



CROWN POINT COMMUNITY
SCHOOL CORPORATION

School Improvement Plan Douglas MacArthur Elementary School

Principal
Marian Buchko
October, 2023

SCHOOL INFORMATION

School Name	Douglas MacArthur Elementary School
School Number	3769
Street Address	12900 Fairbanks
City	Cedar Lake
Zip Code	46303

SCHOOL and CONTACT INFORMATION

Principal	Marian L. Buchko
Phone number	219-742-1026
Email	mbuchko@cps.k12.in.us

Superintendent	Dr. Todd A. Terrill
Phone number	219-663-3371
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Grant contact	James H. Hardman
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Other contact	Mark A. Gianfermi
Position	Assistant Superintendent
Phone number	219-663-3371
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	No ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input checked="" type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input checked="" type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input checked="" type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link: MacArthur Needs Assessment Artifacts		Link: CKLA & ILEARN Alignment	
Link: 2022-23 MacArthur ADM Report		Link: MATH Bridges & ILEARN Alignment	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

SECTION B SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Marian Buchko	Principal	SIP ▾	
Laura Florek	Assistant Principal	SIP ▾	
Nicole Dembowski	Teacher	SIP ▾	
Cyndi Ehens	Teacher	SIP ▾	
Mandy Wenglarz	Teacher	SIP ▾	
Theresa Zarndt	Teacher	SIP ▾	
Bill Fischer	Cedar Lake Police Chief	SIP ▾	
Dale Holsti	Parent	SIP ▾	
Michael Fessel	Parent	SIP ▾	

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

Douglas MacArthur Elementary School (MacArthur) is part of the Crown Point Community School Corporation, which serves the city of Crown Point, Cedar Lake and the residents of Center Township and Winfield Township. MacArthur is located in the southwest corner of Center Township and serves a portion of the residents of Cedar Lake, which has a population of 15,592 people. Two school corporations serve the town of Cedar Lake; Crown Point and Hanover Schools.

Cedar Lake is a growing community indicated by the several new subdivisions that will be feeding into MacArthur's school population. The current median age of its residents is 39.2 years old. Seventy-seven percent of the town's residents live in owner-occupied housing. Only 21.1% of the residents have a bachelor degree or higher and 92.6% of the population is high school graduates. The median income of residents in the community is \$49,336.

MacArthur has 32.47% of our students on free and/or reduced lunch assistance. Crown Point Community School Corporation just underwent redistricting, of which has reduced MacArthur's poverty level. According to the 2023 Department of Education Pupil Enrollment Report, the racial make-up of the student body at MacArthur is as follows: White 85%, Hispanic 10%, Asian 1%, American Indian 0%, Black 0%, Multiracial 3.39%, Special Education 19.82%, High Ability 8.5% and ELL 3.42%. Current enrollment by gender is 244 male students and 204 female students for a total of 449 students.

The mission statement of MacArthur, 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." The vision of MacArthur is to ensure the academic success of all students. We strive to serve as a model of effective practices and successful improvement initiatives. We have developed core values, goals, initiatives and systems that drive the school improvement efforts. The staff has established three goals that drive our instruction. Our goal for both reading and math is that students show measurable growth and achievement in all areas. We also have a goal that all students develop age appropriate social skills to effectively manage their social and emotional needs to positively interact with others.

The beliefs of MacArthur are: students can learn and have the right to learn, students' social, emotional and physical needs are valued and met to ensure student success, students' positive attitudes must be fostered throughout the learning process, student learning is a lifelong process, student education is the shared responsibility of all stakeholders including school personnel, family and community members, students have a right to a safe and healthy environment conducive to learning.

The many successes of MacArthur are indicative of the commitment of the entire staff to our students. The strong academic growth of students, as measured by the State of Indiana, has earned Douglas MacArthur an "A" for the past few years on the State Report Card. Academic success has also been demonstrated by our school's variety of academic teams in recent years as well. Our Math Bowl Team took third in the State and our Robotics team has participated in the State and World's Competition for the past few years.

The staff of MacArthur is very committed to the whole child. Each staff member commits to mentor specific students throughout their elementary career in an effort to foster positive relationships. A new initiative, Lead Team, was also created with the goal of fostering positive relationships across grade levels and with a variety of staff for our students. During Lead Team meetings, students participate in activities to promote positive academic and life habits. MacArthur was blessed with several community student-centered partnerships. The first partnership is with Faith Church in Cedar Lake and involves adult mentors working with our at risk students for their entire career at the elementary. The second is the "Buddy Bag" program sponsored by Crown Point Methodist Church which provides meals for all students qualified for free lunch for the weekends. We also implemented the Birth to School initiative which promotes lifelong learning from birth partnering with parents in the community.

Link additional information here
(if necessary)

[MacArthur Elementary School Website](#)

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

Crown Point Community School Corporation compels students to become lifelong learners through the highest quality educational program.

School Vision

MacArthur Elementary School works hard to ensure success for all students. We believe in being a model of great teaching while always improving. Our school community works together around shared values that drive goals and initiatives to serve our students.

District Mission

Our mission is to create lifelong learners through the highest quality educational program.

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.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS
(continued)

District Goal(s)
<ul style="list-style-type: none">• K-12 students will demonstrate proficiency at or above grade level in reading and math and exhibit above average growth evidenced by the following assessments: NWEA, ILEARN, IREAD-3, WIDA, IAM, PSAT, SAT, and AP.• Implement Multi-Tiered Systems of Support for all students Pre K - 12.• Provide all students with inclusive learning environments and opportunities for them to best achieve their potential. <p>Crown Point Community School Corporation Curriculum and Instruction Goals, Targets, and Strategies</p>

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

Use the space below to add additional information about educational programming and the learning environment.

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.

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, IREAD, I AM 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.

