

# **SCHOOL IMPROVEMENT PLAN**

**FOR**

**JOY ELEMENTARY  
SCHOOL**



**2023-2024**

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<b>PL221 Plan Checklist</b>	
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Attendance rate (R)	13
Percentage of students meeting academic standards under ILEARN (R)	8
Graduation rate (R)	NA
Specific areas where improvement is needed immediately ( <b>R</b> )	12
<b>Benchmarks for progress</b> that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (R)	38-51
<b>Methods to improve the cultural competency</b> of the school's teachers, administrators, staff, parents, and students (R):	21
identify racial, ethnic, language minority, cultural, exceptional learning, socioeconomic groups in the school population;	21
incorporate culturally appropriate strategies for increasing educational opportunities and performance for each group in the school's plan; and	21
consider areas for additional professional development necessary to increase cultural competence.	21
<b>Academic Honors Diploma &amp; Core 40</b>	NA
Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma (R)	NA
Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum (R)	NA
<b>Proposed interventions</b> (strategies) based on school improvement goals (S)	19

<b>Professional development</b> that is coordinated with proposed interventions & that supports sustainable school improvement efforts (R)	23
<b>Statutes &amp; rules to be waived</b> (R)	30
<b>Time line</b> for implementation, review & revision (R) <b>Anti-Bullying Plan</b>	14; Apdx: Action Plan

<b>Schoolwide Plan Checklist</b>	
<p><b>Schoolwide Plan: Section 1114 (b) (2)</b> Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the ESSA Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:</p> <ul style="list-style-type: none"> <li>i. Describes how the school will implement the components described below</li> <li>ii. Describes how the school will use resources under this part and other sources to implement the components</li> <li>iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program</li> <li>iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.</li> </ul>	
<b>Components of <u>Schoolwide Plan</u></b>	<b>Page</b>
1. A comprehensive needs assessment of the whole school	7
2. Implementation of schoolwide reform (key) strategies that:	
a. Provide opportunities for all children to meet proficient and advanced levels of student academic achievement	7; 13
b. Use effective methods and instructional strategies that are based on scientifically based research that:	16; 24
c. Strengthens the core academic program	18
d. Increases the amount of learning time	21
e. Includes strategies for serving underserved populations	20
f. Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting State standards	15; 18; 21
g. Addresses how the school will determine if those needs of the children have been met	15; 23
h. Are consistent with and are designed to implement State and local improvement plans, if any	Action Plan
3. Highly qualified teachers in all core content area classes	25
4. High quality and on-going professional development for teachers, principals, and paraprofessional	23; 25-28
5. Strategies to attract high-quality, highly qualified teachers to this school	25
6. Strategies to increase parental involvement, such as literacy services	28
6 a. Description how the school will provide individual academic assessment results to parents	28

6 b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan.	28
7. Plans for assisting preschool (when applicable, elementary) children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.	29
8. Opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement.	25
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	19
10. Coordination and integration of federal, state and local funds, and resources such as in-kind services and program components.	31

## Statement of Mission and Vision

SWP Section 1114(b)(2)(2)(a)(g)

### Mission Statement

The Joy School community provides opportunities for every student to reach his/her full potential in academic, social/emotional growth, and physical well-being. We are committed to preparing children to be lifelong learners who are prepared to be productive citizens in a rapidly changing global community.

### Beliefs Statement

We believe:

- The purpose of our school is to assure all students accomplish their highest level of academic achievement, with an emphasis upon learning as a lifelong process.
- Students need self-confidence along with respect for all members of the Joy community.
- Everyone functions at their personal best when they are provided with well-defined guidelines in a non-threatening environment. Students should be willing to take risks, and feel comfortable, appreciated, and accepted as an important member of the Joy Community.
- The staff, parents, and community are active participants in the academic, social, behavioral, emotional and physical welfare of our children, with regular communication among all participants.
- In an instructional program that facilitates learning in a variety of ways, with careful consideration given to learning styles, cultural differences, and the special needs of all students. All children can learn in their own way and in their own time.
- Professional growth opportunities for all staff members are crucial for success.

### Vision Statement

Joy Elementary is a safe and comfortable environment in which students and adults model the elements of Crew as outlined through the work of Ron Berger. Students engage in cooperative learning experiences,

which encompass multiple intelligences (Gardner) and best practices, in preparation for becoming productive citizens and lifelong learners. Programs and instruction reflect continual evaluation to ensure meeting individual student needs and alignment with Indiana’s College and Career Readiness standards.

## **Introduction**

### **Description of the School Community**

Michigan City is located on the southern shore of Lake Michigan in LaPorte County. It is a part of a region known to locals as Michiana. It is approximately 50 miles east of Chicago and 40 miles west of South Bend. It is noted for both its proximity to the Indiana Dunes National Lakeshore and bordering Lake Michigan. It has an area of 19.6 square miles and as of July 2011 has a population of 32,900. About 22.4% of the jobs are in manufacturing, 13% in retail, 17.2 in services, and 1% in agriculture. The population is composed of 62% Caucasian, 28% African-American, 7% Spanish-American, and 7% two or more races.

Family incomes derive from professional occupations, self-employment, agriculture, manufacturing, arts, entertainment, recreation and accommodations, and other related service-related jobs. The average household income is \$44,930.

### **Demographics and Description of the School**

Joy Elementary School is situated in the southeast-central portion of Michigan City and serves children in the surrounding neighborhoods, as well as many students who are bused in from other areas of town. During the 2023-2024 school year, Joy School had a student enrollment of 454 children and a classroom teaching staff of fully licensed professionals, along with a principal, assistant principal, office secretary, curriculum coach, nurse, counselor, student success coach, speech/language pathologist, art teacher, music teacher, physical education teacher, special-education teachers, and several paraprofessionals and instructional assistants. Joy Elementary during the 2023-2024 year, had a demographic of Whites (37.7%), followed by African-American descent (36.1%), multi-racial students (12.8%), and at Hispanics (7.7%). Many children are also from low-income families, with all students receiving free breakfast and lunch. There are 22.2% percent of all students at Joy identified as needing special education services. There are 2.4% of our students currently in English language programs, too.

Like other elementary schools in Michigan City, Joy School consists of students in kindergarten through sixth grade for both “general education” and “special needs” students. In terms of building size, it is one of the larger elementary schools in town with two playgrounds and a Challenge Education Course for advanced physical activity. The school has such technological one-to-one devices for all students and Promethean Boards or large screen display monitors in each classroom. Joy Elementary uses EL Education as our core reading program, a curriculum that promotes higher level thinking through a rigorous, cooperative, and literacy rich learning environment. Our core math program is Illustrative Math, a curriculum which focuses on student’s developing their own understanding of mathematical concepts. The school has implemented new computer programs for improving student math knowledge and literacy skills and is currently exploring effective strategies to help minority, low-income, and special-education students, many of whom are underperforming on standardized tests, to succeed. Our school houses several special needs programs that students from our entire school district attend.

# Continuous School Improvement

SWP Section 1114(b)(2)(1)(h)

## Comprehensive Needs Assessment

The school's improvement plan is developed, reviewed and updated annually. This plan includes goals (ELA and Math) with annual benchmarks that monitor progress based on key performance assessments in reading, writing, and math, as well as the summative assessment ILearn. The *Action Plan (see Appendix)* shows a brief explanation/ description of the implementation strategy and evidence used to monitor outcomes. A comprehensive needs assessment examines data from ILearn and formative data from district and grade level data and effect data, such as attendance, expulsions and suspensions.

The ten components of a school-wide program are supported through our process for improving instruction (school wide process) which includes developing a plan in conjunction with staff, community and family members and receiving technical assistance from Simic Consulting. Parents, community members, teachers, and administrators continue to participate in reviewing and updating the plan with Building Leadership meetings and grade level collaboration. Grade level teams meet for PLC routinely and analyze student assessments to identify instructional groups and specific learning targets to address gaps in curriculum areas and practices. Data collection and analysis is ongoing at specific intervals and is identified in the timeline schedule (Appendix: Professional Development). PLC time provides opportunities for teachers to review assessment results and identify what students must be able to do, link needs identified in the analysis and realign/ adjust common assessments. Grade level teachers use assessment, including student work, for the purpose of adjusting core instruction and plan for intervention time to re-teach non-mastered target areas and enrichment opportunities for mastery students. Each grade level has a Google Docs System for organizing individual and grade level data.

Joy Elementary School Leadership Team includes teachers from each grade level who provide ongoing direction and support for effective implementation of the school improvement vision and mission. The Building Leadership Team provides feedback on the use of student performance data to evaluate and determine changes needed to meet the goals and objectives of the improvement plan set forth in the implement plan/ timeline. The Building Leadership Team regularly reviews how goals and objectives of the implementation data aligned to assessments and/or lessons; modify units and lessons based on student work, and updated needs assessment, as well as review current research and best practices to guide instruction. Subgroups are analyzed and specific interventions and strategies aligned to reading levels and needs are addressed by providing additional guided instruction during the core program, providing increased learning time during and after school, and conducting ongoing assessments to determine student growth and needs. There will be an annual analysis of data to guide the review and revision of this plan.

Peer review process of the SWP/PL221 is conducted annually to align with the SWP components per ESSA. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. Both the District and internal review (By the Building Leadership Team) process/revisions ensures the ESSA components are included and all components are identified. Documentation of PLCs, such as sign-in sheets, agendas, notes on the plan, scoring/ feedback rubrics, etc. are kept as evidence in preparation for an IDOE monitoring visit.

School Self-Assessment Tools

Joy Elementary uses several assessment tools to assist us in reflecting upon our effectiveness of continuous school improvement. The include iReady for both math and language, common formative assessments which are written into the curriculum, and other benchmark assessments given throughout the year. These tools are used to determine the next steps in instructions practices using the following reflective cycle:

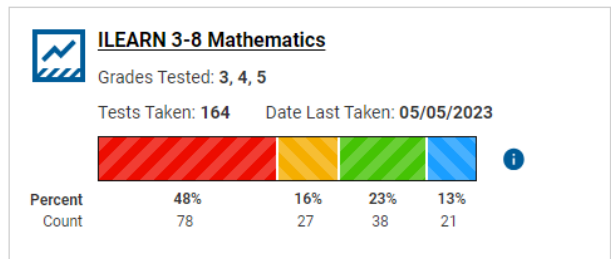
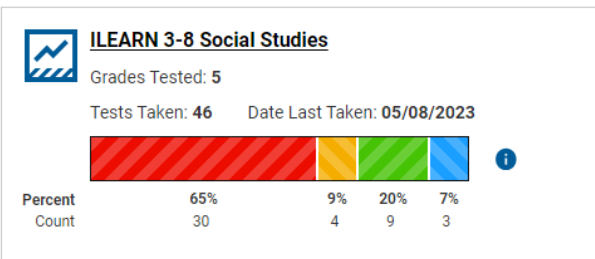
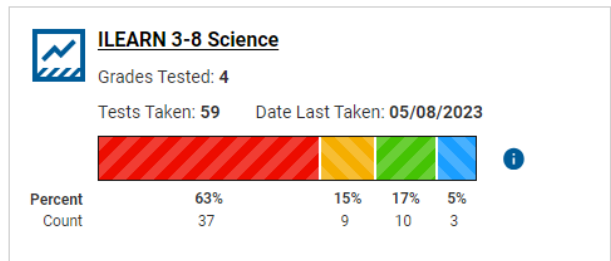
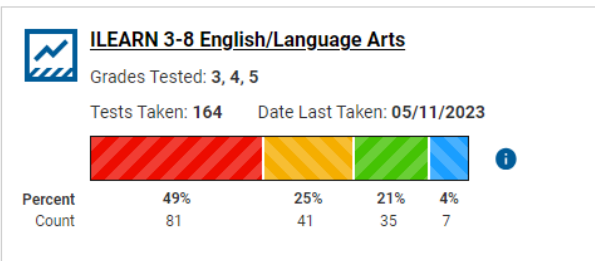
- a. Teach the curriculum
- b. Evaluate student learning in the curriculum
- c. Analyze student learning outcomes for next steps (Small group reteach opportunities, whole class reteaching, etc.)
- d. Remediate or enrich based on data outcomes
- e. Teach the next curriculum content area

## Student Performance

### ILEARN Test Data Over 3 Years

Performance Distribution, By Test Group: Joy Elementary School, 2022-2023

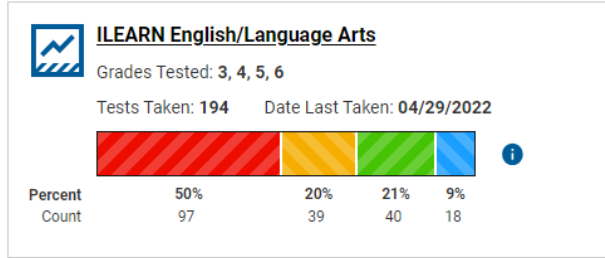
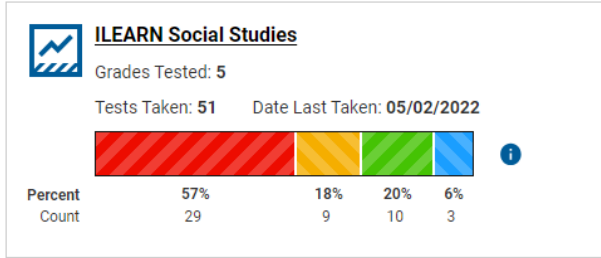
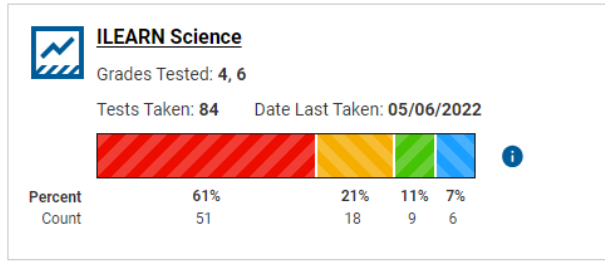
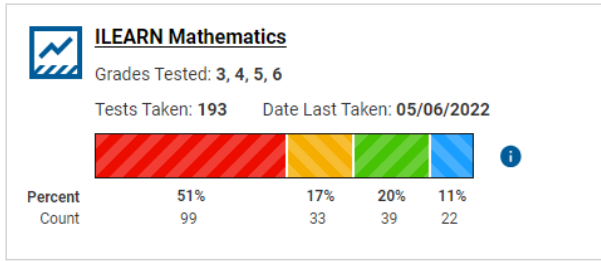
Filtered By **Administrations:** All Administrations | **Sorted By:** Date Last Taken





