



Indiana School Improvement Plan

Monger Elementary School

Elkhart Community Schools

Mrs. April Walker
1100 E. Hively Ave.
Elkhart, IN 46517

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
Self Assessment	
Introduction.....	12
Standard 1: Purpose and Direction.....	13
Standard 2: Governance and Leadership.....	15
Standard 3: Teaching and Assessing for Learning.....	18
Standard 4: Resources and Support Systems.....	22
Standard 5: Using Results for Continuous Improvement.....	25
Report Summary.....	27

Student Performance Diagnostic

Introduction 29
Student Performance Data 30
Evaluative Criteria and Rubrics 31
Areas of Notable Achievement 32
Areas in Need of Improvement 34
Report Summary 36

Stakeholder Feedback Diagnostic

Introduction 38
Stakeholder Feedback Data 39
Evaluative Criteria and Rubrics 40
Areas of Notable Achievement 41
Areas in Need of Improvement 42
Report Summary 43

2017-18 Goals

Overview 45
Goals Summary 46
 Goal 1: All students at Monger Elementary School will improve in reading comprehension..... 47
 Goal 2: ESL students at Monger Elementary will become language proficient..... 51
 Goal 3: Students in grades 3-6 at Monger Elementary will meet Indiana Academic Standards in Math as measured by ISTEP+ 52
Activity Summary by Funding Source 59

Title I Schoolwide Plan Requirements

Introduction 64

Title I Schoolwide Plan Requirements 65

Conclusion 68

DRAFT

Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

DRAFT

Executive Summary

DRAFT

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

DRAFT

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in Elkhart County, and built on the banks of the Saint Joseph and Elkhart Rivers, Elkhart, Indiana is an incorporated Class 2 city located in north central Indiana. With an ethnically diverse population of 51,687 (up from 44,840 in 2001) citizens, Elkhart occupies 468 square miles of the county. The majority of businesses in the Elkhart city and surrounding county regions are found in manufacturing, followed by the service sector, retail trade, wholesale trade, financial services and construction. Monger Elementary School, part of the Elkhart Community Schools Corporation, serves approximately 434 students in kindergarten through grade six. Monger is located in a diverse area of single family homes, multi-family units, subsidized multi-family housing units, and unsubsidized multi-family housing units. The teacher to student ratio is 1:20. All classrooms are self-contained with inclusion and pull-out from support staff. There are three full day kindergarten sections with three certified and highly qualified teachers. Grade 2 has four classroom sections, grades 1, 3, 4 and 6 have three classroom sections and grade 5 has 2 sections. In the 2014-15 school year, Monger School's ethnically and socio-economically diverse student population consisted of 50% Hispanic, 26% white, 16% African American, and 6.7% multi-racial. Overall, 83.5% of the students were on free/reduced lunch.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Monger Elementary Mission Statement:

As a community of educators at Monger Elementary School, we are committed to maintaining a safe, orderly environment that fosters positive self-esteem, social responsibility, and an acceptance of cultural diversity. Within this environment, we will prepare all students to:

- Communicate effectively as competent readers, writers, and speakers
- Apply their academic knowledge in the areas of mathematical and technical skills
- Become self-motivated individuals
- Respect and work cooperatively with others
- Think critically and be creative problem solvers

To this mission, we commit all our resources

School-wide Vision:

Student achievement
Understand changing needs
Cross-curricular instruction
Community involvement
Expectations (high)
Standards-based lessons
Staff development

Core Beliefs:

We believe all students in the Elkhart Community Schools must be provided an equal opportunity for optimal educational growth regardless of age, race, creed, national origin, disability, gender, or economic status.

We believe the school shares with the home, the church, and community agencies the responsibility for developing in all students a lifetime love of learning and the knowledge, skills, habits, understandings, attitudes, and character traits essential for

- Choosing and participating in a vocation
- Creating good human relationships
- Achieving responsible, contributing citizenship
- Enriching one's personal life

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past three years, Monger Elementary School has earned an A rating in the School Accountability Report due to achieving high academic growth and achievement in both Reading and Math. With the new academic standards and new ISTEP exam in 2015, we noticed drops in percent passing scores across all grades levels and subject areas. However, we still achieved high growth in all areas. High growth is something we will continue to strive for because high growth indicates student learning. Our 5th/6th grade math scores continue to be an area of strength as well.

Our 3rd grade IREAD3 scores have continued to increase. In Spring of 2016, Monger Elementary was 1 of 4 schools in our district to show improvement in our IREAD3 pass rates. 100% of students who had attended Monger since Kindergarten, and weren't eligible for an exemption, passed the IREAD3 exam.

DRAFT

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The 2014-15 ISTEP test yielded less than desirable results given our past performance on the state exam. We do not feel the 2014-15 ISTEP exam was an accurate representation of the learning that takes place at Monger Elementary School. Although there were some improvements in our preliminary 2015-16 ISTEP scores, we do not feel we have adequate information about our students' strengths/weaknesses from the data we obtained early Fall. We will continue to strive to meet the needs of all learners while state officials iron out the wrinkles in their flawed system of accountability.

