the second tab in this spreadsheet. Please be sure to scroll over to locate this tab.

Student Behavior

Schools are encouraged to consider using a different format to document student behavior data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a

spreadsheet is available

https://docs.google.com/spreadsheets/d/1_2QSBd6UZ0VPf4UqENTcsadIJ1JpUTQZnnP0E96hARE/edit#gid=611173777

Student Academic Outcomes

Schools are encouraged to consider using a different format to document student academic outcome data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available

https://docs.google.com/spreadsheets/d/1_2QSBd6UZ0VPf4UqENTcsadIJ1JpUTQZnnP0E96hARE/edit#gid=1834833303

Summary of Current School Improvement Strategies

Current school improvement strategies are:

- Accumulation of qualitative data (surveys, focus groups) of families, educators, and students to gain a better understanding of the root causes of our needs.
- Examination of data to understand the needs of students and educators, and staff
- Monthly Cross Collaboration meetings include data review and professional development based on identified needs and PAIs.
- Focus Committees
- Set reading and math blocks
- PBIS Implementation with Incentives
- Classroom teachers set growth goals with students' in NWEA for each semester
- NWEA Goal goal setting and celebrations
- Focused Behavioral Interventions
- Implementation of the Principal's Group
- Second and third grade teachers trained in Repeat Reading
- LLI intervention grades K-5 (in Rtl cycles)
- Three PDs each month (one technology emphasizing student usage)
- 1-1 Chromebook grades K-5
- Tech tidbits (teachers teaching teachers)

Summary of Core Curricula

The curriculum for Maywood Elementary School is developed by the School City of Hammond, based on the Indiana Academic Standards. Curriculum for all subjects are reviewed and revised during the year of state textbook/resource adoption.

Summary of Formative and Summative Assessments

Maywood Elementary School uses a number of assessments to evaluate students' academic and behavioral progress. These assessments are used by school personnel to plan on level, remedial, and enriched instruction. The behavioral data collected is used by school personnel to assist in behavioral interventions, including attendance.

Assessments used:

Math

Interim and Formative
Envision 2.0 unit assessments
Exit slips
NWEA-Math

Reading

Interim and Formative
Reading Running Records
Guided reading anecdotal notes
Quizzes
Writing prompts
NWEA-Reading

Academic Enrichment-High Ability Assessments

CoGaT (grades K, 1, and 5)

Behavioral

Classroom observations
Regional Therapy

When necessary, data from these are used to assist teachers and administration and may be used as part of the functional behavior assessment process.

Summary of Academic Intervention and Enrichment Programs

All students at Maywood can learn. To meet the needs of these diverse learners. We do this through a multi-tiered system of support (MTSS—formerly RtI).

Tier 1

Classroom teachers using differentiation to meet the needs of all students

When the need for deeper understanding arises, classroom teachers collaborate with each other and any specialized instructional support personnel (LLI paras). The need for remedial or advanced instruction is then determined by continued progress monitoring of student performance data. Tier 2 and 3 supports are provided for students as deemed necessary.

Tier 2 and/or 3

Junior Great Books
Exact Path
LLI
MobyMax
Repeat reading

LDP services
Special education services

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

In addition to the intervention and enrichment programs noted, Maywood Elementary School provides a range of schoolwide programs to foster growth of all students.

SUCCESS time

- All students are involved in focused remediation and enrichment interventions at a certain time of the day, each day

Before and after school programs

- Reading and Math remediation and enrichment
- Instruction provided by a teacher
- Use of Exact Path

Other programs

- Intramural sports
- Basketball
- Volleyball
- Science Olympiad

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

Hiring and retaining a high quality staff is a priority for the School City of Hammond. The corporation supports Maywood's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below.

Recruitment: The corporation participates in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's and School City of Hammond's websites and with universities across the state.

Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. In addition to an interview with the principal and hiring team, candidates are required to complete tasks that highlight their skills in decision-making and knowledge of mathematics and/or reading by teaching an actual lesson and providing the lesson plan for said lesson. Upon successful completion of the tasks and interview, a comprehensive background check is conducted for the highest rated candidates. The principal recommends the chosen individual to the Board for approval.

Induction: School City of Hammond provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to Maywood

(internet access, attendance, etc.). New teachers at Maywood are paired with another teacher who provides ongoing coaching and support. New teachers also have set meetings with the principal to provide guidance and support, as well.

Retention: Celebrating success is of great importance at Maywood and is the key to retaining Maywood's staff. Transparency is of utmost importance as well, as this helps to maintain and cultivate a positive school culture. Celebrations include staff outings, the shout-out board (anyone can give kudos to anyone on the staff—the principal always starts this process), recognition of staff for PD, highlighting individual and staff or group accomplishments during staff meetings, "K"udos for "K"olleages and Positive Proposals boxes are visible for everyone. The Positive Proposals are taken to the Leadership Team to decide how to implement or correct issues. This year, we added the Shout Out board where all staff members can be recognized by anyone.

Summary of Teacher and Staff Professional Learning Opportunities

For the past 3 years, the staff at Maywood has changed and/or increased. Each year, there were several new teachers, so professional development opportunities were differentiated based on the needs of our teachers. Therefore, differentiated PDs were provided based on the knowledge base of Maywood's teachers. In addition, with changes in technology, many technology PDs were provided for the entire staff. This included but was not limited to Chromebook usage, Castify, STI (student management system). We are also looking to go 1:1 with Chromebooks! Also, the need for Social Emotional Learning(SEL) for our students has warranted SEL PDs for our staff members. PDs on SEL will take place monthly. Friday Focus on SEL will be sent to teachers each Friday. These items include SEL activities, ways to help students and parents, lesson plans, etc.

Summary of Teacher and Staff Coaching and Evaluation Model

Maywood prides itself on hiring and retaining a highly qualified staff.

