

Knapp Elementary School Improvement Plan 2022-25



321 Bolka Avenue
Michigan City, IN 46360
Michelle Hornyak, Principal

Building Leadership Team

Kim Noetzel

Danielle Case

Megan Boyter, chair

Connie White

April Burns

Jamie Mullenhour

Maggie Hannah

Holly Firanek

Chuck Halberstadt

Ashley Davis

Michelle Hornyak

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Statement of Mission, Vision and Beliefs

Mission:

The mission of Knapp Elementary School is to ensure a strong academic foundation that inspires self-confidence and pride in personal success through a system distinguished by:

- High expectations for student behavior and achievement
- A safe, caring environment which challenges each person to achieve his/her personal best
- A staff dedicated to student success and collaboration with families and community.

Vision:

Inspire Innovate Change

Knapp School inspires students to become innovative thinkers who adapt to our changing world.

Vision of High Quality Instruction

High quality instruction is rigorous, relevant, aligned to standards, and allows all students to take ownership of their learning through:

- Goal setting and reflection towards goals/Learning Targets;
- Being an active participant in student-led discussions/the lesson overall;
- A variety of questioning, practicing opportunities, materials, instructional strategies, and groupings.

Building Profile

Knapp Elementary School is one of eight elementary schools located in the mid-sized city of Michigan City, IN, at the southern tip of Lake Michigan. The community consists of approximately 31,200 residents and is home to many recreational venues, including the Indiana Dunes National Lakeshore, an outlet mall, boating, charter and sport fishing, air shows, a casino, and scores of festivals throughout the year. Statistics from the 2000 census indicate that Michigan City's median family income is \$35,433, well below the state average income of \$47,697.

Based on the 2023-2024 population consisting of 411 students, Knapp serves a diverse K-6 student population. Knapp Elementary School consists of 51.6% White Americans, 22.9% African Americans, 11.2% Multiracial Americans, 11.4% Hispanic Americans, and 1.7% not-specified, and 1.2% Asian Americans. Our student body comprises 26.3% of students receiving special education services, though 20.7% of those students are eligible for speech/language services only. 3.9% of our students are English Language Learners. During the same period, 59.6% of Knapp's students qualified for the free/reduced lunch program. However, an additional 19.2 percent of the population are not specified at this time.

During the spring of 2014, Michigan City Area Schools restructured elementary schools to include sixth grade. In addition, redistricting occurred, creating a new Knapp School population. Our current enrollment reflects the changes that have taken place. Our special education department services students with mild disabilities within the general education system through a resource room pull out model. Knapp is one of two district sites for the Severe/Moderate Cognitive Disability program, which supports students with cognitive Autism from elementaries throughout the district. Knapp also has a Developmental Preschool program for the fourth year now.

Enrollment by Grade Level:

	18-19	19-20	20-21	21-22	22-23	23-24
Developmental Pre-K	NA	NA	14	23	30	21
Kindergarten	46	55	52	64	63	56
First Grade	63	46	47	52	60	58
Second Grade	55	65	45	48	53	58
Third Grade	57	49	55	48	53	58
Fourth Grade	62	57	44	58	50	55
Fifth Grade	61	65	49	42	61	49
Sixth Grade	51	60	59	52	41	56
Total	395	397	365	387	411	411

Continuous School Improvement Process

Our school improvement plan is developed, reviewed, and updated annually with building level staff, parents, and district leaders. This plan includes an action plan that guides and monitors progress toward achieving our improvement goals and is aligned to essential strategies for achieving the College and Career Ready Indiana Academic Standards. The Knapp school improvement process is led by the Building and Instructional Leadership Team as grade level teams and building committees analyze trend data from EL Education, iReady Reading and Math assessments, and ILEARN to make informed decisions in the context of Professional Learning Community and/or Data Team meetings. Analysis of student achievement data, disaggregation data, behavior referrals, suspensions, expulsions, parent surveys, and attendance is completed by grade level teams and building committees, including the Instructional Leadership Team (ILT). These results allow us to focus our goals and continuously revise our school improvement plan. After the School Improvement Plan is drafted by the Instructional Leadership Team, parents are invited to participate in the review process and to provide feedback or other topics that should be addressed within.

The ten components of a school-wide program are supported through our process for improving instruction through a continuous review and updating of the plan with ILT meetings and grade level collaboration. At the midway point of the previous school year, grade level teams worked together to identify essential standards based upon recommendations from the IN Dept. of Education. The work done with essential standards has helped inform instruction through tracking and progress monitoring student data. Grade level teams meet after assessment windows to participate in a practice called Results Meeting Protocols. This allows teachers to identify trends, strengths/weaknesses, and create an action plan that states vital next steps to support students with achieving proficiency within the assessment’s standards. Additionally, modifying units and lessons based on student work, updating needs assessments, and reviewing current research and best practices to guide instruction are also conducted through these meetings. Subgroups (tiers aligned to iReady Math, iReady Reading, and EL Benchmark Assessments) are analyzed and specific interventions and strategies aligned to student needs within reading foundations are addressed by providing additional support during a 30 minute intervention block, after school acceleration based upon grade level standards, and administering common formative assessments to determine student growth.