DRAFT

Improvement Plan Stakeholder Involvement

DRAFT

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

DRAFT

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We have a school leadership team focused on school improvement. We call this team SIT (School Improvement Team.) The SIT team consists of the following individuals who expressed interest and commitment to the school improvement process:

April Walker-Principal

Bibi Hardrict-Academic Dean

Vickie Hays-Title I Interventionist

Denise Hensley-ESL Teacher

Linda Wagner-Classroom Teacher

Joy Graber-Classroom Teacher

Lisa Baugh-Classroom Teacher

Angie Matthys-Classroom Teacher

Stacy Lambdin-Classroom Teacher

Nina Swartzlander-Classroom Teacher

Camelia Corona-Parent Support

The team meets 3 times per year for 1/2 day. Substitutes are provided for classroom teachers so that we can meet during regular school hours. We also meet periodically after school from 4pm-6pm for the purpose of monitoring/updating the SIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups include classroom teachers, administrators, community members, parents and Title I staff. Staff member groups were responsible for the actual writing of the plan. Other stakeholder groups provided the input within the plan by participating in surveys and parent meetings where feedback was collected.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The improvement plan is shared with all stakeholders in the fall. The SIT team provides school improvement progress information to staff via email, staff meetings, and updated action plans at least 2x per year. School data is annually shared with parent and community stakeholders. The school improvement plan is stored on our school website making it accessible to parents/community members.

Self Assessment

DRAFT

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

DRAFT

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results 	Level 3

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Learning Log Data, Monthly newsletter, Collaboration minutes, Professional development schedule, School Improvement Team meetings/action plan, 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Monger School has a commitment to shared values and beliefs about teaching. Learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff as evident in learning log meetings and weekly collaboration minutes. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. We are committed to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

A staff survey indicated a weakness in the communication of the process for revising and communicating the school's purpose statement. The school leadership team plans to address this weakness by evaluating, revising and clearly communicating the school purpose statement to all stakeholders.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •School handbooks •Collaboration * Instructional Para needing PD Survey 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Para " Do you know what's the function of the school board?" 	Level 4

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •All stakeholder are the key to a 4 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •How are we measuring the impact of the stakeholder. newsletter 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Elkhart Community Schools and Monger Elementary have policies and practices in place that support the school's purpose and direction and the effective operation of the school. These policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. These professional growth practices are evidenced by our Wednesday early release schedule and district professional development opportunities.

All of these policies and procedures are documented in staff handbooks, student handbooks and are provided to all stakeholders. Our Board of Education, or the governing body, has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. These policies and procedures are documented in our Board of Education procedures and laws.

Monger Elementary School leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. All stakeholders have the expectation that all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. The staff survey as evidence supports the statement that school leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. Our Wednesday early release is committed to collaboration between teachers, support staff and leadership.

A staff survey illustrated that our weakness lies in communication with all stakeholders. Currently, Monger has a staff handbook, student handbook, website, monthly newsletter (all of these documents are translated into Spanish), and a parent/teacher organization. However, our participation and engagement does not encompass all stakeholders. We are committed to extending our sphere of communication to include a more comprehensive representation of the Elkhart community.

DRAFT

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Course schedules •Trend data for ISTEP growth serves as evidence that learning in a particular grade level prepares students for the following year. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Surveys results •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Findings from supervisor walk-thrus and observations •Surveys results •Student data folders- student self-reflection Laptops iPads 	Level 3

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Student data folders 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •CARES mentors Check-in-Check out system for identified students After school programming (21st Century Clubs) 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results 	Level 2

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Monger Elementary School provides students with curriculum and learning experiences that are challenging and provide equitable opportunities to develop learning skills, thinking skills, and life skills that align with our school's purpose. Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. Through collaboration and learning log meetings we ensure alliance to our school purpose. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. Lesson plans, minutes of learning log meetings, collaboration documentation and teacher evaluations are evidence of our commitment of providing equitable and challenging opportunities. Monger has a diverse school population. We use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. Monger has two full time English as a second language teachers and two full time special education teachers to assure that their needs are being met.

Monger teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. School personnel regularly inform families of their children's learning progress. To that end, school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. Multiple pieces of evidence are available to illustrate this dedication in the form of formal observations and classroom walk-through documents.

Through our 21st Century Clubs, 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. We have members of the community who volunteer as CARES mentors to work with students one on one. Several of our staff members are utilized as trusted adults in the check-in/check-out process. However, not all of our stakeholders are involved in this process, some school personnel are engaged in mentoring, 21st Century Clubs, check-in/check-out process and coaching.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Description of IEP process •Description of referral process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Elkhart Community Schools has policies, processes, and procedures in place to ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. Highly qualified teachers are placed in appropriate positions as evidenced by teaching licenses. District leadership provides sustained fiscal resources to fund positions critical to achieve the purpose and direction of the school.

School calendars and master schedules are structured so that instructional time is strictly adhered to in policy and practice. To demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

Monger School has created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment. These expectations have been clearly defined and shared throughout the building with all stakeholders. All school personnel and students are accountable for maintaining these expectations.

Through a behavior intervention team and general education intervention process, school personnel implement a procedure to determine the physical, social, and emotional needs of each student in the school. School personnel provide and coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs on a monthly basis. A clearly defined process to determine the counseling, assessment, referral, and educational, needs of all students is in place. Improvement plans related to these programs are assessed when needed to more effectively meet the needs of students.

Monger students and school personnel have some access to media and information resources. Through a technology coordinator at the building level, there are qualified personnel available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. However, the technology infrastructure only meets the teaching, learning, and operational needs of most stakeholders. The distribution of resources is not equitable. School personnel may have a technology plan to improve technology services and infrastructure in place but it has not been disseminated to the entire staff.

