



# Indiana School Improvement Plan

Monger Elementary School

Elkhart Community Schools

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## **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.

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## Executive Summary

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## **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.

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## 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 408 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. Grades 1 and 2 have four classroom sections, grades 3 & 5 have three classroom sections and grades 4 & 6 each have 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.

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## 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 is an accurate representation of the learning that takes place at Monger Elementary School. 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.

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# Improvement Plan Stakeholder Involvement

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## 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.

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## 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

Bekki Crocker-Assistant Principal

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

Don Kominowski-Retired Administrator/Consultant

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.

**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.

## Self Assessment

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## **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.

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### 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: 2.33

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul>	Level 2

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"> <li>•Survey results</li> </ul>	Level 3

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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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Learning Log Data</li></ul>	Level 2

**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"> <li>•Student handbooks</li> <li>•Staff handbooks</li> <li>•School handbooks</li> <li>•Collaboration</li> <li>* Instructional Para needing PD Survey</li> </ul>	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"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	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"> <li>•Roles and responsibilities of school leadership</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Para " Do you know what's the function of the school board?"</li> </ul>	Level 4

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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"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•All stakeholder are the key to a 4</li> </ul>	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"> <li>•How are we measuring the impact of the stakeholder. newsletter</li> </ul>	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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	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.

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### 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"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Course schedules</li> <li>•Trend data for ISTEP growth serves as evidence that learning in a particular grade level prepares students for the following year.</li> </ul>	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"> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	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"> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Student data folders- student self-reflection Laptops iPads</li> </ul>	Level 3

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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"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	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"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> </ul>	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"> <li>•Examples of learning expectations and standards of performance</li> <li>•Student data folders</li> </ul>	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"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	Level 2

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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"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	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"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•CARES mentors Check-in-Check out system for identified students After school programming (21st Century Clubs)</li> </ul>	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"> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> </ul>	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"> <li>•Survey results</li> </ul>	Level 2

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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"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	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"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	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"> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	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"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	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"> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	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"> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	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.

## 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"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	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"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> </ul>	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"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	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"><li>•Survey results</li></ul>	Level 4

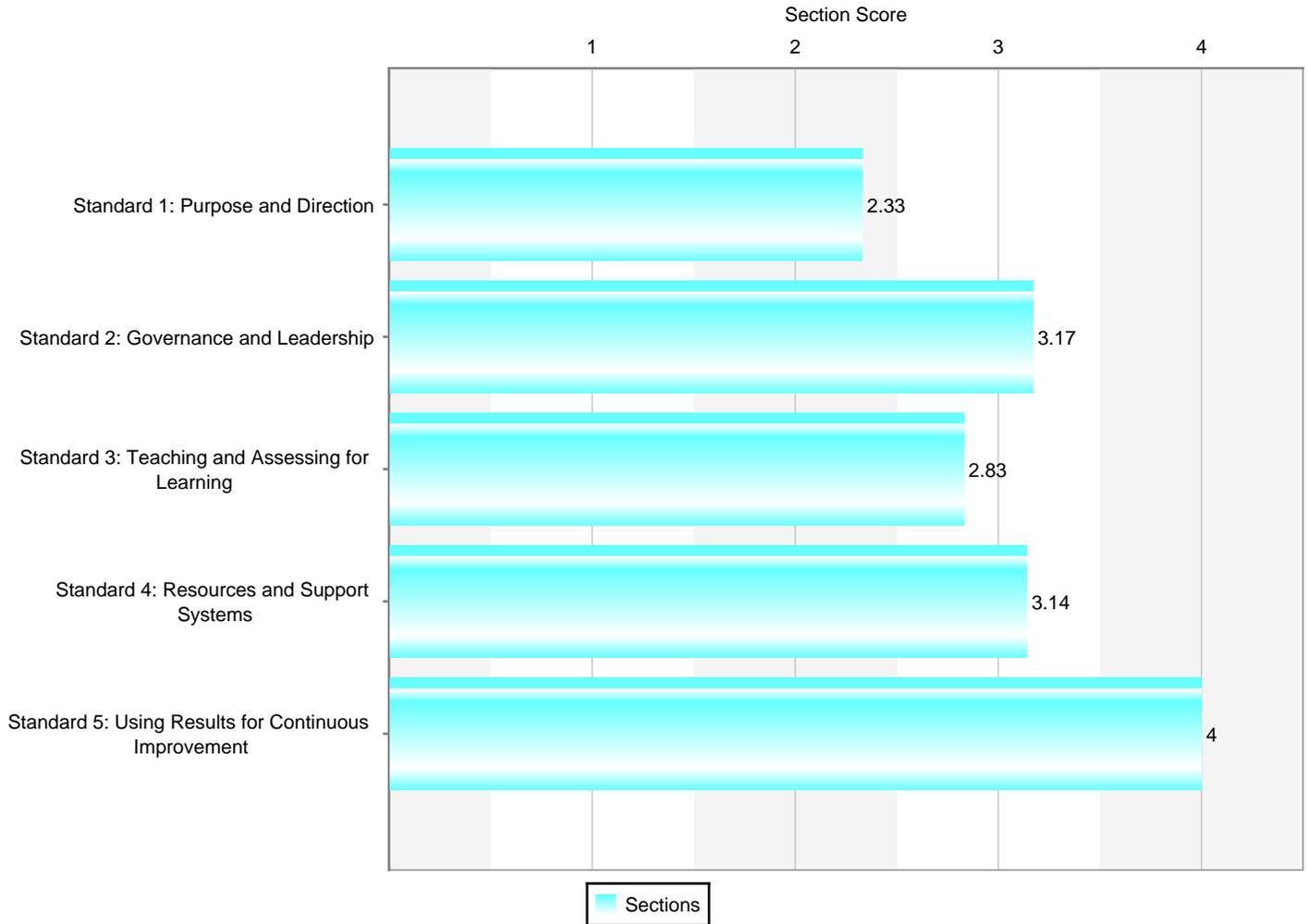
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Monger School participates in several types of proven reliable and non-biased assessment. Our 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 I-Step + 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