Peer Review

A district level peer review is conducted annually to align with the SWP/SIP components per NCLB. 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 outside review process/revisions ensure the NCLB statutory components are included and all components are identified. As the shift to ESSA occurs, future plans will follow the format required to meet those guidelines. Documentation of meetings, 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 and for legal requirements.

Federal programs, instructional services (staff development), technological services, student services, and special education funds are used to improve the academic achievement of all students. Title I allocations 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).

Description and Location of the Curriculum for Public Inspection

Our curriculum is available for public inspection. Parents can schedule a day and time to come in and meet with the principal and instructional coach to review any questions they may have. In addition, parent learning opportunities are sent home that include parent letters and/or video tutorials helping to better understand the learning that is taking place in their child's classroom. When parents give 24 hour notice, they are invited to join the learning opportunities taking place through our curriculums. If there are concerns from the parent about the curriculum, adjustments are made collaboratively to support the success of the student within the Indiana State Academic Standards.

Student Achievement Based Upon ILEARN and Achievement Goals

ILEARN ELA Subgroup Data by Grade Level (% On/Above Proficiency)

	Grade (20 -21)	3rd Grade (21-22)	3rd Grade (22-23)
All Students	50%	42%	39.1%
SpEd	8%	50%	12.5%
ELL	100%	**	33.3%
Male	54%	35%	45.5%
Female	46%	46%	33.3%
Black	40%	11%	0%
White	57%	46%	59.3%
Hispanic	75%	100%	33.3%

	4th Grade (20-21)	4th Grade (21-22)	4th Grade (22-23)
All Students	33%	44%	40.9%
SpEd	10%	17%	0%
ELL	0%	0%	0%
Male	30%	39%	23.5%
Female	35%	48%	51.9%
Black	7%	42%	0%
White	57%	50%	51.7%
Hispanic	22%	33%	0%

	5th Grade (20-21)	5th Grade (21-22)	5th Grade (22-23)
All Students	47%	31%	38.5%
SpEd	19%	0%	25%
ELL	0%	0%	0%
Male	48%	29%	45.8%
Female	46%	33%	32.1%
Black	15%	17%	33.3%
White	67%	58%	48.1%
Hispanic	43%	25%	12.5%

	6th Grade (20-21)	6th Grade (21-22)	6th Grade (22-23)
All Students	30%	51%	48.6%
SpEd	0%	23%	26.7%
ELL	**	0%	0%
Male	25%	54%	36.4%
Female	33%	48%	66.7%
Black	7%	29%	30%
White	33%	63%	58.3%
Hispanic	17%	50%	60%

ILEARN Math Subgroup Data by Grade Level (% On/Above Proficiency)

	3rd Grade (20-21)	3rd Grade (21-22)	3rd Grade (22-23)
All Students	46%	53%	60.9%
SpEd	8%	25%	12.5%
ELL	100%	**	33.3%
Male	54%	53%	45.5%
Female	46%	54%	33.3%
Black	40%	33%	0%
White	57%	58%	59.3%
Hispanic	75%	100%	33.3%

	4th Grade (20-21)	4th Grade (21-22)	4th Grade (22-23)
All Students	35%	47%	40.9%
SpEd	10%	25%	0%
ELL	0%	0%	0%
Male	39%	57%	23.5%
Female	29%	38%	51.9%

Black	0%	42%	0%
White	71%	59%	51.7%
Hispanic	26%	17%	0%

	5th Grade (20-21)	5th Grade (21-22)	5th Grade (22-23)
All Students	37%	35%	38.5%
SpEd	6%	8%	25%
ELL	0%	0%	0%
Male	35%	32%	45.8%
Female	38%	40%	32.1%
Black	15%	17%	33.3%
White	46%	58%	48.1%
Hispanic	29%	25%	12.5%

	6th Grade (20-21)	6th Grade (21-22)	6th Grade (22-23)
All Students	25%	30%	48.6%
SpEd	0%	15%	26.7%
ELL	**	0%	0%
Male	29%	27%	36.4%
Female	21%	33%	66.7%
Black	7%	18%	30%
White	33%	38%	53.8%
Hispanic	25%	50%	60%

IREAD3 Data

School Year	Number Passing	Number Tested	Percent Passing
2017-18	50	60	83%
2018-19	44	54	81%
2020-21	40	54	74%
2021-22	39	50	78%
2022-2023	39	47	83%

Other Relevant Data for Knapp School

Additional data were considered as part of the School Improvement needs assessment. These include: attendance, use of technology for learning, professional development, the school’s learning environment, and parent participation. The following data statements summarize this review.