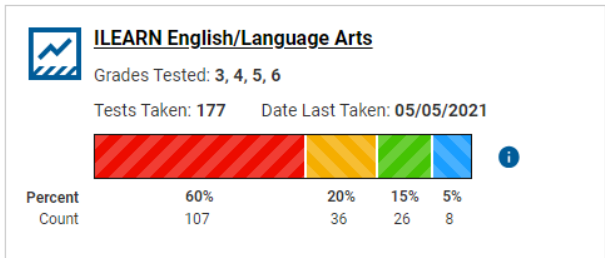
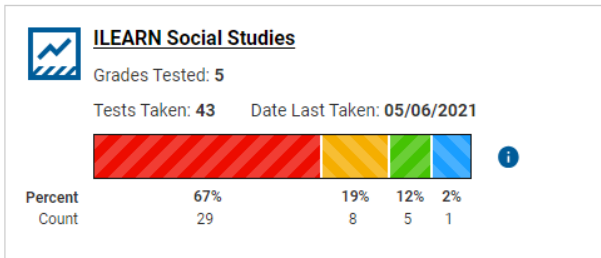
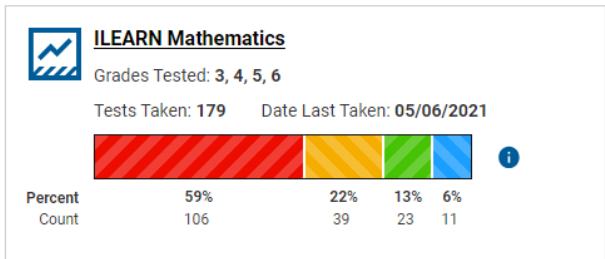
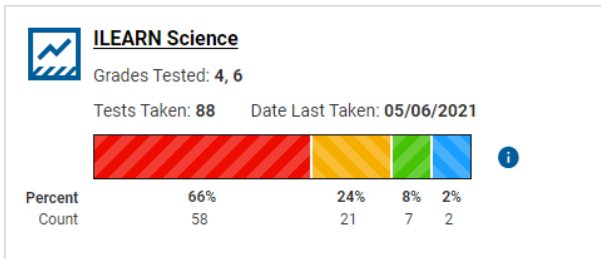
Performance Distribution, By Test Group: Joy Elementary School, 2021-2022

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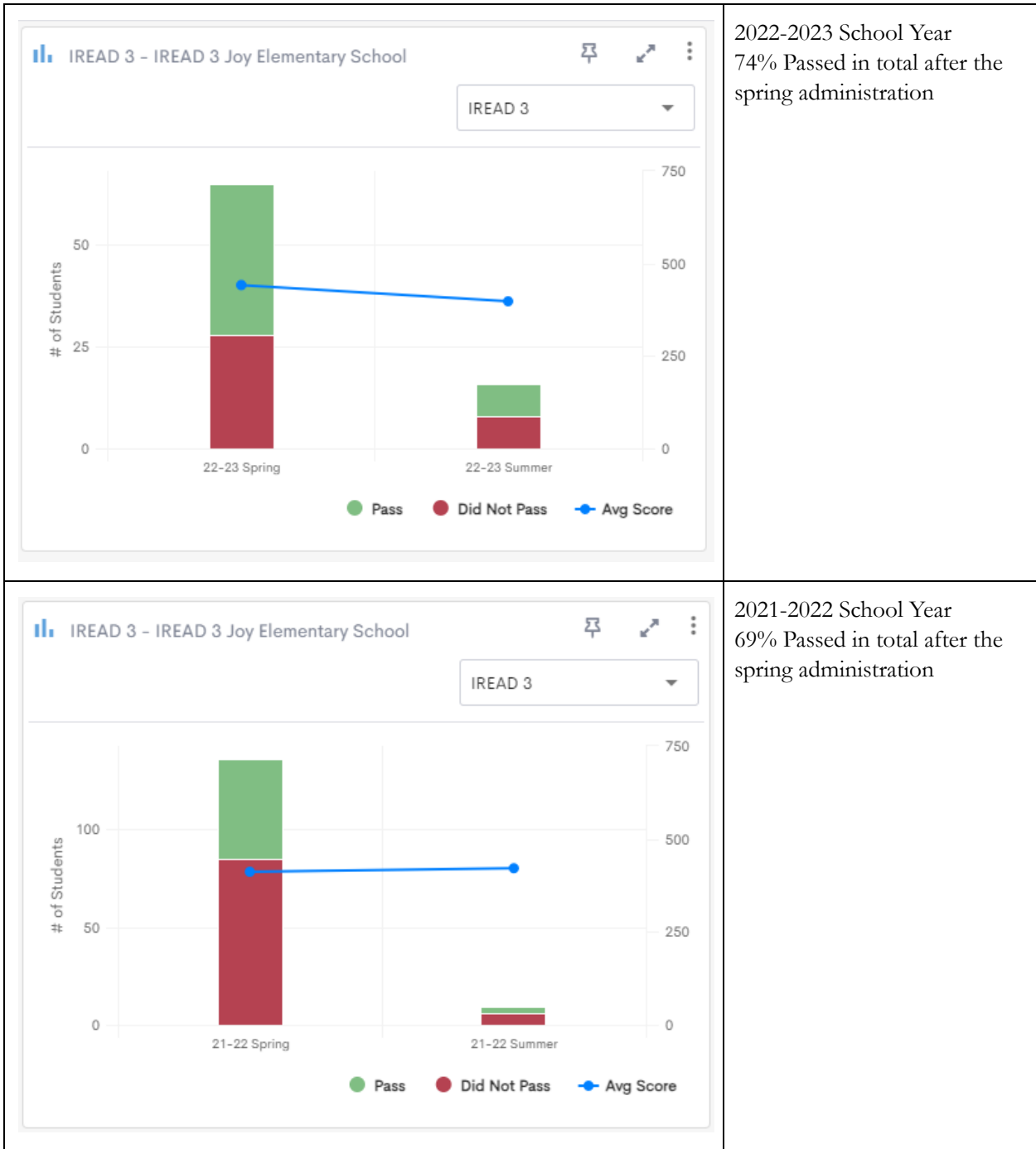


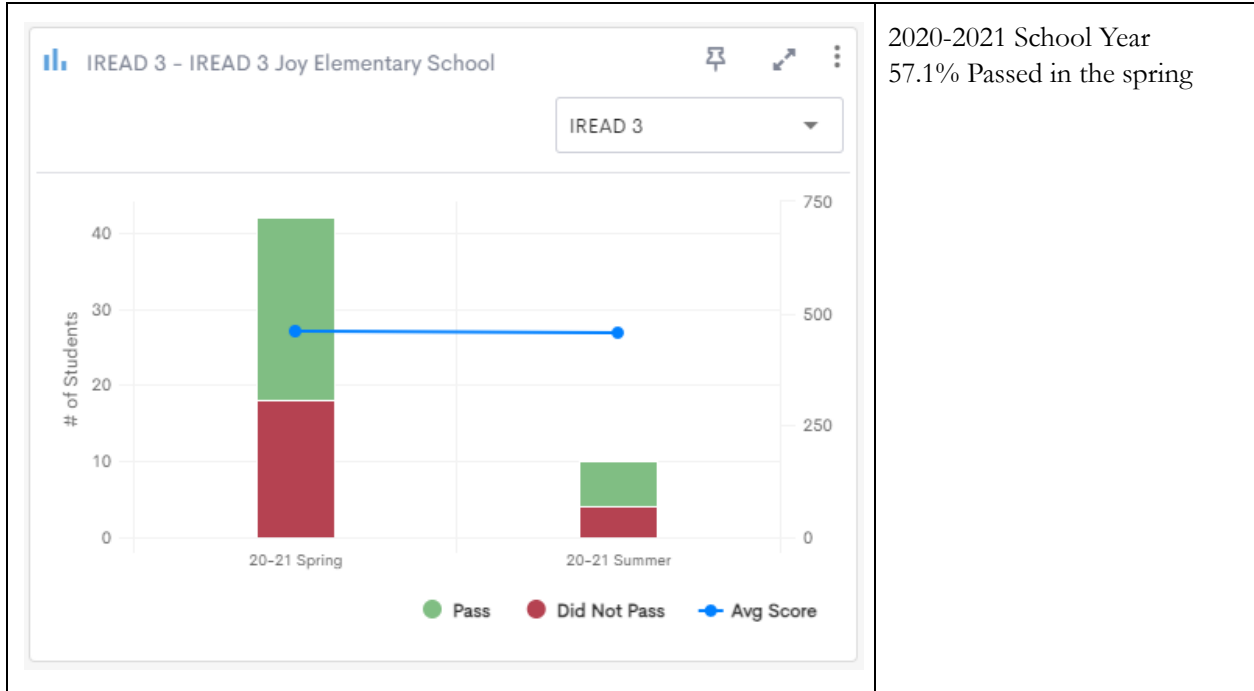
Performance Distribution, By Test Group: Joy Elementary School, 2020-2021

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## IREAD-3 Test Data Over 3 Years



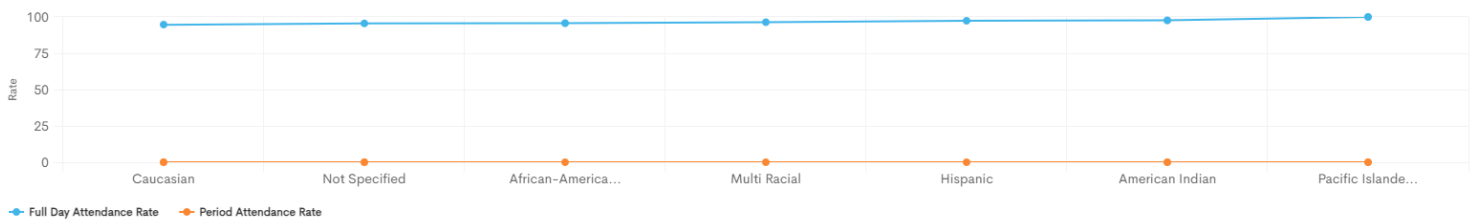


## School Learning Climate

### Attendance and Enrollment for 2022-2023

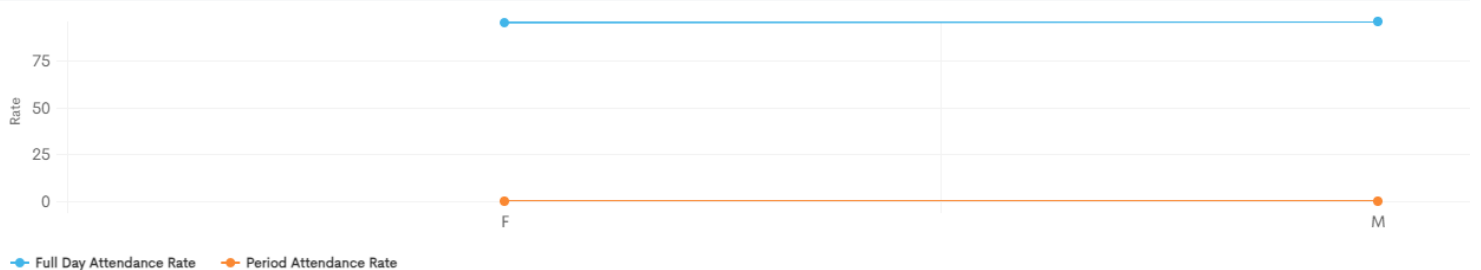
By School By Grade By Weekday By Month By Ethnicity By Gender By Student (Top 20)

By Ethnicity



By School By Grade By Weekday By Month By Ethnicity By Gender By Student (Top 20)

By Gender



## Enrollment by Free/Reduced Meal Status for 2023-2024

Michigan City Area Schools

### Monthly Counts and Percentages of Students by Direct Certification

Date: 8/16/2023

<i>School</i>	<i>Free</i>	<i>Reduced</i>	<i>Total</i>	<i>Enrollment</i>	<i>% Eligible</i>
Coolspring	152	9	161	225	72%
Edgewood	215	20	235	359	65%
Joy	268	14	282	433	65%
Knapp	252	11	263	396	66%
Lake Hills	272	8	280	366	77%
Marsh	216	9	225	319	71%
Pine	280	13	293	394	74%
Springfield	221	4	225	310	73%
<b>Total Pre-K - 6</b>	<b>1,876</b>	<b>88</b>	<b>1,964</b>	<b>2,802</b>	<b>70%</b>
Barker Middle	235	15	250	379	66%
Krueger Middle	249	11	260	340	76%
MC High School	1,032	52	1,084	1,639	66%
<b>Total 7-12</b>	<b>1,516</b>	<b>78</b>	<b>1,594</b>	<b>2,358</b>	<b>68%</b>
<b>Total MCAS</b>	<b>3,392</b>	<b>166</b>	<b>3,558</b>	<b>5,160</b>	<b>69%</b>
Outlying Voc Ed	0	0	0	159	0%
<b>GRAND TOTAL</b>	<b>3,392</b>	<b>166</b>	<b>3,558</b>	<b>5,319</b>	<b>67%</b>

## Enrollment by Special Education and English Language Learners for 2022-2023

Corp ID	Schl ID	School Name	ELL N	ELL %	Special Education N	Special Education %	Total Enrollment
4925	4373	Coolspring Elementary School	10	3.45%	42	14.48%	290
4925	4713	Springfield Elementary School	11	3.35%	47	14.33%	328
4925	4788	Martin T Krueger Middle School	14	3.46%	116	28.64%	405
4925	4789	Barker Middle School	8	1.91%	102	24.40%	418
4925	4795	Michigan City High School	19	1.22%	306	19.62%	1560
4925	4805	Edgewood Elementary School	15	4.19%	64	17.88%	358
4925	4811	Lake Hills Elementary School	14	3.23%	105	24.25%	433
4925	4821	Joy Elementary School	8	1.99%	106	26.37%	402
4925	4825	Knapp Elementary School	9	2.47%	90	24.66%	365
4925	4833	Marsh Elementary School	11	3.34%	59	17.93%	329
4925	6829	Pine Elementary School	10	2.33%	99	23.08%	429

Please Note: The data posted below is directly from the Indiana Graduates Prepared to Succeed/GPS website. This data is from the 2021-2022 school year. The 2022-2023 school year data was not available at the time of this SIP update.

## Joy Elementary School

1600 E Coolspring Ave, Michigan City, IN 46360 • (219) 873-2090 • [Website](#)

Grades PreK - 6th
 422 Enrolled
 77.01% Free/Reduced Lunch
 Elementary School
 City: Small

All Headline Indicators		Expand/Collapse All
<a href="#">Student Attendance</a>	47.8%	State: 60.1%

GRADES 3-8		
<a href="#">3rd Grade Literacy</a>	69.1%	State: 81.6%
<a href="#">6th Grade Math Growth</a>	17.1%	State: 34.1%

ILEARN Performance		
<a href="#">ILEARN Growth Math</a>	28.8%	State: 33.5%
<a href="#">ILEARN Growth English/Language Arts</a>	39.6%	State: 44.1%
<a href="#">ILEARN Proficiency Math</a>	31.4%	State: 39.4%
<a href="#">ILEARN Proficiency English/Language Arts</a>	29.9%	State: 41.2%

## Summary of Data

### 3rd grade Cohort

- While there has been an increase in both ILEARN Math and ELA scores from the previous year, our students are not performing at the pre-pandemic passing rate. The percent of students passing the IREAD-3 is growing at a minimal rate from the previous year, however these scores have not returned to the pre-pandemic passing rate. Additional steps must be taken to increase the number of students passing this phonic and phonemic awareness assessments.

### 4th grade Cohort

- While there has been an increase in both ILEARN Math and ELA scores from the previous year, our students are not performing at the pre-pandemic passing rate.