There are a few points of data used by teachers when determining priorities for improvement. Those areas are SLOs and formal evaluations. Teachers create Student Learning Objectives (SLOs) each year based on student data in the areas of reading or mathematics. The SLO is due to be created at the beginning of the school year, after the first round of NWEA. Teachers disaggregate their NWEA and classroom data and use it to determine the area of concern and the students who will be targeted. SLOs can be written to address the needs of a targeted group of students or the whole class. The SLOs are discussed with the principal of the school.

In addition, Maywood uses the adopted NIET rubric. The process for conducting a formal evaluation is as follows:

The lesson plan for the lesson to be evaluated is submitted to the evaluator. The evaluator sets up a time to meet with the teacher to conduct a preconference. During this meeting the teacher and evaluator discuss the lesson, asking questions for clarification of any concepts that need to be expounded upon. Coaching occurs during the post conference as well. The teacher discusses an Instructional domain indicator that they would like the evaluator to look at closely. During the evaluation, the evaluator takes detailed notes and scripts the lesson. The evaluator and the teacher take time to score the lesson based on the indicators listed in the NIET rubric. Those scores are submitted to the evaluator. A post conference date and time is established so that both parties can discuss the lesson. At the end of the discussion, an area of refinement and area of reinforcement are chosen. The teacher will continue to work on the area of refinement. Coaching on the area of refinement is set up with the evaluator. The formal evaluations are conducted two (2) times a year. The first evaluation is announced. The second evaluation is slightly different, as it is not announced and there is no preconference.

Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the School Leadership Team—CAI, in conjunction with the Family Involvement Team-FIT is to coordinate family engagement and outreach. The family involvement coordinator is the key point of contact for studying, planning, and implementing family engagement services and events. Working closely with the team, the coordinator has ongoing two-way communication and pays close attention to continuous alignment to the schools' vision are the cornerstones of the family engagement framework. At present, communication occurs via:

The school website which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus), school contact information

Facebook which includes timely information and updates about what is happening at Maywood

Class DoJo reminders of important events, such as parent-teacher conferences, Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior; Parent-Teacher Conferences, which are held during the 1st and 3rd quarter, as necessary to discuss student academic concerns, state testing results, retention

Progress reports, which are distributed every nine weeks

Current family activities include:

Annual Grade Level Parent meetings, held in the fall, for the Title I and High Ability programs;

Family Involvement Monthly Events

Mathematics and Literacy Nights where families work with staff to learn about rigorous mathematics and literacy standards (including process standards) through engaging activities

List of Community Partnerships

Agency and Faith-based Institution Supports: Local private and governmental agencies and faith-based institutions provide a range of supports including food, financial assistance, and counseling for families. Individuals from faith-based institutions and counseling agencies are available to provide support in crisis situations (e.g. death of student or staff); and

H.O.M.E which is a program that comes to Maywood once a month to work with mom's (ie. Places to get clothing, caring for newborns, etc.)

HEF Foundation: The local community foundation sponsors competitive grants for innovative programs developed by teachers.

Individuals and other schools: Former teachers and in-district clubs come to read with students and donate supplies

IV. Identify focus areas

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

Note: Adjust the table as needed.

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

<https://tellindiana.org/results/report/644/177220>

<https://docs.google.com/document/d/190DloUZyXHTRR2AxZ0Qd39WNvPOV0XTbfBbZiAAIMho/edit>

https://docs.google.com/forms/d/e/1FAIpQLSdfqALkxjpWar-UohiWX6il7yX0K_BpOPzfuzrYD24c4KYJQ/viewform?usp=sf_link

Description of Focus Area 1

English Language Arts and Reading

Multiple assessments reveal a lack in student achievement and growth in English Language Arts. ISTEP+ Proficiency scores have shown inconsistencies over a three year period and a significant drop in growth scores occurred from SY 2015-16 to SY 2016-17. The subgroups of specific concern are free and reduced meal students and Black males. Free and reduced meal student's ELA scores are low compared to other subgroups as well as state averages. Although their scores have not been steady over the last few years, there has been an increase over the last year. The proficiency and pass rates in ELA need to increase.

In the Spring of the 2018-2019 school year, our students participated in the ILEARN test. Our scores for ELA and Math for grades 3, 4, and 5 drastically decreased. This is attributed to the fact that this was the first year for the new test. In addition, the amount of time needed to complete the test was exceptionally longer than that of ISTEP+, just the year before.

Although more data is needed to confirm the following, the CNA team feels that the following have contributed to the unsteady ISTEP+/ILEARN Proficiency scores. Lack of using the complete Balanced Literacy model contributes to inconsistent scores. This was viewed by the CNA team as a contribution to low ELA scores. In addition, the use of the current reading curriculum, based on a teacher survey, is not effective for increasing our reading scores. The need for curriculum guides for ELA are needed.

In addition, each year there are staffing issues. The need for each room to have a certified teacher is critical.

Description of Focus Area 2

Mathematics

Multiple assessments reveal a lack in student achievement and growth in Mathematics. ISTEP+ Proficiency scores have shown inconsistency over a three year period and a significant drop in growth scores occurred from SY 2015-16 to SY 2016-17. We had a major increase in ISTEP+ scores for the 2017-2018 school year in Grade 5.

In the Spring of the 2018-2019 school year, our students participated in the ILEARN test. Our scores for ELA and Math for grades 3, 4, and 5 drastically decreased. This is attributed to the fact that this was the first year for the new test. In addition, the amount of time needed to complete the test was exceptionally longer than that of ISTEP+, just the year before.

Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low Mathematics scores. It is believed that a lack of students using critical thinking skills and implementing the Mathematical Process Standards could also be contributing factors. However, the CNA team felt more data was needed to confirm these conclusions. The proficiency and pass rate in Mathematics needs to increase.

In addition, each year there are staffing issues. The need for each room to have a certified teacher is critical.

