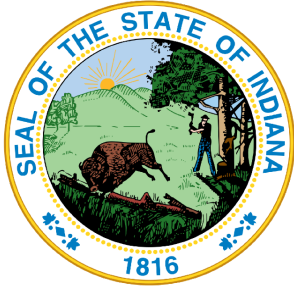# School Improvement Plan
Douglas MacArthur
Elementary School

Principal
Marian L. Buchko

October, 2022

School Name: Douglas MacArthur Elementary School

INDIANA
DEPARTMENT *of*
EDUCATION

School Number: 3769
Street Address: 12900 Fairbanks Street
City: Cedar Lake
Zip Code: 46303

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the years 2022-2023, 2023-2024, 2024-2025.

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

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--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government school designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public schools and state-accredited nonpublic schools**

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

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

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

<u>(Highlight answer choices below.)</u>

This is an initial three (3) year plan. **Yes** **No**	This is a review/update of a plan currently in use. **Yes** No
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**	
This school receives Title IA funding. **Yes** No Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** TA	

--- PLANNING COMMITTEE ---

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Marian Buchko	Principal	*CNA, SIP, Both*	
Laura Florek	Assistant Principal	*CNA, SIP, Both*	
Cyndi Ehens	Teacher	*CNA, SIP, Both*	
Nicole Dembowski	Teacher	*CNA, SIP, Both*	
Mandy Wenglarz	Teacher	*CNA, SIP, Both*	
Theresa Zarndt	Teacher	*CNA, SIP, Both*	
Bill Fisher	Cedar Lake Police Chief	*CNA, SIP, Both*	
Dale Holsti	Parent	*CNA, SIP, Both*	
Michael Fessel	Parent	*CNA, SIP, Both*	

ALIGNMENT

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

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

District Mission:	The mission of Crown Point Community School Corporation (a partnership of students, families, staff, and community) compels all students to become lifelong learners through the highest quality educational program.	School Vision:	The vision of MacArthur Elementary School is to ensure academic and affective success for all students. We will serve as a model of effective practices and successful improvement initiatives. We develop core values, goals, initiatives, and systems that drive the school improvement efforts. Working together we adhere to the core values, goals, and initiatives that drive our school.
		School Mission:	The mission of Douglas MacArthur Elementary School, in partnership with our families and community, is to empower and challenge each student to realize their uniqueness and talent and to achieve the highest potential toward becoming a lifelong learner and contributing member of society.
School Beliefs	We believe all students are our number one priority. We believe students can learn. We believe all students have a right to learn. We believe positive student attitudes must be fostered throughout the learning process. We believe in the worth of educators as recognized professionals. We believe learning is a life-long process. We believe a student's education is the shared responsibility of the home, school, and community. We believe a safe and healthy environment is conducive to learning. We believe vision initiates positive change. We believe personal and professional growth enhances student learning.		

Does the school's mission support the district's mission? *(highlight response)*   Yes   No

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

Core Element 1: Curriculum

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*==Tier 1==, 2, 3*	*Textbook and readers are core components of reading program.*	*==Yes== No*	❏
Place link here (if necessary) ->	SIP CPCSC Instructional Resources						

Core Element 1: Curriculum

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

The public may view the school's curriculum in the following location(s):
Indiana Academic Standards https://www.in.gov/doe/students/indiana-academic-standards/
Policy – Student Privacy and Parental Access to Information https://drive.google.com/file/d/1RnV5WoCVP8cQXwQ4oeCJyYOrQ92-_Vmp/view?usp=sharing
Form – Request to Inspect Instructional Materials   https://drive.google.com/file/d/1OpbqqQkdlLZtPsKYMqpuZGbk4DFWrOUM/view?usp=sharing
Guidance – Request to review curriculum   https://docs.google.com/document/d/1MruQ0iMaf4UrRnXuLI4cIJZUrgHqPcaV1E4fu1yCrWA/edit?usp=sharing

MacArthur provides personalized instruction for all students, a rigorous curriculum aligned to Indiana's standards, provides engaging, active learning which fosters improvement and continues high learner outcomes for all students at MacArthur Elementary School.

Crown Point Community School Corporation utilizes a Buzz platform for the students to access their ELA, Math, Science and Social Studies Curriculums and Resources.

Core Element 2: Instructional Program

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

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

MacArthur follows the Marzano Focused Teacher Evaluation Model which helps create conditions to support teacher expertise outcome learning goals. The quality of instruction that students receive in their classrooms is the most important variable in student achievement. (Hattie, 2009; Marzano, 2003).

