

School Name: Monger Elementary

School Number: 1789

Street Address: 1100 E. Hively Avenue

City: Elkhart

Zip Code: 46517

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI None	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Mary Lehman	Teacher	CNA, SIP, Both	
Fern Palmer	Teacher	CNA, SIP, Both	
Joy Graber	Teacher	CNA, SIP, Both	
Lisa Baugh	Teacher	CNA, SIP, Both	
Kim Stevens	Teacher	CNA, SIP, Both	
Kim Rivenes	Teacher	CNA, SIP, Both	
Jessica Moreno	Teacher	CNA, SIP, Both	
Stacy Lambdin	Teacher	CNA, SIP, Both	
Tracey DeShone	EL Teacher	CNA, SIP, Both	
Amy Szakaly	Assistant Principal	CNA, SIP, Both	
April Walker	Principal	CNA, SIP, Both	
Jan Farron	Community Partner	CNA, SIP, Both	
Nikole Dinehart	Parent	CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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

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

District Vision: 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 Vision: Through high expectations for teaching and learning, all students will demonstrate academic and behavioral excellence.

District Mission:

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

Mission:

Our Mission is to prepare all students for future college and/or career opportunities by building a strong foundation in academic achievement, social responsibility and acceptance of cultural diversity.

District Goals:

1. Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students.
2. Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework.
3. Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Primary Resources						
Subject	Resource	Rationale	Links	Tier (highlight all that apply)	Continue Use?	X
Reading	Tools of the Mind Grade K	Textbooks, readers, and materials are the core component of the reading program in Kindergarten	Tools of the Mind Link	Tier 1, 2, 3	Yes	
Phonics	Wilson Foundations Grades K-3	Explicit phonics instruction is a key component to early literacy	Foundations Site	Tier 1, 2	yes	
Reading	Pearson myView Literacy Grades 1-5	Textbook, readers, intervention materials and assessments are core components of reading program	Pearson Site	Tier 1, 2, 3	Yes	
Reading	Pearson myPerspectives Literacy Grade 6	Textbook, readers, intervention materials and assessments are core components of reading program	Pearson Site	Tier 1, 2, 3	Yes	
Mathematics	Math Expressions	Materials and resources align with the Indiana Academic Standards	Math Expressions	Tier 1, 2, 3	Yes	
Social Studies	Pearson myWorld Social Studies Grades k-6	Materials and resources align with the Indiana Academic Standards	Link to myWorld	Tier 1, 2, 3	Yes	

Science	Ethos Science Kits Grades 1-6	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.	Ethos Science Kits	Tier 1, 2, 3	Yes	
Music	McGraw Hill Grades K-6 Spotlight on Music		Spotlight on Music	Tier 1, 2, 3	Yes	
Supplementary Materials						
Subject	Resource	Rationale	Links			
ELA/Mathematics	IXL	IXL is a digital learning platform that provides adaptive practice of Indiana Standards.	www.ixl.com	Tier 1, 2, 3	Yes	
ELA	Fundations	Systematic Phonics Instructions for grades K-3		Tier 1, 2	Yes	

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s):

The public may review the curriculums at the Elkhart Community School's Educational Services Center, as well as on the Elkhart Community School's website. Paper copies of the curriculum may be obtained from the Educational Services Center or Monger Elementary School's main office.

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

Students needing interventions are identified using a number of different measures including NWEA, SRI, oral reading fluency assessments, as well as locally developed assessments. The intervention team at Monger Elementary utilizes a number of different resources to provide targeted, research based interventions for students who demonstrate a need for intervention. The team uses the Read Well intervention program, as well as Failure Free Reading & Read Naturally to address gaps in students’ learning.

Utilizing a MTSS process, students who have difficulty meeting proficiency are identified early on and provided systematic interventions in order to address gaps in student learning. Students not meeting proficiency are provided additional 1-1 or small group support in both reading and math.

Core Element 3: Assessment [Required for all]

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

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

			students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.		
CogAT	Grades K, 2, and 5	Benchmark, Com. Form., Summative, Other	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	Yes	No
Dyslexia Screening	Grades K, 1 and 2	Benchmark, Com. Form., Summative, Other	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	Yes	No
WIDA Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes	No
		Benchmark, Com. Form., Summative, Other		Yes	No
		Benchmark, Com. Form., Summative, Other		Yes	No

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

For Title I schools with Schoolwide Programs only:

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

The school leadership team meets approximately 5x per year to review school wide and grade level assessment data. We use results from assessment data to make informed decisions on the learning needs of our staff and students. In addition to the school leadership team meeting quarterly, grade level teams meet regularly as Professional Learning Communities where they analyze results of common formative assessments and plan for instruction based on those results. Teachers have common plan time daily as well as time after the school day to collaborate.