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## **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.

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Student Performance Data

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

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## 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 2015 ISTEP has shown significant drops in student passing rates across the state. Our 2014-15 passing rates are not reflective of our past trend data. The test was significantly different than the test students have taken in past years, not to mention, we experienced several technical difficulties and last minute changes to the test. Our percentage of students passing both portions of the ISTEP exam continues lead the Title I schools in our district. In focusing on past ISTEP trends, however, grades 4, 5, and 6 had high levels of achievement with over 90% passing rates in ELA. 5th and 6th grades had over 90% passing in math as well.

Two of our three large student populations (Hispanic and White) are passing at higher than the 70% success rate in ELA according to our 2014 ISTEP scores. Our White students are passing at an 87.2%. Our Hispanic students are passing at a 90%. Our Black student population is passing at a slightly lower rate with 85.7% success. Monger School has a higher success rate passing for all three large student populations than the corporation has achieved.

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

All grade levels demonstrate a positive trend in performance in ELA, while math continues to be an area of strength. Although we are not focusing on the 2015 ISTEP scores for many obvious reasons, we still recognize the significant drop in 3rd grade scores. Our 5th grade continues to demonstrate the highest levels of proficiency.

### Which area(s) indicate the overall highest performance?

5th grade is our highest performing grade level in Math and continues to show positive growth in ELA. Math also continues to be a relative strength in our building.

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

Two of our three large student populations (Hispanic and White) are passing at higher than the 70% success rate in ELA according to our 2014 ISTEP scores. Our White students are passing at an 87.2%. Our Hispanic students are passing at a 90%. Our Black student population is passing at a slightly lower rate with 85.7% success. Monger School has a higher success rate passing for all three large student populations than the corporation has achieved.

### Between which subgroups is the achievement gap closing?

2013-14 Data:

A comparison of percentage Special Education Students passing E/LA (62.5%) to the percentage of General Education Students passing E/LA (91%) does seem appropriate when the actual number size of the two groups are compared (SpEd Total 10 & GenEd Total 142). What is more meaningful to the staff is to look only at the SpEd population (62.5% passed vs. 37.5% did not pass). This is a data point that needs to improve.

There is a smaller achievement gap in math for both Special Education and ELL compared to the gap in ELA. We continue to focus our efforts in meeting the needs of our ELL population through targeted ESL and literacy interventions.

**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. The IREAD3 results obtained in the Spring of 2015 were consistent with this year's historically low ISTEP scores. We had the highest number of exemptions on the 2015 IREAD3 exam since the test began 4 years ago. The exemptions were for low level ESL students. Of the 20 students who did not pass the IREAD3 exam, 16 were ESL students.

NWEA: 2015 is the first year for using the NWEA exam. Although we have only observed one round of data, 5th grade continues to show the highest student performance findings in Math.