The Marzano research establishes 5 Conditions to Support Teacher Expertise.

1. Create a Common Language of Instruction
2. Focused Feedback & Deliberate Practice
3. Opportunity to Observe & Discuss Teaching & Learning
4. Clear Criteria for Success and Plan for Success
5. Recognition of Progress

Using the Conditions for Learning and Standards-Based Instruction elements and protocols of the Marzano Focused Evaluation Model, all staff are held to high standards for pedagogy and content knowledge. With constant staff development and furthering education opportunities through the district, MacArthur's staff have adopted a continuous improvement philosophy for themselves. Teachers frequently reflect upon and update goals focused on

their instructional growth and effectiveness with each student. Also, through Professional Learning Communities (PLC), Expert Coaches, Teacher- Led Professional Development, Lesson Studies, and Book Studies MacArthur teachers are able to grow in their professional practices.

MacArthur staff, students, and stakeholders have all made a commitment to successful learner outcomes, quality teachers, leadership effectiveness, and community engagement and involvement in order to assure the highest personal achievement for each individual learner. MacArthur Elementary School fosters the practice of providing each student with rigorous and challenging learning experiences that focus on higher order and critical thinking skills. All students and staff at MacArthur set expectations that balance both collaborative classroom goals as well as challenging individual goals. These goals are regularly monitored and adjustments are based on the most recent data. MacArthur's curriculum is aligned with the Indiana Academic Standards and student achievement on ILEARN and NWEA is a reflection of this. MacArthur's staff meticulously analyzes test data, which in turn drives instruction. This data is also shared with students, empowering them to set and track their own academic progress. Teachers and students utilize performance tracking through a learning management system, BUZZ. BUZZ provides students with immediate feedback and provides students an additional tool in which to communicate with teachers, when questions arise.

Providing individualized and small group instruction to help create the most successful learning path for each student is the ultimate goal for MacArthur School. During the outside core program time paraprofessionals work with small groups of Title I students under the direction of certified staff. Literacy/Reading & Math Teams consist of immediate feedback and provide students an additional tool in which to communicate with teachers, when questions arise.

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
Title 1 Interventionists and paraprofessionals provide individualized and small group instruction to help create the most successful learning path for each student at MacArthur Elementary School. During outside core program time, paraprofessionals work with small groups of Title I students under the direction of certified staff. Literacy/Reading Teams consisting of paraprofessionals, classroom teachers, & licensed interventionist work in grade level classrooms outside core reading & math times 5 days per week for 30 minutes engaging in small group literacy activities with Title I identified students at their instructional level. Our Title I team coordinates a family literacy/math night for MacArthur families, books are provided to Title I students throughout the year. The Title 1 team also sponsors an after school Halloween party for the students.

Our Title I funds also support Data Based Decision Making, extended year tutor and small group programs, and before school math and reading interventions for small groups of identified students. Instruction for extended time opportunities are carried out by our certified interventionist staff and assist with small group testing for those students who need that accommodation.

MTSS is a comprehensive prevention framework of academic and behavioral support to provide for all our Tier 1, Tier 2, and Tier 3 students. Through MTSS students' needs are matched with instruction & support to the level and intensity of their needs. The students are assessed and monitored to help identify if the interventions are working for the students and to set goals for the students.

The **Birth to School** program helps to prepare our future students for school success and lifelong learning by providing a system of support to caregivers that connects families to our schools from birth, encourages understanding of child development, and increases quality interactions with children.

Kids Hope is a student/mentor partnership with Faith Church.

LEAD Team is a monthly program created to help provide our students to establish a relationship with another adult in the building. It is focused on the book, "The Leader in Me" by Stephen Covey. All K-5 students participate in an activity within a "new" homeroom. The homerooms contain 2-3 students per grade level and these homerooms remain together over the course of the next 6 scheduled lessons.

Boys and Girls Club partnership supports academic success, a healthy lifestyle, and good character.

Buddy Bag Project partnership with Crown Point Methodist Church provides bags of food for the weekends for all of our free lunch students.

At-Risk Mentor Program is a program that assigns a MacArthur staff member to one of our at-risk students and is a mentor on a weekly basis for the student. This added support helps the student to feel valued and cared for.

Imagination Library is a program dedicated to inspiring a love of reading by gifting books free of charge to children from birth to age five. Funding is provided through the Crown Point Community Library and the Dolly Parton Foundation.

VSP Eyes of Hope Sight for Students provides a comprehensive vision exam with a local provider as well as a free pair of glasses.

Shoes for Kids is a partnership with Crown Point Rotary. The Rotary provides our school with 50-60 gift cards for our most needy students to purchase shoes for school.