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

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

Elkhart Community School District has provided 1:1 technology for every student. Each student at Monger Elementary received an iPad during the 2019-2020 school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens. The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to the teachers at Monger 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. We utilize a Learning Management System called Seesaw which allows for students to engage in learning activities both in and out of school. The school also employs a “tech ambassador” who provides monthly professional development for staff focused on technology integration.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

<input type="checkbox"/> Not currently implementing career awareness activities	<input type="checkbox"/> Career Day/Fair or Community Day
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<input type="checkbox"/> Career Simulation (JA/Biztown, etc.)	<input checked="" type="checkbox"/> Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/> Career-focused classroom lessons	<input checked="" type="checkbox"/> Guest speakers
<input type="checkbox"/> 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)	
<input type="checkbox"/> Not currently implementing career information activities.	<input type="checkbox"/> Career-related courses
<input checked="" type="checkbox"/> Career-focused classroom lessons	<input checked="" type="checkbox"/> Job-site tours
<input checked="" type="checkbox"/> Guest speakers	<input type="checkbox"/> Career Day/Fair or Community Day
<input type="checkbox"/> Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input checked="" type="checkbox"/> Online career navigation program
<input type="checkbox"/> Other	

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Upon enrollment, parents identify the race/ethnicity of students. Parents also identify whether another language is spoken in the home at which point we conduct a language screener, prior to the WIDA ACCESS assessment that takes place in the spring. All parents are encouraged to complete a free/reduced lunch application. Upon approval, students are identified in the free/reduced lunch category for reporting purposes. Parents are asked to update information in Powerschool on a yearly basis.

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

Opportunities for remediation and enrichment are available to all Monger students, regardless of background, both during school and through our after school clubs. Participation in enrichment activities provides students an opportunity to connect to the school & community while enriching their educational experience. In addition to a variety of after school clubs and athletics, a rigorous intervention program, led by highly effective teaching staff, regularly assesses and identifies students at risk of failure. We then provide targeted, individual or group remediation in order to fill in learning gaps and provide extra support to those students in need.

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

As a district, all teachers, administrators and staff were required to take a SIOP (Sheltered Instruction Observation Protocol) Canvas Course to learn strategies and practices to better understand and support English Language Learners. By taking the course, participants gained an understanding of how best to support English Language Learners in the classroom and how best to serve families. Staff will continue to attend more in depth SIOP training at the building level to focus on SIOP strategies for effective instruction.

Staff have participated in professional development in Trauma Informed Practices in order to increase their ability to work effectively in cross-cultural situations.

A Behavior Intervention Team consisting of the principal, assistant principal, social worker, behavior consultant and systems of care (Oaklawn) meet weekly to review student discipline data and discuss students in need of additional behavioral/emotional support. Collaboratively, the team works to analyze student behaviors and their functions and align appropriate interventions and supports. The team works to connect students and their families to outside agencies when appropriate. A partnership with Oaklawn allows us to communicate & coordinate services for students with emotional/mental health needs.

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

All staff are expected to participate in PRIDE & Olweus implementation and all students have the opportunity to earn positive rewards/recognition. Monger Elementary is a culturally diverse school. The school is committed to continuously improving the cultural competency of teachers, administrators, staff, parents, and students through a variety of methods. Teachers receive training from the Social Worker and Behavior Consultant on implementing weekly class meetings in each classroom to increase awareness and acceptance of students and individuals from all backgrounds.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year: **2021-22:** 123 (27.95%) **2020-21:** 134 (31.53%) **2019-20:** 48 (10.02%)

What may be contributing to the attendance trend?

The COVID pandemic continued to impact our attendance rates. Many students missed a large number of days due to CDC guidelines for quarantining. Any student who was a close contact or who contracted Covid had to miss 5-10 days of school.

Transportation-Monger Elementary is a neighborhood school. With a 1.5 mile walk zone, many of the students at Monger Elementary must either walk, ride a bike, or be transported by a parent. This can be difficult with parent work schedules and inclement weather.

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

Elkhart Community Schools, along with all of Elkhart County, participate in a countywide attendance program that outlines expectations and procedures for addressing chronic absenteeism. The process consists of 5 Levels. Each level progressively more serious than the last starting with a formal letter at 4 unexcused absences. At a level 3, parents are required to have a hearing with the district attendance officer where a formal written plan is devised. At a level 5, a referral to the Juvenile Probation Department is made and formal charges for truancy or educational neglect may be made by the prosecutor's office. District Attendance Policy can be found [here](#). The school social worker and assistant principal also make home visits on an as needed basis to address attendance concerns.

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

After 1 year of improved attendance, students will "graduate" off the countywide attendance program. Elkhart Community Schools employs a District Attendance Liaison who oversees and monitors student attendance plans.

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

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

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

Through collaboration with a Title I Parent Coordinator & a Translator, Monger Elementary utilizes a variety of methods to engage families and the community.