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## Areas in Need of Improvement

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

3rd grade reading/math  
Special Ed reading/math

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

There are no areas that show a negative trend in performance.

### Which area(s) indicate the overall lowest performance?

Our 3rd grade passing percentages are the lowest in our building, and are lower than the district average. 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.

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

There is not a trend in decreasing performance, however, we saw a significant drop in the percentage of our Hispanic students passing IREAD3 in 2015. However, we doubled the number of students who qualified for an exemption.

A comparison of percentage Special Education Students passing E/LA (62.5%) to the percentage of General Education Students passing E/LA (91%) does seem appropriate when the actual number size of the two groups are compared (SpEd Total 10 & GenEd Total 142). What is more meaningful to the staff is to look only at the SpEd population (62.5% passed vs. 37.5% did not pass). This is a data point that needs to improve.

### Between which subgroups is the achievement gap becoming greater?

The achievement gap in math between Special Education students and General Education students is significantly lower than E/LA. The same is true for the gap between ELLs and Non-ELL's. Math continues to be a strength for all sub-groups.

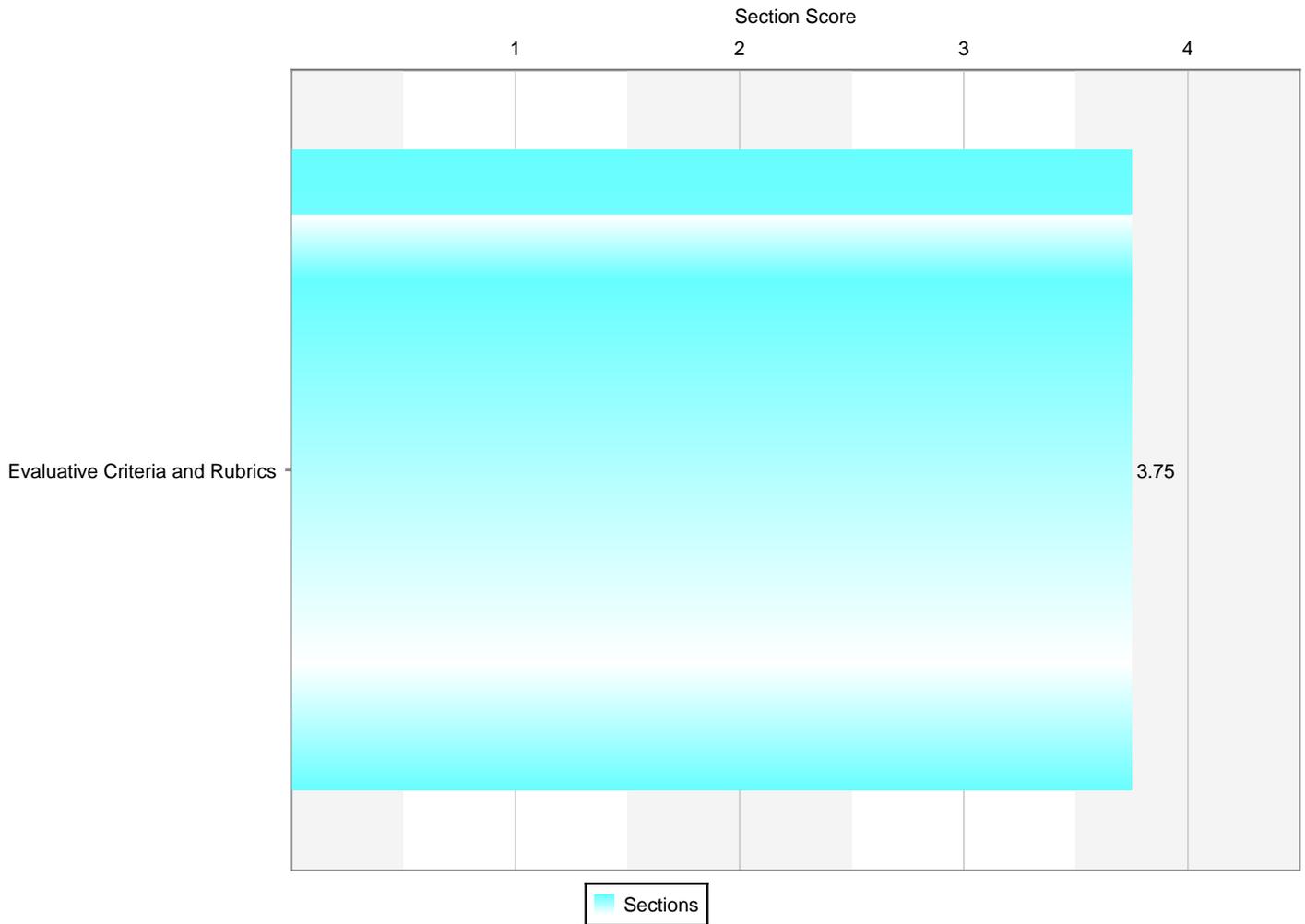
### Which of the above reported findings are consistent with findings from other data sources?