CURRICULUM AND INSTRUCTIONAL STRATEGIES

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

During the 2022-2023 school year CPCSC implemented a new ELA curriculum based on the Science of Reading called CKLA Knowledge and CKLA Skills.

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.

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 BUZZ, a learning management system. Crown Point Community School Corporation utilizes this platform for students to access their ELA, Math, Science and Social Studies Curriculums and resources. 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.

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.

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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.

STUDENT ACHIEVEMENT

Analyze student achievement from assessments used to answer the guiding questions below.

Areas of notable achievement

1. What area(s) are above the expected levels of performance?
 - MacArthur has consistently had 100% of their third-grade students pass the IREAD-3 assessment within two attempts, which is well above the State Average.
 - MacArthur's students' growth is well above the State Average in ELA & Math. MacArthur has consistently shown strong growth the past few years.
 - In Grade 3, 53.2% of students performed At or Above grade level proficiency on the ILEARN assessment.
 - 70.49% of all Grade 4 students passed the ILEARN math assessment.
 - 71.43% of all Grade 3 students passed the ILEARN math assessment.
 - Median growth from fall to spring for Grade 3 students on the NWEA math assessment was 86.5th percentile.
 - Median growth from fall to spring for Grade 4 students on the NWEA math assessment was the 91st percentile.
2. What area(s) indicate overall highest expected levels performance?
 - Highest overall level of performance is math.
3. What subgroup(s) and area(s) are above expected levels of performance?
 - In Grade 3, 71% of the hispanic population were At or Above Proficiency in both ELA & Math on the ILEARN assessment.
 - In Grade 4, 60% of the hispanic population were At Proficiency in Math on the ILEARN assessment.
4. What subgroup(s) and area(s) indicate notable performance?
 - MacArthur free/reduced lunch students performed well above the state average in math.
 - 69% of MacArthur's free/reduced lunch population were At or Above Proficiency in Math on the ILEARN assessment.
 - 100% of MacArthur's Grade 4 High Ability ELA students were above proficient on the ILEARN ELA assessment.
 - 100% of MacArthur's High Ability students in Grades 3 & 4 were above proficient on the ILEARN Math assessment.

Areas in need of improvement

- What area(s) are below the expected levels of performance?
 - Overall, MacArthur's ELA scores on state standardized testing continue to be below an expected level of performance.
 - 24.7% of Grade 3 students were below proficient in ELA on the ILEARN assessment.
 - During the 2021-2022 school year MacArthur had 40 students who had over 10% absences and during the 2022-2023 school year MacArthur had 39 students with over 10% absences. Since 2019, MacArthur has remained above the State Average for attendance.
- What area(s) indicate overall lowest expected levels performance?
 - **3.RL.4.1** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - **3.RL.3.2** Distinguish personal point of view from that of the narrator or those of the characters.

- **4.RL.2.2** Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.2.3** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.4.2** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- **4.RN.3.2** Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- **4.RN.2.1** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.SL.3.2** Identify and use evidence a speaker provides to support particular points.
- **4.SL.3.1** Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- **4.RV.2.2** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings
- **4.RV.2.2** Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
- **4.RV.2.4** Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- **5.RV.3.1** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- **5.RV.3.2** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.RV.3.3** Analyze the meanings of proverbs, adages, and idioms in context.
- **5.SL.3.1** Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **5.SL.3.2** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- **5.RV.2.1** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
- **5.RN.4.1** Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
- **5.RN.4.2** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- **5.RN.2.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **5.RL.2.2** Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- **5.RL.2.3** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot
- **3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).
- **PS.8:** Look for and express regularity in repeated reasoning.
- **5.C.1** Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
- **5.C.8** Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
- **5.C.9** Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.
- **5.M.3** Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.
- **5.NS.4** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- **5.NS.6** Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).
- **PS.7** Look for and make use of structure.
- What subgroup(s) and area(s) are below expected levels of performance?
 - Students with Disabilities are significantly lower compared to MacArthur's overall passing rate.
 - In Grade 3, 46.8.% of students were Below or Approaching grade level proficiency on the ILEARN assessment.
 - 54% of students receiving free/reduced lunch did not pass ELA ILEARN.
- What subgroup(s) and area(s) are of significant concern?
 - Students with disabilities performed significantly lower in the area of ELA on the ILEARN assessment
 - 11% of Grade 3 students passed.
 - 25% of Grade 4 students passed.

Intervention (for reference [MTSS Framework](#))

To address areas of improvement, what interventions are proposed for consideration?

- The [MTSS Framework](#) outlines the available interventions being utilized to address areas of improvement.

Link Student Date here (Optional)

[CKLA & ILEARN Alignment](#)
[MATH Bridges & ILEARN Alignment](#)

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	<i>Textbooks and readers are core components of a reading program.</i>	Yes ▾	<input type="checkbox"/>
Health	K-5	HealthSmart	Yes ▾	Tier 1 ▾	Resource is the core component of the Health program.	Yes ▾	<input type="checkbox"/>
Mathematics	K-5	Bridges Math	Yes ▾	Tier 1 ▾	Resource is the core component of the Math program.	Yes ▾	<input type="checkbox"/>
Mathematics	K-5	Bridges Number Corner	Yes ▾	Tier 1 ▾	Resource is the core component of the Math program.	Yes ▾	
Mathematics	K-5	Dreambox	Yes ▾	Tier 1 ▾	Resource is the core component of the Math program.	Yes ▾	<input type="checkbox"/>
Reading	K-5	CKLA Knowledge	Yes ▾	Tier 1 ▾	Resource is the core component of the Reading Program.	Yes ▾	<input type="checkbox"/>
Reading	K-2	CKLA-Reading Foundations	Yes ▾	Tier 1 ▾	Resource is the core component of the Reading Program.	Yes ▾	<input type="checkbox"/>
Reading	K-5	Learning A-Z	Yes ▾	Tier 1 ▾	Resource is the core component of the Reading	Choose ▾	