DRAFT

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Survey results 	Level 4

Indiana School Improvement Plan

Monger Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Survey results	Level 4

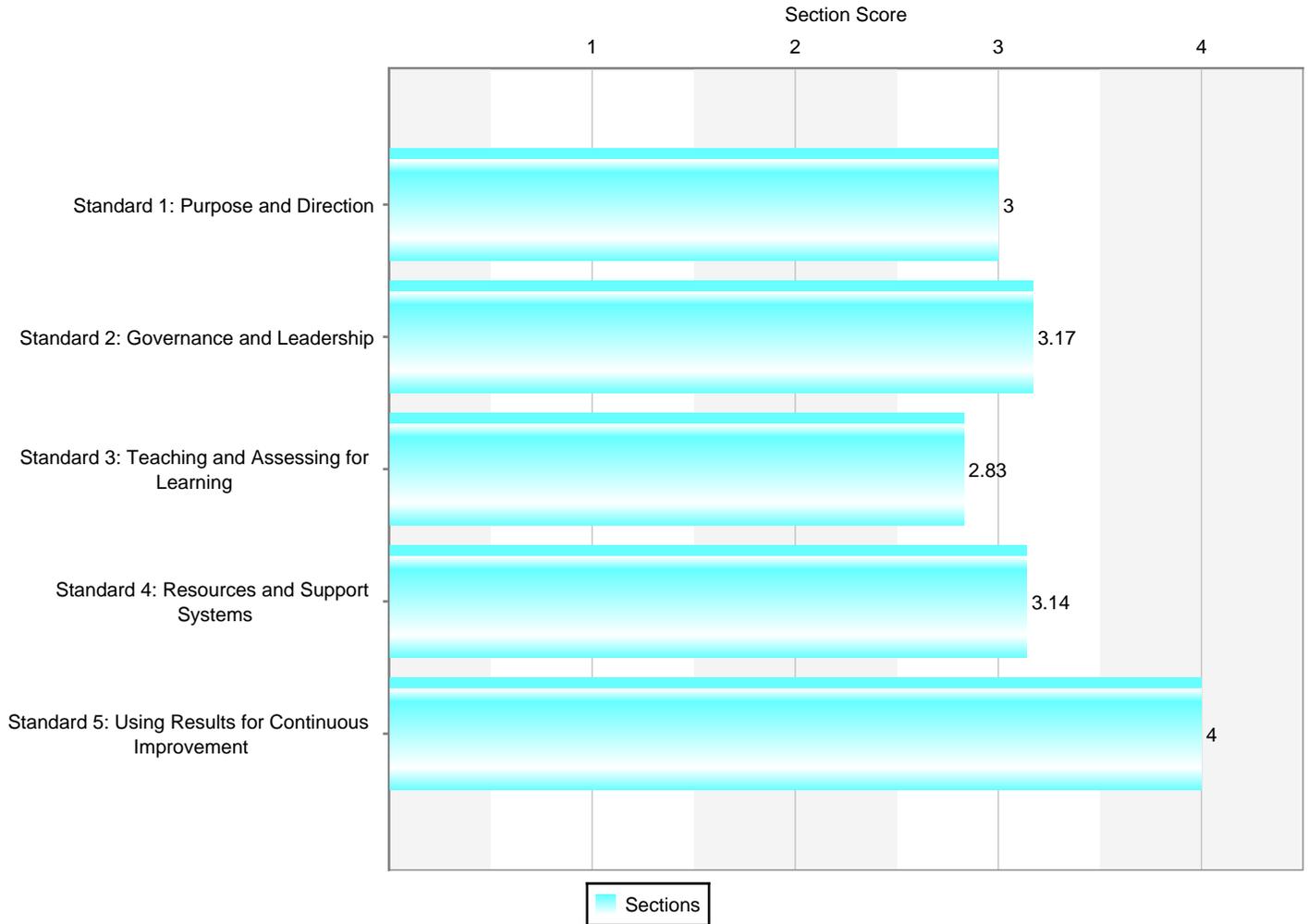
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Monger School participates in several types of proven reliable and non-biased assessment. Students take the Scholastic Reading Inventory three times during the school year, the NWEA test at the beginning, middle and end of the school year and the ISTEP + test required by the State of Indiana. These comprehensive assessment systems produce data about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. In the data analysis we include comparison and trend data to provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning.

Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. Learning log spreadsheets, trend data, and evidence of student growth provide evidence of Monger's commitment to consistently using data to drive instructional decisions.

Report Summary

Scores By Section



Student Performance Diagnostic

DRAFT

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The recent release of the 2016 ISTEP had some areas for us to celebrate!

- *We increased our passing rate in ELA by 2.61%. We were the only school in our district to improve our ELA passing percentage.
- *We had the highest passing rate in our district for English Language Learners passing ELA (60.4%) as well as the highest percentage for ELLs passing both the ELA and Math assessment.
- *Highest African American passing % in reading/math in the district
- *2nd highest Hispanic passing % in reading/math in the district
- *Highest Multi Racial passing % in math in the district

The release of the 2016-17 ISTEP results were not as appealing as last year. Our 4th grade math scores were outstanding, with 71% of students passing. This was the highest in our district. We continue to lead the Title I schools in passing percentage in math. Our IREAD3 scores were also outstanding. We passed 100% of students who were not eligible for an exemption!