Our ESL population scores lower in ELA on ISTEP, IREAD3 and NWEA. Our primary grade levels (K-3) show lower percentages of proficiency than our intermediate grades. We feel this is a result of our high population of students learning English.

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## Report Summary

### Scores By Section



## Goal Action Plan 2015-16

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## Overview

### Plan Name

Goal Action Plan 2015-16

### Plan Description

Rough Draft 1/4/16

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## 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: 3 Activities: 4	Academic	\$0
2	ESL students at Monger Elementary will become language proficient	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at Monger Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
4	Monger Elementary will implement a Tiered System of Behavioral and Academic Supports.	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$30000
5	Students in grades 3-6 at Monger Elementary will meet Indiana Academic Standards in Math as measured by ISTEP+	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0

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

**Measurable Objective 1:**

80% of Third grade students will demonstrate student proficiency (pass rate) on the IREAD3 exam in Reading by 06/30/2016 as measured by IREAD3.

**(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
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	05/23/2016	\$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.

Activity - Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/31/2016	\$0	District Funding	K-6 classroom teachers

**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 05/31/2016 as measured by ISTEP+ 2016.

**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 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	08/24/2015	05/31/2016	\$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/lessons to provide remediation/enrichment.

**Measurable Objective 3:**

80% of All Students will increase student growth by reaching projected growth rates on NWEA in Reading by 05/30/2016 as measured by NWEA-Spring Measure.

**(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

## Indiana School Improvement Plan

Monger Elementary School

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 Wells 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	05/23/2016	\$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.

Activity - Core Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/31/2016	\$0	District Funding	K-6 classroom teachers

### Strategy 2:

Professional Development-NWEA - Teachers will receive professional training on how to utilize NWEA data to guide instruction.

Evidence of success: We will utilize the Winter NWEA scores to evaluate student progress towards projected growth goals.

Activity - Professional Development-NWEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will receive access to webinars for NWEA information/PD resources. Administrators will provide regular assistance and guidance in accessing, reading, and utilizing NWEA data.</p>	<p>Professional Learning</p>	<p>10/01/2015</p>	<p>05/31/2016</p>	<p>\$0</p>	<p>District Funding</p>	<p>Administrators and teacher leaders will be responsible for organizing professional development activities. Teachers will have access to nwea.org's DESTINATION PD for full access of professional learning resources.</p>
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## Goal 2: ESL students at Monger Elementary will become language proficient

### Measurable Objective 1:

100% of English Learners students will increase student growth on overall language level in English Language Arts by 04/01/2016 as measured by ACCESS-Spring Assessment.

### 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)

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

**Goal 3: All students at Monger Elementary School will become proficient writers.**

**Measurable Objective 1:**

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on ISTEP ELA in Writing by 05/06/2016 as measured by ISTEP ELA proficiency on Part I.

**Strategy 1:**

Simple 6 - All teachers will teach the Simple 6 writing process for a minimum of 120 minutes per week.

Evidence of success: Quarterly Writing Prompts w/ scoring rubrics; ISTEP ELA Part I student scores

Activity - Staff Training on Simple 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by Kay Davidson, author of Simple 6 in the Fall of 2105	Professional Learning	08/04/2015	12/10/2015	\$10000	Title II Part D	Administration will secure contract w/ Kay Davidson for 3 training sessions and program materials. All teachers, K-6, will receive training.

## Goal 4: Monger Elementary will implement a Tiered System of Behavioral and Academic Supports.

### Measurable Objective 1:

collaborate to create an action plan for implementing MTSS by 03/31/2016 as measured by a completed action plan for implementation in fall of 2016.

### (shared) Strategy 1:

Team Planning - The PBIS team has been formed. The PBIS team will meet monthly to work on creating an action plan.