		Raz-Kids			Program.			
Science	K-5	Inspire Science	Yes ▾	Tier 1 ▾	Resource is the core component of the Science Program.	Yes ▾		
Science	5	Challenger Center	Yes ▾	Tier 1 ▾	Supplemental Science Experience	Yes ▾		
Social Studies	4	Studies weekly	Yes ▾	Tier 1 ▾	Resource for Indiana History	Yes ▾		
Link additional information here (if necessary) <input type="checkbox"/>			CPCSC Instructional Resources					

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<p>DOE: Indiana Academic Standards</p> <p>Policy 2416 Student Privacy and Parental Access to Information.pdf - Google Drive</p> <p>Inspect Instructional Materials fm9130F3.pdf - Google Drive</p> <p>Guidance - Request to Inspect - Google Docs</p>	
Link additional information here (if necessary) <input type="checkbox"/>	Guidance - Request to Inspect and Form

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 ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

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.

For consideration from the Federal Funds Consolidated - Pre-Application (Title I, II, III, IV, McKinney Vento, and Migrant)

All Students

Using a system of learning screenings and assessments, formative assessment, social emotional surveys, conferences, the needs of all students are intentionally identified and a multi-tiered support system is provided and implemented.

At-risk (e.g. low-performing student groups)

To support the learning needs of at-risk students all teachers are highly qualified; individual and small group instruction occurs within classrooms with paraprofessional and specialist support; tutoring is provided by certified teachers; counseling; extended year tutor and small group programs; after school homework help, summer school, credit recovery; jump start. To inform supports, student observation by appropriate staff with areas of expertise occur. Grade and subject level teams meet 1-2 times per week to discuss student needs and strategies to overcome them, as well as professional development needs.

English Learners

An individual learning plan is created to identify and implement academic and English development supports and monitor progress and improvement. Using WIDA results additional and more intense and targeted supports are provided: 1:1 and small group supplemental instruction and academic support based on the WIDA level and age to attain academic and social language via highly qualified teachers of record and English learner staff, including instruction, coaching, professional development, and support from licensed specialists. An ENL course supports high school students. Professional development is provided for all ELL staff members and homeroom/general education teachers on assisting English learners in academic and social language and English acquisition strategies. Social and emotional support is also part of the counseling plan for students who are new to our schools, state, and country.

Students with disabilities

Using a unified and inclusive system for both students with special needs and their general education peers, in the same setting and to the greatest degree possible, needs of diverse learners are addressed through a universal design model, differentiation, assistive technology, accessibility, and transition programming. Collaboration with general educators ensures accommodations are embedded in and are completed with to support student learning. Self-contained classrooms provide support to students based on need rather than eligibility classification via accommodations and accessibility tools for their curriculum through. Students, who receive special education services, access the curriculum with accommodations or modifications (if needed) as determined by the case conference committee.

High Ability

Elementary school students in their classroom receive differentiated curriculum. Identified students in K-5 are pulled out weekly for additional enrichment with critical and creative thinking activities. Middle School highly abled students are enrolled in advanced and accelerated courses of study in English, mathematics, and science. High school highly abled students are enrolled in advanced and accelerated courses of study and include Advanced Placement courses. Students are full grade and subject level accelerated per identification using the Iowa Acceleration Scale.

Migrant

Children of migrant workers are included into the learning environment with parent consultation to consider their individual and family transition, physical, transportation, and academic needs. Access to supports are available immediately or as needed associated to general education, English learner, special education, or high ability programming.

Homeless

Homeless children are included into the learning environment with parent consultation to consider their individual and family transition, physical, transportation, and academic needs. Access to supports are available immediately or as needed associated to general education, English learner, special education, or high ability programming.

Foster

Children in foster care are included into the learning environment with parent consultation to consider their individual and family transition, physical, transportation, and academic needs. Access to supports are available immediately or as needed associated to general education, English learner, special education, or high ability programming.

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 [CFA], 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
Advanced Placement (AP)	10-12	Sum... ▾	Advanced Placement Exams allow students opportunities to earn college credit and advanced placement, earn AP Scholar Awards, learn what professors look for, prepare for college success.	Yes ▾	<input type="checkbox"/>
ASVAB	11-12	Sum... ▾	A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.	Yes ▾	<input type="checkbox"/>
CogAT Screener	K	Scre... ▾	CogAT Screener measures student reasoning abilities by using analogies with pictures, numbers, and shapes.	Yes ▾	<input type="checkbox"/>
CogAT	3,4,5 and as needed	Place... ▾	Tests of cognitive abilities in verbal reasoning, nonverbal reasoning, and quantitative reasoning to inform placement decisions in high ability placement.	Yes ▾	<input type="checkbox"/>
NWEA MAP	K,1,2	Dysle... ▾	This Screener provides an indication of students at-risk of dyslexia. The kindergarten screener occurs in January and the grades 1 and 2 screener occurs in September.	Yes ▾	<input type="checkbox"/>
NWEA MAP Math	K-10	Interim ▾	A computer adaptive assessment that determines the math performance level, standards achievement and growth.	Yes ▾	<input type="checkbox"/>
NWEA MAP Reading	K-10	Interim ▾	A computer adaptive assessment that determines the reading performance level, standards achievement and growth.	Yes ▾	<input type="checkbox"/>
NWEA MAP Reading Fluency	K-3	Interim ▾	Individual assessment of foundational reading skills, reading level and comprehension.	Yes ▾	<input type="checkbox"/>
WIDA	K-12	Sum... ▾	Measures English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year.	Yes ▾	<input type="checkbox"/>

SAT	11	Sum... ▾	SAT is the Indiana college and career summative accountability assessment for High School.	Yes ▾	<input type="checkbox"/>
InView	2,5	Scre... ▾	Tests of cognitive abilities in verbal reasoning, nonverbal reasoning, and quantitative reasoning to inform placement decisions in high ability placement.	Yes ▾	
Link additional information here (if necessary) <input type="checkbox"/>		Assessment Descriptions and Calendar for 2023-2024			

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 ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

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.
<p>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, CKLA Knowledge, CKLA Skills, 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.</p> <p>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, Science 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.</p> <p>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</p>

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.