Description of Focus Area 3

Social and Emotional Learning and Cultural Responsiveness

<https://drive.google.com/file/d/1tm-YENIHdNDie-zPMnAifMJu9yYL5z1P/view>

Students who attend Maywood have a plethora of social and emotional issues. Because of this, students need to know how to deal with their emotions and others when in different settings. While our discipline issues have been decreasing over the last 2 years, we still find that many instances have occurred because students do not know how to express themselves verbally. In addition, due to the consolidation of schools, we will also need the building strong relationships with students, staff, and teachers, as so many stakeholders are new to Maywood School.

Students with strong social-emotional skills are able to better cope with challenges, and benefit academically and socially. SEL provides a foundation for positive, long-term effects on our students. PDs on the subject will be very beneficial to our teachers and students. At this time, we have implemented SEL activities within our classrooms. Teachers are allowing more brain breaks, and talking to students extensively about being kind and using their words.

V. Collect additional data on focus areas

Additional Data Sources Collected

Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

During the 2018-19 and 2019-20 school years, a teacher survey was completed by the teaching staff.

Various meetings with the Leadership Team—CAI to identify strengths and areas of improvement in ELA.

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

Key Takeaways

- Benchmark Universe is not working for all students.
- More reading materials needed such as novels.
- Teachers are not teaching reading as a whole, the concepts are taught in isolation.

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

Various meetings with the Leadership Team—CAI to identify strengths and areas of improvement in Math.

During the 2018-19 school year, a teacher survey was completed by staff.

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

Key Takeaways

- Everyday Math has gaps in the curriculum.
- Teach and reteach needs to be explored.
- Implementing the Mathematical Process Standards needs improvement. Teachers struggled to identify the Mathematical Process Standards.

https://docs.google.com/forms/d/1_qA0CxS6ncAyFBK79kgpxb8XRvxjMUuui2wM11htmGA/e/dit#responses

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

The need for SEL and Cultural Responsiveness PDs were established based on areas of improvement identified by teachers. Classrooms were observed by the principal and assistant principal. Items explored were environment, classroom culture, and behavior management.

In addition, we looked at discipline reports from the beginning of last year and compared the results with the amount of discipline we have entered into Power School at the beginning of this school year. Observation of student actions was taken into consideration. Students struggle with cooperative learning and expressing their thoughts when in conflict-type situations.

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

https://docs.google.com/forms/d/e/1FAIpQLSdfqALkxjpWar-EUohIWX6il7yX0K_BpOPzfuzrYD24c4KYJQ/viewform?usp=sf_link

Summary of Stakeholder Feedback Data

| Stakeholder group | Method(s) used to collect feedback | Number of stakeholders Who provided feedback | Links to data reports and/or summaries of key takeaways |
|--------------------------------|-------------------------------------|--|--|
| <i>Example: Family members</i> | <i>Example: Survey, focus group</i> | <i>Example: 54 via survey, 8 via focus group</i> | <i>Example: Embedded link to a report provided by the family survey vendor</i> |
| Parents | Survey | 40 | https://docs.google.com/spreadsheets/d/19bRih_altUuFT26Ad5lYlvp6vW69oyXf-JijwmXfxJg/edit?ts=5b903650#gid=1547010224 |
| Staff | Survey, focus group | 24 | https://docs.google.com/spreadsheets/d/19aWIDxZEKspP-Uh_j1YkWI0JGimogOoeMvzRwEEOGYo/edit#gid=1696272227 https://docs.google.com/forms/d/e/1FAIpQLSdfqALkxjpWar-EUohIWX6il7yX0K_BpOPzfuzrYD24c4KYJQ/viewform?usp=sf_li |

| | | | |
|----------|--------|-----|---|
| | | 14 | nk https://docs.google.com/forms/d/1_qA0CxS6ncAyFBK79kgpxb8XRVxjMUuui2wM11htmGA/edit?ts=5b9a81cd#responses |
| Students | Survey | 146 | https://docs.google.com/forms/d/1tqiG2qITXvGT2Ei67wKtkG4AMMvXsmeO0XAnJXVFWYM/edit?ts=5b8fd4fe#responses |
| Teachers | Survey | 25 | file:///C:/Users/dsharrison/Downloads/2019%20School%20Climate%20Survey%20-%20School%20Staff.pdf |
| | | | |
| | | | |
| | | | |

VI. Analyze data to determine key findings and root causes

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

| Data Analysis, Key Findings, and Root Causes | | |
|--|---|--|
| <i>Note: Adjust the table as needed.</i> | | |
| Focus Area 1 | | |
| <p>Conclusions from data quality check for Focus Area 1:</p> <p>The CNA team feels the data collected and utilized....ISTEP+, IREAD, and classroom observations to inform focus area 1 (ELA) is adequate. We must increase our pass rate.</p> <p>Desired additional data sources to take into account for next year</p> <ul style="list-style-type: none"> • Classroom assessment results (Reading Running Records, Repeated Reading, and unit tests) | | |
| <p>Students are not progressing in ELA as they should. The results from ISTEP+/ILEARN are not consistent from year to year. The subgroups of specific concern are free and reduced lunch students. Free and reduced lunch students ELA scores are low. We must increase our pass rate from...</p> <p>3rd grade 37% to 40% 4th grade 26% to 30% 5th grade 16% to 20%</p> <p>Data reveals the lack of use of the ELA unit tests and inconsistent anecdotal information from guided reading are also believed to be contributing factors.</p> | | |
| Description of key findings for Focus Area 1 (strength or area for growth) | Summary of supporting data for key findings from Focus Area 1 | Root causes for key findings from Focus Area 1 |
| Teachers are teaching reading strategies in isolation. | Growth scores are inconsistent Checks for understanding are not occurring regularly. | Not addressing levels of Depths of Knowledge (DOK) in instruction |
| Teachers are sparingly using anecdotal notes and interim assessment data to guide instruction. | Interim data is not used to guide instruction State test scores (ISTEP+, | Developing a procedure for the analysis of formative assessments is needed |

| | | |
|---|--------------------------------------|--|
| | ILEARN, and IREAD) are inconsistent. | |
| 60% of teachers agreed with the statement, "Teachers have sufficient instructional time to meet the needs of all students." | | |

Focus Area 2

Conclusions from data quality check for Focus Area 2:

The CNA team feels the data collected and utilized....ISTEP+, ILEARN, IREAD, and classroom observations to inform focus area 1 (Math) is adequate. We must increase our pass rate.