Core Element 3: Assessment

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use		X
CKLA Skills Unit Assessment	K-2	Benchmark	Summative-measures how much a student has learned after a unit. This assessment aligns with CPCSC district-wide adopted ELA curriculum. Teachers utilize this assessment to gauge student understanding and to help guide instruction.	Yes	No	
CKLA Knowledge Unit Assessment	K-5	Benchmark	Summative-measures how much a student has learned after a unit. This assessment aligns with the CPCSC district-wide adopted ELA curriculum. Teachers utilize this assessment to gauge student understanding and to help guide instruction.	Yes	No	

Bridges Unit Assessment	K-5	Benchmark	Summative-measures how much a student has learned after a unit. This assessment aligns with the CPCSC district-wide adopted math curriculum. Teachers utilize this assessment to gauge student understanding and to help guide instruction.	Yes No	

CPCSC Assessment Type, Purpose, and Schedule [CPCSC K-12 Assessment Schedule](#)

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

Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

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

MacArthur implements a comprehensive [assessment system](#) that encompasses both relevant and accurate data for each individual student. This system includes a variety of assessments: ILEARN, IREAD-3, I AM, WIDA, NWEA, In-View, BUZZ, and Bridges. In addition, student learning is supported through such programs as: Title I, ELL, MTSS, RTI, Resource, Literacy/Math coaches, High Ability, MindPlay, Differentiated Instruction and Technology.

While teachers provide guidance in setting goals for individual students, the students also set goals for themselves for the unit and monitor their progress at checkpoints until their final assessment at the end of the unit. In ELA, Math and Social Studies, BUZZ provides multiple opportunities for students to track the progress of their goals. Technology provides instant feedback for individuals empowering them to reflect on their learning, as well as enabling them to accurately track their performance. The impact of these multiple assessments on the individual student is that of ownership. By setting their own goals, and tracking their own progress and performance, students at MacArthur take ownership of their learning.

Assessments seem less subjective in the minds of the students. Additionally, assessments are more relevant because they don't serve a purpose solely to the instructor; they serve a direct purpose to the individual student in the achievement of their goals. The impact of the assessment system on the instructional staff is that of adaptability. Teachers are able to continuously adapt and adjust instructional strategies based on the data provided.

Core Element 4: Coordination of Technology Initiatives

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

Technology for Learning Spaces

Personalized Blended Learning FAQ

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

MacArthur's blended learning environment is supported through the BUZZ Learning Management System and the students' one-to-one access to Chromebooks. The ELA, Math and Social Studies curriculums are accessed through BUZZ by the students, but are also accessible through print. Other resources are utilized such as printed copies of textbooks, mentor texts, etc.

- Peardeck
- ClearTouch
- Screencastify
- GoGuardian
- Canva

Core Element 5: Career Awareness and Development

Grades K-5 only

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

MacArthur supports career awareness and development throughout our school in Grades K through 5. These are the various ways students are exposed to various carriers:

- Our robotics team for Grades 3 thru 5 provides opportunities to learn about a career focus in the STEM field.
- Third grade visits our local police department each spring. During this visit, officers explain their job responsibilities & duties.
- The Inspire Science curriculum exposes students in Grades K thru 5 to various careers in the field of science in each unit of study.
- MacArthur has a school-wide College and Career Readiness Week organized by our school counselor.
- The Second Grade Team organizes a career day in which members of our Cedar Lake community participate.
- Due to our construction project taking place over the next two years, we are highlighting the various trades in our bi-weekly construction newsletter.

Core Element 6: Safe and Disciplined Environment

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

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

What practices are in place to maintain a safe environment?

Multi-tiered systems of support
Elementary School Student Handbook
Middle School Student Handbook
High School Student Handbook

The MacArthur community believes that children cannot learn in an insecure, unsupported, and fearful environment. The entire faculty and staff places the safety of its students as a top priority. As such, several measures are in place to help prioritize and secure safety.

- Second Steps/PBIS
- Anti-Bullying curriculum
- School Counselor support with classroom lessons
- Staff professional development
- QPR training
- Comprehensive MTSS program and supports
- ALICE training for all staff members
- Vector tutorials
- Regularly scheduled drills
- Trained School Safety Specialists
- Safe Visitor
- School Safety Team
- Crisis Go
- CPI/Crisis Prevention Intervention
- Corporation Resource Officers
- CPR Training
- Neola Policies

Core Element 7: Cultural Competency [Required for all]

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

American Indian/Alaskan Native 0%	English Language Learner	Multiracial 3%
Asian .8%	Free/Reduced Lunch 32%	Native Hawaiian or Other Pacific Islander 0%
Black .2%	Hispanic Ethnicity 10%	White 86%

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

- Home Language survey
- Enrollment information
- Socioeconomic disadvantaged applications
- IDOE information

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school?