- Back to School Night
- PRIDE back to school picnic
- Parent Teacher Conferences 2x per year
- Science Fair Help Nights
- IREAD 3 Family Information Night
- Family Fun Fair
- Triple P Parenting Classes
- Health & Nutrition Classes

Through our after school clubs, district parent support coordinator, and our parent teacher organization, Monger designs programs that engage families in meaningful ways in their children's education. Students, staff, and parents regularly meet after school, during school and on the weekends to foster a stronger relationship between Monger and the families of Elkhart. The school plans numerous family events throughout the school year. The school utilizes multiple forms of communication to inform families including, Newsletters, phone calls, technology apps, and social media. A full time translator is in the building to alleviate barriers to communication.

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

Each year, parents are surveyed in order for the school to understand parent perceptions of the school as well as to gather information on their wants, needs and recommendations for improvement. In order to clearly communicate the roles of parents, teachers, and students, parents are asked to sign a parent/teacher compact each year.

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

The parent liaison, along with the social worker, works with families to communicate attendance expectations and overcome challenges related to getting students to school regularly and on time. Parents are notified by phone each time their child is marked absent. Parents are sent a formal letter at 4 unexcused absences and parents are asked to meet with the administration to discuss the obstacles impacting attendance.

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

We utilize a LMS platform called Seesaw where parents can directly communicate with teachers and administrators to communicate questions and concerns. The LMS translates messages to parents' preferred language. We also employ a translator/parent liaison as well as a social worker who work with parents and staff to bridge school and home. We utilize different forms of communication such as newsletters, phone calls, social media, Seesaw and parent/teacher conferences.

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.

Through collaboration with a Title I Parent Coordinator & a Translator, Monger Elementary utilizes a variety of methods to engage families and the community.

- Back to School Night
- PRIDE Family Picnic
- Parent Teacher Conferences 2x per year
- Science Fair Help Nights
- IREAD 3 Family Information Night
- Family Fun Fair
- Triple P Parenting Classes
- Health & Nutrition Classes
- All Pro Dads (coming December of 2022)

Through our after school clubs, district parent support coordinator and our parent teacher organization Monger designs programs that engage families in meaningful ways in their children's education. Students, staff and parents regularly meet after school, during school and on the weekends to foster a stronger relationship between Monger and the families of Elkhart. The school plans numerous family events throughout the school year. The school utilizes multiple forms of communication to inform families including, Newsletters, phone calls, technology apps, and social media. A full time translator is in the building to alleviate barriers to communication.

Each year, parents are surveyed in order for the school to understand parent perceptions of the school as well as to gather information on their wants, needs and recommendations for improvement. In order to clearly communicate the roles of parents, teachers, and students, parents are asked to sign a parent/teacher compact each year. *See below.*

**Monger Elementary School
School-Parent Compact**

The Monger Elementary School faculty, and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how school staff, parents, and students will share responsibility for improved student academic achievement. School staff and parents will work together to build and develop a partnership that will help children achieve the State's academic standards.

The school-parent compact is in effect during the school year 2021-2022.

School Pledge:

- We will provide a safe, welcoming & supportive environment for students & families.
- We will be consistent in our expectations for learning & behavior for ALL students & ALL staff.
 - PRIDE
 - Teaching essential grade level standards to mastery
- We will utilize teamwork, collaboration & best practices to ensure all students learn at high levels.
- We will communicate regularly with parents throughout the year regarding students' progress towards academic goals.
- We believe all students can learn. No excuses!
- We will listen to and respond to concerns as appropriate.

Teacher's signature

Date ____/____/____

Student Pledge:

I will demonstrate:

- **Persistence**, I never stop trying, even when it gets hard. I give 100% all of the time.
- **Respectfulness**, I think about others, through my words, actions, and attitude. I speak and act kindly towards adults & peers.
- **Initiative**, I take action
by doing what needs to be done. I ask for help when needed and I help others when I can.
- **Dependability**, you can count on me! I come to school ready to learn. I follow school rules. I give my parents all notices/information from the school.
- **Efficiency**, I manage my time, and get the most out of every minute. I come to school on time. I turn in my homework on time.
- I am committed to my education. I will read and practice at home. I will do my best to learn each and every day!

Student's signature

Date ____/____/____

Parent Pledge:

- › Ensure my child is at school daily and on time unless ill.
 - › Notify the school if my child is going to be late or not attend school on a particular day.
 - › Make sure my child completes all homework every night by establishing routines for homework/reading at home.
 - › Promote non-violence as a way of life.
 - › Ensure my child has 8-10 hours of sleep each night. Turn off the electronics at night!
 - › Support my child's teacher. If there is a problem, contact the teacher to discuss it right away.
 - › See that my child is dressed appropriately for weather conditions, school activities, and in line with the school's dress code.
-
- › Keep family/emergency contact information on file & updated at all times.
 - › Attend conferences, family events and programs when they are scheduled.
 - › Make sure that my child has his/her medication to be able to focus and be successful in class.