Knapp Attendance

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
PreK a.m.	**	**	76.9%	83.9%	90%
PreK p.m.	**	**	81.1%	91.7%	85.85%
Kindergarten	93.8%	91.1%	89.2%	90.7%	89.42%
Grade 1	94.3%	92.6%	88.2%	90%	92.7%
Grade 2	94.6%	92.5%	92.0%	94%	91.23%
Grade 3	94%	93.5%	91.9%	94.7%	94.25%
Grade 4	93.9%	94.2%	89.4%	92.2%	93.63%
Grade 5	95%	93.4%	91.8%	92.1%	92%
Grade 6	95.8%	95.1%	88.0%	93.1%	92.19%
All Grades	94%	93.2%	87.5%	92%	91.25%

Use of Technology for Learning

Integration of technology is embedded throughout teacher instructional practices and student learning activities. Teachers plan integration of technology through the use of software applications (e.g.-iReady Learning Paths), technology platforms (e.g.- Schoology, Google Classroom, and Seesaw), and other programs and equipment that enhance student learning. All classrooms have devices that support the use of technology that include document cameras and either Promethean boards or TVs. All Pre-K, Kindergarten, and 1st grade students have Tablets and 2nd-6th have Chromebooks.

Teachers also use technology to support their own professional development. Many have completed Crisis Prevention Intervention (CPI) training via online modules. During Professional Learning Community (PLC) times, teachers have received training on various topics through online channels. During the 2023-2024 year, staff will continue to work on strengthening blended learning practices. The designated programs are Illuminate and Schoology. Both of these will help us focus on developing authentic, engaging, and rigorous instruction via technology. Students will reap multiple benefits: digital literacy, the ability to continue instruction during eLearning days, and preparation for standardized testing formats.

Safe and Disciplined School Learning Environment

The crisis team meets on a monthly basis to review safety procedures and processes. The team reviews and updates our school emergency plan as well. Throughout the year we practice evacuation procedures, which include drills for fire, tornado, and other lockdown emergency situations.

School-wide procedures were reviewed and revised during the 2022-2023 school year. All classrooms now utilize common guest teacher folders that contain easy-to-understand safety information. Additionally, all rooms have a posted emergency guidelines list. The Standard Response Protocol has been used across the district to respond to emergency situations. Parent flyers have been sent home and posters are in all classrooms and other parts of the building.

The Positive Behavioral Interventions Support (PBIS) Team provides support and ideas to classroom teachers through a proactive approach based on a three-tiered model of prevention and intervention aimed to create a safe and effective school. An emphasis will be placed on creating a positive learning environment through daily Crew. Crew is a community building component that supports a safe classroom environment and also creates space for all students to have a voice on various topics. Crew is a way to help students feel a sense of purpose, agency and belonging. In Crew, students act as problem solvers and leaders within their school and outside community. Initiatives provide students with ways to identify how they can make Knapp and Michigan City a better place for all. 100% of classrooms participate in Crew each day. In some classrooms, students are leading Crew and creating their own Crew slides and topics based upon Habits of Character. During the 2022-23 school year, the 6th grade team piloted the 6th-8th Crew curriculum which helped to deepen the sense of agency along with creating positive leaders and role models within Knapp.

A Knapp Progressive Discipline chart was created based upon the district's Code of Responsible Behavior handbook. Interventions such as utilizing a buddy classroom, taking a timeout, or helping the teacher are being used prior to resorting to disciplinary action. Through our PBIS system, Knapp Buxx are given to students based upon the Habits of Character they're exhibiting on a day to day basis. In addition to Knapp Buxx, students are nominated weekly for exhibiting the characteristics of that month's Habit of Character. Students receive a wristband and are entered into a monthly drawing. On Fridays, designated colors are worn to show the commitment of all to that month's Habit of Character. The Building Leadership Team (BLT) will continue to examine behavior-related data such as office referrals, suspensions, and expulsions each trimester.

Our partnerships with Swanson Center and Meridian will continue during the 2023-24 school year. Swanson Center and Meridian staff hold individual counseling sessions with students. They are at Knapp providing services multiple days a week to support our students in the school setting.

At Knapp Elementary School we provide students a comprehensive and multi-tiered behavioral framework for addressing bullying behavior. During fall 2015 all staff members were trained on bullying and action steps to be followed when bullying is reported or witnessed; updated training has been provided by the school counselor on a yearly basis. During the 2020-21 school year students were taught the definitions of rude, mean, and bullying behaviors. They focused on the differences among these behaviors, how to identify each type of behavior, and strategies to solve these issues. The school counselor provides guidance lessons in grades K-6 that address conflict resolution, as well as identifying instances of bullying, reporting bullying, and the roles involved in bullying. Students learn how to respond appropriately to any bullying that may occur. The curriculum that the counselor uses for weekly classroom lessons is Second Step (K-5th) and Botvin (6th).