- ELL push in/pull out services
- Small group reading interventions
- ELL summer school program to teach about the Crown Point community

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

- Interpreting WIDA data
- Training on WIDA Can-Do Descriptors
- Cultural Sensitivity training
- Electronic database of resources for use by and with ELL students

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
- Anti-bullying curriculum
- Second Steps
- Junior Great Books stories and curriculum that include culturally inclusive topics
- Relevant cultural celebrations

Core Element 8: Review Attendance

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

Number of students above 10% or more of the school year.   **Last year: 39 students   Two Years Ago: 34 students   Three Years Ago: 18 students**

What may be contributing to the attendance trend?

Teacher perceptions regarding attendance trends are students are missing more school due to increased levels of stress and not having developed coping strategies. Over the past two years, MacArthur has seen a 9% decrease which can be attributed to the COVID-19 pandemic. Prior to the pandemic, MacArthur's attendance rate was consistently at 96%.

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

The principal, assistant principal and school counselor met prior to the start of the school year and created a plan to help address the chronic absenteeisms at MacArthur. The plan promotes attendance by rewarding the class with the best attendance rate for the week by being honored as the "class of the week". A sign is placed outside of their classroom, their class picture is hung on the "class of the week" bulletin board, and they choose a class reward. Additionally, students earn a ticket for a chance to win a family experience prize that is drawn at the end of each month.

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

The Indiana Department of Education has a newer metric for analyzing attendance. There are four categories; Chronic Absenteeism, Improved Attendees, Model Attendees, and Performance Context. In three of the four categories MacArthur's students fell below the state averages. Improved Attendees was the only category MacArthur was above the state average.

MacArthur monitors attendance daily. Pre-Covid students with 6 or 10 day absences received a letter mailed home discussing attendance concerns. Phone calls are made daily for students who are absent. Tardies are also monitored by one of the school's secretaries. Of our current fourth and fifth grade population, twenty-three of our students had ten or more absences and did not pass ILEARN.

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

Core Element 9: Parent and Family Engagement

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

- Open House/Meet the Teacher Night is scheduled prior to the start of the school year.
- Parent-Teacher conferences held each October.
- Parent Teacher Organization meetings are held monthly, providing a forum for the sharing and discussion of information.
- Publicly announced School Improvement Committee meetings are held on a quarterly basis.
- Teachers have dedicated time to meet with parents regularly in person, or via phone/ZOOM.
- Kindergarten Readiness program for Birth to School
- MacArthur is one of three sites for the Bulldog Buddies Preschool Program
- Literacy & Math Nights are held at MacArthur for families.
- Home School Compact

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

- Parent-Teacher conferences are held each October.
- Report cards are distributed each semester. Current course progress is maintained through the BUZZ online gradebook. Parents are able to view progress and grades in real time.
- Standardized test results (I AM, ILEARN, IREAD, NWEA) are sent home via mail and access is made available to parents/guardians electronically.
- Teachers use the agenda feature on BUZZ to keep parents abreast of daily classroom objectives and activities. Parents are able to access agendas for each course by using their BUZZ/RDS Parent login via computer.
- Teachers develop and use new means of communication with parents to help provide an understanding of how to assist their child with the instructional practices taking place within the classroom, as well as the importance of daily attendance.
- Bi-weekly online parent newsletters help keep parents informed of information concerning the education of their students as well as school activities and events.
- Parent Teacher Organization (PTO)
- MacArthur's Facebook Page
- Classroom Dojo, Class Tag, and Remind App is another avenue utilized allowing parents/families to message their child's teachers.

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

- ParentSquare is a new communication tool used to keep CPCSC informed of district and school wide events and information.
- Parent-Teacher conferences held each October.
- Report cards are distributed each semester. Current course progress is maintained through the BUZZ online gradebook. Parents are able to view progress and grades in real time.
- Standardized test results (I AM, ILEARN, and IREAD) are sent home via mail and access is made available to parents/guardians electronically.
- Teachers use the agenda feature on BUZZ to keep parents abreast of daily classroom objectives and activities. Parents are able to access agendas for each course by using their BUZZ/RDS Parent login via computer.