### 5th grade Cohort

- While there has been an increase in both ILEARN Math and ELA scores from the previous year, our students are not performing at the pre-pandemic passing rate.

### **6th grade Cohort**

- While there has been an increase in both ILEARN Math and ELA scores from the previous year, our students are not performing at the pre-pandemic passing rate. Out of all grade levels, our 6th grade students are showing the smallest amount of growth over time. Curricular changes, instructional practices, and overall student engagement must be analyzed to determine next steps in helping students grow at a higher rate.

## **Immediate Plan**

The 2022-2023 data shows an overall increase in IREAD-3 and ILEARN passing scores. However, we must do better for our students. Focusing on unpacking standards to make sure we are teaching what our students need, the implementation of student-led conferencing with portfolios, and the discharge of a new math curriculum which focuses on deeper understandings of mathematical concepts will guide our work in the upcoming school year.

## **Attendance**

We had a 56.3% rate of model attendees. This was below the state average of 65.3%. We did have 21% of students in the improved attendees category. This is above the state average of 18.3%.

For the 2022-2023 school year, Joy Elementary had the highest attendance rate of all of the MCAS elementaries at 94.05%. This number is the percentage of time a student is present for the entire day with no absences reported.

We have room to grow our attendance rates. Each day attendance is taken by teachers to begin the day. Then, as students come in tardy or late, the parent has to come sign their student in near the secretary's desk in a designated area. This affords us the opportunity to implement our first safety net and ask the parent what happened. In many cases this serves as a polite reminder to get their child to school on time. If a parent note or doctor's note comes in, they are all directed to the secretary who makes a copy to file and passes the medical notes on to the school nurse. At 10:00 am, the attendance count is taken for the day and any student still marked absent is recorded with the proper code: excused, not excused, exempt and no-non-exempt codes are applied. Additionally, an automated phone call is made to the parent or guardian's phone alerts them to the absence. This is done as a secondary safety net as to be sure the parent is aware the child is gone. It is imperative we get a call the day of any student absence and then a note to follow up the absence. The administration runs a daily attendance log to look for patterns or repeat offenders. The repeat offenders get a personalized phone call from the principal or their designee (i.e. the counselor or secretary) in regard to the absence or absences. We also send our Attendance Officer to make home visits as a fourth safety net.

As a further step, students with poor attendance are referred to a program called "Project Attend," run by county partners from the La Porte County Juvenile Center and the representatives from the Department of Child Services (DCS) are present. In this setting, parents are summoned where they must come into an informal setting where the parent/guardian sit and have a conversation with a Juvenile Center Representative, a DCS Representative, the Associate Superintendent, and the building principal. The parent is afforded due

process and able to explain the reasons behind the absences. If the absences continue, the two public entities become more and more involved. Part of our plan is to be sure that the families with problems are tracked and sent to the “Project Attend” program to serve as a deterrent.

## **Goals and Benchmarks (English/Language Arts)**

**SWP Section 1114(b)(2)(2)(a)(g)**

### **Goal 1: English/Language Arts**

By the spring of 2024, at least 50% of our students will meet or exceed state standards in literacy and writing as measured by the spring ILearn Assessment.

IREAD-3 Goal: 95% or more of the students will pass the IREAD-3 assessment as measured by the summer IREAD testing.

Benchmarks:

1. 50% or more of students in grades K-6 will meet or exceed BOY goal expectations as measured by i-Ready Diagnostics.
2. 65% or more of students in grades K-6 will meet or exceed MOY goal expectations as measured by i-Ready Diagnostics.
3. 75% or more of students in grades K-6 will meet or exceed EOY goal expectations as measured by i-Ready Diagnostics.

English/Language Arts ESSA Subgroups:

1. The percentage of Black students in grades 3-6 passing English/Language Arts will increase from 15% to 30% by the end of the 2023-2024 school year as measured by the spring ILEARN Assessment.
2. The percentage of White students in grades 3-6 passing English/Language Arts will increase from 36% to 50% by the end of the 2023-2024 school year as measured by the spring ILEARN Assessment.
3. The percentage of students who qualify for free or reduced status in grades 3-6 passing English/Language Arts will increase from 23% to 40% by the end of the 2023-2024 school year as measured by the spring ILEARN Assessment.
4. The percentage of students receiving special needs services in grades 3-6 passing English/Language Arts will increase from 10% to 25% by the end of the 2023-2024 school year as measured by the spring ILEARN Assessment.

## Three Year Timeline

2022-2023	By the spring of 2023, 40% of the students will meet or exceed state standards in literacy and writing as measured by the spring ILEARN Assessment. IREAD-3 Goal: 90% or more of the students will pass the IREAD-3 assessment as measured by the summer IREAD testing.
2023-2024	By the spring of 2024, 50% of the students will meet or exceed state standards in literacy and writing as measured by the spring ILEARN Assessment. IREAD-3 Goal: 90% or more of the students will pass the IREAD-3 assessment as measured by the summer IREAD testing.
2024-2025	By the spring of 2025, 60% of the students will meet or exceed state standards in literacy and writing as measured by the spring ILEARN Assessment. IREAD-3 Goal: 90% or more of the students will pass the IREAD-3 assessment as measured by the summer IREAD testing.

## Goals and Benchmarks (Mathematics)

**SWP Section 1114(b)(2)(2)(a)(g)**

### Goal 2: Mathematics

By the spring of 2024, at least 50% of our students will meet or exceed state standards in mathematics as measured by the spring ILEARN Assessment.

Benchmarks:

Kindergarten through Sixth Grades:

4. 50% or more of students in grades K-6 will meet or exceed BOY goal expectations as measured by i-Ready Diagnostics.
5. 65% or more of students in grades K-6 will meet or exceed MOY goal expectations as measured by i-Ready Diagnostics.
6. 75% or more of students in grades K-6 will meet or exceed EOY goal expectations as measured by i-Ready Diagnostics.

Mathematics ESSA Subgroups:

1. The percentage of Black students in grades 3-6 passing math will increase from 19% to 34% by the end of the 2022-2023 school year as measured by the spring ILEARN Assessment.
2. The percentage of White students in grades 3-6 passing math will increase from 41% to 54% by the end of the 2022-2023 school year as measured by the spring ILEARN Assessment.
3. The percentage of students who qualify for free or reduced status in grades 3-6 passing math will increase from 30% to 45% by the end of the 2022-2023 school year as measured by the spring ILEARN Assessment.
4. The percentage of students receiving special needs services in grades 3-6 passing math will increase from 15% to 30% by the end of the 2022-2023 school year as measured by the spring ILEARN Assessment.



## Three Year Timeline

2022-2023	By the spring of 2023, 40% of the students will meet or exceed state standards in mathematics as measured by the spring ILEARN Assessment.
2023-2024	By the spring of 2024, 50% of the students will meet or exceed state standards in mathematics as measured by the spring ILEARN Assessment.
2024-2025	By the spring of 2025, 60% of the students will meet or exceed state standards in mathematics as measured by the spring ILEARN Assessment.

## Curriculum

### SWP Section 1114(b)(2)(2)(c)

MCAS curriculum extends from Kindergarten through grade 12. Curriculum is accessible for all content areas and grade levels on the District website.

Joy Elementary provides:

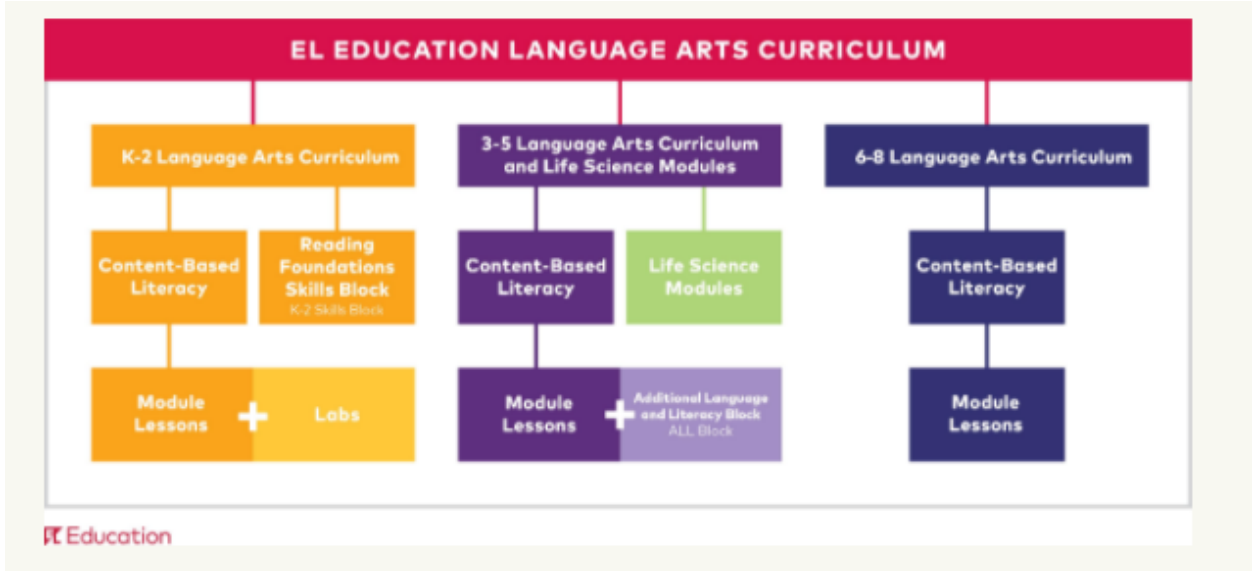
- a curriculum for Kindergarten through Grade 6 students in English Language Arts and Math;
- a core academic curriculum for Grades K-6 includes English Language Arts (reading, writing, speaking and listening, and language), Mathematics, Science, Social Studies, Health, Art, and PE;
- a core reading framework (Literacy Framework) includes the 5 components of reading, rich literary and informational text, and strategy instruction aligned with the Indiana Career and Readiness standards
- *EL Education Skills Block* in grades K-2 addresses phonics and phonemic awareness
- *EL Education* is used K-6 as the core reading program
- A new core math program/framework implemented by the MCAS district called Illustrative Math. Illustrative Mathematics is a problem-based core curriculum for 21st century learners designed to address content and practice standards to foster learning for all, preparing students to solve problems, reason, communicate, and think critically in the classroom and beyond. This curriculum applies the Indiana Academic Standards in a way that helps students to understand math concepts.
- A curriculum that is aligned to the Indiana College and Career Readiness standards for students who need supplemental support in reading, writing and math.

Teachers use the Indiana College and Career and Readiness standards to ensure consistency in academic language and expectations in skills and application of practices at the end of each grade level, as well as focusing on coherence and rigor for transfer of those essential strategies necessary for successful achievement on the CCRS (spiral articulation PreK-6). Teachers align instruction to Indiana Career and Readiness standards by:

- accessing and using resources from *IDOE*
- using IN Course Maps for ELA and District Curriculum Maps for ELA are used to align instruction, develop and update pacing guides, and develop/ revise common quarterly assessments
- using IN Course Maps for Math, District Curriculum Maps for Math and district resources to align instruction, develop and update pacing guides and develop/ revise common quarterly assessments
- using CCRS Literacy Standards for Science and Social Studies to integrate Science and Social Studies (*Macmillan/McGraw Hill*) in the Literacy Framework

- PLCs are used to review timelines, progression of instruction, learning objectives and student performance (ISTEP+, running records, writing rubrics, Mclass data, I-Ready data, district and teacher created assessments that also includes student work samples).

The graphic below provides a visual representation of the Joy framework:



**(SWP: Section 1114(b)(2)(10))**

Federal Programs, Instructional Services (Staff development), Title II, and the Office of Student Support and Accessibility funds will be used to improve the academic achievement of all students. Title I under ESSA will be used to support priority areas of instruction, specific to the needs of subgroups and continue to improve teacher effectiveness in those key areas of reading (i.e., strategy instruction; student engagement; and gradual release).

**Technology**

Technology plays an important role in the curriculum used at Joy. All teachers use computers as a tool in their instruction. All teachers at Joy are also trained Google teachers and use the Google components for instruction, sharing of documents, data collection and Google Classroom. We are 1:1 in all grades with each student having a chrome book or tablet assigned to them and able to take them home to do classroom homework or use for an E-learning Day. Google Meet, Peardeck, and i-Ready are some of the many programs available for instructional use. Teachers, kindergarten through second grade, have Promethean Boards and Activinspire software. Teachers in third through sixth grades have large screen t.v.s to project their computers for instruction. An Assistive Technology Team affords evaluations and recommendations for special needs students.

Educational links from our Joy web site provide additional skill practice in many areas. Primary classrooms utilize software on reading comprehension. All classrooms have access to ELMOs to enhance learning. IL Classroom, and Pearson Success Net are used to individualize progress.

E-Learning days are now implemented in our district for snow/cold days and also for teacher professional development. Teachers are trained on using tools to continue learning at home that would have happened at school. Teachers will interact with students and families throughout the day to support the process.

## Pedagogy

### SWP: Section(b)(2)(2)(b)(f)

Joy Elementary provides a core framework of instruction to ensure that all students reach high levels of mastery as well as additional time for students having difficulty mastering proficiency and advanced levels of academic achievement are provided with effective and timely assistance. This framework is developed around the literacy and math curriculums we use and the strategies they incorporate for effective learning outcomes.

We use the EL Education literacy curriculum based on the Science of Reading, including structured phonics, which empowers all students to read complex grade-level texts and master literacy standards, providing all students with an equitable outcome. This curriculum builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature. Students leverage their learning for social justice and environmental stewardship while building habits of character that help them contribute to a better world.

We also use IM/Illustrative Math, which is a problem-based core curriculum built on the principle that all students are capable learners of grade-level mathematics. Students learn math by doing math. They are encouraged to use their current understanding of math, their lived experiences, and the world around them as resources for problem solving. By starting with what students already know, teachers invite all students to contribute to mathematical learning, centering student thinking, and being responsive as students develop conceptual understanding.

These curriculums and the science behind them lead to the follow common strategies our educators apply during teaching and learning opportunities:

- Connect and engage (activate prior knowledge and connect to the learning objective)
- Teacher modeling
- Guided practice
- Collaborative practice
- Independent practice
- Application of the strategy or procedure

Teachers provide engagement opportunities for students to work and interact in a variety of ways that provide students a chance to learn from each other and hear perspectives, thoughts and solve problems:

- Whole group
- Small groups
- Pairs and trios
- One-on-One

Teachers consistently model and use the following instructional practices or engagement tools to provide structure and support effective teaching and learning in grades K-6:

- Use of Conversation Cues
- Students actively participating in discussions; More student talk than teacher talk during learning
- Students teaching students under the facilitation of the teacher
- Use Think-aloud to teach a strategy or procedure
- Code, mark or highlight text (graphic organizers, use Post-its or in a notebook)
- Lift text during Shared Reading
- Construct purposeful Anchor Charts w/ students (i.e., strategy charts; process charts; content charts; genre charts)

- Use Interactive read-aloud (i.e., model; guided practice; guided discussion; sharing)
- Use Thinksheets; Scaffolds and Formats for organizing information

Teachers assess student learning using unit assessments and benchmarks, exit tickets, pre and post assessments, and common formative assessments. Most of these are written into the curriculum maps located at the Michigan City Area Schools website.