Parent's signature

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

Through PowerSchool, parents have 24 hour up-to-date access to their child's academic performance. Following state and local testing, individual student results are shared with parents. We hold parent/teacher conferences 2 times per year to review individual student results with parents. Teachers send home progress reports 4 times per year in addition to sharing report cards each quarter. Through the use of our Learning Management System, Seesaw, parents are able to communicate directly with the teacher and see work submitted by their child, along with feedback given from the teacher.

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

Parents are surveyed yearly and have representation on our school improvement team.

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

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

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

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

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

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning* and *Parent and Community Engagement*. Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include “Cowboy Ethics” which provide character development and the Cares mentor program to support students’ emotional well-being and academic achievement.

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

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.

Monger School offers a kindergarten Jump Start program that runs half days for 1 week prior to the start of the new school year. This program is designed to allow incoming kindergarten students the opportunity to familiarize themselves with the school, routines and introductory content prior to the official start of full day kindergarten in August. This program is free to all incoming Monger kindergarteners and strongly encouraged during the Enrollment Open House in the Spring. In addition to the spring open house and Jump Start, there is a family/student back to school night prior to the start of school which allows students and families the opportunity to meet the staff.

Elkhart community schools, in partnership with Head Start, hosts free preschool classes at Hawthorne Preschool Center. Students in Monger school district can attend the Head Start or ECS preschool programs at Hawthorne.

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.

In an effort to obtain qualified staff, Elkhart Community Schools participates in a variety of recruiting opportunities. Here are just some of the ways in which we recruit applicants:

- Positions are posted on a wide variety of websites
- Positions are posted on university job sites
- Through student teaching
- University Education Recruitment Fairs are attended
- Broad recruitment fairs are attended
- Hosting recruiting fairs
- Personal University (and other) contacts
- HR contacts throughout the state
- Collaborative recruiting with other Elkhart County districts to bring candidates to the area utilizing the chamber of commerce and visitors bureau
- Sponsorship of H1-B1 visa's
- Utilizing hiring agencies
- Networking through professional organizations

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	Endorsement
Adams, Elizabeth		Sp Education - Elementary	
Araujo, Sonia N	Proficient Practitioner	Grade 1 (3 Allotments)	Elem/Intermediate

Austin, Kimberly R	All Grade Standard	Sp Education - Elementary	Mild Disabilities
Bails, Molly J	Proficient Practitioner	Grade 3	Elem Generalist K-6/Mild Interventions
Baugh, Lisa L	Gen Elem Standard	Grade 3	Elem K-6 (7/8 Nondept)
Bigham, Richlyn L	EP: Instructional	Music - Elementary	Music General
Davies, Richelle P	Proficient Practitioner	Grade 1	Elem Generalist K-6
DeShone, Tracey M	Gen Elem Standard	ENL - Elementary	Elem K-6 (7/8 Nondept)
Flores, Karla	EP: Instructional	Grade 4	English Language Learners
Glasgow, Jacquelyn M	Gen Elem Standard	Kindergarten	Reading/Elem K-6
Graber, Joy R	Gen Elem Standard	Grade 2	Elem 1-6 (7/8 Nondept)
Haas, Kelcie M	Proficient	Grade 5	Elementary K-6
Hensley, Denise R	Gen Elem Standard	ENL - Elementary	English/Second Language; Reading; Elem 1-6
Hurd, Aileen C	Proficient	Speech Pathologist	Communication Disorders
Brinneman, Shelbi N	Proficient Practitioner	Art - Elementary	Visual Arts
Lambdin, Stacy E	Gen Elem Professional	Grade 6	K-8 (7/8Nondept)
Lehman, Mary E	Gen Elem Standard	Kindergarten	Elem K-6 (7/8 Nondept); Computer K-12
Matthys, Angela S	Gen Elem Standard	Grade 4	Elem 1-6 (7/8 Nondept) Reading
McDonald, Bruce	Proficient Practitioner	Grade 2	Elem/Intermediate
McKay, Heather D	Proficient Practitioner	Grade 2	Elem/Intermediate
Milfort, Mirlym	Proficient Practitioner	Grade 6	Elem/Intermediate
Moreno, Jessica L	Proficient Practitioner	Grade 5	Elem/Intermediate
Palmer, Fern V	Accomplished Practitioner	Grade 1	Elem/Intermediate
Reyes, Lori M	Gen Elem Standard	Grade 3	Elem K-6 (7/8 Nondept)
Rivenes, Kimberly S	Gen Elem Standard	Grade 4	Elem 1-6 (7/8 Nondept)
Rivenes, Kimberly S	Gen Elem Standard	Grade 4	English/Second Language
Shoemaker, Kyle D	Accomplished Practitioner	Grade 5	Mathematics, PE, SS 1-9, Elem 1-6 (7/8 Nondept)
Stopiak, Caroline M	Initial Practitioner	P.E. - Elementary	Phys.Educ. K-12
Swanson, Michael S	Gen Elem Standard	Grade 3	Elem 1-6 (7/8 Nondept)
Szakaly, Amy L	Accomplished Practitioner	Assistant Principal	Elem/Intermediate