- Teachers develop and use new means of communication with parents to help provide an understanding of how to assist their child with the instructional practices taking place within the classroom, as well as the importance of daily attendance.
- Weekly online parent newsletters help keep parents informed of information concerning the education of their students as well as school activities and events.
- A dedicated child care space is located on site at MacArthur providing safe and secure before and after school care for children.

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

- Bi-monthly school newsletters are sent home via School Messenger email utilizing Smore. This website allows parents to easily translate the school newsletter into their preferred language in order to effectively receive regular communication from the school.
- Crown Point Community School Corporation's website with accessibility features to allow families access to information about the corporation.
- ParentSquare is a new communication app that allows the school to communicate with families in their preferred language.
- Snap and Read is installed on all student devices. This allows content to be read aloud to students and families as well as translated into a preferred language.
- Our ELL paraprofessional assists in effective communication between families with non-English speaking parents/guardians.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

The CPCSC district website is translatable in a wide variety of languages. Newsletters are provided weekly by each school in print and online where full translations are available to parents. Open Houses for all parents to meet their child's teachers and become familiar with the building, resources, and staff. Formal parent-teacher and just-in-time conferences promote continuous involvement in their student's education. Literacy and math nights promote parent support of literacy and math. Meetings, surveys, and email are used to involve parents in the planning, review, and improvement of the schoolwide plan.

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

Standardized test results (I AM, ILEARN, and IREAD) are sent home via mail and access is made available to parents/guardians electronically.

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

CPCSC and MacArthur provide multiple opportunities for parent input to contribute to the schoolwide plan throughout the year as well as make a positive impact on school improvement goals. For example, parents participated in the reading adoption process that directly supports our ELA school improvement goal. Also, meetings, surveys, and email are used to involve parents in the planning, review, and improvement of the schoolwide plan.

Core Element 10: Provision for Secondary Schools

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.
Crown Point Community School Corporation does not consolidate or integrate Federal, State, and local funds.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
The Crown Point Community School Corporation understands and is aware of consolidating funds, but does not participate in consolidation.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
Douglas MacArthur Elementary School provides outreach and support to caregivers and children and local pre-schools. Outreach includes partnerships with local pre-schools including Geminus Head Start, area medical and hospital facilities, pediatric practices, ob/gyn practices, social agencies, businesses who focus on family needs and services, the Crown Point Community Library, area daycare and preschool facilities, government leaders and offices, and additional entities who work with families and children to identify and communicate with all families of children from birth to age 5. Developmental screenings and kindergarten readiness screening events will be scheduled for young children on selected dates.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.
Results of TeacherInsight, a teacher selection assessment predictive of teacher potential indicates top quartile applicants to interview and observe teaching. Teacher compensation provides an incentive to draw effective teachers to the school and leadership, as well as leadership opportunities and recognition when meeting the academic needs of students.
- Two Week New Teacher Academy
- Assigned Mentor
- Competitive Salary
- Learn Academy Professional Development Opportunities
- New Teacher Quarterly Check-in

Staff Name	Licensure/Certification	Assigned Class/Subject
Marian Buchko	Certified-Administration & Supervision	Principal
Laura Florek	Certified-Administration & Supervision	Assistant Principal
Alicia Bellamy	School Services | Certified	School Counselor
Ruth Jostes	General Elementary K, 1-6 | Certified	Kindergarten Teacher
Angie Hummel	Elementary Primary & Intermediate | Certified	Kindergarten Teacher
Natalie Howell	Elementary Primary & Intermediate | Certified	Kindergarten Teacher
Nicole Dembowski	Elementary Primary & Intermediate | Certified	1st Grade Teacher
Cyndi Ehens	Elementary Generalist | Certified	1st Grade Teacher
Jen Hochstetler	General Elementary K, 1-6 | Certified	1st Grade Teacher
Melissa Donaldson	Elementary Primary & Intermediate | Certified	2nd Grade Teacher
Christina McClelland	Elementary Primary & Intermediate | Certified	2nd Grade Teacher
Alicia Zarndt	Elementary Primary & Intermediate | Certified	2nd Grade Teacher
Sarah Farnsworth	Elementary Generalist K-6 | Certified	3rd Grade Teacher
Val Kozlowski	Elementary Generalist K-6 | Certified	3rd Grade Teacher
Theresa Zarndt	Elementary Grades 1-6 | Certified	3rd Grade Teacher
Sara Colvin	Elementary Primary & Intermediate | Certified	4th Grade Teacher
Kristen MacPherson	Elementary Primary & Intermediate | Certified	4th Grade Teacher
Katie Newsome	Elementary Primary & Intermediate | Certified	4th Grade Teacher
Sarah Larson	Elementary Primary & Intermediate | Certified	5th Grade Teacher
Lauren Smith	Elementary Generalist K-6 | Certified	5th Grade Teacher
Mandy Wenglarz	Elementary Primary & Intermediate | Certified	5th Grade Teacher
Rachel Dills	Mild & Intense Intervention P-12 | Certified	Applied Skills Teacher
Christina Lapsley	Mild Intervention & Elementary Generalist K-6 | Certified	Applied Skills Teacher
Rachel Laud	Mild Intervention, Elementary Primary & Intermediate | Certified	Resource Teacher
Laura Krinock	Mild & Intense Intervention P-12 | Certified	Resource Teacher
Nathan DeYoung	Elementary Generalist K-6 | Certified	Art Teacher
Christina Santaguida	Vocal & General Music P-12 | Certified	Music Teacher
Thomas Wise	Physical Education & Health | Certified	PE Teacher
Beth Chojenski	Elementary Generalist K-6 | Certified	Title I Interventionist