Describe the area(s) that show a positive trend in performance.

Being that the 2015-16 ISTEP was new, we are considering the data to be baseline data to compare to in future years. The 2014-15 test was also a new test. If we are comparing just the 2 years as trend data, 4th grade is our only grade level to show improvement in passing percentages.

Which area(s) indicate the overall highest performance?

4th grade math scores indicate the highest performance.

Which subgroup(s) show a trend toward increasing performance?

All of our subgroups beat the state and district average for passing ISTEP. Particularly, our English Language Learners outperformed our non-English Language Learners in passing both subjects.

Between which subgroups is the achievement gap closing?

2015-16: Our free and reduced lunch population out-performed our paid lunch population. The achievement gap continues to close in all ethnic populations.

2016-17: Data not yet available.

Which of the above reported findings are consistent with findings from other data sources?

3rd grade is our lowest performing grade level when it comes to proficiency on the ISTEP exam. This is to be expected given the high number of ELLs in the 3rd grade. As student language becomes proficient, we see higher scores. Our 3rd grade ISTEP scores are not consistent with our IREAD3 passing rates.

4th grade showed high student growth percentages on NWEA. 9 out of 21 students had over 60% of their students meet or exceed growth projections on NWEA in math. We are hoping this will lead to high growth scores on the ISTEP exam. That data is not yet available from the state.

DRAFT

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Our reading scores in ISTEP went down in every grade level. This is disheartening. 3rd grade math ISTEP scores are the lowest they have ever been.

Describe the area(s) that show a negative trend in performance.

We declined in ELA across the grade levels. Grade 6 declined in both ELA & Math. However, this can't really be considered a trend since it is only the 2nd data point with the new ISTEP test.

Which area(s) indicate the overall lowest performance?

Our 3rd grade math passing percentage is the lowest in our building for the 2nd year in a row.

We do take in to account the number of English Language Learners and understand that it takes time to develop language proficiency in the lower levels.

Our 5th grade reading scores were the lowest and dropped over 20% from last year.

We are disappointed in the decline in our reading scores, which went down 9.8% from last year.

Which subgroup(s) show a trend toward decreasing performance?

Our Special Education scores were suppressed by the IDOE due to small numbers. However, in looking at data at the building level, we had a very low percentage of Special Education students passing ISTEP.

This is an area to improve. It is also noted that we experienced significant changes in our special education department with a new teacher starting in the fall and another new teacher who started in January of 2016. Then in the Fall of 2017, we lost both special education teachers and were only allowed to replace 1. This is frustrating since this is an area needing improvement and now we have less resources.

Between which subgroups is the achievement gap becoming greater?

The only noticeable achievement gap was our EL students in 5th grade compared to non-EL students in 5th grade.

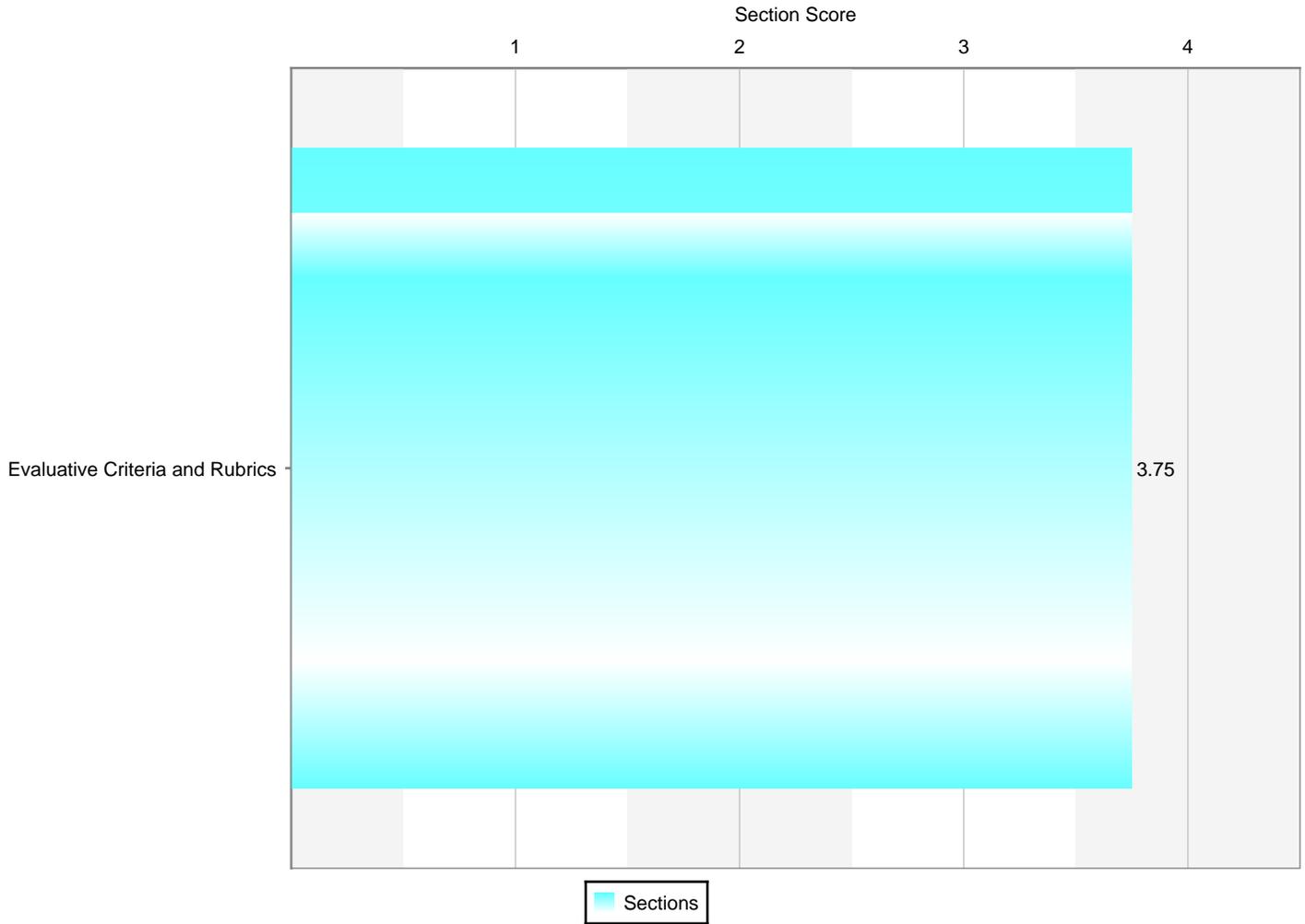
Which of the above reported findings are consistent with findings from other data sources?