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

Students are not progressing in Math as they should. The results from ISTEP+ are not consistent from year to year. The subgroups of specific concern are free and reduced lunch students. Free and reduced lunch students Math growth and proficiency scores are low. We must increase our pass rate from...

3rd grade 20% to 24%
 4th grade 18% to 22%
 5th grade 18% to 22%

Data reveals a lack of analysis of the Math unit tests and inconsistent implementation of the Mathematical Process Standards are also believed to be contributing factors.

Data shows that we have not dedicated enough time each day for problem solving instruction that was geared toward the needs of our students. Our ISTEP results on these standards have shown us that we are not going to a deep enough level – enabling our students to successfully tackle the multistep questions on ISTEP. There has not been enough rigor in the instruction provided to students.

| Description of key findings for Focus Area 2 (strength or area for growth) | Summary of supporting data for key findings from Focus Area 2 | Root causes for key findings from Focus Area 2 |
|--|---|--|
|--|---|--|

| | | |
|--|---|--|
| Teachers are sparingly using anecdotal notes and interim | Teachers may not understand the concept of rigor. | Teachers need PD on how to unpack the Mathematical |
|--|---|--|

| | | |
|---|--|-------------------|
| data to guide instruction. | | Process Standards |
| Objectives are not being communicated before, during or after (debrief) the lesson begins | | |
| | | |

Focus Area 3

Conclusions from data quality check for Focus Area 3:

Based on behavioral data, the CNA team feels that we need more information about our students. Classroom observations have informed us that students are responding well to teachers implementing SEL activities and mindfulness, but it is not enough

Desired additional data sources to take into consideration for next year:

- Type of trauma of students and families--may be able to get some of that information from Regional
- Working closer with Regional to meet our students' needs
- Implementation of a SEL program and activities

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

The vision of Maywood refers to being empowered to excel. Students lack the skills to work with others and the language to use when upset. Teachers are learning how to implement SEL into their classrooms, by using IDOE resources. There is a Friday Focus, built around SEL, that is sent to teachers each Friday. SEL resources have been shared with teachers. PDs on SEL will be implemented throughout the school year. Because of the recent survey given to teachers and staff, nearly 100% of teachers feel that they are spending too much time on behavior. This is up from 60% during the previous year. A root cause, at this time, is that due to the consolidation, we are now trying to merge two communities.

We will change our approach, as this is our first year implementing SEL activities with our students and teachers. The principal will work closely with teachers to make sure these activities are implemented by doing the following...

- More SEL announcements
- More SEL activities sent to teachers (Friday Focus)
- More SEL groups with the principal (discussing behaviors and how to cope with issues)

| Description of key findings for Focus Area 3 (strength or area for growth) | Summary of supporting data for key findings from Focus Area 3 | Root causes for key findings from Focus Area 3 |
|--|---|--|
| Discipline problems have decreased but the amount of SEL issues have been the root cause | We have not had an SEL plan or goal | Teachers are having trouble keeping up with discipline issues |
| | | Discipline issues occur from some of the most minute reasons and then escalate quickly |
| | | We need an SEL curriculum, as students do not know how to communicate effectively |

School Improvement Plan Template

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

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

| Name | Stakeholder Group(s) | Role(s) |
|-----------------|-------------------------|----------------|
| Dameca Harrison | Building Administration | Principal |
| Katherine Stahl | Staff | Teacher |
| Laura Ebner | Staff | Office Manager |
| Megan Leland | Community | Parent |
| Kim Dobis | Staff | Teacher |
| Efthimia Repasi | Staff | Teacher |
| Paul Buck | Community | Volunteer |

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

| Committee's Focus: | | |
|--------------------|----------------------|---------|
| Name | Stakeholder Group(s) | Role(s) |
| | | |
| | | |
| | | |

| Committee's Focus: | | |
|--------------------|----------------------|---------|
| Name | Stakeholder Group(s) | Role(s) |
| | | |
| | | |
| | | |

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

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

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

| Review of Focus Area 1 | |
|---|---|
| <p>Description of Focus Area 1:</p> <p><i>(Click here to return to the description of Focus Area 1 from the CNA)</i></p> <p>Students are not progressing in ELA as they should. The results from ISTEP+ are not consistent from year to year. The subgroups of specific concern are free and reduced lunch students. Free and reduced lunch students ELA scores are low.</p> <p>Data reveals a lack in the use of high yield instructional strategies and checks for understanding to adjust instruction. In addition, the lack of use of the ELA unit tests and inconsistent anecdotal information from guided reading are also believed to be contributing factors. Several components were stopped prior to new administration (ie. Quarterly Reading Running Records, Quarterly writing prompts).</p> | |
| <p>Modified Description of Focus Area 1:</p> | |
| Description of key findings for Focus Area 1 (strength or area for growth) | |
| Root causes for key findings from Focus Area 1 | |
| <p><i>(Click here to return to the description of key findings for Focus Area 1 from the CNA)</i></p> <p>Teachers are teaching reading strategies in isolation. Growth scores are inconsistent</p> <p>Teachers are sparingly using anecdotal notes and interim data to guide instruction.</p> | <p><i>(Click here to return to the root causes for Focus Area 1’s key findings from the CNA)</i></p> <p>Checks for understanding are not occurring regularly. Interim data is not used to guide instruction State test scores (ISTEP+ and IREAD) are declining.</p> <p>Lack of DOK Lack of reading interventions for all of the students who need reading interventions</p> |