Szakaly, Amy L	Accomplished Practitioner	Assistant Principal	Elem/Primary
Szakaly, Amy L	Proficient Practitioner	Assistant Principal	Bldg Level Administrator
Varga, Kimberly A	Proficient Practitioner	Coordinator	Social Worker
Walker, April R	Admin: Proficient Pract	Elementary Principal	Bldg Level Administrator
Walker, April R	Proficient Practitioner	Elementary Principal	Elem/Intermediate
Walker, April R	Proficient Practitioner	Elementary Principal	Elem/Primary
Wichman, Corry L	Proficient Practitioner	Kindergarten	Elem/Intermediate
Wichman, Corry L	Proficient Practitioner	Kindergarten)	Elem/Primary

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.

[Data linked here.](#)

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

ITEMS MARKED FOR REVIEW IN SECTION A	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 SIP?
Pearson My View/Perspectives	yes	no
Pacing guides/curriculum alignment	yes	no
Assessments	yes	yes

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.

Pearson-people were reluctant to use the materials after starting because they found the digital resources too difficult to access. We will work with the guiding coalition and grade level teams to review the scope & sequence of the curriculum and to establish non-negotiables of use of the resource

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

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

Monger students will read and comprehend complex literary and informational texts independently and proficiently as evidenced by:

- Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher **63% of students met their projected growth in 2021-22**
- Increasing proficiency rates for students in grades 3-6 on ILEARN by 10% **increased by 7% in 2021-22**
- Increasing overall language levels (ELs) as measured by ACCESS **59% increased by .5 levels or more in 2021-2022**

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

- Continue the work of improving Tier I instruction (Smekens, PLC's)
- Continue to invest in systematic approach to phonics instruction-adding Foundations to 3rd grade 2022-23

If the goal was not met, explain why.

Due to COVID-19 our students have missed an immense amount of learning opportunities. Many of our students have had high rates of absenteeism due to COVID concerns. This goal will be continued for the 2022-23 school year.

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

Goal 2

Measurable outcome met? **Yes** No

Monger students will be critical thinkers and mathematical problem solvers as evidenced by:

- Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher **76% of students met their projected growth in 2021-22**
- Increasing proficiency rates for students in grades 3-6 on ILEARN by 10% **37.6% passing in 2021-22 for a 12% increase**

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

The school will continue to teach, assess, and reteach to the Essential Standards through the PLC process. Teachers will continue to implement the Math Expressions curriculum with fidelity. This goal will be continued for the 2022-23 school year.

If the goal was not met, explain why.

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

Goal 3

Measurable outcome met? **Yes** No

Monger students will develop the social/emotional skills necessary to be college/career ready as evidenced by:

- Weekly class meetings & instruction for character development
- Student participation in college & career exploration activities
- Workforce Ethic Certification-6th Grade (PRIDE)
- BIT/MTSS teams' systems and processes for early identification & intervention
- Partnership w/ mental health agencies
- School wide positive behavior interventions and supports-PRIDE

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

Continue the current plan with regular monitoring and adjustments to keep it fresh and moving forward. Revise MTSS processes. We will continue to implement the system for tracking referrals and positive behaviors (PBIS Rewards). We have 100 new students from Hawthorne and Roosevelt. We will need to continue to implement PBIS and T1 behavior instruction to acclimate the new students to our school.

If the goal was not met, explain why.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

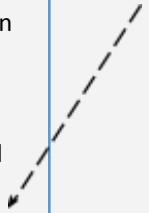
1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>1. Passing rate of 85% or higher on the IREAD3 exam</p>	<p>Yes No</p>	<p><i>Our scores on the IREAD3 exam in 2022 were improved from last year, but were still only at an 80% pass rate.</i></p>	<p>The IREAD3 passing rates in 2022 indicated significant growth from the previous year towards reading achievement goals, however, we still were not at our goal pass rate of 85%.</p>	<p>yes</p>	<p>yes</p>
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>2. Increasing proficiency rates for students in grades 3-6 on ILEARN</p>	<p>Yes No</p>	<p>We saw an increase in 4th, 5th, and 6th grade pass percentages on ILEARN.</p>	<p>30% of our students passed iLEARN in the spring of 2022. This is a 7% increase from 2021, but does not reach our goal for growth.</p>	<p>X</p>	<p>3</p>
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>3. Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher</p>	<p>Yes No</p>	<p>6/7 grade levels had 60% or more students meet or exceed their projected growth from Fall 2021 to Spring 2022. Overall, 62% of the students schoolwide met their growth.</p>	<p>During the 2021-2022 school year 62% of Monger students met or exceeded their expected growth on NWEA. We still had one grade level that did not meet the 60% threshold.</p>		<p>no</p>
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>4. Increasing overall language levels (ELs) as measured by ACCESS</p>	<p>Yes No</p>	<p><i>79% of EL students increased their overall language proficiency level on ACCESS 2022, an increase of 25% over the previous year.</i></p> <p><i>We moved 18 students to language proficiency.</i></p>	<p>During the 2022-22 school year 79% of our EL students showed growth on the WIDA ACCESS. This year we moved 18 students to proficiency. This is the highest number of students the school has ever been able to move.</p>		<p>2</p>