- ***School-wide Initiatives include:***

- The PBIS concept of the Knapp School Habits of Character:
- Focus on PBIS procedures that support good choices, are responsible, respectful, safe, kindness and honesty.
 - Focus on one Habit of Character a month (August: respect, September: kindness, October: empathy, November: responsible, December: citizenship, January: perseverance, February: grit, March: honesty, April: integrity, May: fairness)
- Classroom guidance lessons focus on anti-bullying behaviors and conflict resolution strategies – empathy, skills for learning, problem solving, emotion management, goal setting, communication skills, and college/career.
- School-wide assembly focused on promoting positive choices

Effective Parent Involvement at Knapp School

Knapp Elementary School continues to promote parent participation in various activities held on campus. Parents have actively participated in school improvement through the Parent Teacher Group (PTG), the School Leadership Team, the School Improvement Plan, Home-School Compact, and the Parent Involvement Policy. Activities, programs, and assemblies have

encouraged parents to take an active role socially and academically in the lives of children. Research indicates that as parental involvement in school increases, student achievement increases commensurately. Surveys and other meetings throughout the year are provided to families to gather input for events they would like to see at Knapp as well as for ideas that Title I Parent Involvement dollars could be used to create a stronger partnership between home and school.

Knapp School proudly offers parents two student-led conference opportunities each year, fall and spring musicals, a back-to-school open house, family nights, and math/literacy nights. (Activities subject to change according to district, local, state, or federal mandates on gathering for public health.)

Knapp teachers continue to encourage parent involvement in their child's learning. Teachers welcome parents of their class to volunteer and/or discuss academic issues. Student work is proudly displayed inside and outside of the classroom to create a positive, friendly atmosphere.

Other strategies engaged to ensure effective parental involvement include:

- Weekly phone call/email via Blackboard with current information and dates and times of upcoming events
- School-wide weekly communication folder that goes home on Tuesday of every school week with graded work, teacher comments, important reminders, and other student-related handouts
- Standardized assessment information is mailed home to parents

Workshops are offered throughout the year to familiarize parents with grade-level expectations. Parents are also provided learning opportunities through family night activities and ongoing support through the instructional coaches.

Knapp parents have participated in a variety of activities held on campus. Knapp has experienced parental involvement from as few as five to 200 participants at school events. Events include but are not limited to: Open House, Title I Meetings, Family Literacy Night, Mind + Body Night, STEAM Night, Author's Celebrations, Parent/Teacher Group meetings, BOY/EOY BBQs, and Award Ceremonies. Student-led conferences are held each year in the fall and winter. Parents have access to the online gradebook which allows them to stay updated regarding their child's grades. Input is encouraged through participation in parent surveys as well as in the construct of such documents as the Home-School Compact. In addition, a weekly communication folder is sent home on Tuesdays to provide parents with information about student progress and upcoming events. A weekly update is also shared with parents via both phone and email. Included would be information for the week ahead, any updates, or events happening at Knapp to inform parents. Parents are also encouraged to "Like" Knapp Elementary's Facebook page. An ongoing, concerted effort is being made to maintain an environment of open communication, transparency, and partnership.

Curriculum and Instruction

Knapp's educational program for English Language Arts (ELA) consists of EL Education, which is our comprehensive reading instruction for all k-6th grade students. EL promotes a rich, engaging reading experience utilizing engagement protocols and anchor texts that focus on equity for all. The literacy block for k-2nd grade students consists of daily module lessons based upon an anchor text(s) and the Skills Block that starts with a whole group lesson and transitions into small group learning based on student needs within reading foundation skills. All k-2nd grade students will take a benchmark assessment three times a year to determine which microphase they would fit into for Skills Block. The anchor texts and lessons within EL focus on Habits of Character. This helps to ensure the social-emotional needs of our students are being met. The instructional coaches will continue to support teacher development in EL through modeling, scripting, and other support.

EL Education has writing instruction embedded within the curriculum. The main source of writing will occur within EL. In order to support students within the Writing Process Standards, there will be work and coaching done within grade level teams to support teachers in helping our students with strengthening these skills. District committees developed grade level instructional maps and assessments aligned with the IAS that are utilized for math instruction. Our math curriculum is Illustrative Mathematics (IM). IM is a rigorous math curriculum that pushes the thinking of students, allowing for multiple ways to collaborate throughout the lessons. There are hands-on learning activities, warm-ups, cool-downs and other formal and informal assessment components that allow teachers to provide additional support where needed. Teachers will continue to

work with the Indiana Science Initiative and utilize Pearson’s Interactive Science for hands-on instruction. A Social Studies curriculum is supported by Macmillan/McGraw Hill.