| | |
|---|---|
| 60% of teachers agreed with the statement, "Teachers have sufficient instructional time to meet the needs of all students." | |
| Modified description of key findings for Focus Area 1 based on the SIP development team's discussion | Modified root causes for key findings based on the SIP development team's discussion |
| | https://docs.google.com/document/d/14gzolFpjQzB-zAzW7ZL-7Xc9Bu64upAiKNI8l-YfGXY/edit |

| Review of Focus Area 2 | |
|---|--|
| <p>Description of Focus Area 2:</p> <p><i>(Click here to return to the description of Focus Area 2 from the CNA)</i></p> <p>Students are not progressing in Math as they should. The results from ISTEP+ are not consistent from year to year. The subgroups of specific concern are free and reduced lunch students. Free and reduced lunch students Math growth and proficiency scores are low.</p> <p>Data reveals a lack in the use of high yield instructional strategies and checks for understanding to adjust instruction. In addition, the lack of analysis of the Math unit tests and inconsistent implementation of the Mathematical Process Standards are also believed to be contributing factors.</p> | |
| Modified Description of Focus Area 2: | |

| Description of key findings for Focus Area 2 (strength or area for growth) | Root causes for key findings from Focus Area 2 |
|--|--|
| <p><i>(Click here to return to the description of key findings for Focus Area 2 from the CNA)</i></p> <p>Teachers are sparingly using anecdotal notes and interim data to guide instruction.</p> <p>Activities are not rigorous enough</p> | <p><i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i></p> <p>Mathematical Process Standards are not being taught in depth</p> <p>Lack of knowledge of DOK and how to implement this into daily lessons</p> <p>Lack of math interventions, as a District</p> |
| <p>Modified description of key findings for Focus Area 2 based on the SIP development team's discussion</p> | <p>Modified root causes for key findings based on the SIP development team's discussion</p> |
| | <p>https://docs.google.com/document/d/14qzolFpiQzB-zAzw7ZL-7Xc9Bu64upAiKNI8I-YfGXY/edit</p> |

| Review of Focus Area 3 |
|--|
| <p>Description of Focus Area 3:</p> <p><i>(Click here to return to the description of Focus Area 3 from the CNA)</i></p> <p>The vision of Maywood refers to being empowered to excel. Students' and teachers' lack of digital literacy are concerning when developing those who are empowered to excel. The data that does exist is not sufficient and reveals a gap between the vision and reality. The CNA team also noted that an emphasis on improving technology PDs is likely to drive improvements in student engagement and instruction.</p> |

| | |
|---|---|
| Modified Description of Focus Area 3: | |
| Description of key findings for Focus Area 3 (strength or area for growth) | |
| Root causes for key findings from Focus Area 3 | |
| <p><i>(Click here to return to the description of key findings for Focus Area 3 from the CNA)</i></p> <p>Discipline problems have decreased but the amount of SEL issues have plagued Maywood</p> | <p><i>(Click here to return to the root causes for Focus Area 3's key findings from the CNA)</i></p> <p>Lack of an SEL Plan</p> <p>Discipline issues occur for minute reasons and then escalate quickly</p> <p>Students are coming to school after having enduring trauma (loss of parents, lack of financial stability, lack of a solid family infrastructure)</p> <p>Merging 2 communities due to the consolidation--not knowing much about our new students (academically or behaviorally)</p> |
| Modified description of key findings for Focus Area 3 based on the SIP development team's discussion | Modified root causes for key findings based on the SIP development team's discussion |
| | https://docs.google.com/document/d/14gzolFpjQzB-zAzW7ZL-7Xc9Bu64upAiKNI8l-YfGXY/edit |

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

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

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

Maywood Elementary School has developed a crisis plan. Professional development sessions will be held for all staff to advise them of the plan. Each staff member will have a red folder with all of the emergency plans in it. These folders will be kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the Maywood's main office.

Our building has a voluntary Crisis Team. The Crisis Team is trained in through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from Maywood Elementary School. Maywood Elementary School has been equipped with an Automated External Defibrillator (AED). This life-saving device is located in the Nurse's station. All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed.

Every adult in our building is required to have an ID on them at all times during the school day. There is an emergency plan at Maywood. Fire, tornado, lockdown and active shooter drill information is in the main office and has been shared with all staff. Maywood Elementary school conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); tornado drills (two a year; one per semester); lockdown drills/active shooter drills (two a year; one per semester).

Maywood School is proactive in safety matters. Students are well-prepared in safety management.

Maywood Elementary School continuously informs parents and visitors of our sign-in procedure. Upon entering the building, everyone has to check in at the main office.

Our safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. We will continue to encourage school personnel to be more visible inside the building before, during, and after school.

Maywood Elementary School has also developed a PBIS plan. This plan ensures our school has established common expectations on how students should be respectful, be responsible, be safe, and be motivated to learn in various areas of the school (hallway, restrooms, classrooms, cafeteria, outside). These expectations were shared with the students within first weeks of school, mainly the first 30 days. The expectations will be reviewed and modified as needed.

Gap Analysis: Safe Learning Environment

| How will the school's plan for fostering a safe learning environment also help the school address its focus areas? | In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas? |
|--|---|
| For Focus Area 1: A safe learning environment helps to foster a positive culture and climate. In addition, teachers, staff, and students feel safe and can focus on instruction and learning. | For Focus Area 1: Drills may decrease academic instructional time |
| For Focus Area 2: | For Focus Area 2: |
| For Focus Area 3: | For Focus Area 3: |

Description of Core Component: Curriculum

- Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Curriculum Guides

We currently have the Scope and Sequence for ELA and Mathematics.

Language Arts

School City of Hammond adopted the Balanced Literacy Model and Benchmark Universe. Best practice strategies are woven into the literacy practices. Components of the seven reading strategies and Traits writing are used in the development of classroom instruction.

Title I funded programming in the Kindergarten through 5th grade is provided. Title I reading intervention for students who struggle with literacy learning in Kindergarten is provided via small groups using DISTAR. Title I reading intervention for students who struggle with literacy learning in grades first through fifth is provided via small groups using LLI. Intervention and enrichment are also provided for all students during SUCCESS time. Literacy intervention is multi-tiered and continues to evolve in an attempt to keep pace with the changing literacy needs of our students.