NA

DRAFT

Report Summary

Scores By Section



DRAFT

Stakeholder Feedback Diagnostic

DRAFT

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?			

DRAFT

Evaluative Criteria and Rubrics

	Statement or Question	Response	Rating
1.	Questionnaire Administration		N/A

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis		N/A

DRAFT

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

DRAFT

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

What are the implications for these stakeholder perceptions?

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

DRAFT

Report Summary

Scores By Section

Section Score			
1	2	3	4

DRAFT

2017-18 Goals

DRAFT

Overview

Plan Name

2017-18 Goals

Plan Description

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Monger Elementary School will improve in reading comprehension.	Objectives: 3 Strategies: 2 Activities: 3	Academic	\$0
2	ESL students at Monger Elementary will become language proficient	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	Students in grades 3-6 at Monger Elementary will meet Indiana Academic Standards in Math as measured by ISTEP+	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$2500

Goal 1: All students at Monger Elementary School will improve in reading comprehension.

Measurable Objective 1:

90% of Third grade students will demonstrate student proficiency (pass rate) on the IREAD3 exam in Reading by 06/30/2017 as measured by IREAD3.

Status	Progress Notes	Created On	Created By
Met	2016-2017: administer SRI and Dibels assessment and align interventions at the beginning of the year	May 25, 2016	Bekki Crocker

(shared) Strategy 1:

Targeted Reading Interventions - Students identified as "at risk" for failure on IREAD3, will receive a minimum of 30 minutes of daily reading intervention provided by Title I interventionists and support staff.

Research Cited: Read Well® is the primary reading curriculum that adjusts to the needs of each student and builds the foundation necessary for sustained reading success.

With multiple entry points into the Read Well curriculum, each student is assessed and placed into the small group that matches his or her skill level. Ongoing assessment and progress monitoring inform instruction. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. Read Well's unique format includes duet stories and solo stories, which enable children—even the youngest kindergarten students—to hear rich story content and read independently from the first unit.

Voyager Sopris Learning, 2016

Evidence of success: Data from progress monitoring (Dibels, SRI, NWEA)

Activity - Read Well Training/monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

Title I interventionists will re-visit training and train instructional support staff to use Read Well program/resources. Interventionists will consistently monitor program implementation/fidelity through weekly collaboration meetings/observations.	Academic Support Program	08/03/2015	05/26/2017	\$0	No Funding Required	Title I Interventionists are responsible for the implementation of Read Well Interventions, as well as the training and monitoring of support staff.
--	--------------------------	------------	------------	-----	---------------------	--

Status	Progress Notes	Created On	Created By
In Progress	Interventionists need to communicate data collected on students through Read Well.	September 13, 2017	April Walker
Completed	Paras were trained by Title I Interventionists to implement the Read Well program.	May 24, 2016	Bekki Crocker

Activity - Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/26/2017	\$0	District Funding	K-6 classroom teachers

Status	Progress Notes	Created On	Created By
N/A	Provide professional development to staff in regards to close reading	May 25, 2016	Bekki Crocker

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) on the ELA portion of ISTEP in Reading by 05/31/2017 as measured by ISTEP+ 2017.

Strategy 1:

Core Reading Support - All classroom teachers will be provided additional human resources during their 90 minute block to ensure all students are being provided small group reading. Students identified as "at risk" will receive small group reading support by their classroom teacher as well as by support staff.

Research Cited: the small group instruction is an effective way to improve a student's response to initial instruction before adding additional time and additional intervention. Small group time also provides a way to accelerate learning for high performing students. Elbaum, Vaughn, Hughes, and Moody, 1999; Torgesen, Fall

SY 2017-2018

Page 48

Indiana School Improvement Plan

Monger Elementary School

2004; Gersten et al., 2009

Evidence of success: Schedules; notes from classroom observations

Activity - Success Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in 30 minutes of daily remediation and/or enrichment in reading. During the 30 minute remediation/enrichment, students will engage in complex texts from sources such as Read Works, Reading A-Z, and Journeys supplemental resources.	Direct Instruction	09/06/2016	05/26/2017	\$0	No Funding Required	All certified staff are responsible for providing rich, complex text at various ability levels to meet the needs of all students. Certified staff members should provide support staff with materials/less ons to provide remediation/enrichment.