Michelle Granskog	Elementary Primary & Intermediate | CertifiedCertified	Title I Interventionist
Amy Hein	General Elementary Grades 1-6 | Certified	Title I Interventionist
Jackie Meyers	General Elementary Grades 1-6 | Certified	Title I Interventionist
Teresa Hasty	Non-Certified	Media Specialist
Cathy Harwood	Non-Certified	Title I Paraprofessional
Maryanne Schafer	Non-Certified	Title I Paraprofessional
Angela Thomas	Non-Certified	Title I Paraprofessional
Ann Panazzo	Non-Certified	Applied Skills Paraprofessional
Hayley Muha	Non-Certified	Applied Skills Paraprofessional
Hannah Grady	Non-Certified	Applied Skills Paraprofessional
Mercedes Urena	Non-Certified	Applied Skills Paraprofessional
Kim Miller	Non-Certified	Applied Skills Paraprofessional
Renee Murieko	Non-Certified	Resource Paraprofessional
Araceli Martinez	Non-Certified	ELL Paraprofessional
Heather Panczuk	Non-Certified	Preschool Instructor
Tina Rohm	Non-Certified	Preschool Para

Needs Assessment

	General Academic		Specific Student Groups				General School Data
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
X	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)		Parent/Student Surveys
X	Dyslexia Assessment(s)		Aptitude Assessment(s)	X	Staff Training	X	Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here --->		Needs Assessment Artifacts					

School Improvement Plan and Professional Development Plan

CURRENT YEAR GOAL 1	By Spring, 2023, 70% students in grades 3-5 will demonstrate an English Language Arts proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	September 1st right after NWEA testing is completed	February 1st right after NWEA testing is completed	June 1st right after NWEA testing is completed	
Evidence at Checkpoints	ELA predictive ILEARN score on NWEA	ELA predictive ILEARN score on NWEA	ELA predictive ILEARN score on NWEA	
Evidence- Based Strategy 1 (must cite study)	The teachers, principal, assistant principal, interventionists, & paras will monitor and track student growth in the area of ELA. Data analysis, small group settings, personalized learning, student advocacy, and questioning are some of the methods the strategy will be implemented and monitored. (1.29 effect size-highly likely to have a positive impact on student achievement-(Hattie, 2017)			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	MacArthur Literacy Coaches	August 2022 - 2025	Melissa Donaldson & Mandy Wenglarz	NWEA, CKLA Skills, CKLA Knowledge & ILEARN
Action Step 2	Data Based Decision Making Team	August 2022 - 2025	Classroom teachers, interventionists, Data Based Decision Making Team, principal, assistant principal, paras & students	NWEA, CKLA Skills, CKLA Knowledge & ILEARN
Action Step 3	Student/Teacher Conferences	August 2022 - 2025	Classroom teachers, interventionists, principal, assistant principal, paras & students	NWEA, CKLA Skills, CKLA Knowledge & ILEARN
Action Step 4	Student Data Tracking	August 2022 - 2025	Classroom teachers, interventionists, principal, assistant principal, paras & students	NWEA, CKLA SKills, CKLA Knowledge & ILEARN
Action Step 5	Chronic Absence Intervention	August 2022 - 2025	Principal, Assistant Principal & School Counselor	Attendance Rate