<p>Monger students will be critical thinkers and mathematical problem solvers as evidenced by:</p> <p>Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher</p> <p>Increasing proficiency rates for students in grades 3-6 on ILEARN</p>	<p>Yes No</p>	<p>2021:</p> <p><i>6/7 grade levels had 70% or more students meet or exceed their projected growth from winter 2021-spring 2021</i></p> <p><i>25% of students in grades 3-6 passed the 2021 iLEARN assessment.</i></p> <p>2022:</p> <p><i>7/7 grade levels had more than 65% of their students meet or exceed their projected growth on NWEA from Fall 2021- Spring 2022.</i></p> <p><i>37% of students in grades 3-6 passed the ILEARN assessment in 2022.</i></p>	<p>2021: Students showed growth in NWEA from winter to spring, however, we don't have anything to compare this to because we normally look at growth from Fall to Spring or Spring to Spring and that data is not available due to Covid-19.</p> <p>We saw over a 20% decline in our passing percent on iLearn in 2021. Our goal is to increase our students' proficiency, not decrease!</p> <p>2022: We showed 12% growth in passing percent on the ILEARN assessment.</p> <p>Our special education students are underperforming their peers in passing percentage.</p> <p>3rd and 6th grade EL students underperformed their non-EL peers in both reading and math.</p> <p>76% of students met or exceeded their projected growth on NWEA.</p>	<p>x</p>	<p>1</p>
<p>Teacher teams will work as a Professional Learning Community in order to create a guaranteed and viable curriculum in which they collaboratively monitor effectiveness through common formative assessments.</p>	<p>Yes No</p>	<p><i>All grade level teams selected 8 essentials standards in reading and 8 essential standards in math and paced them out on a curriculum map.</i></p> <p><i>All grade level teams administered at least 4 common assessments in reading and 4 common assessments in math.</i></p> <p><i>All grade level teams met regularly to answer the 4 questions in the PLC process.</i></p> <p><i>In our 2020 School Culture Audit through Solution Tree, survey results from staff showed scores above a 4 (on a 5 point scale) in the areas of</i></p>	<p>The identification of essential standards and regular monitoring of progress towards mastery has helped us move in the right direction.</p> <p>The PLC process is helping us to streamline our efforts in both Reading and Math. Curriculum maps helped teachers to pace their instruction.</p> <p>We are facing a huge challenge in making up for lost time with the number of students who missed large chunks of the previous 2 years due to the pandemic. The PLC process continues to bring focus and intentionality to each grade level.</p>	<p>X</p>	<p>1</p>

		<i>communication, trust, capacity building, accountability.</i>		
Monger students will develop the social/emotional skills necessary to be college/career ready as evidenced by:	Yes No	<i>Weekly class meetings & instruction for character development</i> <i>Student participated in college & career exploration activities</i> <i>Workforce Ethic Certification-6th Grade (PRIDE)</i> <i>BIT/GEI teams' systems and processes for early identification & intervention</i> <i>Partnership w/ mental health agencies</i> <i>School wide positive behavior interventions and supports-PRIDE</i> <i>Referral rates have decreased over the past 3 years.</i>	<p>Our PRIDE initiative has been a contributing factor in our decrease in behavioral referrals and the overall positive climate in the building.</p> <p>We have streamlined our behavior intervention and general education intervention teams into 1 MTSS team.</p> 	

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p><i>Students will read and comprehend grade level text:</i></p> <p><i>30% of our students in grades 3-6 passed iLearn in 2022.</i></p>	<p><i>Students need to be pushed to language proficiency prior to entering the 5th grade in order to be successful on state tests.</i></p> <p><i>We need more trained staff in differentiation strategies for EL</i></p>

	<p><i>learners. (building background knowledge; vocabulary; comprehension, SIOP)</i></p> <p><i>We had 123 students chronically absent during 2021-2022. Students need to be present in school and have consistent access to Tier I instruction.</i></p> <p><i>Students are lacking foundational reading skills. If they cannot read fluently, they will not be able to pass iLearn.</i></p>
<p><i>Teacher teams will work as a Professional Learning Community in order to create a guaranteed and viable curriculum in which they collaboratively monitor effectiveness through common formative assessments.</i></p>	<p><i>Although all of our teams have selected essential standards and built instructional calendars for their grade level to ensure a guaranteed and viable curriculum, not all of our teams are collaboratively planning and/or coming to consensus on the best way(s) to assess and/or get students to achieve at high levels.</i></p> <p><i>Students need strong Tier I instruction in both reading and math in every classroom.</i></p>