## Intervention: Response to Instruction

**SWP: Section(b)(2)(2)(d)(f)(9)**

### Tier I

The staff of Joy Elementary strives to provide students with effective literacy and math instruction. In order to meet the needs of all students in the classroom/Tier I setting, teachers will implement scientifically based reading research practices aligned to specific learning targets. Teachers will use whole group mini-lessons to scaffold learning and provide small group support for guided instruction. A timeline for implementation is outlined in the Professional Development section of this document. We will be co-teaching in many grade levels. This would be an additional support for all students from the special education teacher(s) and general education teacher(s).

The following assessment tools/universal screens will be used to determine the instructional needs of students. They are:

1. EL Benchmark data for students in grades K-2
2. ILEARN for students in grades 3-6 (Use data from previous year)
3. i-Ready Math and Reading data for students in K-6

### Literacy/Math Plan and Interventions:

Strategy	Implementation/ How	Timeframe/ When	Monitoring	Usage of Information Collected
Grade Level teams/ teachers “unpack” the text exemplars for the Mathematics Indiana College and Career Readiness(CCR) standards (Appendix B). The teachers will also have PLC time on the Mathematical Process Standards. Identify the skills and strategies that students must be able to do. What habits and behaviors will teacher need to provide and give students opportunities to practice in order to be successful with the CCRs				
1	K-6 teachers will follow the MCAS district Core Literacy and Math framework for their given grade level.	Teachers will assess and reteach based on unit tests.	Teachers will administer iReady diagnostics three times yearly.	Teachers will provide remediation and/or enrichment opportunities based on results.
2	Gr. 3-6 teachers will use state provided resources to develop formative	Teachers will create assessment cycles to follow.	Principal will conduct learning walks and meet	Data from the assessments will

	assessments for key standards.		with grade level teams to discuss routines observed and how to continue to implement for consistency, fidelity, and student impact.	help to drive instruction.
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## Tier II

Students are provided with Tier II literacy services in two distinct ways. First, each grade level team will have a common 25-30 remediation time every day. During this remediation time, small groups of students will receive specific, intentional remediation in their targeted area of comprehension, vocabulary, fluency, phonemic awareness, or phonics. Grade level teachers may coordinate flexible skill groups based on the most common needs of students. Instructional assistants may also support this common remediation time by either providing remediation in a small group or by providing enrichment for students who are on/above grade level.

Select students in kindergarten through sixth grade will receive Tier II support through small group interventions. These small instructional groups meet daily for at least 30 minutes focusing on intense literacy development. Groups may be taught by a teacher or an instructional assistant. Kindergarten through second grade students who are below proficiency as determined by EL benchmark assessments, third through sixth graders who are flagged on i-Ready benchmark assessments, or students who are recommended for literacy support by their teacher will be provided with support (Sound Sensible, S.P.I.R.E., Bridges, Heggerty, Read Naturally, Wilson Reading, LLI). Teachers use i-ready data and classroom assessments to place students in math intervention groups.

The following assessment tools/formative assessments are used to progress monitor the instructional needs of students. They are:

1. EL formative assessments for students in grades K-2
2. I-Ready instructional pathway data
3. Grade level formative assessments

Students receiving Tier II services who are showing no growth or whose scores show declining growth based on their progress monitoring results over a period of 9 weeks may be referred to the MTSS Committee. This team will provide analysis, recommendations, and support to address a child's specific needs. Any services recommended by this team are in addition to the remediation services a student is provided in their grade levels 25-30 minute scheduled remediation time. There will be a Learning Lab that will be available for students who need additional support and are not progressing with interventions.

## Tier III

After a student has received literacy support in Tier II both during a grade level's scheduled remediation and from the additional resources offered by the RtI Committee, a student may be referred for more intense support at the Tier III Level. They also may be given time in our Learning Lab.

## Cultural Competency

**(SWP: Section 1114(b)(2)(2)(e)(f))**

The Joy Staff is committed to addressing the needs of every kind of learner. ESSA subgroups with 30 or more students are: Black, White, Free & Reduced Lunch, and Sp.Ed. Students are regularly analyzed based on ILearn. However, emphasis is on monitoring the growth subgroup for progress in the bottom 25% and top 75% and identifying no growth and if they are Special Education, LEP and Free/ Reduced Lunch.

Differentiating instruction is a cyclical process of finding out about the learner and responding by differentiating. The principal, plan team and grade level teams:

1. Identify, monitor and analyze student achievement data and data impacting student performance, such as attendance, tardiness, suspensions, and expulsions; subgroups including Free and Reduced Lunch, ethnicity, & special education will also be analyzed;
2. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and
3. Recommend areas in the school's educational environment.

Cultural competence strategies consist of:

4. Acknowledging strengths and benefits that students and staff bring with them to the classroom.
5. Making connections between what students already know and what they are expected to learn.
6. Including multiple perspectives in decision-making and instruction.
7. Validating students' cultural identity in classroom practices and instructional materials.
8. Acknowledging and making connections to students' similarities and differences and their communities.
9. Being aware of one's own cultural identity and views and the influences those views have on classroom practices
10. Engaging families in a culturally meaningful way
11. Setting high expectations for students from culturally diverse and low-income backgrounds as capable learners
12. Working together as a team --- Assuming that only minority teachers are culturally competent or that white teachers are not culturally competent
13. All teachers at Joy are examining culturally competent practices through our advancing equity work with EL Education.

Culturally competent teachers will:

1. Understand that the way student think, behave, and learn are influenced by factors such as race/ethnicity, social class, and language.
2. Affirm the views of students from diverse backgrounds.
3. View him-/herself as responsible for and capable of bringing about educational change that will make Joy Elementary more responsible to all students.
4. Understand how learners construct knowledge.
5. Know about the lives of his/ her students;
6. Use his/ her understanding of how students' learn and the knowledge about his/ her students' lives to connect what they already know to the new material they are expected to learn;

7. Continually build awareness of students' learning strengths and needs by observing and assessing their readiness, interests and learning preferences; and
8. Use a broad repertoire of effective instructional and assessment strategies to differentiate how students learn and how they demonstrate their learning (content, process, product, and learning environment)

## Assessment

**SWP: Section 1114(b)(2)(c)(g)**

Description of Assessments used for Data and Progress Monitoring

- **ILEARN:** measures ELA and Mathematics in Grades 3-8, Science in Grades 4 and 6, and Social Studies in Grades 5 and 7. The assessments consist of two major components, the Multiple-Choice Assessment and the Applied Skills Assessment (open-ended). The Multiple-Choice and Applied Skills assessments are criterion-referenced and are designed to measure students' mastery of the Indiana College and Career Readiness Standards. ILEARN will be administered at the end of April and into May
- **I AM**  
Federal and state law requires that all students participate in Indiana's assessment system. Students with the most significant cognitive disabilities may be assessed using I AM. I AM is a web based system that utilizes teacher ratings to measure the progress of students assessed on alternate academic achievement standards in math or ELA that are appropriate to the student's achievement level.
- **IREAD-3** (Indiana Reading Evaluation and Determination): an assessment to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with PL 109 from 2010 that "requires the evaluation of reading skills for students who are in grade three beginning in the Spring 2012 to ensure that all students can read proficiently before moving on the grade four." IREAD-3 includes three test sessions, that are comprised of multiple-choice questions only. The assessment is based on Indiana Academic Standards, specifically assessing foundational reading skills through grade 3.
- **EL Education Benchmark Assessments** (grades K-2) The Benchmark Assessments include a battery of assessments which include: letter recognition, letter-sound identification, phonological awareness, spelling, decoding and fluency.
- **i-Ready** Diagnostic testing: iReady combines a valid and reliable growth measure and individualized instruction.

Teachers will use common assessments to determine what students' initial needs are in literacy.

Kindergarten through second grade teachers will use:

- Beginning-Of-Year (BOY) EL Benchmark Assessment scores
- Kindergarten entrance exam

Teachers in third through sixth grade will use:

- The prior year's i-Ready English/Language Arts Assessment and current year Ready English/Language Arts Assessment
- A student's Ilearn English/Language Arts scores from the previous year

Teachers monitor student progress and respond to each learner's need for differentiated instruction using a variety of data sources. Kindergarten through second grade teachers will use EL Education's benchmark assessments to determine each student's remediation need(s) in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Teachers in third through sixth grade may use:

- i-Ready Diagnostic EOY
- Curriculum-embedded assessments of standards
- Standards-based report card
- i-Ready scores (Winter and Spring)
- Current year detailed analysis of ILEARN

Data collected from the above mentioned assessments are used to analyze during PLC time. These data sheets, along with computer generated assessment reports and other information are analyzed during Professional Learning Community (PLC) Meetings. PLC time is used to examine student learning and to determine common curricular changes that need to be made by grade levels. Grade level teachers also have at least two common one hour time slots each week during their related arts classes for instructional planning, rubric scoring, curriculum mapping, and meetings with our curriculum coach, and Ilearn results are analyzed during PLC's and findings are analyzed by the staff.

## Professional Development

**SWP: Section 1114 (b)(2)(4)**

Michigan City Area School offers teachers with multiple opportunities for professional development during the school year and summer months. In addition, teachers participate in weekly PLC sessions that allow time to analyze data for classroom instruction, develop interventions, and have professional dialogue with each other. Our school is fortunate to have a full time instructional coach who is available to teachers and support best practices.

Strategies and Action Steps/PD	Evidence of Progress
EL Education PD	<p>Completed work plan that contains building goals to support student learning with Modules, Skills Block, and ALL Block with Instructional Leadership Team and EL Coach</p> <p>Progress monitoring of these goals through 3+ strategic planning sessions this year.</p>
New Teacher Training	Summer 2023 district training



	Monthly meetings with the Instructional coach/Principal
K-2nd Skills Curriculum Institute	Presentation to K-2nd Teachers and after: Recorded Classroom Observation Student Benchmark Assessment Data Teacher Reflection (RMP) Student Reflection
3rd-6th Curriculum Institute (ALL Block)	Presentation to 3rd-6th Teachers and after: Recorded Classroom Observations Common Formative Assessment Data Teacher Reflection (RMP) Student Reflection
Illuminate/Educlimber PD-assessment administering & data analysis system	Ongoing Data Analysis Grade Level Team Meetings
Ongoing assessments and analyzing results for instruction and interventions	EL Benchmark Assessments iReady Benchmarking and Progress Monitoring Formative Classroom Assessments Module Assessments

## Highly Qualified Teachers

**(SWP: Section 1114(b)(2)(3))**

MCAS ensures that teachers hired for positions are “highly qualified” in academic subjects in which they are the primary instructor and requirements under the *Every Child Succeeds Act (ESSA)* Application for positions with the MCAS and initial screening process for holding the appropriate licensure in the teaching area is conducted through the Central Office. Hiring of staff for the MCAS elementary, middle and high school is conducted by the MCAS through the Central Office, building level principal and staff consisting of grade level representation. Background checks are conducted prior to hiring. Qualifications of teachers and paraprofessionals are reviewed to meet ESSA requirements. Highly Qualified records and documentation is kept on file at the schools and Central Office as mandated by the *Every Child Succeeds Act (ESSA)*.

All new teachers must take the *PRAXIS II*. Original records of these are kept at the school where the teacher is assigned the position and a copy is on file at Central Office. The MCAS annually submits “highly qualified” data/information regarding every certified employee teaching core academic subjects via the STN Application Center at [www.doe.state.in.us](http://www.doe.state.in.us).

Paraprofessionals must pass the *Parapro Test*. Instructional assistants are hired as substitutes for one month. If the non-certified/substitute person passes the *Parapro Test* during the first month, then he/she is hired with a “highly qualified” paraprofessional contract.

**Recruits and Retains Highly Qualified Teachers:** Human Resource information and MCAS positions are posted and regularly updated on the District website. MCAS provides a competitive salary base for beginning teachers with no years of teaching experience.

Joy Elementary School recruits certified teachers who represent the cultural diversity (SWP: Section 1114(b)(2)(J)) of the school and community. Joy Elementary School continues to recruit certified teachers who are working in the school as substitute teachers and/or student teachers, on a regular basis, who are receiving hands-on experience with strategies and practices. Substitute and student teachers must have demonstrated exemplary standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community.

## Professional Development Assurance

All professional development for staff members is based on data from standardized assessments or best practices within a content area. Professional development in the form of workshops, coaching support, or materials that are provided to staff members will be research-based.

## Leadership

### Teacher Leadership and Effectiveness

(SWP: Section 1114(b)(2)(K))

The Joy Elementary Instructional Leadership Team will facilitate the development planning targeted to the needs identified in Ilearn and other assessment sources. The goal of our professional development activities will focus on building shared knowledge about research-based and evidence-based best practices and providing grade level team collaborative support to ensure high quality implementation in every classroom. The following activities are proposed for the next three years:

## Sharing Knowledge of Instructional Practices

1. Increase teacher understanding and application of effective teaching strategies related to 90 minutes of reading instruction per day via (a) direct instruction and modeling of reading strategies; (b) guided reading groups; (c) independent reading; (d) word work and decoding instruction; (e) student engagement; and writing in response to reading instruction and practice. The building curriculum coach will support staff and parent needs in the area of ELA.
2. Increase teacher understanding and application of effective teaching strategies related to 60 minutes of math instruction per day via (a) direct instruction and modeling of math strategies; (b) guided math groups; (c) independent problem solving; (d) developing basic math concepts; (e) student engagement; and (f) writing in math instruction and practice.

3. Increase teacher understanding and application of effective teaching strategies related to extended-writing instruction and practice via (a) process writing; (b) modeling writing strategies; and (c) analyzing student writing folders to inform instruction.
4. Developing knowledge and techniques on the general principles for effective instruction (e.g., differentiated instruction, direct instruction, scaffolding, guided practice, informed feedback, pacing lessons, mini-lessons)
5. Ongoing review of reading and math disaggregated data (e.g., Ilearn, Teacher Created Assessments, running records, MCAS Core Math assessments)

## Grade Level Team Collaboration

1. Align curriculum to the Indiana College and Career Readiness Standards for ELA and Math, within and across grade levels, scaffolding standards.
2. Collaborate in grade level/cross grade level teams (GLTs) teams to assess achievement gaps between textbook and Indiana College and Career Readiness Standards, develop strategies for closing these identified gaps, building background for the next grade level, and maintaining continuity across grade levels.
3. Grade-level and school-wide strategies for implementing Scientifically Based Reading Research (SBRR) Three-Tier Reading Model with integrity, placing a coordinated emphasis on (a) scheduling and pacing, (b) intensive implementation at the primary level, (c) application of teacher and paraprofessional training, (d) cultural and experiential relevance, (e) data-driven instruction, and (f) computer assisted monitoring. Our curriculum coach will be instrumental in supporting our building needs.
4. Grade level teachers plan instruction and design engaging learning experiences for students that draws on student backgrounds, interest, and development of learning needs.
5. Teachers reflect on teaching practices that develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds.

## Instructional Coaching Model

Joy Elementary School's instructional coach focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices. Our coach provides essential leadership in curriculum by helping create and supervise a long-term staff development process that supports both the development and implementation of the curriculum over months and years. Our coach has experiences that enable them to provide effective professional development for experienced as well as teachers entering the teaching profession.