Summative and Formative assessments are used by teachers to gauge where the students' understanding is and to help guide instruction. 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.

Reference information here

See [Professional Learning Community](#) process

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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, Science/Health, Social Studies, PE, Music, & Art 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
- Edpuzzle
- Screencastify
- GoGuardian
- Canva

Reference information here

[Blended/Personalized Learning FAQ](#)
[Technology for Learning Spaces - Google Docs](#)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school. **Grades K-5 only**

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
<p>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:</p> <ul style="list-style-type: none"> ● 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 monthly 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 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 ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>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.</p> <ul style="list-style-type: none"> ● Anti-Bullying curriculum ● PBIS ● K-2 Second Steps ● DARE ● School Counselor support with classroom lessons ● Staff professional development ● QPR training

- Comprehensive MTSS program and supports
- ALICE training for all staff members
- CPCSC Reunification Live Simulation
- Vector tutorials
- Regularly scheduled drills
- Trained School Safety Specialists
- Safe Visitor
- School Safety Team
- Crisis Go
- CPI/Crisis Prevention Intervention
- Director of Safety and Security
- CPR Training
- Neola Policies

Reference information here □

- [CPCSC Emergency Response Plan](#)
- [Building Safety Team](#)
- [Standard Response Protocol](#)
- [CPCSC Elementary Student Handbook](#)

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<ul style="list-style-type: none"> ● Home Language survey ● Enrollment information ● Socioeconomic disadvantaged applications ● IDOE information 	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<ul style="list-style-type: none"> ● ELL push in/pull out services ● Small group reading interventions ● ELL summer school program to teach about the Crown Point community <ul style="list-style-type: none"> ● ELL Resources for Teachers ● Go To Strategies for ELL 	
Reference information here <input type="checkbox"/>	<p>To increase access to educational experiences, create a compassionate, humble, and empathetic learning environment that is grounded in understanding the attitudes and beliefs of students, family, staff, and community for all to learn, grow, and work. A component of the CPCSC blended course development and review includes compliance with the ADA expectations. Reviewers examine each course for ADA Compliance for links, texts, images, audio, video, presentation slides, and heading, list structure, and worksheet features on Google Docs and PDFs.</p>

CORE ELEMENT 7: CULTURAL COMPETENCY (continued)

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

- Interpreting WIDA data
- Training on WIDA Can-Do Descriptors
- Interpreting uPAR data
- 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?

- CKLA Knowledge curriculum
- Anti-bullying curriculum
- Second Steps
- Junior Great Books stories and curriculum that include culturally inclusive topics
- Highlight cultural celebrations through social media
- Relevant cultural celebration
 - [Multicultural Holidays Calendar 2023-24](#)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

<p>What may be contributing to the attendance trend?</p>	<p>In analyzing the student attendance report, attendance trends indicate the following:</p> <ul style="list-style-type: none"> ● MacArthur families take vacations throughout the school year, not within the designated breaks in the fall, winter, and spring. ● Outside athletic commitments requiring travel cause athletes to be absent along with their siblings regularly throughout the year. ● Students with severe disabilities often display chronic illness resulting in a large number of absences. Seven of our twelve Applied Skills students missed over 10% of the school year in 2022-2023. ● Visits to the doctor due to illness resulted in students being exempt from school for longer periods of time as physicians & parents were cautious in having students return to school. ● Students that participated in World & State Robotics competitions the past two years were absent an average of 5-8 days from school.
<p>What procedures and practices are being implemented to address chronic absenteeism?</p>	<p>In order to address chronic absenteeism, contact is made with families who fail to report absences each morning. Attendance letters are sent to families of students who accumulate six absences or tardies per semester with a follow-up letter sent after a student reaches ten absences or tardies per semester. The assistant principal is going to meet with the students who are chronically absent to help address the root of the problem. The assistant principal will hold a parent meeting for students with an unusually excessive amount of absences in some cases.</p>
<p>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</p>	<p>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 2021-22, 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. Students with 6 or 10 day absences received a letter mailed home discussing attendance concerns. Phone calls are made daily for students who were absent. Tardies are also monitored by one of the school's secretaries. Of our current fourth and fifth grade population, seven of our students had eighteen or more (10%) absences and did not pass ILEARN.</p>
<p>Number of students absent 10% or more of the school</p>	

year:					
Last Year:	39	Two Years Ago:	40	Three Years Ago:	17

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

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.
- One Book One School
- 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
- ParentSquare 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.
- NWEA test results are shared with parents in the fall, winter, and spring to inform parents of academic growth and achievement.
- 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/PowerSchool Parent login via computer.

- Teachers use the newly adopted district-wide ParentSquare communication tool to communicate 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?