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 Head Start
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School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	<i>By Spring 2023, 50% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment.</i>			
Data Checkpoints (dates)	September 25	December 18	May 25	
Evidence at Checkpoints	Percentage of students in 50%ile or higher on NWEA. Results of Pearson Benchmark Assessments	Percentage of students in 50%ile or higher on NWEA	Percentage of students in 50%ile or higher on NWEA *IREAD 3 Passing Rate	
Evidence-Based Strategy 1	Implementation of Professional Learning Communities DeFour, Richard, et al.(2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> . Bloomington, IN: Solution Tree Press.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Teachers will collaborate to create a guaranteed and viable curriculum for ELA.	August 2018- May 2023	Leadership Team, Guiding Coalition	All staff will participate in grade level PLC teams as evidenced by monthly data meetings and reflections.
Action Step 2	Each grade level will identify/revise essential standards and create common formative assessments.	June 2020-May 2023	Grade level teams	Curriculum maps; units; data analysis templates.
Action Step 3	All staff participate in the Sheltered Immersion Observation Protocol to increase strategies to improve outcomes for EL learners.	August 2019-December 2021 Continued in house training 2021-2022 school year	District EL coordinator; EL teachers, bldg. administrators	Completion of SIOP CANVAS Course, PD agendas
Action Step 4	Teams meet regularly to collaboratively plan lessons, analyze results of CFAs and plan for remediation/enrichment.	August 2019-ongoing	Guiding coalition, staff	Collaboration schedule; agendas; curriculum maps.
Action Step 5	Teams work with Kristina Smekins to collaboratively build a yearlong plan for reading instruction.	September 2020-May 2023	Kristina Smekins; classroom teachers	All classroom teachers will participate in the PD. The yearlong scope/sequence for each grade level will be tweaked.
Action Step 6	Certified staff will participate in instructional rounds.	October 2022-May 2023	Guiding Coalition	Team and individual reflection sheets; observation data
Yr. 2 Measurable Objective	By Spring 2024, 55% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment			
Yr. 3 Measurable Objective	By Spring 2025, 60% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment.			

GOAL 2	<i>By Spring, 2023, Monger students will be critical thinkers and mathematical problem solvers as evidenced by increasing proficiency rates for students in grades 3-6 on ILEARN.</i>			
Data Checkpoints (dates)	May 2022	June 2022	May 2023	June 2023
Evidence at Checkpoints	Meeting median growth projections on NWEA MAP/IMAP assessments @ a	Ilearn proficiency rates/growth scores	Meeting median growth projections on NWEA MAP/IMAP assessments @ a	ILEARN Proficiency rates/growth scores

	rate of 60% or higher		rate of 60% or higher	
Evidence- Based Strategy 1	Implementation of Professional Learning Communities DeFour, Richard, et al.(2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> . Bloomington, IN: Solution Tree Press.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will collaborate to create a guaranteed and viable curriculum for Math.	May 2021-June 23	Leadership Team, Guiding Coalition	All staff will participate in grade level PLC teams as evidenced by quarterly data analysis reflection sheets.
Action Step 2	Each grade level will revise 8 essential standards and create common formative assessments to align with district essential standards	June 2021-May 2023	Grade level teams	Curriculum maps; units; data analysis templates.
Action Step 3	Teachers in grades K-6 will implement Math Expressions Core Curriculum with fidelity.	Summer 2021-May 2023	Director of Elementary Curriculum; classroom teachers	Completion of professional development; analysis of effectiveness
Action Step 4	Teams meet regularly to collaboratively plan lessons, analyze results of CFA and plan for remediation/enrichment.	August 2021-ongoing	Guiding coalition, staff	Collaboration schedule; agenda; curriculum maps.

Yr. 2 Measurable Objective	By Spring 2023, 50% of students in grades 3-6 will be proficient in math as measured by the ILEARN assessment
Yr. 3 Measurable Objective	By Spring 2024, 60% of students in grades 3-6 will be proficient in math as measured by the ILEARN assessment.

GOAL 3	<i>Monger Elementary School staff will function as a Professional Learning Community in order to create a positive, rigorous learning environment for both students and teachers.</i>		
Action	Evidence	Completion Date(s)	

Grade level teams will revise their 8 essential standards in reading & math and teach to mastery.	Essential standards chart for ELA & Math placed in grade level PLC folder. PLC Data Collection form completed and placed in PLC folder	August 21 Oct. 9 Dec. 18 Mar. 12 May 28
Teams will collaboratively plan instructional units for each of the 8 essential standards (reading & math).	Unit Plans for each essential standard placed in grade level PLC folder Teams will submit weekly rolling agendas	Quarterly; ongoing Weekly
Teams will revise common formative assessments as needed for each of the 8 essential standards	Common formative assessments linked into essential standards charts for each grade level team Teams will utilize Pearson Benchmark Assessments	Quarterly; ongoing Fall, Winter, Spring
Teams will collaboratively analyze grade level data and engage in professional discussions around teaching strategies and student learning.	PLC Data Analysis document completed (1 ELA & 1 Math per Quarter) and placed in grade level PLC folder.	Oct. 9 Dec. 18 Mar. 12 May 28
Teams will remediate and/or enrich based on student results from common formative assessments.	PLC Data Analysis document completed (1 ELA & 1 Math per Quarter) and placed in grade level PLC folder.	Every 2-4 weeks; ongoing
Support staff & Title I staff will provide research based interventions for students in grades K-3 who are failing to meet grade level expectations.	Implementation of MTSS process. Intervention Schedule Progress monitoring data-Monthly	Sept. 8; ongoing