The College and Career Readiness Standards are embedded within day-to-day instruction and support students with becoming problem solvers, active learners, and collaborative. In addition to our curriculum, students are introduced to different careers within the community around them. Guest speakers come to Knapp to provide Q&A sessions, programs that are within Robotics and STEM are available, and a Career Day is offered. College Go week is celebrated each year in addition to the various career learning opportunities to help students identify what their future holds.

The principal provides a schedule framework for teachers to ensure all grade levels will have an uninterrupted 120-minute literacy block and 90-minute math block. In addition, intervention times are provided for each classroom daily.

Grade level teams will have common planning time to collaborate on curriculum. This time will be spent on data analysis, instructional planning, and exploring best practices that can provide meaningful interventions to students.

Starting this year, students across grade levels will participate in Student Led Conferences. This is an opportunity to shift the traditional method of Parent/Teacher Conferences by providing students with a stronger voice in which they reflect on their learning progress thus far. This will be a way to create more buy-in from students and deepen the level of engagement and reflection of individual progress.

Titles and Description of Assessments

Knapp currently utilizes a number of student assessment instruments to determine student achievement and learning. These assessments include:

- ILEARN: measures ELA and mathematics in Grades 3-8, science in Grades 4 and 6, and social studies in Grade 5. The assessments consist of two major components, the Multiple-Choice Assessment and Performance Tasks. ILEARN is administered one time a year between April and May.
- IAM – Indiana Standards Tool for Alternate Reporting: 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 IAM. IAM 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.
- IREAD3 (Indiana Reading Evaluation and Determination): an assessment to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD3 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.” IREAD3 includes three test sessions that consist of multiple-choice questions only. The assessment is based on Indiana Academic Standards, specifically assessing foundational reading skills and comprehension through grade level three.
- iReady: Students take a diagnostic assessment three times a year. Teachers use results to drive instruction within the classroom and as data to determine the need for intervention.
- District-Wide Common Formative Assessments (CFA) – CFAs were developed at the district level with coaches and teacher leaders for kindergarten-sixth grade students. CFAs are aligned to curriculum maps and focus on math (k-6th) and reading foundations (k-2nd). These assessments help to determine which students are at standard proficiency and which need more support.
- EL Benchmark Assessments for k-2nd. These assessments are used to identify microphases in which students would need support within reading foundational skills. The components of the benchmark assessment system are: letter sound & name recognition, phonological awareness, spelling skills, decoding skills, and fluency.

Every unit, for example, includes a Progress Check lesson with several types of periodic assessment opportunities: oral and slate assessments, the written assessment, the open response task, and the student self-assessment. Each unit includes assessments. Each of these assessment opportunities provides a snapshot of what students know at any moment. Taken together, these snapshots create a moving picture that can help teachers assess whether a student is on track to meet the Grade-

Level Goals.

- **Illustrative Mathematics Assessments:** Information from these assessments are used for planning instruction and reteaching opportunities. A portion of the math block is dedicated to reinforcing skills and standards that have not yet been mastered by students in small groups and/or whole groups.
- **EL Assessments:** These assessments are built within the four EL Modules. Students will take mid and end of unit assessments as well as participate in a performance task that is a heavily scaffolded piece.

Areas for Immediate Improvement on ILEARN

The strategies listed below are intended to address areas needed for immediate improvement in reading, writing and mathematics. These strategies are intended to address our subgroups (Black and Special Education students) that continue to show learning gaps based on Spring 2023 ILEARN data. We will disaggregate data to ensure that all subgroups are addressed throughout the year.

Extending Learning Time at Knapp School

In an effort to extend learning opportunities for the lowest performing students at Knapp, we offer reading interventions during the school day throughout the year. Students are identified via collaborative data conversations by the classroom teacher, instructional coaches, and principal. Data from performance on iReady Assessments, EL Benchmark Assessments, Dyslexia Screeners and other classroom/district approved assessments drives these decisions. Math and reading interventions are offered to selected students through High Dosage Tutoring which takes place on a daily basis. English Language Learners (ELL) also receive additional support on-site through coordinated services at Knapp. In addition, pending fund availability, students in grades K-6 that demonstrate a need for additional time in the area of reading and math will be provided an opportunity to attend after-school acceleration.

Transitioning Programs

Prior to the end of the school year Knapp invites and coordinates with Headstart Pre K program along with their parents to visit the elementary school learning environment. Parents are provided information to support students in their transition. Students meet teachers, spend time in the library and cafeteria, and participate in building tours. Each family is provided a starting school kit, “Let’s Get Ready to Learn” to inform and enlighten parents on what they can expect as their Pre K child enters K. In the event that we cannot meet in person, K teachers will send home “Meet the Teacher” flyers to incoming K students. We continue to explore avenues that will allow parents to partner with Knapp’s learning community so the transition from Pre K to K is a successful milestone in the family’s life. In July/August before students return, the kindergarten team offers a Meet and Greet program. This allows the students and parents to meet the teachers.