The primary goal of our coaching is to improve student learning. Meeting this goal requires an understanding of, and attention to, research on effective district, school, and teacher practices, including a *guaranteed and viable curriculum* and *challenging goals and effective feedback* (Marzano, 2003).

Within the overarching goal of improving student achievement, our model is based on all three essential

guiding principles:

1. Coaching helps establish a school culture that recognizes collaboration as an asset and supports the structure of our PLC.
2. Coaching develops individual and group capacity to engage in creative problem solving and self-reflection.
3. Coaching provides focused professional learning opportunities to support staff in their acquisition and use of specific knowledge, skills, and strategies.

Our coaching model is a structure for the kind of participatory professional learning that integrates fundamentals of teacher education, provides scaffolds according to the needs of individual teachers, and respects and builds on the knowledge that teachers bring to the table. The figure below presents different learning formats for our coaching model: (1) collaborative resource management, (2) literacy content presentations, (3) focused classroom visits, (4) co-planning, (5) study groups, (6) demonstration lessons, (7) peer coaching, and (8) co-teaching. There is a *progression* in the intensity of learning supports that are necessary to sustain a teacher's efforts to become a more reflective practitioner.

<b>Learning Format</b>	<b>Description of Responsibilities</b>	<b>Role of Coach</b>
Collaborative Resource Management	Coach works with teachers to become familiar with and tap into available resources. This is an opportunity for rich conversation about instruction, grouping, and differentiated instruction.	Resource person Collaborator
Content Presentations	Coach provides content knowledge and fosters collaboration. This format ensures that all teachers are on the same page in terms of information, procedures, best practice, and other matters.	Facilitator Resource person
Focused Classroom Visits	Coach provides teachers the opportunity to observe a particular teaching method, learn how other teachers organize for instruction, and develop an understanding of what is expected at other grade levels.	Facilitator Resource person
Co-planning (lesson study)	Coach and teachers work together to review current data and plan instruction. This includes discussion on grouping options, assessment results, and specific lesson planning.	Resource person Collaborator
Study Groups	Coach meets with a group of educators on a regular basis to discuss issues relevant to their teaching. The range of study group options includes job-alike, book study, and action research.	Facilitator Resource person
Demonstration Lessons	Coach demonstrates particular teaching methods to teachers who are less familiar with these methods or less confident about using them.	Resource person Consultant Presenter
Peer Coaching	Coach observes the classroom teacher and provides feedback during a debriefing session. (traditional model)	Resource person Encourager Voice
Co-teaching	Classroom teacher and coach plan a lesson or unit of study together and share responsibility for the lesson or unit's implementation and follow-up.	Collaborator Encourager Voice

## Evaluating Effectiveness

**SWP: Section 1114(b)(2)(3)**

### Goals of RISE, MCAS, and Joy Elementary School:

- Create an atmosphere of continued professional development and growth for all teachers and administrators.
- Create a collegial relationship between teachers and administrators utilizing the rubric as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluation and professional development.
- Help new teachers become acclimated with their new surroundings.
- Identify teachers who will serve as teacher leaders for the school.

All administrators and teachers are trained on the District's adopted rubric, coding and collecting data and utilizing the data to provide meaningful feedback and professional development opportunities. Every certified teacher is formally evaluated a minimum of twice a year by a licensed administrator as required by Senate Enrolled Act 1, 2011. All teachers must have a minimum of two extended observations per year, as well as many short observations deemed necessary by the administration. An extended observation lasts a minimum of 40 minutes. Long observations are announced and short observations are unannounced. It may take place more than one class or span two consecutive class periods. Extended observations are accompanied by post-conferences, including written feedback within five school days of the observation.

## Parent and Community Involvement (Partnerships)

**SWP: Section 1114(b)(2)(6)**

Our parent-teacher association, known as the JSA (Joy School Association) is a volunteer group dedicated to supporting the school and enhancing the quality of the educational experience at Joy Elementary for all students. The JSA meets monthly and each month focuses on an agenda with sign-in sheets. The JSA annually meets (spring) to review and update the Parent Policy and Compact as well as the CNA and the School Improvement Plan.

Parents will use the District's online registration process at the beginning of each year. When they register they will have access to the Parent Policy and Compact. Parents will be able to review and then submit an electronic signature for the Compact. This will ensure that parents who register students during the year will also review and sign Parent Compacts. If parents do not have access to a computer, then Compacts will be sent home.

Student progress is disseminated to parents. Parents have access to grades/ classroom progress online any time and then a report card is sent home. The following assessment results are disseminated to parents:

- ILEARN(online; mailed)
- I AM (sent home w/ students)
- IREAD-3 (mailed)
- Report Card includes assessment data

**Key goals include:**

- Getting every parent involved in their child's school activities
- Coordinating volunteer participation to support school programs
- Hosting extra-curricular activities that encourage family involvement
- Raising funds for: educational programs, study trips, and teacher requests

**Parent information sessions, along with activities sponsored and/or supported include:**

- Registration
- Fun Fair
- Family events
- General Mills Box-tops
- Book Fair
- Art Exhibit
- Teacher/Staff Appreciation Week
- 6th Grade Celebration
- National Elementary Honor Society induction
- End of year Kindergarten Celebration
- Literacy Nights
- Doughnuts for Dads
- Muffins for Mom's

Parents are invited to become involved and to make Joy School an even better place for children. Whether they choose to lead a committee, assist in the classroom, or help with study trips, their help is important and appreciated.

In addition to participating in JSA, parents are encouraged to volunteer in their child's classroom.

## **Transition**

*(SWP: Section 1114(b)(2)(7))*

6<sup>th</sup> grade students are invited to an orientation at the feeder middle schools Barker and Krueger. Teachers have established a relationship with a contact at these middle schools for 6<sup>th</sup> grade students to connect with the learning expectations in 7<sup>th</sup> grade. The school counselors work with students and parents of students who may have a difficult time making the transition to middle school.

Michigan City Area Schools offer a kindergarten countdown program for incoming kindergartners each summer. We bring Joy kindergartners and their parents into our building for a "bootcamp" before school starts to assess their abilities, introduce them to Joy, connect families to resources and give them a positive start to their educational career. In addition we have the Head Start students who will be attending Joy come for a school visit, tour the school and participate in a class read-aloud.

## **Safe and Disciplined Learning Environment**

Teachers at Joy Elementary School model procedures, routines and transitions inside and outside the classroom that maximize learning time and model behavioral expectations in a wide variety of ways. Initially, teachers start the school year off by showing students how to interact and learn in the classroom setting.

Common expectations for walking in the hallways, using the restroom, dining in the cafeteria, and convocation behavior are taught and modeled. Each week students review our school's life skills and lifelong guidelines as a part of our daily radio program that is performed by students. Teachers have created a wide variety of systems that allow students to monitor their own behavior. Students who show aggressive behavior or inappropriate behavior at dangerous levels are referred to the office using a referral form.

See Appendix for Joy's Anti-bullying plan.

## **Extra Curricular Involvement and Student Leadership**

1st Trimester - Co-Ed Soccer  
2nd Trimester - Girls Basketball  
3rd Trimester - Boys Basketball  
Girls Scouts  
National Elementary Honor Society  
News Paper Club  
Circle of the State Song  
Student Council  
Drama Club

## **Waivers**

Michigan City Area Schools and Joy Elementary School have not been granted any waivers for the 2023-2024 school year.

## **Coordination/Integration of Federal State and Local Funds:**

Joy Elementary understands that funding sources can be consolidated; our school has chosen to coordinate our program efforts.

Coordinated funds include, but are not limited to the following:

- Title I
- Michigan City Education Foundation
- Staff Development
- Special Education
- Michigan City Police and County Sheriff
- Laporte County Library
- Title I funds are used to provide supplemental reading and math support for students that are striving to meet grade level expectations.
- Instructional coaches are also provided to each elementary building to provide job-embedded professional development for teachers in our building.
- Title II funds are used to support principal and teacher professional development aligned with district and school identified areas of need.

- Early Literacy Grant funds are used to support literacy initiatives and materials through summer professional development for our teachers.
- Teacher grants from the Michigan City Education Foundation support individual teachers by providing funding for various projects and programs within classrooms.
- A partnership with the Laporte County Library provides access to professional development, student library materials, and curriculum materials.

**Appendix: Reading Plan**

**Joy Elementary Reading Plan Summary 2023-2024**

**School Reading Team**

Jennifer Landing, Kindergarten Teacher	Amy Bartels, 1st Grade Teacher
Josie Southworth, 2nd Grade Teacher	Cherith Brown, 5th Grade Teacher
Katie Stayback, 3rd Grade Teacher	Salina Rivera, 6th Grade Teacher
Denise Yackus, High Ability Teacher	Katelyn Lopez, Special Education Teacher
Julia Krisiak, Physical Education Teacher	Ashley Bitter, Parent
Olivia Davis, Instructional Coach	Jason A. Hopper, Principal

Joy Elementary’s Reading Plan is designed to meet the instructional needs of our students, ensuring that each student grows as a strategic reader, and providing them with the tools to read at or above grade level or to meet their IEP goal(s). Joy’s literacy program for grades K-6 is grounded in EL Education’s curriculum. A 120 minute reading block per day allows teachers to provide strategic, research-based instruction in the areas of comprehension, phonological awareness, phonics, vocabulary and fluency for grades K-6. To ensure the continued practice and application of reading skills and strategies taught in the whole group setting, small group instruction is incorporated into the literacy block to meet the instructional needs of all students.



## Student Achievement Reading Goals

### Summative Reading Goals:

- By the spring of 2024, at least 50% of our students will meet or exceed state standards in literacy and writing as measured by the spring ILearn Assessment.
- IREAD-3 Goal: 95% or more of the students will pass the IREAD-3 assessment as measured by the summer IREAD testing.

### Formative Reading Goals:

Benchmarks:

- 50% or more of students in grades K-6 will meet or exceed BOY goal expectations as measured by i-Ready Diagnostics.
- 65% or more of students in grades K-6 will meet or exceed MOY goal expectations as measured by i-Ready Diagnostics.
- 75% or more of students in grades K-6 will meet or exceed EOY goal expectations as measured by i-Ready Diagnostics.

## Reading Instruction Plan

### **Primary Resources:**

EL Education

### **Supplemental Resources:**

Sound Sensible

S.P.I.R.E.

Read Naturally

Heggerty Phonological and Phonemic Awareness

## Core Curriculum Overview

The EL Education literacy curriculum used by Joy Elementary School is based on the Science of Reading, including structured phonics, which empowers all students to read complex grade-level texts and master literacy standards, providing all students with an equitable outcome. This curriculum builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature. Students leverage their learning for social justice and environmental stewardship while building habits of character that help them contribute to a better world.

## 120 Minute Literacy Plan Core Structure

### **Primary Grades K-2**

The Grades K-2 curriculum offers one hour per day of content-based literacy (Module Lessons) plus one hour of structured phonics (The K-2 Reading Foundations Skills Block). Together, these three hours of the curriculum are considered comprehensive, meaning that they explicitly teach and assess all strands and standards for each grade level.

- We are committed to providing opportunities for students to engage in reading. As research confirms, for students to progress as readers, they must have abundant time to read.
- Through the administration and analysis of performance assessments, teachers will develop lessons that clearly demonstrate their understanding of the continuum of development and their students' continued progress.
- By providing literacy activities which are challenging and rigorous, students will grow in their capacity as strategic readers and writers.
- Co-teaching may be used by grade level teams to support differentiate.

### **Intermediate Grades 3-6**

EL Education's grades 3-6 curriculum honors students' growing capacities to read complex text, write at length and with depth, and explore pressing issues in the world around them. The curriculum comprises two hours of rich content-based literacy instruction per day. The ALL (Additional Language and Literacy) Block is one hour long and is complementary to module lessons. These two hours of content-based literacy instruction work together to accelerate the achievement of all students

- We are committed to providing opportunities for students to engage in reading books. As research confirms, for students to progress as readers, they must have abundant time to read.
- Through the administration and analysis of performance assessments, teachers will develop lessons that clearly demonstrate their understanding of the continuum of development and their students' continued progress.
- By providing literacy activities which are challenging and rigorous, students will grow in their capacity as strategic readers and writers.
- Co-teaching may be used by grade level teams to support differentiate.

<b>Intervention</b>
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**When core instruction does not meet the needs of a child, instructional decisions will be made accordingly.**

**Tier Two Interventions** (25 Minutes of intervention in addition to the core reading instruction) Students are provided Tier II literacy services in a common 25 minute intervention time scheduled daily. During this intervention time, small groups of no more than 5 students receive specific and intentional intervention instruction in their targeted areas of need. Grade level teachers may coordinate flexible skill groups based on the most common needs of students.

Instructional assistants, paraprofessionals, and grade level teachers, who support and implement interventions, will also follow this daily schedule of interventions. Instructional assistants may deliver instructional interventions using Sound Sensible, S.P.I.R.E., Read Naturally, Heggerty Phonological and

Phonemic Awareness and other resources directed by the instructional coach as determined by student needs. These student intervention groups will meet for 25 minutes daily. The instructional assistants will record attendance, assessment data, and track progress on designated logs sharing this data with classroom teachers on a regular basis. Grade level teams will review student intervention data and will meet with the literacy coach to discuss progress and additional resources.

Students receiving Tier II services who are showing no growth or whose scores show declining growth based on their progress monitoring results over a period of 9 weeks may be referred to the Learning Support Team. This team will provide analysis, recommendations, and support to address a child’s specific needs. Any services recommended by this team are in addition to the remediation services a student is provided in their grade level 25 minute intervention time. Students who successfully progress monitor at grade level will be released from the intervention group, but will continue to be monitored in the classroom. Students who are showing success in an intervention will continue that intervention.

**Tier Three Interventions**

(60 Minutes in addition to the core reading plan)

Tier 3 interventions will be directed by the Learning Support Team based on student needs and will be monitored every four to six weeks.

<b>Assessment Plans and Goals</b>
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Instruction must meet each student's needs. Teachers must have access to reliable reading assessments for direct instruction.