Maywood refers to the time as SUCCESS time. SUCCESS is a 25-30 minute intervention, maintenance, and enrichment time based on student assessment data. The standards chosen are the standards that are weak for the building or grade level based on NWEA results, classroom observation and classroom tests.

All students in kindergarten through 5th grade will participate in a least a 120 minute reading block. Guided reading groups will provide reading in a small group setting at the student's reading level. Instruction will be based on an individual student's fluent reading level.

Mathematics

Envision 2.0 is the adopted math curriculum for kindergarten through fifth grade. Exact Path will be utilized as a support resource in K-fifth grade. Teachers supplement instruction of specific math standards with various resources and manipulatives.

Maywood will continually assess supplemental resources and appropriate software to meet the needs of our students. Intervention and enrichment lessons will also be utilized to achieve growth at all academic levels. In addition, a morning intervention and enrichment program will be utilized to increase student achievement.

Social Studies

Social studies is integrated with the ELA program to address state standards and local benchmarks in grades K-5.

Science

Science is integrated with the ELA program to address state standards and local benchmarks in grades K-5.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?

In what ways do the school's curricular resources *not* help the school address its focus areas?

| | |
|--|---|
| For Focus Area 1: Curricular resources provide a foundation for supports and interventions. | For Focus Area 1: A process for gathering and using data to inform instruction has not been implemented with fidelity. |
| For Focus Area 2: Curriculum guides | For Focus Area 2: There are no curriculum guides, but there are Scope and Sequence for ELA and Math |
| For Focus Area 3: We do not have curricular resources for SEL | For Focus Area 3: We do not have curricular resources for SEL |

Description of Core Component: Assessment

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

District Wide Assessments:

ILEARN assessments measure the academic performance of students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ILEARN student results are used as primary performance indicators for continuous school improvement.

IREAD 3 assessments measure the academic performance of third grade students in Language Arts.

NWEA is an adaptive K – 12 interim assessment that measures growth, projects proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they are currently ready to learn.

Formative Assessments:

NWEA is an adaptive K – 12 interim assessment that measures growth, projects proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they are currently ready to learn.

Exact Path is a computer program for students in grades K-12 that can be used to help students to master state specific standards and grade level standards in math, reading, science, etc.

Gap Analysis: Assessment

| | |
|--|--|
| How will the school’s assessment plan also help the school address its focus areas? | In what ways does the school’s assessment plan <i>not</i> help the school address its focus areas? |
| For Focus Area 1: Summative and interim assessments provide yearly and quarterly data that can be used to inform instruction. | For Focus Area 1: Assessments are limited. |
| For Focus Area 2: | For Focus Area 2: Traditional forms of assessment contributes to a lack of student engagement and teacher creativity. |
| For Focus Area 3: | For Focus Area 3: Analysis of data is limited |

Description of Core Component: Instruction

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

| |
|---|
| <p>6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?</p> |
| <ul style="list-style-type: none"> ● Teachers ensure that SLOs are SMART and aligned to standards-based curriculum. ● Teachers use instructional strategies that are engaging and meet student needs. ● Teachers will use data to differentiate lessons to students with diverse learning styles. ● Teachers demonstrate content knowledge ● Teachers have high expectations for students academically and behaviorally. ● Teachers use multiple measures of data (formative, summative, diagnostic) to increase student achievement. |

Gap Analysis: Instruction

| | |
|---|---|
| How will the school's plan for instruction also help the school address its focus areas? | In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas? |
| <p>For Focus Area 1:</p> <p>As we use the Benchmark Universe curriculum with fidelity (unit tests), we will be able to address our reading concerns</p> | <p>For Focus Area 1:</p> <p>Mathematical Process Standards are not implemented or measured with fidelity</p> |
| <p>For Focus Area 2:</p> <p>Mathematics</p> | <p>For Focus Area 2:</p> <p>Teachers not having enough knowledge with Depths of Knowledge (DOK) Implementation of State standards and Mathematical Process Standards, along with frequent checks for understanding can be used to increase student achievement.</p> |
| <p>For Focus Area 3:</p> <p>Social Emotional Learning</p> | <p>For Focus Area 3:</p> <p>We do not have curricular resources for SEL</p> |

Description of Core Component: Cultural Competency

| |
|--|
| <p>1. Provide an overview of the school's cultural competency strategies, including, but not limited to:</p> |
|--|

- A description of the school’s methods for improving the cultural competency of the school’s teachers, administrators, staff, parents, and students;
- A description of how teachers and staff will learn about students’ cultures;
- A description of how teachers and staff will utilize resources in the students’ communities;
- A description of the school’s methods for increasing educational opportunities and educational performance for each student subgroup; and
- A description of the areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment.

Targeted groups are:
 Free and reduced lunch students
 African-American students
 Bubble students

Strategies for meeting the needs of our identified groups are:

- MTSS/RtI—Tiered approach to instruction
- Staff will disaggregate data and use this information to adjust instruction
- Purposeful interventions (academic and behavioral)

Gap Analysis: Cultural Competency

| How will the school’s cultural competency plan also help the school address its focus areas? | In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas? |
|---|--|
| For Focus Area 1: Having a cultural competency plan will help to meet the needs of all learners. | For Focus Area 1: Teachers could feel this is going to add to their workload. |
| For Focus Area 2: | For Focus Area 2: Teachers could feel this is going to take away emphasis on standards-based instruction. |
| For Focus Area 3: | For Focus Area 3: There is no cultural competency plan. |

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?

2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Currently, parents and community members are invited to the school to participate in the Title I annual meeting, open house activities, and parent-teacher conferences, which are held each fall. One literacy and/or math night is held each semester. In the spring, a Kindergarten orientation is held. In the summer, the parents of incoming kindergarten students are invited to an informational meeting to introduce them to the building and to provide the parents with information as well as activities to complete over the summer to help prepare the students for the coming school year.