- ParentSquare is a new communication app that allows the school to communicate with families in their preferred language.
- Bi-monthly school newsletters are sent home via ParentSquare email & text notification utilizing Smore. This communication platform 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.
- 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]

Describe strategies used to increase parental involvement.	
<p>The CPCSC district website is translatable in a wide variety of languages. Newsletters are provided bi-weekly by each school in print and online via the ParentSquare communication tool 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 occur in the fall. 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.</p>	
How does the school provide individual academic assessment results to parents/guardians?	
<p>Standardized test results (I AM, ILEARN, and IREAD) are sent home via mail and access is made available to parents/guardians electronically. NWEA Measures of Academic Progress® (MAP®) Growth Student Progress report is sent home to parents in the fall, winter, and spring each year. These tests measure academic achievement and growth throughout the school year, and from year to year in the areas of English Language Arts and Mathematics from grades K-10.</p>	
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?	
<p>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</p>	
Reference information here <input type="checkbox"/>	<p>For consideration from the Federal Funds Consolidated - Pre-Application (Title I, II, III, IV, McKinney Vento, and Migrant)</p> <p>Describe the LEA's plan to effectively engage families and community members.</p> <p>Stakeholder engagement is an intentional focus of CPCSC. By engaging parents in elementary parent/teacher conferences, parent/teacher organizations, school improvement, parent ambassadors, advisory teams, volunteers, and/or student meetings, and Title I parent meetings the voice of parents is valued by CPCSC as it works in partnership to meet the current needs of students while planning for future</p>

goals. Community partnerships are already evident within CPCSC but continue to expand based on the needs of our students and community. We have strong partnerships with the CP Community Foundation, CP Community Library, and recently started a partnership with Regional Mental Health and Pillars of Wellness to better support our students' SEL needs. The website, social media, and school-home communication applications provide timely and comprehensive information, as well as feedback.

Families of at-risk (i.e. low performing)

Families of at-risk children are involved in regular, two-way, and meaningful communication involving academic and social emotional learning and other school activities. Procedures are established for the involvement of and meaningful consultation with parents of at-risk children. Opportunities are communicated to and provided for families of at-risk students related to school and parent programs, meetings, training, and other activities. The CPCSC ensures, to the extent possible, coordination and technical assistance to plan and implement effective parental involvement programs that build capacity and improve student academic achievement and school performance. Families are provided interpretation of state and local assessments to monitor their child's progress and provided information and strategies to improve performance. Information is provided about community resources available to enhance the school and family partnership and opportunities are provided to meet with family members needing assistance as requested. Guidance and professional development is provided for teachers, principals and other school personnel to reach out to, communicate with and work with parents and families as equal partners.

Families of English learners and limited English proficient parents

By identifying the preferred communication language of our ELL families, we try to accordingly provide communication in the preferred language when possible. Our ELL team uses technologies like Google Translate and TalkingPoints to effectively communicate with families. Additionally, our ELL Parent Advisory team is developing and seeks to provide two-way communication; we want to connect our families with community partners like the community library, fire safety, adult learning, and medical practitioners. We seek to learn from our families what their changing needs are so that we can best address them. With a website translatable to some languages, we hope to provide free resources to our families.

Describe the LEA's plan to effectively engage families of students with disabilities.

Involve families and support a partnership among the school and parents to improve student achievement by a) providing assistance to parents in understanding the academic standards and content connectors, academic assessments, the requirements of IDEA, and how to monitor a student's progress and work with educators; b) providing materials and training to help parents to work with their students to improve their achievement; c) educate school personnel, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners providing support for parental involvement activities as parents request them.

Describe the LEA's plan to effectively engage families of students with high ability.

Involve families and support a partnership with the school to advance student achievement or promote areas of giftedness by listening to and discussing their child's attributes and needs. Provide materials and resources to help parents to work with their students to improve their achievement and understand options for advanced learners. Identify and explain tools used for assessing cognitive, achievement, leadership, and other skills. Explain results and answer family questions. Educate school personnel, with the assistance of parents, in the value and utility of their contributions.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All Federal, State, and Local funds and resources are coordinated and monitored by the Office of Curriculum and Instructions and aligned to district strategic plan and school improvement goals. When a high need exists, funds allocated from federal, state, and local levels are prioritized, targeted, and/or consolidated in order to implement with fidelity an improvement plan and ensure the conditions are in place to enable successful implementation to meet the learning needs.

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

Increased learning time; evidence-based strategies to accelerate the acquisition of content knowledge for English Learners; equipment, materials, and training to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making; software for students to access digital learning materials and collaborate with peers, and related training for educators; evidence-based activities to prepare low achieving students to participate successfully in advanced coursework; school climate interventions, e.g., antibullying strategies, positive behavior interventions and supports; activities to increase family and community engagement in the school i.e. family literacy programs.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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.

- Receive records regarding children transferred with parental consent from Head Start or another early learning program.
- School and Head Start or another early learning program staff communicate to coordinate and facilitate programs.
- Conduct meetings involving parents and teachers from the school and Head Start or another early learning program to discuss the developmental and other needs of individual children.
- Organize and participate in joint transition-related training of school and early childhood education staff.
- Link school educational services with services provided by Head Start or another early learning 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 teachers leaders.

To attract, hire, and retain effective teachers the CPCSC considers the unique challenges faced by each of our schools including low-income and minority students, school culture, school climate, and composition of the student population. School principals provide input into teacher hiring and placement decisions. New and novice teachers are provided high-quality orientation, induction, and mentoring and integrated within the school's grade and subject professional communities with veteran highly-qualified and effective teachers and leaders. New teachers are acclimated to Crown Point Community School's beliefs and culture in an orientation and induction program where schools partner with system leadership to provide new teachers a series of sessions before school begins and throughout the school year to connect, relate, reflect, and learn about teaching and assessing for learning and personalization. To ensure a smooth and successful transition into the school and the system, the orientation consists sessions that include Making Connections, Nuts and Bolts - Crisis Management and School Information, Teaching and Assessing for Learning, Inclusion, Relationships (students, peers, parents), Financial Literacy for Educators, Blended Learning, and Insurance and Benefits. New teachers to the profession and Crown Point are provided a mentor. The observation and evaluation system establishes a set of high and consistent expectations incorporating meaningful feedback and support to achieve effective professional practice and high student achievement and growth.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Marian Buchko	Certified-Administration & Supervision	Principal
Laura Florek	Certified-Building Level Administrator	Assistant Principal
Alicia Bellamy	School Services/Certified	School Counselor
Ruth Jostes	General Elementary K, 1-6/Certified	Kindergarten Teacher
Natalie Howell	Elementary Primary & Intermediate/Certified	Kindergarten Teacher
Christina Lapsley	Mild Intervention & Elementary Generalist K-6/Certified	Kindergarten Teacher
Nicole Dembowski	Elementary Primary & Intermediate/Certified	1st Grade Teacher
Cyndi Ehens	Elementary Generalist/Certified	1st Grade Teacher
Jennifer Hochstetler	General Elementary K, 1-6/Certified	1st Grade Teacher
Melissa Donaldson	Elementary Primary & Intermediate/Certified	2nd Grade Teacher
Angela Hummel	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 Gaines	Elementary / Intermediate Generalist & Reading	3rd Grade Teacher