<i>Screening measures to identify students at risk of failure</i>	
<b>Grades K-2</b>	<b>Grades 3-6</b>
<ul style="list-style-type: none"> <li>· Teacher Observations/Anecdotal notes</li> <li>· BOY-(EL Education Benchmark Assessment) and Universal Dyslexia screener</li> <li>· Kindergarten Screening</li> <li>· i-Ready diagnostic</li> <li>· On-demand writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>· Teacher Observations/Anecdotal notes</li> <li>· ILEARN , IAM, IREAD3 scores from previous year</li> <li>· i-Ready diagnostic</li> <li>· On-demand writing assessments</li> <li>· Universal Dyslexia screener (as requested)</li> </ul>
<i>Middle of the year evaluation of student progress</i>	
<b>Grades K-2</b>	<b>Grades 3-6</b>
<ul style="list-style-type: none"> <li>· On-demand writing assessments</li> <li>· MOY-EL Education Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>· On-demand writing assessments</li> <li>· i-Ready diagnostic</li> </ul>

<ul style="list-style-type: none"> <li>· Anecdotal notes</li> <li>· i-Ready diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>· Anecdotal notes</li> </ul>
<p><i>Summative assessments to identify whether or not students have met grade-level expectations (End of the year)</i></p>	
<b>Grades K-2</b>	<b>Grades 3-6</b>
<ul style="list-style-type: none"> <li>· On demand writing assessments</li> <li>· EL Education Benchmark Assessment</li> <li>· i-Ready diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>· On demand writing assessments</li> <li>· ILEARN</li> <li>· i-Ready diagnostic</li> <li>· NCSC</li> <li>· IREAD3 (Grade 3 only)</li> </ul>
<p><i>Diagnostic Assessments to Identify Specific Deficiencies</i></p>	
<b>Grades K-2</b>	<b>Grades 3-6</b>
<ul style="list-style-type: none"> <li>· Mindplay diagnostic</li> <li>· EL Education Benchmark Assessment</li> <li>· Tier 1 and Tier 2 Dyslexia assessments</li> </ul>	<ul style="list-style-type: none"> <li>· Mindplay diagnostic</li> <li>· Tier 1 and Tier 2 Dyslexia assessments</li> </ul>

**Dyslexia Implementation**

	Dyslexia Intervention Program Used	Number of Students Receiving Interventions	Total Number of Students Identified with Dyslexia Characteristics
2020-2021	S.P.I.R.E./Sound Sensible	127	28
2021-2022	S.P.I.R.E./Sound Sensible	151	24

Our School Psychologist and Educational Diagnostician have access to a wide variety of diagnostic assessments to determine the specific, targeted instructional needs for a student. These will be administered as needed.

<b>Leadership</b>
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The Principal and Reading Committee have worked collaboratively to establish a plan for effective reading instruction for all students. To ensure the fulfillment of this Reading Plan, the Principal and Reading Committee will meet periodically to plan support for teachers so that they can deliver high quality researched-based reading instruction for students. The Principal and Instructional Coach will ensure that all staff will have access to materials that will support instruction on every grade level. The Principal will be responsible for scheduling so that all grades will have a 120 minute block of time for reading instruction for

grades K-6. The Instructional Coach will meet with grade level teams regularly to support instructional planning, curriculum, data analysis, and implementation of the Reading Plan.

## **Professional Development**

PLC time, collaboration days, and staff meetings will be planned around instructional needs for professional development. A Professional Development calendar will be planned to give an overview of each PLC addressing those needs in a timely manner. We will look at student assessment data, goals, effective instructional strategies, and management strategies. Teacher dialogue and reflection will drive the planning of further professional development. Instructional Assistants will receive professional development as well from the Literacy Coach to ensure ongoing training and support.

**Initial Planning Resources:**

[2023-24 District EL Partnership Calendar](#)

[Link to District Level Work Plan](#)

[EL National Institutes](#)

[EL independent PD courses](#)

☰ PLC schedule – opportunities for professional le...

☰ Summer 2023 Retreat Planning



# Joy Elementary Workplan 2023-24

## MCAS District Level Workplan 2023-24

	<i>Instructional Vision</i>	Big Picture Year Breakdown
<p><b>3 Year Impact Goals</b></p>	<p><i>We believe that we must foster an instructional environment in which all students are seen, heard, and belong as ethical, critical and free thinkers grounded in a strong sense of community and activism that contributes to a better world.</i></p>	<p><b>Long-Term District Plan:</b></p> <ul style="list-style-type: none"> <li>● 2022-23: Student-Led Conferences + IM Implementation</li> <li>● 2023-24: Consolidating our great work</li> <li>● 2024-25: Continuous Improvement + Potential Problem Solving + Potential Standards-Based Grading Conversations</li> </ul> <ul style="list-style-type: none"> <li>● 2022-23: ELA #3 (iReady): By <b>June 2023</b>, <ul style="list-style-type: none"> <li>- at least 75% of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the i-Ready Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY22-23).</li> </ul> </li> <li>● 2023-24: ELA #3 (iReady): By <b>June 2024</b>, <ul style="list-style-type: none"> <li>- at least 80% of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the i-Ready Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY23-24).</li> </ul> </li> <li>● 2024-25: ELA #3 (iReady): By <b>June 2025</b>, <ul style="list-style-type: none"> <li>- at least 85 % of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the i-Ready Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY24-25).</li> </ul> </li> </ul>

	<b>Mastery of Knowledge and Skills</b>	<b>Character</b>	<b>High Quality Work</b>
<p><b>3-Year Impact Goals</b></p>	<p><a href="#">MATH:</a> (in development)</p>	<p>By June 2025, students will be contributing to a Better World as free thinkers who are Leaders of Their Own</p>	<p>By June 2025, students/teachers will participate in high quality work protocols across multiple content areas.</p>

<b>2023-24 District Level Performance Benchmarks</b>	<p>ELA: By June 2025, MCAS will make 24% gains across subgroups according to the iReady assessment.</p>	<p>Learning and engage in self-advocacy and advocacy for others to ensure purpose, agency, and belonging for ALL at school.</p>	
	<p><b>By June 2024,</b> MATH #1</p> <p><b>By June 2024,</b> ELA # 1 (Modules): Students in grades K-2 will make 10% gains on end-of-unit assessments. Students in grades 3-8 will make 10% gains on mid-unit assessments.</p> <p>At least 80% of students will participate</p> <p>ELA #2: (Skills):At least 75% of K- 2 students, across all subgroups, will attain the EoY benchmark microphase levels showing their ability to be independent and engaged learners who have increased in their reading and spelling development. At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels. At least 50% of 1st-2nd students, across all subgroups, who do not enter on grade-level at BOY will increase by more than 4 microphases by EOY.</p> <p>ELA #3 (i-Ready): :At least 80% of K-8 students, across all subgroups, will attain at or above grade level proficiency on the iReady EOY assessment.</p> <p>K-8 students who have not reached at or above grade level proficiency will increase 15% from EOY to EOY within their cohort groups.</p>		

2022-23 Implementation Core Practice Priorities	CP 33 & 15	CP 22 & 23	CP 12
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## MASTERY OF KNOWLEDGE & SKILLS ELA

**3-Year MKS Impact Goal (same as above):** ELA: By June 2025, MCAS will make 24% gains across subgroups, according to the iReady assessment.

- 2023-24 MKS Performance Benchmarks (copy from above):**
- ELA #1 (Modules): ELA #1 (Module): At least 75% of K - 8 students, across all subgroups, will demonstrate 75% + proficiency on module mid unit assessments. (This will be end-of-unit assessments for grades K-2)
  - ELA #2: (Skills):
    - 75% or more of kindergarteners will meet EOY benchmark microphase proficiency.
    - 54% or more of First Graders will meet EOY benchmark microphase proficiency.
    - 40% or more of Second Graders will meet EOY benchmark microphase proficiency.
    - At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
  - ELA #3 (i-Ready): At least 80% of K-8 students, across all subgroups, will attain at or above grade level proficiency on the iReady EOY assessment. -K-8 students who have not reached at or above grade level proficiency will increase 15% from EOY to EOY within their cohort groups.

**Equity Focus: If 75% of black , IEP, and free and reduced lunch students achieve 75% proficiency on the unit assessments, we will have made significant progress towards closing gaps in subgroup data.**

**Implementation Priorities:** [Core Practice](#): 30, 33, 36, 37

MCAS Faculty Learning Targets	EL Support and Services
<p><b>Modules</b></p> <ul style="list-style-type: none"> <li>● Principals and coaches will work to ensure that 80% of students will have taken each Unit Assessment (and scored) at MOY, and at EOY 85% of students will have taken each assessment (and scored).</li> <li>● Teachers can create a culture of crew that creates an environment students want to participate in each day.</li> </ul>	<p><b>Modules</b></p> <ul style="list-style-type: none"> <li>● EL Coaches will work with buildings to make Crew an incentive to make students want to come to school.</li> <li>● EL Coaches will align walkthrough indicators as priorities aligned to our goals.</li> </ul>



**i-Ready**

- Principals and coaches will ensure that all teachers have access to historical reports in iReady or edulimber (EOY to EOY)
- Crew connection with families
- Progress Monitoring?

**Skills Benchmark**

- Teachers will have monthly conversations with principal/coaches about progress toward the EOY goals.
- Teachers will do small group daily differentiated at the microphase level.

**Teachers:**

- I can use data to create and implement small/differentiated group instruction groupings.
  - I can regularly use formative assessment data to regroup students based on learning progress
  - I can interpret data in relation to our High Priority Standards
  - I can determine small group instruction groupings based upon our High Priority Standards
- I can use data to determine the best instructional strategies for each of my small groups..
  - I can regularly use formative assessment data to determine best teaching strategies for each of my small groups.
- I can elevate student voice by supporting them with regular goal setting and reflection to take ownership over their own learning.

**Instructional Coach:**

- I can create a format for what these grade level team conversations will look like for these conversations. \*I can create guiding questions for what grade level team conversations will look like for data protocols.?
- I can follow up to support action plans and gauge progress for students.
- I will provide feedback to teachers describing small group instruction effectiveness at least once per grading period.

**School Leadership:**

- I can ensure energizing and effective results meeting protocols with

**i-Ready**

- Leadership teams will complete a RMP in collaboration with their EL Coach based on MOY to EOY data from 2022-2023.
- At MOY, Leadership teams will collaborate with the EL Coaches to align module data with projected proficiency.

**Skills Benchmark**

- EL Coaches will receive documentation of the monthly meetings about progress from the Coaches and Principals. Coaches will then support action plans to continue to move the work forward.
- EL Coaches will align walkthrough indicators as priorities aligned to our goals.

**Supporting Activities**

- Training on using eduClimber/Illuminate to analyze student data (i.e. Student scores poorly on an assessment, teachers automatically go back into eduClimber to look at student data to make decisions
- Train teachers in using an RMP or modified RMP format to examine student skill deficits, create action plans to address deficits, implement action plans, and then progress monitor student growth through the action plans to then determine next steps.
- Teachers will utilize all student data to make individualized decisions about students (Using eduClimber) at least twice each month during PLC meetings. This process will be a modified RMP format.

teachers.

- I can create a scheduled calendar of built in times for RMPs to promote sustainability.
- I will monitor teacher implementation of small group instruction to make sure it is happening (can we change this to “to make sure they are effective) in all classrooms.
- I will provide grade level teams with a monthly opportunity to work together to analyze data and plan grade level opportunities for small group instruction.

## MKS MOY PROGRESS MONITORING

### Data Points/Evidence for MOY Monitoring Progress

- **Module Benchmark**
  - By MOY, 65% of 3-8 students across all subgroups will achieve 75% proficiency on the mid-unit assessment.
  - By MOY, 65% of K-2 students across all subgroups will achieve 75% proficiency on the end-of unit assessment.
- **i-Ready**
  - Leadership teams will complete a RMP in collaboration with their EL Coach based on MOY to EOY data from 2022-2023.
  - At MOY, Leadership teams will collaborate with the EL Coaches to align module data with projected proficiency.
- **Skills Benchmark**
  - 60% or more of Kindergartners will meet EOY benchmark microphase proficiency.
  - 27% or more of First Graders will meet EOY benchmark microphase proficiency.
  - 20% or more of Second Graders will meet EOY benchmark microphase proficiency.
  
  - At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
  
  - By MOY, all schools will have a system in place to monitor student growth and proficiency between benchmarks.

## MASTERY OF KNOWLEDGE & SKILLS MATH

**3-Year MKS Impact Goal (same as above)K-11:** By June 2025, MCAS will make 20% gains across groups of students scoring 75% higher according to Illustrative Math End of Unit Assessments.

**2023-24 MKS Performance Benchmarks (copy from above):**

- MATH #0 (IM, Jars, iReady): 100% of students are assessed on the platform with validity and within a reasonable timeframe of assessing.
- MATH #1 (Math Identity): Increase the number of students in each grade that are Black, female, have a disability, or come from a low income background that have strong math identities (ie. possibly measured through surveys, empathy interviews, or learning walk indicators).
- MATH #2 (IM): By June 2024, K-11 grade students will make 10% gains across groups of students scoring 75% or higher according to Illustrative Math End of Unit Assessments.
  - MATH #2a (Priority Cohorts IM): School teams will have identified a focus cohort (either of particular student groups or a particular grade level/s: ex: 2nd, 5th, 8th, 9th grade that are currently underperforming and high yield) that will grow at an increased rate, hitting 15% gains by June 2024 (and will have been given additional supports).
- MATH #3 (i-Ready): At least 40% (up from an average of 25%) of K-8 students, across all groups, will have met their stretch goal.
- MATH #4 (Jars K-3): At least 50% of K- 2 students, across all groups, will hit attainment goals (proficient in K, exemplary in 1st, Money Jar 3) by end of year 2024.

**Equity Focus: If 75% of black , IEP, and free and reduced lunch students achieve 75% proficiency on the unit assessments, we will have made significant progress towards closing gaps in subgroup data.**

**Implementation Priorities:** [Core Practice](#): 15

<b>MCAS Faculty Learning Targets</b>	<b>EL Support and Services</b>
<p><b>Teachers:</b></p> <ul style="list-style-type: none"><li>● I can use data to create and implement small/differentiated group instruction groupings.<ul style="list-style-type: none"><li>○ I can regularly use formative assessment data to regroup students based on learning progress</li><li>○ I can interpret data in relation to our High Priority Standards</li><li>○ I can determine small group instruction groupings based upon our High Priority Standards</li></ul></li><li>● I can use data to determine the best instructional strategies for each of my small groups.<ul style="list-style-type: none"><li>○ I can regularly use formative assessment data to determine best teaching strategies for each of my small groups.</li></ul></li><li>● I can elevate student voice by supporting them with regular goal</li></ul>	<p><b>Modules</b></p> <ul style="list-style-type: none"><li>● EL Coaches will work with buildings to make Crew an incentive to make students want to come to school.</li><li>● EL Coaches will align walkthrough indicators as priorities aligned to our goals.</li></ul> <p><b>i-Ready</b></p> <ul style="list-style-type: none"><li>● Leadership teams will complete a RMP in collaboration with their EL Coach based on MOY to EOY data from 2022-2023.</li><li>● At MOY, Leadership teams will collaborate with the EL Coaches to align module data with projected proficiency.</li></ul> <p><b>Skills Benchmark</b></p> <ul style="list-style-type: none"><li>● EL Coaches will receive documentation of the monthly meetings about progress from the Coaches and Principals. Coaches will then support</li></ul>

setting and reflection to take ownership over their own learning.

**Instructional Coach:**

- I can create a format for what these grade level team conversations will look like for these conversations. \*I can create guiding questions for what grade level team conversations will look like for data protocols.?
- I can follow up to support action plans and gauge progress for students.
- I will provide feedback to teachers describing small group instruction effectiveness at least once per grading period.

**School Leadership:**

- I can ensure energizing and effective results meeting protocols with teachers.
- I can create a scheduled calendar of built in times for RMPs to promote sustainability.
- I will monitor teacher implementation of small group instruction to make sure it is happening (can we change this to “to make sure they are effective) in all classrooms.
- I will provide grade level teams with a monthly opportunity to work together to analyze data and plan grade level opportunities for
- small group instruction.

action plans to continue to move the work forward.