Evidence of success: Monthly committee meeting minutes

Activity - Consultation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with Systems of Care and Coordinator of Behavior Support to research/explore possibilities for Tiered supports/strategies.	Other - Systems of Care/Behavioral Support, Behavioral Support Program, Policy and Process	12/01/2015	06/01/2016	\$30000	Scholarship Fund	Kim Varga; Deb Beehler; April Walker; Bekki Crocker

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on theory of PBIS; share outline of Monger School behavior management systems (Tiers 1, 2, & 3).	Professional Learning, Policy and Process	05/04/2016	08/31/2016	\$0	Scholarship Fund	PBIS team

### Measurable Objective 2:

collaborate to create a tiered system of positive behavior interventions and supports by 06/01/2016 as measured by a completed protocol that includes 3 tiers of behavior management.

### (shared) Strategy 1:

Team Planning - The PBIS team has been formed. The PBIS team will meet monthly to work on creating an action plan.

Evidence of success: Monthly committee meeting minutes

Activity - Consultation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Monger Elementary School

Meet with Systems of Care and Coordinator of Behavior Support to research/explore possibilities for Tiered supports/strategies.	Other - Systems of Care/Behavioral Support, Behavioral Support Program, Policy and Process	12/01/2015	06/01/2016	\$30000	Scholarship Fund	Kim Varga; Deb Beehler; April Walker; Bekki Crocker
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Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train staff on theory of PBIS; share outline of Monger School behavior management systems (Tiers 1, 2, & 3).	Professional Learning, Policy and Process	05/04/2016	08/31/2016	\$0	Scholarship Fund	PBIS team

## Goal 5: 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 05/31/2016 as measured by ISTEP mathematics Spring 2016.

**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
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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	05/31/2016	\$0	No Funding Required	Classroom teachers; interventionists are responsible for teaching problem solving. Administrators are responsible for including the time into the master schedule.
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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.

### Strategy 2:

Direct Explicit Instruction of Math Vocabulary - Teachers will explicitly teach math vocabulary. Math vocabulary should be taught by unit utilizing best practices for vocabulary instruction (i.e. non-linguistic representation, notetaking/notebooks, charts, posters, word walls).

Research Cited: Marzano

Evidence of success: Classroom Observations/Informal Assessments

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 Math Vocabulary Word Wall, charts, notebooks, posters, journals	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Classroom teachers responsible for having evidence; Administrators responsible for monitoring for evidence via walkthroughs/observations.

**Strategy 3:**

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
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	05/31/2016	\$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.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Scholarship Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Consultation	Meet with Systems of Care and Coordinator of Behavior Support to research/explore possibilities for Tiered supports/strategies.	Other - Systems of Care/Behavioral Support, Behavioral Support Program, Policy and Process	12/01/2015	06/01/2016	\$30000	Kim Varga; Deb Beehler; April Walker; Bekki Crocker
PD	Train staff on theory of PBIS; share outline of Monger School behavior management systems (Tiers 1, 2, & 3).	Professional Learning, Policy and Process	05/04/2016	08/31/2016	\$0	PBIS team
<b>Total</b>					<b>\$30000</b>	

### Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Training on Simple 6	Teachers will be trained by Kay Davidson, author of Simple 6 in the Fall of 2105	Professional Learning	08/04/2015	12/10/2015	\$10000	Administration will secure contract w/ Kay Davidson for 3 training sessions and program materials. All teachers, K-6, will receive training.
<b>Total</b>					<b>\$10000</b>	

### Title III

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

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
<b>Total</b>					\$0	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Reading Program	K-3 teachers will teach Indiana Academic Standards w/ fidelity using the Journeys Core Reading Program.	Direct Instruction	08/05/2015	05/31/2016	\$0	K-6 classroom teachers

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Professional Development-NWEA	Teachers will receive access to webinars for NWEA information/PD resources. Administrators will provide regular assistance and guidance in accessing, reading, and utilizing NWEA data.	Professional Learning	10/01/2015	05/31/2016	\$0	Administrators and teacher leaders will be responsible for organizing professional development activities. Teachers will have access to nwea.org's DESTINATION PD for full access of professional learning resources.
<b>Total</b>					<b>\$0</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/23/2016	\$0	Title I Interventionists are responsible for the implementation of Read Well Interventions, as well as the training and monitoring of support staff.
Monitoring	K-3 Math Vocabulary Word Wall, charts, notebooks, posters, journals	Policy and Process	08/05/2015	05/31/2016	\$0	Classroom teachers responsible for having evidence; Administrators responsible for monitoring for evidence via walkthroughs/observations.