Kevin Heiser	Elementary Generalist K-6/Certified	3rd Grade Teacher
Valarie Nichols	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
Kristin MacPherson	Elementary Primary & Intermediate/Certified	4th Grade Teacher
Kaie Newsome	Elementary Primary & Intermediate/Certified	4th Grade Teacher
Kathlynn Dowding	Elementary Generalist K-6/Certified	5th Grade Teacher
Sarah Larson	Elementary Primary & Intermediate/Certified	5th Grade Teacher
Mandy Wenglarz	Elementary Primary & Intermediate/Certified	5th Grade Teacher
Rachel Dills	Mild & Intense Intervention P-12/Certified	Applied Skills Teacher
Selena Burgos	Mild Intervention/Certified	Resource Teacher
Rachel Laud	Mild Intervention, Elementary Primary & Intermediate/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
Paulette Cable	General Elementary K-6/7-8 Non-Departmentalized/Certified	Title I Interventionist
Beth Chojenski	Elementary Generalist K-6/Certified	Title I Interventionist
Michelle Granskog	Elementary Primary & Intermediate/Certified	Title I Interventionist
Jackie Meyers	General Elementary Grades	Title I Interventionist

	1-6/Certified	
Carolina Lopez	Non-Certified	MTSS Paraprofessional
Susan Cole	Non-Certified	MTSS Paraprofessional
Teresa Hasty	Non-Certified	Media Specialist
Cathy Harwood	Non-Certified	Title I Paraprofessional
Angela Thomas	Non-Certified	Title I Paraprofessional
Lucinda Jolliff	Mild Intervention	Preschool Instructor
Tina Rohm	Non-Certified	Preschool Paraprofessional
Jenelle Deyoung	Non-Certified	Applied Skills Paraprofessional
Hannah Grady	Non-Certified	Applied Skills Paraprofessional
Kim Miller	Non-Certified	Applied Skills Paraprofessional
Ann Panozzo	Non-Certified	Applied Skills Paraprofessional
Lauren Peak	Non-Certified	Applied Skills Paraprofessional
Renee Murieko	Non-Certified	Resource Paraprofessional
Mercedes Urena	Non-Certified	Resource Paraprofessional
Amy Snelson	Non-Certified	1:1 Paraprofessional in 1st Grade

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

Possible Funding Sources		
Title IA Title II Title III	Title IV McKinney-Vento High Ability	Education funds Head Start

GOAL 1			
Goal	<i>By the end of the 2023-2024 school year, the ILEARN ELA proficiency rate will be 60%, which reflects a 7% increase.</i>		
The Strategies we are going to implement are	Data Driven Practices, Student Goal Setting and Conferences		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 60% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Developing students knowledge base and vocabulary to comprehend	The results of the synthesis revealed an effect size (ES) of 0.94 for visually dependent reading comprehension and 1.18 for auditory-language dependent strategies.	Classroom Teachers	<i>August 2023 - August 2026</i>
Implementing a systematic, explicit phonics for students to become fluent readers	Phonics instruction (systematic & explicit) has an effect size of .6 (Hattie, 2009).	Classroom Teachers	<i>August 2023 - August 2026</i>
The teachers, principal, assistant principal,	1.29 effect size-highly likely to have a positive impact on student achievement-(Hattie, 2017)	Classroom Teachers, Administrators, Interventionists, & Paras	<i>August 2023 - August 2026</i>

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.			
Building Level Literacy Coaches	Coaching has been found to have a large positive effect on teachers's instructional practice, specifically.49.	Melissa Donaldson & Mandy Wenglarz	August 2023 - August 2026
Student Goal Setting	Goal setting has a strong influence on learning, with an effect size of .50. An effect size of .4 represents a year's growth per year of schooling for a student, so anything above a .4 would have a greater positive effect on student learning.	Classroom Teachers & Students	August 2023 - August 2026
Student academic knowledge will increase due to exposure to academic vocabulary and key content words in the CKLA Knowledge curriculum.	A .62 effect size-highly likely to have a positive impact on student achievement-(Hattie, 2017)	Classroom Teachers & Students	August 2023 - August 2026

Strategy 1	Student Goal Setting and Conferencing					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development	Principal will lead PD for teachers on the utilization of NWEA data with student goal setting.	Administrator	NWEA Data, CKLA Skills and Knowledge Assessments, IREAD & ILEARN	NWEA, CKLA Knowledge & Skills Curriculum	August 2023 - August 2026	In Progress ▾