- EL Coaches will align walkthrough indicators as priorities aligned to our goals.

**Supporting Activities**

- Training on using eduClimber/Illuminate to analyze student data (i.e. Student scores poorly on an assessment, teachers automatically go back into eduClimber to look at student data to make decisions
- Train teachers in using an RMP or modified RMP format to examine student skill deficits, create action plans to address deficits, implement action plans, and then progress monitor student growth through the action plans to then determine next steps.
- Teachers will utilize all student data to make individualized decisions about students (Using eduClimber) at least twice each month during PLC meetings. This process will be a modified RMP format.

## MKS MOY PROGRESS MONITORING

### Data Points/Evidence for MOY Monitoring Progress

- **Assessments**
  - By MOY, 75% of students at Joy Elementary who take the iReady, Jars and IM assessments will be assessed on the platform with validity within a reasonable timeframe of assessing.
  - By MOY,
- **Jars**
  - At least 30% of K- 2 students, across all groups, will hit attainment goals (proficient in K, exemplary in 1st, Money Jar 3) by MOY of year 2023-2024.
- **i-Ready**
  - At least 30% of K-8 students, across all groups, will have met their stretch goal.
  - Leadership teams will complete a RMP in collaboration with their EL Coach based on MOY to EOY data from 2022-2023.
  - At MOY, Leadership teams will collaborate with the EL Coaches to align module data with projected proficiency.
- **Math Identity**
  - Increase the number of students in each grade that are Black, female, have a disability, or come from a low income background that have

strong math identities (ie. possibly measured through surveys, empathy interviews, or learning walk indicators) by implementing a BOY baseline survey and an MOY survey around math knowledge and understanding for students in grades 3-6.

# CHARACTER

**3-Year Character Impact Goal: By June 2025, 95% of students will report an increased sense of purpose, agency, and belonging via survey data. They will contribute to a Better World as free thinkers who are Leaders of Their Own Learning and engage in self-advocacy and advocacy for others to ensure purpose, agency, and belonging for ALL at school.**

## **2023-24 District Character Performance Benchmarks:**

Character Goal #1: [K-3 MEASURE in process]

By June 2024, at **least 75%** of K-8 MCAS students will:

- report a positive sense of belonging within their crew.
  - reduced number of disciplinary referrals
  - report a connection to at least one adult in the school

By June 2024, 85% of students will be able to identify the MCAS Habits.

By June 2024, 85% of students will be able to demonstrate through daily interactions progress toward the mastery of at least one MCAS Habit.

Character Goal #2: STAFF CREW

- 100% of all school leaders will focus on staff learning about the new MCAS Habits
- 100% of all schools will use the MCAS Habits to create a set of staff norms
- 100% of all schools will use the staff norms ...
- 75% of all staff surveyed will report a deeper understanding of MCAS Habits

**SCHOOL CHARACTER GOAL: By June 2024, Joy Elementary students will report the following on the MCAS Student Climate Survey in relation to agency :**

- a decrease of 10 % of students responding, “not at all (red)” and/or “a little bit included (yellow)”. (raw numbers of students, not decrease of overall percentage)
- an increase of 10 % of students responding, “pretty included (blue)” and/or “very included (green)” (raw numbers of students, not decrease of overall percentage)

**Equity Focus: This goal supports equity among students by focusing on subgroups that need the most support as identified by behavior referral data.**

**SCHOOL Rationale (Theory of Action): When students feel that they genuinely belong to their community they will desire to, and be prepared to, create a better world.**

**SCHOOL Student Impact Statement: Students that genuinely feel like they belong to their community will desire to change the world and be confident that they can.**

**Implementation Priorities:** Core Practices 22 & 23

MCAS Faculty Learning Targets	EL Support and Services
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>● I can deepen my crew practices by:               <ul style="list-style-type: none"> <li>○ explicitly teaching the purpose of crew, the purpose of all components of crew.</li> <li>○ supporting student leadership/student ownership within crew.</li> <li>○ clearly defining NORMS, EXPECTATIONS, HABITS OF CHARACTER for and with my students.</li> </ul> </li> <li>● I can contribute to the school wide “display” Habit bulletin board.</li> <li>● I can contribute to the Joy Elementary deepening of crew by recognizing students who are living the Habits.</li> <li>● I can create a student/crew shout out board in our classroom....I can utilize a system of Friday apologies/appreciations.</li> </ul> <p>Crew Goal # 2            Staff shout outs – Apologies and Appreciations in staff crew!            Create staff norms            Develop a system of using staff norms</p>	

**CHARACTER PROGRESS MONITORING**

<b>Data Points/Evidence for Monitoring Progress</b>		
<i>Evidence of Student Growth</i>		
<b>Baseline</b>	<b>Mid-Year</b>	<b>End-of-Year</b>
<p><b>Culture Goal # 1:</b>            In October 2023:            Baseline student focus group data will be established.</p>	<p><b>Culture Goal # 1:</b>            By January 2024:            Through school level student focus groups and individual student reflections, at least 65% of</p>	<p><b>Culture Goal # 1:</b>            By May 2024:            Through school level student focus groups and individual student reflections, at least 85% of</p>

<p>*School based learning walks during crew will indicate at least 50% of all crews are centered in learning the new MCAS Habits</p>	<p>students will report a sense of belonging within their crew, indicating a meaningful connection with:</p> <ul style="list-style-type: none"> <li>- fellow students</li> <li>- at least one adult member of the school</li> </ul> <p>By January 2024: Joy Elementary students will report the following on the MCAS Student Climate Survey in relation to agency :</p> <ul style="list-style-type: none"> <li>- a decrease of 5 % of students responding, “not at all (red)” and/or “a little bit included (yellow)”. (raw numbers of students, not decrease of overall percentage)</li> <li>- an increase of 5% of students responding, “pretty included (blue)” and/or “very included (green)” (raw numbers of students, not decrease of overall percentage)</li> </ul> <p>School based learning walks during crew will indicate at least 75% of all crews are centered in deepening the learning of the new MCAS Habits</p>	<p>students will report a sense of belonging within their crew, indicating a meaningful connection with:</p> <ul style="list-style-type: none"> <li>- fellow students</li> <li>- at least one adult member of the school</li> </ul> <p>By May 2024: Joy Elementary students will report the following on the MCAS Student Climate Survey in relation to agency :</p> <ul style="list-style-type: none"> <li>- a decrease of 10 % of students responding, “not at all (red)” and/or “a little bit included (yellow)”. (raw numbers of students, not decrease of overall percentage)</li> <li>- an increase of 10 % of students responding, “pretty included (blue)” and/or “very included (green)” (raw numbers of students, not decrease of overall percentage)</li> </ul> <p>School based learning walks during crew will indicate at least 100% of all crews are centered in deepening the learning of learning the new MCAS Habits</p>
<p><b>Culture Goal # 2:</b> In September 2023: 100% of MCAS K-8 schools will be in the process of developing staff norms that are rooted in the MCAS Habits.</p>	<p><b>Culture Goal # 2:</b> In January 2024: 100% of MCAS K-8 schools will have fully developed staff norms that are rooted in the MCAS Habits.</p> <p>Via staff survey or focus group, 75% of MCAS K-8 staff will report regular use of staff norms during all building meetings, professional learning opportunities, etc.,</p> <p>Via staff survey or focus group, 50% of MCAS K-8 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with</p>	<p><b>Culture Goal # 2:</b> In May 2024: 100% of MCAS K-8 schools will have fully developed staff norms that are rooted in the MCAS Habits.</p> <p>Via staff survey or focus group, 100% of MCAS K-8 staff will report regular use of staff norms during all building meetings, professional learning opportunities, etc.,</p> <p>Via staff survey or focus group, 75% of MCAS K-8 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with</p>

students.

students.

# HIGH-QUALITY WORK

**3-Year High-Quality Student Work Impact Goal:** By 2026, students/teachers will participate in HQW protocols across multiple content areas.

**2023-24 District Quality Work Performance Benchmarks:** By October 2023, all Teachers will engage in a HQW protocol prior to Student-Led Conferences with at least one piece of student work that results from multiple revisions. By October 2023, all Students will have a selected piece of student work with multiple revisions that they will use to speak to their progress during Student-Led Conferences.

SCHOOL HQW GOAL: By December 2023, teachers will deepen their understanding of High Quality Student Work, and of the HQW protocol, by engaging in a full HQW protocol process with current student work at their grade level.

By February 2024, students will engage in at least one whole group HQW protocol, so as to curate HQW for SLCs

**Equity Focus:** This goal supports equity among students by providing equitable opportunities and supports, and by centering what is possible for all students.

**SCHOOL Rationale:** If teachers consistently prioritize high quality student work (high quality discussions and high quality student products) by using student samples/exemplars, class anchor charts, student discussion protocols, and ample student practice time, then all students will have the opportunity to successfully engage in a student led conference (in which they showcase and explain pieces of their own high quality work with a focus on craftsmanship).

**SCHOOL Student Impact Statement:** Through the creation and cultivation of high quality work, students demonstrate a deep understanding of the content they are exploring.

**Implementation Priorities:** [Core Practice...](#)

- Core Practice 12 D- Developing a Culture of Excellence
- Core Practice 12 E- Using Models, Critique, and Descriptive Feedback to Produce High Quality Work
- Core Practice 24 Engaging Families and Communities in the Life of the School
- Core Practices 30B-31F

## MCAS Faculty Learning Targets

### Teachers:

- I can use the [High Quality Work Protocol](#) to define, model, and teach the HQW process, providing grade level specific student work exemplars, and discuss the criteria of high quality work with my students. (Are we giving children work that they are proud of?)

## EL Support and Services

- The EL Team will provide models of the High Quality Work Protocol through school leadership teams.
- The EL Team will support with agendas and resources for the High Quality Work Protocol.



- I can regularly use protocols for student discussion, collaboration, and feedback.
- I can plan for multiple opportunities for students to engage in HQW analysis.
- I can plan practice time for student-led conferences.
- I can elevate student voice by supporting them with regular goal setting and reflection to take ownership over their own learning.

**School Leadership:**

- I can dedicate at least one grade level team meeting for:
  - teacher learning about HQW.
  - deepening understanding of grade level high quality student work.
  - Models of Excellence.
  - practice with the HQW Protocol.
- I can dedicate a PLC to hosting a High-Quality Work Protocol by mid-October.
- I can dedicate at least one PLC meeting for:
  - teacher learning about HQW.
  - analyzing student work using the HQW protocol.
- I can support Teachers and Students to select High-Quality Work that can be presented at Student Led Conferences.

**District Leadership:**

- I can support and provide district-wide opportunities for High Quality Work learning and reflections.
- I can support and provide district-wide opportunities for Student Led Conference learning and reflections.

- The EL Team will provide reflective and thought-partnership space around the development of High Quality Work through Student Led Conferences.
- The EL Team will provide ongoing HQW support through school coaching days and leadership structures.
- Provide examples of ‘not model student work’ with a completed HQW protocol.

**Additional School Specific Supports:**

- Bank of grade level high quality work exemplars – Models of Excellence
- Opportunity to analyze and understand the High Quality Work Protocol
- PD focused on:
  - effective modeling techniques
  - effective anchor charts
  - discussion protocol
  - feedback protocols
- Schedule support for student SLC practice
- Professional Development/Learning on the SLC process
  - PD set for October 4th PLC

**HIGH QUALITY WORK MOY PROGRESS MONITORING**

**Data Points/Evidence for MOY Monitoring Progress**

- By October 1, 2023, a teacher leadership team will develop an action plan with a focus on craftsmanship for leading school-wide High Quality Work Plan protocols in advance of fall and spring student-led conferences.
- By November 1, school teams will reflect on high quality work protocols, and fall student led conferences to identify next steps to maximize impact on student learning for the remainder of the year.
- By May 2024, MCAS will develop a custom high quality work protocol for all K-8 schools.

**School Progress Monitoring:**

- The Building Leadership Team/Instructional Leadership Team will create a learning walk tool will be used twice by building leadership to monitor High-Quality Work throughout the building; Tool used for BOY, MOY, and EOY growth
- School Leaders and Teacher Leaders will have a plan (including date and rough agenda) for leading a school-wide High-Quality Work protocol prior to student-led conferences.
- Within two weeks of fall Student-Led Conferences, teams will have the opportunity to reflect on high quality work selection and name next steps to maximize impact for the remainder of the year.

# Leadership

**3-Year Leadership Impact Goal (copy from above):** By June 2025, we will normalize conversations about culturally responsive teaching and bias as it relates to data across subgroups. All staff will become fluent in practices to best support students living in poverty, students of color, and students with special needs.

**2023-24 District Leadership Performance Benchmarks:**

- 1) Leaders will engage regularly in cycles of improvement by identifying the subgroups of students that most need support and designing action plans that will accelerate student growth while closing the grade level gap toward proficiency.
- 2) By September 2023, leadership teams will have written a school specific shared leadership goal based on Core Practice 35 to be progress monitored throughout the 2023-24 school year.

**School Leadership Goal:**

1. Throughout the 2023-24 school year, school leaders (i.e. Principal, coach, ILT, BLT, teacher leaders, etc.) will provide opportunities twice a month for the intentional use of data to advance teaching and learning and the strategic use of time to fulfill those requirements.
2. Throughout the 2023-24 school year, school leaders (i.e. Principal, coach, ILT, BLT, teacher leaders, etc.) will promote collaboration by assisting with a system of strategic time/task management (i.e. iReady BOY, Skills Block BOY, Dyslexia Screener... for all teaching and learning needs (ie., Administrative teaching tasks, data tabulation, facilitating grade level team discussions).

School leaders (principal, coach, ILT, BLT, teacher leaders, etc.) will promote collaboration throughout the 2023–24 academic year by assisting with a system of strategic time/task management (i.e. iReady BOY, Skills Block BOY, Dyslexia Screener...) for all teaching and learning requirements (administrative teaching tasks, data tabulation, facilitating grade level team discussions, etc.).

**Equity Focus:** This goal supports equity among students by focusing on subgroups that need the most support as identified by Benchmark data.

**School Rationale (Theory of Action):** Teaching and learning will advance to a higher level with the deliberate use of student data and the strategic use of time.

**School Student Impact Statement:** Student learning will increase when teachers consistently analyze student data, and shift instructional strategies on a regular basis depending on the needs of the students.