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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	05/31/2016	\$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.
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	05/31/2016	\$0	Classroom teachers; interventionists are responsible for teaching problem solving. Administrators are responsible for including the time into the master schedule.

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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	08/24/2015	05/31/2016	\$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.
<b>Total</b>					<b>\$0</b>	

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## **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):

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### Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	A comprehensive needs assessment was completed via a staff survey in October, 2015.	Staff Survey. data Staff Survey.graph Staff Survey.disaggregated

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	As an "8-Step" school, we work diligently to meet the needs of all learners. We provide daily remediation and enrichment opportunities for students. We regularly assess student learning by analyzing student assessment data in Dibels, Scholastic Reading Inventories, NWEA, and classroom assessments. For our high achieving students, we provide cluster, or high ability cohort classes. For lower achieving students, we provide interventions and remediation before, during, and after school hours.	

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	Scientific-based research strategies increase the quality and quantity of instruction at Monger. Monger demonstrates its commitment to research-based methods and strategies by implementing Five Easy Steps, Everyday Mathematics, Houghton-Mifflin Journeys reading program and Inquiry science. Monger staff follows an 8 Step Process combined with Data Teams to analyze student data and provide all students with daily, 30 minute interventions which is based upon their individual needs. Students are appropriately grouped and participate in interventions through a school-wide SUCCESS period.	

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

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Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Monthly professional development is planned and delivered at the district level focusing on a variety of school topics (assessment, WIDA, grading practices, MTSS, curriculum). These professional development sessions occur the 3 Wednesday of each month. At the building level, our professional development efforts were focused on writing this year. We contracted with Kay Davidson, author and founder of the Simple Six. We met for 1/2 day trainings in August, September, and December.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows: Teachers: - No teacher is hired unless that teacher holds a current IN license to teach the area for which they have been hired. - Teachers are not hired to teach in an area for which they do not have licensure in that specific area. - The Personnel Department maintains on-going records of teachers' certification expiration dates. - The Personnel Department sends out regular and timely communication three times each year to teachers as reminders to re-new licenses.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	We employ a Parent Support Coordinator as a well as a full time translator in order to meet the diverse needs of our families. We hosted "Muffins w/ Mom" and "Doughnuts w/ Dads" where parents came to have a healthy breakfast with their child and learn about important resources available to them. We send home a monthly school newsletter with information specific to Monger School. We also send hom "Home & School Connection" which is a monthly newsletter for parents that contains tips for supporting their child socially, emotionally and academically. We also hold monthly reading/math nights.	

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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 will receive report cards 4x per year. We will hold parent teacher conferences 2x per year to review academic results face-to-face. Parents will also receive NWEA reports for Reading and Math 3x per year. Parents are mailed ISTEP & IREAD 3 scores for their child when they are made available from the state. Parents also have access to PowerSchool where they can view their child's grades at any given time during the school year.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	We plan to survey parents in the spring, as well as share our schoolwide plan. We hold monthly parent meetings to review plans/needs of the school. These meetings are led by our Parent Support Coordinator.	

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	In 2014-15, we housed a Head Start Program at Monger Elementary School. For those students who did not attend Head Start, we hosted a Registration Open House in the Spring, where incoming kindergartners were invited to tour the building, classrooms, and a school bus. We also hosted a back-to-school night for incoming kindergartners and their families in the fall before school started.	

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	Monger is committed to the "8-Step" process. We meet every 4 weeks as grade level teams along with administrators to review student assessment data. After collaborative analysis of the data, teams make instructional decisions based on identified strengths, weaknesses, and student needs. We also have a School Improvement Leadership Team that meets 3-4x per year to review the school improvement plan and relevant data.	

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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	When students are identified as "at risk" they are put into a remediation group and receive additional reading and math instruction in a small group. Title I Interventionists work with at risk students and focus on re-teaching/practicing skills related to student deficits. We use programs such as Read Well 1 and 2, System 44 and Moby Max to provide such interventions. Students identified as high ability are placed in high ability cluster groups and placed with a classroom teacher trained in using high ability curriculum. Daily enrichment periods are also in place for high achieving 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	Monger Elementary School is the only school in the district with a 21st Century Programming grant. We use funds from this grant to provide afterschool programming to students all year round. This grant, along with Title I funds, allows us to provide additional resources, programs and experiences to our students. Teachers are also encouraged to apply for the Innovative Teaching Grant through TCU and Enrichment/Extra-Curricular Grants through the Elkhart Education Foundation.	

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.

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