Student Conference Student Goal Setting	Classroom Teachers will meet 1:1 with their students to discuss their NWEA RIT goal and view their current trend line in NWEA.	Classroom Teachers	NWEA Data, CKLA Skills and Knowledge Assessments, IREAD & ILEARN	NWEA	October 2023	In Progress ▾
Reflection on Process for Student Goal Setting	Classroom Teachers will help lead and share strategies that are working for them and their students during morning PDs.	Classroom Teachers	NWEA Data, CKLA Skills and Knowledge Assessments, IREAD & ILEARN	NWEA, CKLA Knowledge & Skills Curriculum	August 2023 - August 2026	In Progress ▾
WIN (What I Need)	Classroom Teachers, Interventionists, & Administrators will continue to most effectively monitor and analyze student progress toward goal achievement during the 30 minute WIN block of time.	Classroom Teachers, Interventionists & Administrators	NWEA Data, CKLA Skills and Knowledge Assessments, IREAD & ILEARN	CKLA Resources for Remediation, ReadWorks, CPCSC Lexile Content Knowledge Library	August 2023 - August 2026	In Progress ▾
Aligning CKLA & ILEARN	MacArthur teachers will utilize the MacArthur Elementary School CKLA Alignment & ILEARN Data to effectively address skill gaps.	Classroom Teachers	NWEA Data, CKLA Skills and Knowledge Assessments, IREAD & ILEARN	MacArthur Elementary School CKLA Alignment & ILEARN Data Google Document	August 2023 - August 2026	In Progress ▾

Monitoring Implementation of the strategy						
Link additional information here (if necessary) <input type="checkbox"/>		CKLA Alignment & ILEARN Data				

Strategy #2	Data Driven Practices					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development Knowledge and Vocabulary Instruction	PD will be offered during the 2023-2024 school year. i.e. Ongoing training with CKLA representative, Grade level and school PLC instructional impact analysis and modifications, District grade level PLC instructional impact analysis and modifications	CKLA Representative Corporation Literacy Coach, Classroom Teachers & MacArthur Literacy Coaches	End of the Unit Assessments & NWEA	CKLA Skills and Knowledge Curriculum	August 2023 - August 2026	In Progress ▾
Vocabulary Development	Monitor vocabulary development with CKLA using the CKLA implementation checklist.	CKLA Representative Corporation Literacy Coach, Classroom Teachers & MacArthur Literacy Coaches	End of the Unit Assessments & NWEA	CKLA Skills and Knowledge Curriculum	August 2023 - August 2026	In Progress ▾
Full CKLA Knowledge Implementation August 2023-August 2026	K-5 Classroom teachers will fully implement and monitor the CKLA Knowledge curriculum with fidelity and the K-2 classroom teachers will continue implementing and monitoring the CKLA SKills curriculum for the third year in a row.	CKLA Representative Corporation Literacy Coach, Classroom Teachers & MacArthur Literacy Coaches	End of the Unit Assessments & NWEA	CKLA Skills and Knowledge Curriculum	August 2023 - August 2026	In Progress ▾

GOAL 2

Goal	<i>By the end of the 2023-2024 school year, the ILEARN Math proficiency rate will be 75%, which reflects a 5% increase.</i>
The strategies we are going to implement are	Data Driven Practices, Student Goal Setting and Conferences
To address the root cause	Learning loss following COVID-19 and a lack of specialized programs targeting Math interventions.
Which will help us meet this student outcome goal*	By encouraging data proven practices in Math and reading to help us reach our ILEARN Math Goal of 75% proficiency rate.

How Will We Get There?

Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
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)	Classroom Teachers, Administrators, Interventionists, & Paras	<i>August 2023 - August 2026</i>
Student Goal Setting	Goal setting has a strong influence on learning, with an effect size of .50. An effect size of .4 represents a year's growth per year of schooling for a student, so anything above a .4 would have a greater positive effect on student learning.	Students and Classroom Teachers	<i>August 2023 - August 2026</i>

Link additional information here (if necessary) <input type="checkbox"/>	Math Bridges & ILEARN Alignment
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Strategy #1	Student Goal Setting					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development	Principal will lead PD for teachers on the utilization of NWEA data with student goal setting.	Administrator	NWEA Data & ILEARN		August 2023 - August 2026	In Progress ▾
Student Conference Student Goal Setting	Classroom Teachers will meet 1:1 with their students to discuss their NWEA RIT goal and view their current trend line in NWEA.	Classroom Teachers	NWEA & ILEARN	NWEA	October 2023	In Progress ▾
Reflection on Process for Student Goal Setting	Classroom Teachers will help lead and share strategies that are working for them and their students during morning PDs.	Classroom Teachers	NWEA Data & ILEARN	NWEA,	August 2023 - August 2026	In Progress ▾
WIN (What I Need)	Classroom Teachers, Interventionists, & Administrators will continue to most effectively capitalize on the 30 minute WIN block of time.	Classroom Teachers, Interventionists & Administrators	NWEA Data & ILEARN	Bridges Intervention Curriculum	August 2023 - August 2026	In Progress ▾
Aligning Bridges & ILEARN	MacArthur teachers will utilize the MacArthur Elementary School Bridges Alignment & ILEARN Data to effectively address skill gaps.	Classroom Teachers	NWEA Data & ILEARN	MacArthur Elementary School Bridges Alignment & ILEARN Data Google Document	August 2023 - August 2026	In Progress ▾