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by reaching projected growth rates on NWEA in Reading by 05/26/2017 as measured by NWEA-Spring Measure.

Status	Progress Notes	Created On	Created By
Not Met	2016-2017: 50% of our students will meet projected growth on NWEA (using Spring 2016 data and comparing it to Spring 2017)	May 25, 2016	Bekki Crocker

(shared) Strategy 1:

Targeted Reading Interventions - Students identified as "at risk" for failure on IREAD3, will receive a minimum of 30 minutes of daily reading intervention provided by Title I interventionists and support staff.

Indiana School Improvement Plan

Monger Elementary School

Research Cited: Read Well® is the primary reading curriculum that adjusts to the needs of each student and builds the foundation necessary for sustained reading success.

With multiple entry points into the Read Well curriculum, each student is assessed and placed into the small group that matches his or her skill level. Ongoing assessment and progress monitoring inform instruction. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. Read Well's unique format includes duet stories and solo stories, which enable children—even the youngest kindergarten students—to hear rich story content and read independently from the first unit.

Voyager Sopris Learning, 2016

Evidence of success: Data from progress monitoring (Dibels, SRI, NWEA)

Activity - Read Well Training/monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I interventionists will re-visit training and train instructional support staff to use Read Well program/resources. Interventionists will consistently monitor program implementation/fidelity through weekly collaboration meetings/observations.	Academic Support Program	08/03/2015	05/26/2017	\$0	No Funding Required	Title I Interventionists are responsible for the implementation of Read Well Interventions, as well as the training and monitoring of support staff.

Status	Progress Notes	Created On	Created By
In Progress	Interventionists need to communicate data collected on students through Read Well.	September 13, 2017	April Walker
Completed	Paras were trained by Title I Interventionists to implement the Read Well program.	May 24, 2016	Bekki Crocker

Activity - Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/26/2017	\$0	District Funding	K-6 classroom teachers

Status	Progress Notes	Created On	Created By
N/A	Provide professional development to staff in regards to close reading	May 25, 2016	Bekki Crocker

Goal 2: ESL students at Monger Elementary will become language proficient

Status	Progress Notes	Created On	Created By
N/A	52% of students all EL students showed growth on the 2017 ACCESS test when compared to the 2016 ACCESS results.	September 13, 2017	April Walker

Measurable Objective 1:

100% of English Learners students will increase student growth on overall language level in English Language Arts by 05/26/2017 as measured by ACCESS-Spring Assessment.

Status	Progress Notes	Created On	Created By
Not Met	82% of ESL students in Grades 1st-6th showed growth on their overall language level on the 2016 ACCESS test. 21% of ESL students in grades 1st-6th demonstrated Language Proficiency on the 2016 ACCESS test.	August 18, 2016	April Walker

Strategy 1:

Co-Teaching - ESL teachers have been partnered with a classroom teacher to co-teach in the area of reading or writing. Currently, the co-teaching model is being implemented in 1-3rd grade class 1x per week, 2-2nd grade classes 2x per week, and 1-4th grade class 4x per week. The plan is to track data on this strategy. If successful, we add more classes each year.

Research Cited: ESL teachers will be able to support classroom teachers in implementing best practices for ESL by modeling instruction while co-teaching.

Evidence of success: progress monitoring (NWEA, SRI, Dibels, Quarterly Writing Prompts)

Status	Progress Notes	Created On	Created By
N/A	Co-teaching was implemented in 2nd grade and 4th grade classrooms during the 2015-16 school year.	August 18, 2016	April Walker

Activity - Co-Teaching PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

Monger Elementary School

Both ESL teachers and administrators will receive training on various co-teaching models	Professional Learning	11/02/2015	05/30/2016	\$0	Title II Part A	Beth Williams, Linda Stofko, Jean Creasbaum- Provide training opportunities for ESL teachers. ESL PD will happen each month at the district level.
--	-----------------------	------------	------------	-----	-----------------	--

Status	Progress Notes	Created On	Created By
In Progress	ESL teachers, Special Ed teachers, 1-3rd grade teacher and principal received professional development on the variety of ways to implement the co-teach strategy.	August 18, 2016	April Walker

Activity - WIDA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training with WIDA standards	Professional Learning	08/05/2015	05/31/2016	\$0	Title III	Central Office ESL Department ESL Teachers

Status	Progress Notes	Created On	Created By
In Progress	All K-2 teachers received PD on the WIDA "can do" descriptors. All staff will receive "can do" PD on 9/1/16.	August 18, 2016	April Walker

Goal 3: Students in grades 3-6 at Monger Elementary will meet Indiana Academic Standards in Math as measured by ISTEP+

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) on ISTEP Math in Mathematics by 05/31/2018 as measured by ISTEP mathematics Spring 2018.