Strategy 2 (must reference source)	Develop school and district capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. Mainstreaming/Inclusion (.27 effect size-Likely to have positive impact on student achievement-(Hattie, 2017)		PD Needed: <mark>Yes</mark> No	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Team-based Workshop: Tier 3 Planning and Progress Monitoring facilitated by Lead Inclusion	June 2022	Leaders & Leadership Teams	Participant Attendance Inclusive Practices Self-Assessment
Action Step 2	Participate in course "Assessment, Feedback, and Grading" facilitated by Lead Inclusion	September-November 2022	Leaders & Leadership Teams	Course Completion
Action Step 3	Participate in course "Leading Organized Change" facilitated by Lead Inclusion	January - March 2023	Leaders & Leadership Teams	Course Completion Inclusive Practices Self-Assessment
Action Step 4	School or District Planning Sessions	July 2021-June 2023	Leaders & Leadership Teams	School and District plan development, monitoring, and modification Inclusive Guidance Document
Strategy 3 (must reference source)	CKLA Skills is in year two of being implemented in K-2 classrooms. Implementing the program starting from Kindergarten and building upon it with fidelity in first and second grade will build consistency and promote automaticity, decreasing skill gaps and reducing students needing additional services. In addition, CKLA Knowledge is in its first year of implementation in grades K-5. It builds upon students' knowledge and vocabulary in literature, history, geography and science. (.70 effect size-Highly likely to have positive impact on student achievement-(Hattie, 2017)		PD Needed: <mark>Yes</mark> No	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	K-2 teachers will participate in PD	August 2022-June 2025	MacArthur Literacy Coaches and CPCSC Literacy Coach	End of the Unit Assessments & NWEA

Action Step 2	K-5 teachers are offered additional optional training where questions can be asked and discussed with a CKLA representative and other staff members from throughout the district.	August 2022-June 2025	CKLA Representative Corporation Literacy Coach, Classroom Teachers & MacArthur Literacy Coaches	End of the Unit Assessments & NWEA
Strategy 4 (must reference source)	Students will develop age appropriate social skills to effectively manage their social and emotional needs to positively interact with others. (.72 effect size-Highly likely to have positive impact on student achievement-(Hattie, 2017)			**PD Needed: <mark>Yes</mark> No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Lead Team	August 2022-June 2025	All Staff	Grade, Discipline Referrals, & PBIS Referrals
Action Step 2	Kids Hope	August 2022-June	Faith Church Mentors	Grades, Discipline Referrals, & PBIS Referrals
Action Step 3	Amygdala Stations	August 2022-June 2025	Classroom Teachers & School Counselor	Grades, Discipline Referrals, & PBIS Referrals
Action Step 4	Marvelous Mustangs	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
Action Step 5	Small Group	August 2022-June 2025	School Counselor & PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
Action Step 6	Second Steps K-2	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
Action Step 7	K-5 Bully Prevention Lessons	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
Strategy 5 (must reference source)	Student academic knowledge will increase due to exposure to academic vocabulary and key content words in the CKLA Knowledge curriculum. (.62 effect size-highly likely to have a positive impact on student achievement-(Hattie, 2017)			**PD Needed: <mark>Yes</mark> No**
Action Step 1	Academic Vocabulary	August 2022-June 2025	Classroom Teachers	NWEA, CKLA Skills, CKLA Knowledge

				& ILEARN
Action Step 2	Full CKLA Knowledge Implementation	August 2022-June 2025	Classroom Teachers	NWEA, CKLA Skills, CKLA Knowledge & ILEARN
This Goal for Year 2	By Spring 2024, 75% of students in grades 3-5 will demonstrate an ELA proficiency as measured by the ILEARN assessment.			
This Goal for Year 3	By Spring 2025, 80% of students in grades 3-5 will demonstrate an ELA proficiency as measured by the ILEARN assessment.			

CURRENT YEAR GOAL 2	By Spring 2023, 70% of students in grades 3-5 will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	September 1st right after NWEA testing is completed	February 1st right after NWEA testing is completed	June 1st right after NWEA testing is completed	
Evidence at Checkpoints	Math scores on Bridges Interim tests and DreamBox	Math scores on Bridges Interim tests and DreamBox	Math scores on Bridges Interim tests and DreamBox	
Evidence- Based Strategy 1 (must cite study)	The teachers, principal, assistant principal, interventionists, and paras will monitor and track student growth in the area of mathematics. Data analysis, small group settings, personalized learning, student advocacy, Inquiry Math, and questioning are some of the methods the strategy will be implemented and monitored. (1.29 effect size-highly likely to have a positive impact on student achievement-(Hattie, 2017)			**PD Needed:** ==Yes== No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	MacArhur Math Coaches	August 2022- June 2025	Lauren Smith & Alicia Zarndt	NWEA, Bridges Intervention & ILEARN
Action Step 2	Data Based Decision Making Team	August 2022 - 2025	Classroom teachers, interventionists, Data Based Decision Making Team, principal, assistant principal, paraprofessionals & students	NWEA, Bridges Intervention & ILEARN
Action Step 3	Student/Teacher Conferences	August 2022 - 2025	Classroom teachers, interventionists, principal, assistant principal,	NWEA, Bridges Intervention & ILEARN