Knapp’s 6th grade students will transition to middle school via a transitioning day at the middle school. Students visit the middle school during the day and spend time speaking with counselors and advisors. The visit includes a brief tour and information on academic options found in the middle school learning environment. An evening event is held for the parents as well, allowing them to remain informed of the expectations and responsibilities accompanied with middle school promotion with a possibility of it being online if needed. The school counselor runs a Prep for the Step to 7th grade program, which includes classroom lessons on unique issues pertaining to middle school and provides students with a manual on how to survive middle school.

Highly Qualified Staff: Recruiting and Retention

Knapp Elementary School has seventeen general education classroom teachers, one classroom teacher of gifted and talented students, five special education teachers, two part-time speech teachers, and three teachers in the areas of art, physical education, and music. We also have a physical therapist and an occupational therapist that service our students. In addition, an ESL instructional assistant and teacher work each week with the students whose primary language is not English. The media center is staffed with volunteers. There is a full time counselor, full time social worker, one instructional coach (k-6), full time nurse, a part time assistant principal and one building principal at Knapp.

We have four paraprofessionals and five instructional assistants who work with individual students and small groups to

improve student achievement. The building has one full-time and two part-time cooks. There is one full time and two part time custodians who service the building. The daytime custodian is with us all day and the evening custodians are on part time schedules. One full time secretary is located in the office. We also have another support staff that works in our Educational Alternative Placement room. When she is not with students, she is supporting the secretary in the front office.

The staff is dedicated to continuous school-wide initiatives that systematically impact learning. The objective of Knapp Elementary School is the same as the Michigan City Area School's objective: 100% of the students will exceed the state standards and that all students achieve academic, social and emotional success.

MCAS ensures that teachers hired for positions are "highly qualified" in academic subjects in which they are the primary instructor and meet requirements under the Every Student Succeeds Act. Applications for positions with the MCAS, and the 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 through the principal and interview committee comprising 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 are kept on file at the schools and Central Office as mandated by the No Children Left Behind Act of 2001 under federal law 107-110, Section 1119.

All teachers new to the profession must take the PRAXIS II for licensure. 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.

Paraprofessionals and instructional assistants must pass the Parapro Test or have 60 college credit hours in order to receive "highly qualified" status. The MCAS provides a competitive salary base for paraprofessionals and instructional assessments.

Recruiting Highly Qualified Staff

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 zero years of teaching experience. Certified staff receive benefits and may carry family options with additional contributions.

Knapp Elementary recruits certified teachers who represent the cultural diversity of the school and community. Knapp 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.

Evaluating Teacher Effectiveness

In 2011, the Indiana General Assembly passed the law (IC 20-28-115) mandating the evaluation of all teachers and administrators every year. Beginning in the 2013 school year, MCAS implemented RISE as the district-wide system for evaluating teacher effectiveness.

Goals of RISE, MCAS, and Knapp 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.

Retention Strategies

- Provide teachers with opportunities to take on leadership roles through the Building Leadership Team, Instructional Leadership Team, piloting programs, attending professional development and presenting to staff.
- Teachers that exhibit exemplary instruction are used as model classrooms for other teachers to come and observe.

- Cross-classroom collaboration and visits led by teacher leaders also occur on a regular basis to promote best practices and a system of reflective data analysis.

All administrators and teachers will be trained on the RISE 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 once a year by a licensed administrator as required by Senate Enrolled Act 1, 2011. All first and second year teachers should have a minimum of two extended observations per year. An extended observation lasts a minimum of 40 minutes. All other certified staff have at a minimum one formal observation each year. Extended observations are accompanied by pre-conferences and post-conferences, including written feedback in Perform within five school days of observation.

Coordination/Integration of Federal, State, and Local Funds

Knapp Elementary School 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 funds are used to provide instructional coaches to job embedded professional development in our building.
- Title II and Title IV funds provide additional funding that supports increasing professional development opportunities to staff.
- ESSER funds provide a full time success coach, instructional resources, and professional development.
- Michigan City Education Foundation grants are used to support individual teachers with funding to support various projects and programs within classrooms.