Status	Progress Notes	Created On	Created By
Not Met	We have not made adequate progress towards this goal in grades 3, 5, and 6. We had an overall 2% decrease in our passing percentage on ISTEP in 2016-17.	August 28, 2017	April Walker

Strategy 1:

Weekly Problem Solving - Weekly problem solving strategies will be taught with fidelity using the following format for instruction:

- a. 5-7 min independent “think time”
- b. Cooperative learning/group
- c. Whole group process/reflection
- d. Daily Math Review Boxes

Research Cited: 5 Easy Steps (conceptual understanding, math review, problem solving strategies, fact fluency)

Evidence of success: Weekly problem solving is built into master schedule; weekly daily math review quizzes; progress monitor skills via NWEA data & math review quizzes

Activity - Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in weekly problem solving activities (i.e. poster method, cooperative learning, real world application). Weekly problem solving is built into the master schedule.	Policy and Process	08/07/2015	05/19/2017	\$0	No Funding Required	Classroom teachers; interventionists are responsible for teaching problem solving. Administrators are responsible for including the time into the master schedule.

Indiana School Improvement Plan

Monger Elementary School

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as grade level teams to collaboratively plan problem solving activities. The teams include grade level teachers, title I interventionists, special ed and ESL teachers.	Professional Learning	08/05/2015	06/01/2016	\$0	Title I Part A	Certified staff are responsible for submitting collaboration minutes to be monitored by administrators.

(shared) Strategy 2:

Test Talks - Teachers will hold individual test talks with students to review math data and set individual student goals from standardized tests.

i.e.,

*Share ISTEP image results and growth results on the computer

(Grades 4,5,6)

*NWEA growth projections and achievement

Evidence of success: Student data folders; growth on NWEA

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

<p>Teachers will collaborate with students to maintain individual student data folders. Student data folders should minimally include NWEA and ISTEP scores and at least one classroom assessment (i.e. problem solving rubric, math facts, unit tests, daily math review quizzes).</p>	<p>Other - Product</p>	<p>08/05/2015</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All certified staff are responsible for utilizing student data folders and involving students in the goal setting process. Administrators are responsible for monitoring implementation of student data folders via the evaluation process.</p>
---	------------------------	-------------------	-------------------	------------	----------------------------	--

Strategy 3:

Fact Fluency - Grade levels are responsible for ensuring student mastery of basic math facts prior to advancement to the next grade. Teachers may utilize math review or 1 day per week of SUCCESS to practice fact fluency.

Evidence of success: Data spreadsheets/progress monitoring bi-weekly

Activity - Fact Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

Teachers will commit 1 day per week to focus on fact fluency activities. Teachers doing after school homework clubs should provide opportunities for students to engage in fact fluency activities upon homework completion.	Tutoring, Direct Instruction	09/06/2016	05/26/2017	\$0	Title I Part A	Kindergarten: Single Digit Facts 1-10 1st Grade: addition/subtr action facts 1-20 2nd Grade: Addition/Subtr action 50 problems in 3 min 3rd Grade: multiplication facts: 50 problems in 3 min 4th Grade: multiplication/division: 50 problems in 3 min
--	------------------------------	------------	------------	-----	----------------	--

Strategy 4:

Engage NY - Engage NY is to replace EDM. Teachers will be given 2 full days in the summer to collaborate on how to best use this new math curriculum. Teacher guides will be printed for teachers by the district. Teachers will receive new math tool kits for their classroom to go along with the program. Ongoing teacher collaboration will occur throughout the year.

Evidence of success: 2017-18 ISTEP Scores; NWEA Math Growth Scores

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided 2 days paid collaboration in the summer to plan for Engage NY implementation	Professional Learning	08/07/2017	08/11/2017	\$2500	Title I School Improvement (ISI)	Certified Teachers

Measurable Objective 2:

Indiana School Improvement Plan

Monger Elementary School

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will increase student growth by meeting growth projection targets in Mathematics by 05/26/2017 as measured by NWEA Math.

Status	Progress Notes	Created On	Created By
Not Met	54% of students met or exceeded their projected growth scores in math. K-37% 1st-63% 2nd-35% 3rd-43% 4th-72% 5th-70% 6th-68%	August 28, 2017	April Walker

(shared) Strategy 1:

Test Talks - Teachers will hold individual test talks with students to review math data and set individual student goals from standardized tests.

i.e.,

*Share ISTEP image results and growth results on the computer

(Grades 4,5,6)

*NWEA growth projections and achievement

Evidence of success: Student data folders; growth on NWEA

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

Teachers will collaborate with students to maintain individual student data folders. Student data folders should minimally include NWEA and ISTEP scores and at least one classroom assessment (i.e. problem solving rubric, math facts, unit tests, daily math review quizzes).	Other - Product	08/05/2015	05/26/2017	\$0	No Funding Required	All certified staff are responsible for utilizing student data folders and involving students in the goal setting process. Administrators are responsible for monitoring implementation of student data folders via the evaluation process.
--	-----------------	------------	------------	-----	---------------------	---

DRAFT

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fact Fluency	Teachers will commit 1 day per week to focus on fact fluency activities. Teachers doing after school homework clubs should provide opportunities for students to engage in fact fluency activities upon homework completion.	Tutoring, Direct Instruction	09/06/2016	05/26/2017	\$0	Kindergarten: Single Digit Facts 1-10 1st Grade: addition/subtr action facts 1-20 2nd Grade: Addition/Subtr action 50 problems in 3 min 3rd Grade: multiplication facts: 50 problems in 3 min 4th Grade: multiplication/division: 50 problems in 3 min
Collaboration	Teachers will work as grade level teams to collaboratively plan problem solving activities. The teams include grade level teachers, title I interventionists, special ed and ESL teachers.	Professional Learning	08/05/2015	06/01/2016	\$0	Certified staff are responsible for submitting collaboration minutes to be monitored by administrators.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