Throughout the school year, parents are encouraged to attend various events. Examples are the art fair, music programs, and the Black History Program.

Information is sent to parents to encourage the use of STI family access and ClassDoJo to keep involved in their students' schoolwork. The principal also sends an invitation to all parents (3-5) to come in and review/ask questions pertaining to IREAD, ILEARN+ testing.

Parents of special education students are encouraged to attend annual case conferences.

Parents are also encouraged to join our Parent Teacher Association (PTA). The PTA along with Family Involvement sponsors several events throughout the year including fundraisers, a dance, movie nights, Fall Festival etc.

The PTA supports the school's fundraising projects and other school related activities. During the annual Open House night activity, parents are invited to communicate with the classroom teacher/school via telephone, notes, or email.

Grade level meetings are held each year, so that information specific to that grade level can be shared. Parents have the opportunity to ask questions about expectations. Parent conferences are conducted twice a year in October and April, with individual conferences held throughout the year as requested by either the teachers or the parents. In addition, Maywood hold a third conference with parents in January to meet with the parents of students at risk of retention.

Parent signatures are required on some of the following documents that are included in the school registration packet or in other school distributed materials. The signed forms are retained on file in the school office.

- Annual Parent Meeting Agenda
- Parent Compact
- Side-by-Sides

Every parent will receive a survey requesting parent input in the school's Comprehensive Needs Assessment Process. This survey was pushed out to the community through Class Dojo. Additionally, parents are encouraged through Facebook, Dojo and the school website to share their thinking by contacting the teacher or office with comments or concerns.

Each August, parents are invited to attend the annual Title I Program parent meeting and Back to School Night. An overview of the Title I Program is presented, and parents are given opportunities to pose questions.

Parents have the ability to access PowerSchool and ClassDojo to monitor homework, assignments and grades. Passwords and instructions to use STI are available in the office. All classroom and specials' teachers will enter upcoming assignments and assessments.

Gap Analysis: Family Engagement

| How will the school's family engagement plan also help the school address its focus areas? | In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas? |
|--|---|
| For Focus Area 1: The family engagement events encourage parents to be active participants in their children's education. | For Focus Area 1: While participation is increasing, it could be better |
| For Focus Area 2: Chat and Chew with the Principal | For Focus Area 2: Parents work and cannot attend these meetings regularly |
| For Focus Area 3: Planning monthly events that are represents the cultures of the school population | For Focus Area 3: |

Description of Core Component: Technology

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

Through our School Improvement Plan, staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and align with best practices. Teachers are providing instruction for students

through the use of the two school computer labs and one-to-one computers for grades 4 and 5. Kindergarten has access to 5 IPADs. Each grade, K-3, has access to a Chromebook cart as well.

Computer labs are open to all teachers. All teachers can sign up for use of the lab to practice instruction in Google, Docs, Slides, as well as learning to use the Internet for research purposes.

Computer labs are used in the morning for the remediation/enrichment sessions occurring three times a week. Maywood has Smart TVs in all general education classrooms to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students. Teachers also have access to visual presenters.

Gap Analysis: Technology

| How will the school's technology plan also help the school address its focus areas? | In what ways does the school's technology plan <i>not</i> help the school address its focus areas? |
|--|---|
| For Focus Area 1: Increase of student engagement | For Focus Area 1: Teachers are not taking advantage of the technology supports offered |
| For Focus Area 2: Technology offers opportunities to tier supports and remediation. | For Focus Area 2: Teachers are not taking advantage of the technology supports offered |
| For Focus Area 3: Meeting the need for digital competency for students and teachers | For Focus Area 3: Plan needs to be more specific on addressing teacher and student technology skills |

Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

Maywood School had its own Head Start program. While the Head Start staff, administration and kindergarten teachers do not communicate on a regular basis about curriculum and instructional strategies, the Kindergarten teachers along with PACT (preschool) do meet regularly.

Maywood School has its own all-day PACT preschool program. These teachers meet regularly to collaborate discussing data and transitioning from PACT to Kindergarten. During Kindergarten Round-Up parents and students are given information about the upcoming school year, introduced to the teachers and learn about required immunizations and other school procedures. Kindergarten screening is conducted prior to the upcoming school year to assess student abilities and readiness.

Readiness packs and State standards are given to incoming Kindergarten parents during screening to acquaint them with Kindergarten expectations and activities to do between screening and the first day of school.

Gap Analysis: Transition to Elementary School

| How will the school’s transition to elementary school supports also help the school address its focus areas? | In what ways does the school’s transition to elementary school supports <i>not</i> help the school address its focus areas? |
|--|--|
| For Focus Area 1: Transition to Kindergarten helps to ensure that students arrive ready to learn | For Focus Area 1: Not enough parents participate in this transition Parents who enroll children after summer, have missed Round-up information presented |
| For Focus Area 2: | For Focus Area 2: |
| For Focus Area 3: | For Focus Area 3: |

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

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

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

| | |
|--|--|
| | |
|--|--|

Gap Analysis: High School Graduation Supports

| How will the school’s graduation supports also help the school address its focus areas? | In what ways does the school’s graduation supports <i>not</i> help the school address its focus areas? |
|---|--|
| For Focus Area 1: | For Focus Area 1: |
| For Focus Area 2: | For Focus Area 2: |
| For Focus Area 3: | For Focus Area 3: |

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

Evidence-Based Interventions for Focus Area 1

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

ENGLISH/LANGUAGE ARTS

Curricular resources provide a foundation for instruction at Maywood. Benchmark provides a foundation for tiered supports and interventions. Summative assessment data is used to guide/adjust instruction. Instruction at Maywood includes using learning objectives, checking for understanding and various instructional strategies that meet the needs of all students. Technology offers opportunities to tiered supports and remediation.

LLI will be provided for K-5 students, as a reading intervention.