In-Kind

- Indiana Department of Education
- Purdue University North Central
- Safe Harbor After-school Program
- Mobile Dentist
- Meijer's Department Stores
- Dr. Weber & Family
- Wal-Mart
- Unity Foundation of LaPorte County

Waivers

Michigan City Area Schools has been granted flexibility to waive compliance with IC 20 - 30-2-2.7 (Virtual Learning)



Knapp Elementary School 2023-24 Work Plan

[2023-24 District EL Partnership Calendar](#)
[Link to District Level Work Plan](#)

MCAS School Level Work Plan Template 2023-24

MASTERY OF KNOWLEDGE & SKILLS ELA

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

2023-24 MKS District & School Performance Benchmarks:

- 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.
- ELA #2: (Skills):
 - 75% or more of Kindergartners will meet EOY benchmark microphase proficiency.
 - 85% or more of First Graders will meet EOY benchmark microphase proficiency.
 - 65% 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 (iReady): 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 BOY 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

School Level Faculty Learning Targets	School Level EL Support and Services
<p>I can use BOY and MOY data to form small groups and differentiate instruction.</p> <p>I can use BOY and MOY data to pinpoint instructional needs.</p> <p>I can unpack the EL assessments and backwards plan.</p> <p>I can acknowledge my implicit bias and work to meet the needs of all students to ensure growth.</p>	<p>*The EL team will help us strengthen our students' writing.</p> <p>*The EL team will show us how to help our students have more independent writing skills.</p> <p>*The EL team will provide data analysis support during school level coaching days and strategic planning.</p> <p>*The EL team will facilitate opportunities for the Instructional Leadership team to reflect on data practices during Principal, Coach, and Teacher Leader support days.</p>

MKS MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
<ul style="list-style-type: none"> ○ Module Benchmark <ul style="list-style-type: none"> ■ By MOY, 65% of 3-6 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 <ul style="list-style-type: none"> ■ Grade level teams will complete a RMP in collaboration with their Instructional Coach based on MOY to EOY data from

2022-2023.

- At MOY, Grade level teams will collaborate with the Instructional Coach to align module data with projected proficiency.
- **Skills Benchmark**
 - 20% or more of Kindergartners will meet MOY benchmark microphase proficiency.
 - 20% or more of First Graders will meet MOY benchmark microphase proficiency.
 - 20% or more of Second Graders will meet MOY benchmark microphase proficiency.
 - 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 District 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 School 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, learning walk indicators).
- MATH #2 (IM): By June 2024, K-6th grade students will make 10% gains across groups of students scoring 75% or higher according to Illustrative Math End of Unit Assessments.
- MATH #3 (iReady): At least 40% (up from an average of 25%) of K-6 students, across all groups, will have met their stretch goal.
- MATH #4 (Jars K-2): At least 90% of K- 2 students, across all groups, will hit attainment goals (proficient in K, exemplary in 1st, Money Jar 2) by end of year 2024.

Equity Focus: The goal supports equity because the goals for identified subgroups support movement toward grade level proficiency. The goals aren't only about student performance, but also focus on math identity using a variety of measuring tools.

School Faculty Learning Targets	School LEVEL Support and Services
<p>I can use BOY and MOY data to form small groups and differentiate instruction.</p>	<p>*Our instructional coach and district coach will demonstrate how to strengthen our students' computation and math fluency skills.</p>
<p>I can use BOY and MOY data to pinpoint instructional needs.</p>	<p>*Our instructional and district coach can provide examples of how to strengthen our students' algebraic thinking skills.</p>
<p>I can unpack the IM assessments and backwards plan.</p>	
<p>I can acknowledge my implicit bias and work to meet the needs of all students to ensure growth.</p>	<p>*The EL Team will provide examples on how to implement reworks into the students' portfolios.</p>

MKS MOY Math PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
<p>Math: ILEARN</p> <p>Grade 3-6 students, across subgroups, will demonstrate math improvement by increased achievement on the ILEARN Math Assessment, as follows:</p> <ul style="list-style-type: none"> ○ Black subgroup: The percentage of black students achieving on/above proficiency on their grade level summative assessment will improve to 50% in 2023, 55% in 2024, and 60% in 2025. ○ Special Education subgroup: The percentage of special education students achieving on/above proficiency on their grade level summative assessment will improve to 40% in 2023, 45% in 2024, and 50% in 2025. <p>Math: iReady</p> <ul style="list-style-type: none"> ● 65% of the students will compute, represent, apply and problem solve at or above grade level <u>across all subgroups</u> in 2023 on the EOY iReady Math Diagnostic. <ul style="list-style-type: none"> ○ K - 6 students who have not attained iReady proficiency will have reached their stretch growth target. ● 70% of the students will compute, represent, apply and problem solve at or above grade level <u>across all subgroups</u> in 2024 on the EOY iReady Math Diagnostic. <ul style="list-style-type: none"> ○ K - 6 students who have not attained iReady proficiency will have reached their stretch growth target. ● 75% of the students will compute, represent, apply and problem solve at or above grade level <u>across all subgroups</u> in 2025 on the EOY iReady Math Diagnostic. <ul style="list-style-type: none"> ○ K - 6 students who have not attained iReady proficiency will have reached their stretch growth target.