**\*When teachers regularly examine student data and adjust their instructional practices in accordance with the requirements of the students, student learning will improve.**

**Implementation Priorities:** [Core Practice 35](#), 32, 33, 36

MCAS Leadership Learning Targets	EL Support and Services
<p><b>Building Leadership Team/Instructional Leadership Team</b></p> <ul style="list-style-type: none"> <li>Throughout the 2023-24 school year, we will provide opportunities twice a month for the intentional use of data to advance teaching and learning and the strategic use of time to fulfill those requirements.</li> <li>We will provide a systematic approach to analyzing data, using data, and then analyzing growth to close student skill deficits.</li> </ul> <p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>We will provide support and the materials needed for teachers to have opportunities twice a month for the intentional use of data to advance teaching and learning and the strategic use of time to fulfill those requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional coaches will provide teachers/grade level teams with support throughout this process using RMP or modified RMP formats.</li> </ul>

### LEADERSHIP MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
<ol style="list-style-type: none"> <li>By December 2023, schools will share data meeting agendas as evidence of work toward continuous improvement.</li> <li>By December 2023, schools will progress monitor toward their shared leadership goals.</li> </ol>
<p><b>School Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>Each month as a part of the Building Leadership Team’s agenda, the learning targets addressed in the “Leadership” topic will be reviewed and examined. Appropriate follow-up steps will be planned based on student data from these learning targets.</li> </ul>

## Appendix: Parent Involvement Policy

JOY ELEMENTARY SCHOOL

2023-2024 SCHOOL YEAR

# Home-School Compact

Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, and students the following are agreed upon rules and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability by:

- ✓ Providing a safe and supportive learning environment.
- ✓ Teaching classes with an interesting and challenging curriculum that promotes student achievement.
- ✓ Motivating my students to learn.
- ✓ Setting high expectations and helping every child to be successful in meeting Indiana's academic achievement standards.
- ✓ Communicating frequently and meeting annually with families about student progress and the school and family compact.
- ✓ Inviting parents to volunteer, participate, and observe in my classroom.
- ✓ Participating in professional development opportunities that improve teaching and learning and support the formation of partnerships with our families and our community.
- ✓ Participating in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- ✓ Respecting the school, students, staff, and families.

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability by:

- ✓ Coming to school ready to learn and work hard.
- ✓ Bringing the necessary materials, completed assignments, and homework.
- ✓ Knowing and following school and class rules.
- ✓ Communicating regularly with my parents and teachers about school experiences so that they can help me be successful.
- ✓ Limiting my TV watching, video game playing, and internet usage.
- ✓ Studying or reading every day after school.
- ✓ Respecting our school, classmates, staff, and families.

### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability by:

- ✓ Providing a quiet time and place for homework and monitoring TV viewing.
- ✓ Reading to my child or encouraging my child to read every day. (20 minutes K-3 and 30 minutes for grades 4-5).
- ✓ Ensuring that my child attends school every day and gets adequate sleep, regular

medical attention and proper nutrition.

- ✓ Monitoring regularly my child's progress in school using PowerSchool.
- ✓ Participating in appropriate decisions about the child's education.
- ✓ Attending student-led conferences.
- ✓ Communicating the importance of education and learning to my child.
- ✓ Respecting the school, staff, students and families.

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Student

Teacher

Parent/Guardian

## Appendix: Parent Involvement Compact

JOY ELEMENTARY SCHOOL

# Parent Involvement Policy

The Joy School community will provide opportunities for every student to reach their full potential in academic, social/emotional growth, and physical well-being. We are committed to preparing children to be lifelong learners who will be productive citizens in a rapidly changing global community. We believe:

- The purpose of our school is to assure all students accomplish their highest level of academic achievement, with an emphasis upon learning as a lifelong process
- Students need self-confidence along with respect for all members of the Joy community
- Everyone functions at their personal best when they are provided with well defined guidelines in a non-threatening environment. Students should be willing to take risks and feel comfortable, appreciated, and accepted as an important member of the Joy community.

**1. Joy School will hold an annual parent meeting early in the school year at a convenient time to explain:**

- Title I participation and requirements
- Parents' right to be involved regularly at JSA/PTO meetings
- The forms of assessment used to measure academic success and progress, including: I-Ready, Standards-based report cards
- Description and explanation of curriculum to be used, including: Indiana State standards, Illustrative Mathematics, and EL Education.

**2. The following items will be distributed to parents for review and input:**

- Parent Needs Assessment Survey – early in the school year, an online survey will be sent to parents and also a link will be on the Joy Facebook page
- Parent Involvement Policy – provided at registration
- Family Involvement Calendar of Events – sent home in communication folder and also posted on Joy Facebook
- Home School Compacts – provided at registration
- Parent Notices as they apply to Title I will be distributed to each child in their communication folder. If a parent asks, a copy will be mailed.
- Parents have access to grades/classroom progress online any time. The following assessment results are disseminated to parents:
  - ILEARN(online; mailed)
  - I AM (sent home w/ students)
  - IREAD-3 (mailed)

- Report Card includes assessment data

**3. Joy School will provide parents of participating Title I students with timely information in a language and format easily understood in the following ways:**

- Registration packets
- Teacher notes, phone calls, or emails
- Monthly school newsletter
- Wednesday take-home folder
- District and school websites
- Blackboard Connect
- Use of interpreter as needed
- Report cards
- Counselor and/or student success coach

**4. Joy School will foster positive and productive family partnerships through:**

- Strategies from the school reading plan and school improvement plan
- Providing opportunities for decision-making input related to the education of their children through school and district committees
- Offering flexible scheduling of events including but not limited to: Title I meetings, Open House, Family Literacy Nights, Breakfast events, parent workshops
- When possible, providing childcare and refreshments during parent meetings
- Staff meetings focusing on how to build positive family partnerships
- Fostering and encouraging good attendance

**5. Joy Families will in turn foster positive and productive partnerships with the school through:**

- Supporting their students' learning by: Ensuring good attendance, monitoring homework completion, supervising television watching and electronic game playing, encouraging positive use of extra curricular time, and encouraging reading at home
- Volunteering at school
- Participating in school activities
- Communicating with school staff
- Being positive advocates for their children

**6. Materials and training will be offered to parents on how they can assist, encourage and improve their child's academic achievement, through:**

- A Family Resource Center in the school including books and materials parents can check out
- An Instructional Coach
- Take-home books with skills at the appropriate grade level for their child
- Home-school newsletter

**7. Joy School will coordinate and integrate parent and community involvement with local agencies, schools, and other public programs:**

- YMCA Early Learning Programs
- Purdue University Northwest
- Safe Harbor
- Dunebrook
- Junior Achievement
- Swanson Center
- LaPorte County Literacy Council

**8. Joy School will communicate to the district any parent concerns with the Title I program. The Title I Department will receive the comments and respond to any suggestion or concern as timely and practically as possible.**

**9. Early Learning Middle School Transition Plan**

- A kindergarten “Joy KinderCamp” is offered to all incoming kindergarten students
- A HeadStart visit is done in early May
- Middle school counselors visit our current 6th graders
- Our 6th graders are offered a visit to the middle school of which they will attend
- Counselor and/or student success coach meets with 6th graders on class selection



## Appendix: Anti-Bullying Plan

JOY ELEMENTARY SCHOOL

# Anti-Bullying Plan

### **Mission Statement:**

"We believe all students deserve to learn in a welcoming, non-threatening environment free from intimidation, physical threats and mental abuse."

### **What is a Bully?**

#### **A bully is defined as:**

##### ***P.L. 285-2013***

As used in this section, "bullying" means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student and create for the targeted student, while the targeted student is on the property owned, used, or occupied by the state educational institution, an objectively hostile environment that:

- (1) places the targeted student in reasonable fear of harm to the targeted student's person or property;
- (2) has a substantially detrimental

#### **Joy Elementary School defines two common themes in a bully:**

1. A person who causes, attempts to cause, or threatens to cause intentional physical injury to another person as a form of constant threats and intimidation. One who willfully uses force or violence upon another person for the purposes of personal gratification, coercion, or humiliation.
2. A person who demonstrates habitual (overtime) verbal behavior to intimidate, humiliate, or mentally abuse another person.

During the 2013 legislative session, the General Assembly passed [HEA 1423](#), and the Governor signed [P.L. 285-2013](#) into law. The law requires a response from the Department of Education, in collaboration with school safety specialists and school counselors. The information and resources included on this page meet the requirements of this legislation.

### **Committee formation:**

A *Safe School Committee* was formed using the members of the School Safety Team..

### **Our Social-Emotional Learning Expectations:**

*Civic and character education is vitally important to the development of well-rounded students.*

*Our Anti-Bullying initiative highlights the values associated with [college and career readiness as an Indiana Learner](#).*

- Joy Elementary School students will demonstrate *respect*. They will think about others before speaking or taking any action. They will appreciate the contributions of others, while showing respect for themselves, other people, personal and/or community property and the environment.
- Joy Elementary School students will demonstrate *achievement*. They will exercise their best effort and judgment in all activities in which they participate and will set goals that promote positive academic, social, and personal development.
- Joy Elementary School students will demonstrate *inclusion*. They have a responsibility to break down barriers by inviting new people into teams, circles of friends, and experiences as they work to be a unified, collaborative community.
- Joy Elementary School students will demonstrate *service*. They believe the growth and improvement of a relationship and community depends on the willingness of others to contribute support to the greater good.
- Joy Elementary School students will demonstrate *empathy*. They will be aware of and consider another person's situation, feelings or motives before speaking or taking action.

**Responses to bullying in Joy Elementary School-** this section summarizes some international research on school based initiatives to prevent and tackle bullying and the working group identifies a number of key principles that it recommends should underpin a school – based approach:

- A positive school culture and climate;
- School-wide approach;
- Effective Leadership;
- A shared understanding of what bullying is and its impact;
- Anti-bullying policies;
- Consistent recording of reported bullying behavior;
- Education and Training;
- Prevention strategies including awareness raising;
- Established evidence-based intervention strategies.

### **Training and Professional Development:**

#### **A. Annual Staff Training Plan**

The school sets aside time at the beginning of each school year to orient/train staff on the plan and/or any updates or changes to the plan. The goal of the Annual Training (Completed by October 15<sup>th</sup>) is to clarify the roles and responsibilities of both staff members and administration. All staff will be required to attend this training. During the course of this training, the following will be presented:

- Overview of staff duties under the current plan
- Overview of bullying prevention curricula to be offered at all grade levels
- Overview of administrative responsibilities regarding reporting of bullying or retaliation

Staff receives a written document clearly outlining their specific duties as to the implementation of the plan. New staff members will be trained as part of their orientation program. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the past year.

## **B. Ongoing Professional Development**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify and respond to bullying, as required by P.L. 285-2013.

## **C. Implementation Strategies**

- Bullying survey
- Counselor has a bullying bulletin board next to her office.
- Counselor goes into each classroom for a 20-40 minute anti-bullying program.
- Students sign a pledge for the school.
- Students sign a second pledge (in combination with the MCPD) as an Anti-bullying deterrent.
- Continued monitoring and revisions of plan by the sub-committee within the Building Leadership Committee, the Safe School Committee.

### **Safe School Committee Members (2023-2024):**

Jason Hopper	Shelly Adkins	Cassandra Nickerson
Olivia Davis	Reva McCoy	Natalie Patino
Katie Stayback	Karen Puchalski	Cynthia Triplett

## **D. Key Focus Points:**

- Bullying behavior can have a serious impact and potentially tragic consequences for children and young people, families, school communities and wider society.
- Joy school will work to provide educational experiences that seek to minimize all forms of bullying and, thereby, negate the potential impact of bullying behavior.
- Specific prevention initiatives are in place to address identity based bullying.
- Children and young people need to have confidence that their concerns will be addressed.
- Interventions and supports need to be provided for children and young people directly involved and impacted by bullying.
  - The *Safe School Committee* recommends that we work to prevent and effectively tackle bullying in particular, which leads to significant improvement in the school climate for all Joy Elementary students.

## **F. Bully Blocking Policy:**

Joy School has a zero tolerance policy against bullying. Any student who is involved with bullying behavior may face the following consequences (\*all adopted Board Policies apply, including, but not limited to those found in the student handbook):

- I. The principal (or designee) will hold a meeting with the student and his/her parent(s) to:
  - a. discuss the incident

- b. review the bullying definition
- c. review the bullying policy
- d. create a plan for changing behavior which include:
  - i. suspend the student for up to 3 days
  - ii. require the student to attend counseling sessions with a school counselor
  - iii. a written behavior contract with strict consequences

II. The principal (or designee) will:

- a. notify the student's parents of the situation and suspend the student for up to 5 days
- b. convene a meeting of the student intervention team (site guidance team, counselor, administration) to determine the appropriate action from the following list:
  - i. return to school on a contract
  - ii. attend mandatory counseling sessions with school counselor.
  - iii. perform community service under the supervision of a school employee.

**G. Program Aims:**

- Teaching students skills including positive communication, anger management and empathy for others
- Engaging students in school or classroom planning and decision making and maintaining a safe and caring classroom for all students
- Promoting a positive social climate throughout the school
- Adopting common social competence programs
- Constructively managing classroom behaviors

**H. Influencing Indiana Codes:**

- Development and implementation of a bullying prevention program using age appropriate, research based information (*IC 5-2-10.1-12(d)*)
- No later than October 15 of each year, each school in the corporation shall provide age appropriate, research based instruction as provided under IC 5-2-10.1-12(d)(1), focusing on bullying prevention for all students in grades 1 through 12 (*IC 20-30-5-5.5*)
- Instruction indicated above should be delivered by a school safety specialist, school counselor or any other person with training and expertise in the area of bullying prevention and intervention (*IC 20-30-5-5.5*)
- A definition of bullying as defined in IC 20-33-8-0.2 (a) and that will not be interpreted to impose any burden or sanction on, or include in the definition of the term, any of the actions outlined in IC 20-33-8-0.2(b)

## I. Strategic Plan:

### A. Planning and Oversight

<b>TASK</b>	<b>SCHOOL LEADER(s)</b>	<b>DISTRICT LEADER(s)</b>
Designated school and district administrators will provide oversight of the Joy Elementary School's Bullying Prevention and Intervention Plan as indicated in the chart below:	Principal and/or designee	Superintendent/Associate Superintendent and/or designee
Receive bullying reports	Principal and/or designee	Superintendent/Associate Superintendent and/or designee
Create process for recording and tracking incident reports and accessing information related to targets and aggressors	Principal and/or designee Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee
Collect and analyze building and/or school-wide data on bullying to assess the present problem and measure improved outcomes	Principal and/or designee Guidance Counselor Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee
Plan supports that respond to the needs to targets and aggressors	Principal and/or designee Guidance counselors Special Education Director Designated Teachers	Superintendent/Associate Superintendent and/or designee
Plan ongoing professional development as required by law	Principal and/or designee	Superintendent/Associate Superintendent and/or designee
Choose and implement the curricula	Principal and/or designee Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee
Develop new or revise current policies and protocols including Internet Safety Policy and identify key personnel to oversee them	Principal and/or designee Guidance Counselor Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee
Amend and approve student and staff handbooks and codes of conduct	Principal and/or designee	Superintendent/Associate Superintendent and/or designee

Lead parent and family engagement efforts and draft parent information materials	Principal and/or designee Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee
Review and update Plan annually	Principal and/or designee Building Leadership Team Safe School Committee	Superintendent/Associate Superintendent and/or designee

JOY ELEMENTARY SCHOOL  
Building Leadership Team

Jennifer Landing, Kindergarten Teacher

Amy Bartels, 1st Grade Teacher

Josie Southworth, 2nd Grade Teacher

Cherith Brown, 4th Grade Teacher

Katie Stayback, 5th Grade Teacher

Salina Rivera, 6th Grade Teacher

Denise Yackus, High Ability Teacher

Katelyn Lopez, Special Education Teacher

Julia Krisiak, Physical Education Teacher

Ashley Bitter, Parent

Olivia Davis, Instructional Coach

Jason A. Hopper, Principal