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

The core competencies do not provide a system for identifying and implementing common evidence based instructional strategies. As a result, teachers are not using varied instructional strategies that address upper levels of DOK to ensure instruction is meeting the rigor of the standards. A process for developing similar formative assessments across grade levels is needed so that data is similar and can be used to better inform instruction. As the core components currently exist, teachers may not know what standards have been mastered to help guide their instruction and increase student achievement. Up-to-date curriculum guides are needed.

In addition, we have had more and more students who need reading interventions, but have not been able to service some of the students due to lack of reading interventionists.

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

Evidence Based Interventions:

DISTAR

LLI

Repeat Reading

In order to facilitate the use of formative assessments to better inform student mastery of ELA content and standards we will (1) create curriculum guides at Maywood (2) create 3 wk ELA formative assessments, (3) establish procedures for analyzing and using the data to inform instruction, (4) provide teachers with professional development on how to use the data and follow established procedures, and (5) establish a process for administration to monitor implementation.

https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf

<https://www.youtube.com/watch?v=shZaElj9lGA&feature=youtu.be>

Evidence-Based Interventions for Focus Area 2

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

MATHEMATICS

Curricular resources provide a foundation for instruction at Maywood. Envision 2.0 provides a foundation for tiered supports and interventions. Within the Envision 2.0 program, there is a built in Rtl/Intervention support provided to teachers. Summative assessment data is used to guide/adjust instruction. Instruction at Maywood includes using learning objectives, checking for understanding and various instructional strategies that meet the needs of all students. Built in technology (Envision 2.0) offers opportunities to tiered supports and remediation.

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

The core competencies do not provide a system for identifying and implementing common evidence based instructional strategies. As a result, teachers are not using varied instructional strategies that address upper levels of DOK to ensure instruction is meeting the rigor of the standards, while highlighting the Mathematical Process Standards. A process for developing similar formative assessments across grade levels is needed so that data is similar and can be used to better inform instruction. As the core components currently exist, teachers may not know what standards have been mastered to help guide their instruction and increase student achievement. While our EDM curriculum does provide spiral learning, it is not enough for Maywood students. In addition, up-to-date curriculum guides are needed. Envision 2.0 has replaced EDM, and we hope that it fills the academic gaps that students have in mathematics.

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

Evidence Based Interventions:

Exact Path

Contexts for Learning Mathematics K-3 (number sense, addition, and subtraction), Contexts for Learning Mathematics 3-5 (multiplication and division), and Contexts for Learning Mathematics 4-6 (fractions and decimals)

http://www.gram.edu/sacs/qep/chapter%204/4_1EducationAlliance.pdf

<http://www.heinemann.com>

Evidence-Based Interventions for Focus Area 3

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

SOCIAL AND EMOTIONAL LEARNING

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

We are not adequately helping students to develop coping and communication skills. As a result, we have decided that we need to do more with SEL with our students during our daily instruction. Due to the consolidation, we are building a cohesive school community. Students are not able to always communicate effectively (using kind words, etc)

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

Professional Development surrounding the usage of Google for teachers. Within the PDs, teachers will create lesson plans and assignments that integrate Google and keyboarding. Those lessons and assignments will be used in their instruction. Resources provided by the Indiana Department of Education will be used in daily instruction by teachers.

<http://edtechreview.in/trends-insights/trends/658-impact-of-technology-in-elementary-classrooms>

https://docs.google.com/forms/d/1_qA0CxS6ncAyFBK79kgpxb8XRVxjMUuui2wM11htmGA/edit#responses

<https://www.doe.in.gov/sebw>

V. Design a professional development plan

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

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

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

| Professional Development Plan | | |
|---|--|---|
| Set Goals | | |
| Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas. | | |
| PD Goal # | Goal Description | Goal Rationale |
| 1 | A process for developing teachers' usage of higher order thinking skills imbedded within their lessons. This will provide teachers with the means to increase student comprehension | Increasing reading comprehension and response to literature skills |
| 2 | Provide PD to support teachers in developing instructional strategies needed to unpack and teach Mathematical Process Standards | A process is needed to facilitate data analysis and planning and continuous learning for teachers |
| 3 | Teachers will attend technology PDs emphasizing the implementation of word processing and response to literature through the use of Google. Students will confidently utilize technology as a tool | Students are not ready for a global society when it comes to utilizing technology |

Professional Development Offerings

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

| PD Goal # | Initial Professional Development | Follow-up Professional Development to Support Implementation |
|-----------|--|---|
| 1 | Levels of DOK and Higher Order Thinking..how this can be taught in a lesson | Teaching videos, strategy snippets-teacher to teach modeling |
| 2 | Increase math scores by empowering students to make sense of math problems and persevere | Activities where teachers solve word problems and implement the Mathematical Process Standards |
| 3 | Social and Emotional Learning resources shared with teachers and staff | Review with teachers student needs, teachers provide lessons to apply skills and become proficient Implement SEL PDs |

Professional Development Resources

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

| PD Goal # | Resources Needed for Initial PD | Resources Needed for Follow-up PD to Support Implementation |
|-----------|---|---|
| 1 | Increase math scores by empowering students to make sense of problems and persevere | A process is needed to facilitate data analysis and planning and continuous learning for teachers |
| 2 | Mathematical Process Standards | Activities where teachers solve word problems and implement the various MPS |
| 3 | Cultural competency resources for staff | Provide PDs on cultural competency and follow up with climate surveys |

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring

the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

| PD Goal # | Method(s) for Measuring PD Impact | Plan for Measuring PD Impact |
|-----------|--|---|
| 1 | Walk throughs, grade level collaboration | Every three weeks the principal will meet to review what has been observed in the classrooms as well as the data from pre and post formative assessments. |
| 2 | Walk throughs, grade level collaboration, artifacts of teachers' instruction and student work (Math and ELA, and Technology) | Analyzing math work samples from students |
| 3 | Walk throughs, grade level collaboration on SEL | Climate surveys--students and staff |

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

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.