			paraprofessionals & students	
Action Step 4	Student Data Tracking	August 2022 - 2025	Classroom teachers, interventionists, principal, assistant principal, paraprofessionals & students	NWEA, Bridges Intervention & ILEARN
Strategy 2 (must reference source)	Develop school and district capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. Mainstreaming/Inclusion (.27 effect size-Likely to have positive impact on student achievement-(Hattie, 2017)			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Team-based Workshop: Tier 3 Planning and Progress Monitoring facilitated by Lead Inclusion	June 2022	Leaders & Leadership Teams	Participant Attendance Inclusive Practices Self-Assessment
Action Step 2	Participate in course "Assessment, Feedback, and Grading" facilitated by Lead Inclusion	September-November 2022	Leaders & Leadership Teams	Course Completion
Action Step 3	Participate in course "Leading Organized Change" facilitated by Lead Inclusion	January - March 2023	Leaders & Leadership Teams	Course Completion Inclusive Practices Self-Assessment
Action Step 4	School or District Planning Sessions	July 2021-June 2023	Leaders & Leadership Teams	School and District plan development, monitoring, and modification Inclusive Guidance Document
Strategy 3 (must reference source)	Students will develop age appropriate social skills to effectively manage their social and emotional needs to positively interact with others. (.72 effect size-Highly likely to have positive impact on student achievement-(Hattie, 2017)			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Lead Team	August 2022-June 2025	All Staff	Grades, Discipline Referrals, &

				PBIS Referrals
Action Step 2	Kids Hope	August 2022-June 2025	Faith Church Mentors	Grades, Discipline Referrals, & PBIS Referrals
Action Step 3	Amygdala Stations	August 2022-June 2025	Classroom Teachers & School Counselor	Grades, Discipline Referrals, & PBIS Referrals
Action Step 4	Marvelous Mustangs	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
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Action Step 6	Second Steps K-2	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
Action Step 7	K-5 Bully Prevention Lessons	August 2022-June 2025	PBIS Paraprofessional	Grades, Discipline Referrals, & PBIS Referrals
This Goal for Year 2	By Spring 2024, 75% of students in grades 3-5 will demonstrate Mathematics proficiency as measured by the ILEARN assessment.			
This Goal for Year 3	By Spring 2025, 80% of students in grades 3-5 will demonstrate Mathematics proficiency as measured by the ILEARN assessment.			

Professional Development Plan

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

Professional Development Goal 1	K-5 Teachers will receive training in a newly adopted reading program, CKLA Knowledge.	Linked SIP Goals **Yes** No
Possible Funding Source(s)	Education Fund and Title ll	
Evidence of Impact	If meeting students' needs in Tier 1, MacArthur will see a reduction in the number of students requiring Tier ll & Tier lll support, as well as, the number of students qualifying for special education services in the area of reading. The NWEA data will also show data to support the evidence of impact.	

Plan for coaching and support during the learning process: Crown Point School Corporation Literacy Specialist, Amy McCallister, will provide coaching and support, along with MacArthur's Literacy coaches, Melissa Donaldson and Mandy Wenglarz. Coaching and support will be directed toward all reading teachers focusing on specific topics. Also, coaching and support can occur for teachers who volunteer for coaching or are identified as needing support through observations or survey responses. The goal is to build the knowledge and skills for teachers to reach the ability to innovate the fully implemented curriculum.

How will effectiveness be sustained over time?   Effectiveness will be sustained by utilizing the program with fidelity.

Professional Development Goal 2	Increase our district and school capacity as an inclusive learning environment.	Linked SIP Goals **Yes** No
Possible Funding Source(s)	ESSER III, Title II, Title IV, Education Fund	
Evidence of Impact	Develop school and district capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. Mainstreaming/Inclusion (.27 effect size-likely to have positive impact on student achievement - Hattie, 2017)	

Plan for coaching and support during the learning process: A school-based inclusion team, participating in a 2-year professional development facilitated by Dr. Lee Ann Jung and Lead Inclusion, will build upon and increase knowledge and skills to lead and develop school-wide improvement in a more inclusive learning environment.

How will effectiveness be sustained over time?
Effectiveness will be sustained by utilizing the program with fidelity.