Strategy #2	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)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
MacArthur will continue to utilize the systemic implementation of UDL to meet the needs of all our learners.	<p>MacArthur's Inclusion Team will meet monthly to address any possible PD necessary to help promote inclusive practices.</p> <p>Grade level team reviews lesson design and incorporates UDL strategies where needed so every learner can access and participate in the meaningful and challenging learning.</p>	Classroom teachers & Inclusion Team	NWEA Data, ILEARN, I AM & Inclusive Practices Self-Assessment	School and District plan development, monitoring, and modification Inclusive Guidance Document	August 2023 - August 2026	In Progress ▾
MacArthur General Education & Exceptional Education Teachers continue to improve collaboration.	<p>Grade level teams determine success criteria for the lesson or IEP learning target.</p> <p>Grade level teachers collect information (which students, which strategies, meeting success criteria) on the use of the UDL strategies by students.</p> <p>Grade level team reviews information collected and identifies success and challenges.</p>	Classroom Teachers & Exceptional Education Teachers	NWEA Data, ILEARN, I AM & Inclusive Practices Self-Assessment	UDL Guidelines Starting Small with UDL Tool UDL Guidelines Checklist	August 2023 - August 2026	In Progress ▾
MacArthur's Lead Inclusion Team will participate in training led by Dr. Loui Lord Nelson regarding the UDL framework.	Dr. Lord Nelson will visit preselected classrooms for a total of 6 days this school year. Our district team will coordinate and schedule these 10-15 minutes classroom visits. The purpose of classroom visits is to look for applications of UDL principles. Administrators and teachers will be provided dates and times at least one week in advance. Dr. Lord Nelson will debrief with the district curriculum team following each set of site visits. This feedback will guide topics for upcoming training.	Dr. Lord Nelson MacArthur Inclusion Team CPCSC Curriculum	Documentation of PD	Resources provided by Dr. Loui Lord Nelson	November 2023 - June 2024	Not Started ▾

<p>MacArthur's Lead Inclusion Team will provide UDL training to our larger school staff.</p>	<p>Inclusion team meets and reviews information submitted by grade level teams to determine needs and professional development.</p> <p>The Lead Inclusion Team will provide PD to their colleagues to help increase everyone's knowledge of UDL.</p>	<p>MacArthur Lead Inclusion Team</p>	<p>Documentation of PD</p>	<p>Resources provided by Dr. Loui Lord Nelson</p>	<p>November 2023 - June 2024</p>	<p>Not Started ▾</p>
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PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	<ul style="list-style-type: none"> • BOY NWEA Data • K-5 CKLA Knowledge Assessments • K-2 CKLA Skills Assessment 	<ul style="list-style-type: none"> • MOY NWEA Data • K-5 CKLA Knowledge Assessment • K-2 CKLA SKills Assessment • CoGat (Kindergarten) Assessment • InView (Grade 2 & 5) Assessment 	<ul style="list-style-type: none"> • IREAD-3 Results • WIDA • CoGat (Grade 5) Assessment • K-5 CKLA Knowledge Assessment • K-2 CKLA SKills Assessment 	<ul style="list-style-type: none"> • EOY NWEA Data • K-5 CKLA Knowledge Assessment • K-2 CKLA Skills Assessment • ILEARN • I AM
Results	How many students met their BOY grade level RIT score?	How many students met their MOY grade level RIT score?		How many students met their EOY grade level RIT score? Did we meet the 7% increase?
On Track to Meet Goals?	<p>How many students met the BOY grade level RIT score?</p> <p>Did 60% or more of our students meet the BOY grade level RIT score in ELA?</p> <p>Did 75% or more of our students meet the BOY grade level RIT score in Math?</p>	<p>How many students met MOY projected growth targets?</p> <p>Did 60% or more of our students meet the MOY grade level RIT score in ELA?</p> <p>Did 75% or more of our students meet the MOY grade level RIT score in Math?</p>		<p>How many students met end of year projected growth targets?</p> <p>Did 60% or more of our students meet the EOY grade level RIT score in ELA?</p> <p>Did 75% or more of our students meet the EOY grade level RIT score in Math?</p>
Strengths	TBD	TBD	TBD	TBD
Areas for Growth	TBD, but MacArthur's students have shown strong growth which indicates we are heading in the right direction.	TBD, but MacArthur's students have shown strong growth which indicates we are heading in the right direction.	TBD, but MacArthur's students have shown strong growth which indicates we are heading in the right direction.	TBD, but MacArthur's students have shown strong growth which indicates we are heading in the right direction.
Next Steps	<p>MacArthur's goals determine what our next steps will be.</p> <p>Based on the beginning of the year results, teachers and students will have goal setting meetings to establish growth targets.</p>	NWEA data analysis will determine if we are projected to meet our goals.	NWEA data analysis will determine if we are projected to meet our goals.	NWEA data analysis will determine if we have met our projected ILEARN At Proficiency goal of 60% in ELA and 75% in math.

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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

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

Professional Development Goal	K-5 Teachers will receive training in the area of ELA, with a focus on comprehension and vocabulary.
Is professional development linked to SIP goals?	Yes -
Possible Funding Sources	Education Fund and Title II
Plan for coaching and support during the learning process	MacArthur's K-5 teachers and administrators will support and provide in-house PD to help each individual student's growth and achievement. 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.
Evidence of Impact	If meeting students' needs in Tier 1 MacArthur will see a reduction in the number of students requiring Tier II & Tier III supports, 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. MacArthur will also utilize classroom assessments from CKLA Knowledge and CKLA Skills.
How will effectiveness be sustained over time?	As the K-5 teachers continue to refine their ELA instruction, analysis of data, RTI, & MTSS the aforementioned will become a natural part of their daily ELA instruction.

Professional Development Goal	Continue to increase collective teacher efficacy and further develop our school's capacity as an inclusive learning environment.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	ESSER III, Title II, Title IV, Education Fund
Plan for coaching and support during the learning process	MacArthur's LEAD Team will meet on a monthly basis. MacArthur's exceptional education teachers will meet with general education teachers on a monthly basis to provide support and training.
Evidence of Impact	Develop school 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)
How will effectiveness be sustained over time?	As the K-5 teachers continue to refine their inclusive practices, they will review, plan and determine success criteria for lessons and or IEP/ILP learning targets. Through ongoing data collection, they will determine which UDL strategies have supported students successfully. MacArthur teachers will utilize building level literacy and math coaches to assist and support ongoing implementation of UDL strategies and inclusive learning practices.