Schedule	Teachers will engage students in weekly problem solving activities (i.e. poster method, cooperative learning, real world application). Weekly problem solving is built into the master schedule.	Policy and Process	08/07/2015	05/19/2017	\$0	Classroom teachers; interventionists are responsible for teaching problem solving. Administrators are responsible for including the time into the master schedule.
Success Period	All students will participate in 30 minutes of daily remediation and/or enrichment in reading. During the 30 minute remediation/enrichment, students will engage in complex texts from sources such as Read Works, Reading A-Z, and Journeys supplemental resources.	Direct Instruction	09/06/2016	05/26/2017	\$0	All certified staff are responsible for providing rich, complex text at various ability levels to meet the needs of all students. Certified staff members should provide support staff with materials/lessons to provide remediation/enrichment.
Read Well Training/monitoring	Title I interventionists will re-visit training and train instructional support staff to use Read Well program/resources. Interventionists will consistently monitor program implementation/fidelity through weekly collaboration meetings/observations.	Academic Support Program	08/03/2015	05/26/2017	\$0	Title I Interventionists are responsible for the implementation of Read Well Interventions, as well as the training and monitoring of support staff.

Indiana School Improvement Plan

Monger Elementary School

Student Data Folders	Teachers will collaborate with students to maintain individual student data folders. Student data folders should minimally include NWEA and ISTEP scores and at least one classroom assessment (i.e. problem solving rubric, math facts, unit tests, daily math review quizzes).	Other - Product	08/05/2015	05/26/2017	\$0	All certified staff are responsible for utilizing student data folders and involving students in the goal setting process. Administrators are responsible for monitoring implementation of student data folders via the evaluation process.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Reading Program	K-6 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/26/2017	\$0	K-6 classroom teachers
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA	On-going training with WIDA standards	Professional Learning	08/05/2015	05/31/2016	\$0	Central Office ESL Department ESL Teachers
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Indiana School Improvement Plan

Monger Elementary School

Co-Teaching PD	Both ESL teachers and administrators will receive training on various co-teaching models	Professional Learning	11/02/2015	05/30/2016	\$0	Beth Williams, Linda Stofko, Jean Creasbaum- Provide training opportunities for ESL teachers. ESL PD will happen each month at the district level.
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Teachers will be provided 2 days paid collaboration in the summer to plan for Engage NY implementation	Professional Learning	08/07/2017	08/11/2017	\$2500	Certified Teachers
Total					\$2500	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

DRAFT

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The team completed a comprehensive needs assessment in winter of 2016.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	PLCs meet regularly to monitor student outcomes. Title I support staff, along with EL, SPED, BIT and GEI teams meet regularly to support individual student needs.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	GEI and BIT teams meet regularly to assess student data and to identify at risk students. All at risk students are provided with Title I interventions and support. Student data is monitored closely to ensure all students are making academic gains.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	The district has planned and provided a variety of professional development opportunities for staff and administration in the areas of: high ability, technology integration, increasing rigor, staff evaluation, high ability, ELL, data analysis, PLCs	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	The district has a rigorous screening process to ensure only high quality staff are hired for Elkhart Community Schools.	

Indiana School Improvement Plan

Monger Elementary School

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	District level parent support coordinators work to provide educational opportunities to Elkhart Families. At Monger Elementary, we offer a preschool parent/student program 1x per week as well as a variety of parent involvement activities such as family nights and breakfasts. We cover a range of topics such as supporting students in reading, math, IREAD3, & behavior. Most recently, we partnered with the Hispanic Health Coalition to provide classes for families on health and nutrition.	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Parents are provided with report cards every 9 weeks as well as NWEA reports 3 times per year. Parents of students in grades 4-6 also receive midterm reports in between grading periods. Parents also receive IREAD3, ACCESS and ISTEP reports from the district when results become available from the state.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents were surveyed in the Spring of 2017. The results of those surveys were taken into consideration when making school improvement goals.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans 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.	Yes	The district has Head Start programs in several elementary buildings which is made available to all Elkhart Students. At Monger, we have a "Little Mongers" group with meets weekly to provide educational experiences for preschool age students as well as educational resources for parents. We also have a "transition to kindergarten" summer program which meets 3 weeks prior to the new school year and is for incoming kindergarteners. This program is meant to assist students in making a smooth transition to the school.	

Indiana School Improvement Plan

Monger Elementary School

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers meet regularly in their PLCs to discuss and analyze student achievement data. Teachers use that data to plan for remediation and enrichment opportunities for students. Teachers also use achievement data to design individual goals related to the teacher appraisal system. The school leadership teams utilizes student achievement data to create school wide goals for the school improvement plan.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Monger School employs 2 Certified Title I interventionists who lead our efforts in providing academic interventions for those students who are struggling to make progress. Student data is monitored regularly in order to ensure timely intervention. Monger Schools also provides after school support and enrichment through our 21st Century Learning Center Grant. The after school programs allow us to identify students in need of support and provide after school tutoring and homework support to those individuals. We also do daily, 30 minute interventions for at risk students.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Through our 21st Century Learning Grant, we have built several partnerships with other programs and agencies. We currently offer mentoring programs through United Way, clubs through the Salvation Army and Goshen College. We have a grant to support our PBIS efforts and also receive donations from outside business and churches. We receive Title I funds which are used to employ support staff and a translator.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	N/A		

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

DRAFT