GOAL 4	<i>Monger students will develop the social/emotional skills necessary to be successful at the next level.</i>
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Data Checkpoints (dates)	November 2022	December 2021	March 2022	May 2022
Evidence at Checkpoints	Building referral data	Panorama Data	OBQ	Workforce Ethics Certification
Evidence- Based Strategy 1	Robert H. Horner, George Sugai, and Cynthia M. Anderson(2010). Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children Vol. 42 (8)</i> Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. <i>American Journal of Orthopsychiatry, 80(1)</i> , 124–134.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	All students will receive T1 instruction on bully prevention	August 2022-March 2023	Varga/Lewandowski	Seesaw-participation/post tests; In Class Lessons on body safety and Sprigeo
Action Step 2	All students will receive T1 instruction on PRIDE lifeskills	August 2022-May 2023	PRIDE Team; classroom teachers	Weekly class meetings; monthly awards
Action Step 3	Integrate system for providing positive behavior supports (PRIDE Points)	September 2022-May2023	PRIDE Team/staff	PBIS Rewards Data Behavior data
Action Step 4	Engage each grade level in college/career exploration activities	January 2023-May 2023	Varga	Naviance; Work Ethics Certification

Professional Development Plan

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

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

Professional Development Goal 1	Teachers will build a comprehensive, yearlong plan for Tier I reading comprehension instruction while implementing effective strategies for teaching reading.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I, Title II	
Evidence of Impact	Grade level teams will create and monitor/revise a yearlong scope/sequence for teaching reading standards. Implementation of effective teaching strategies Scores on Common Assessments/Benchmarks	
Plan for coaching and support during the learning process: Teachers will receive PD twice during the year with Kristina Smekins. PLC data meetings will be lead monthly by administrators to provide coaching/feedback. Teachers will be provided time for peer observations and debriefing with colleagues.		
How will effectiveness be sustained over time? Peer observations; refresher PD w/ Kristina; time to review and revise year long plans		

Professional Development Goal 2	Teachers will continue to implement the Math Expressions program & T1 Foundations Phonics program. Teachers will continue to utilize resources, strategies and scope/sequence of the Math Expressions & Foundations Programs	Linked SIP Goals Yes No
Possible Funding Source(s)	Title II, Title III, General Fund	
Evidence of Impact	<p>Teachers will be able to utilize the resources and the Think Central Platform. Teachers will follow a consistent scope/sequence for math instruction.</p> <p>K-3 students will receive systematic phonics instruction which should result in increased proficiency levels in reading as evidenced by fluency scores and NWEA scores.</p>	
<p>Plan for coaching and support during the learning process: Our building Tech Ambassador will provide professional development for staff members. The district has created a schedule to ensure all staff have training on the resources & Think Central platform.</p> <p>Teachers will receive ongoing support throughout the year.</p> <p>Teachers have access to online learning content Teachers will have the opportunity to observe each other and provide feedback.</p>		
<p>How will effectiveness be sustained over time? Ongoing PD will be offered throughout the year both in the building and at the district level; yearly needs assessments conducted in order to tailor professional development to the needs of staff.</p>		

Professional Development Goal 3	Staff will be trained in culturally responsive teaching techniques.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title I, Title II, Title III	
Evidence of Impact	<p>All staff will complete SIOP training-Language Objectives will be posted & used for planning instruction. All staff will be focused on aligning instruction to the Lesson Delivery section of the SIOP model.</p> <p>All staff will be trained in Trauma Informed Care-Staff will respond sensitively to students' needs and will be able to provide remediation as needed.</p> <p>Use of PBIS rewards-SEL checks</p>	
<p>Plan for coaching and support during the learning process: EL teachers will work collaboratively with classroom teachers to ensure differentiation strategies for ELL students are incorporated into lessons. In house professional development will be focused on Lesson Delivery to meet the standards outlined in the SIOP model.</p> <p>A district MTSS administrator has been assigned to our building MTSS team to assist in successful implementation of MTSS.</p> <p>We will implement PBIS rewards to track positive student behavior and referral data throughout the year.</p>		
<p>How will effectiveness be sustained over time? Yearly revisit of best practices for ELL instruction; Monitoring of ACCESS data; Monitoring of intervention data; self-assessment of systems and processes</p>		