CHARACTER

3-Year District 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

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

SCHOOL CHARACTER GOAL:

School Character Sub Goal:

Character Goal #1: [K-6 MEASURE in process]

By June 2024, at least 75% of Knapp students will report an **increased** sense of purpose, agency, and belonging via survey data.

By June 2025, at least 85% of Knapp students will report an increased sense of purpose, agency, and belonging at school via survey data.

Character Goal #2:

Knapp Staff will incorporate Habits of Character through CREW and daily procedures. Two students from each class will be nominated each week who

display the monthly HOC. Nominated students will be rewarded with bracelets each time they are nominated, and will be entered into a drawing for a prize at the end of the month.

Character Goal #3:

Knapp staff will take turns leading CREW at PLCs and Staff meetings. Support Staff will be included in classroom CREW meetings.

SCHOOL Rationale (Theory of Action): If Teachers and Leaders ensure a strong sense of purpose, agency, and belonging for all students, and self-reflect on how the biases they hold impact school culture, we will see statistically significant increase in purpose, agency, and belonging for all students.

SCHOOL Student Impact Statement: Students will demonstrate respect, responsibility, perseverance, and integrity in everyday life.

Implementation Priorities: Core Practices 22 & 23

MCAS Faculty Learning Targets	EL Support and Services
<p>*I can implement CREW every day into our instructional day.</p> <p>*I can connect Habits of Character to CREW meetings and reinforce throughout the day</p>	

CHARACTER PROGRESS MONITORING

Data Points/Evidence for Monitoring Progress		
<i>Evidence of Student Growth</i>		
Baseline	Mid-Year	End-of-Year
<p>Culture Goal # 1: In September 2023: Baseline student focus group data will be established.</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>By January 2024: Through school level student focus groups and individual student reflections, at least 65% of students will report a sense of belonging within their crew, indicating a meaningful connection with:</p> <ul style="list-style-type: none"> - fellow students 	<p>By May 2024: Through school level student focus groups and individual student reflections, at least 85% of students will report a sense of belonging within their crew, indicating a meaningful connection with:</p> <ul style="list-style-type: none"> - fellow students

	<ul style="list-style-type: none"> - at least one adult member of the school <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>	<ul style="list-style-type: none"> - at least one adult member of the school <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>Culture Goal # 2:</p> <p>In September 2023: 100% of MCAS K-6 schools will be in the process of developing staff norms that are rooted in the MCAS Habits.</p>	<p>In January 2024: 100% of MCAS K-6 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-6 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-6 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with students.</p>	<p>In May 2024: 100% of MCAS K-6 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-6 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-6 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with students.</p>
School Level Progress Monitoring	Leadership teams meet, look over results, brainstorm next steps to reach EOY goal	Leadership teams meet, look over results, brainstorm next steps for the following year.

HIGH-QUALITY WORK

3-Year District 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.

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

SCHOOL HQW GOAL: By June 2024, students will present high quality work from at least two different content areas and one habit of character during the student led conferences. Student work will be complex, demonstrate craftsmanship, and show how it evolved over multiple attempts..

SCHOOL Rationale: If students engage in Student Led Conferences featuring work with multiple drafts, they will build investment and ownership to propel their work and impact.

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

School Faculty Learning Targets

School Support and Services

Teachers:

- I can define and identify High-Quality Work.
- I can support students through the process of creating high quality work.
- I can support students with choosing high quality work to share during student-led conferences.

School Leadership:

- I can support Teachers and Students to select High-Quality Work that can be presented at Student Led Conferences.

-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.

-The EL Team will provide reflective and thought-partnership space around the development of High Quality Work through Student Led Conferences.

-I can provide staff with a PLC on Student Led Conferences.

The EL Team will provide ongoing HQW support through school coaching days and leadership structures.

HIGH QUALITY WORK MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress

- 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-6 schools.

School Progress Monitoring:

By the end of the year, we will have had 75% of the students come to one or both of the student-led conferences.

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Leadership

3-Year District 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 regularly engage 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.

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

School Leadership Goal:

1. By the end of September we will have two defined teams for BLT and ILT. Each team will have balanced representation and a clear purpose.
2. At the beginning of year retreat we will revisit our Knapp mission and make it known to all staff. Monthly staff meetings will have an agenda item that relates to the mission and asks staff to share how it applies to their classroom.

School Rationale (Theory of Action):

- 1. We feel having 2 groups will allow more teachers to have a voice and allow shared responsibilities.
- 2. Referencing the mission will remind staff and students what we feel is important.

School Student Impact Statement:

- 1. The ILT will be able to remain more focused on student achievement. The BLT will be able to be more productive.
- 2. Staff and students will have a shared commitment to the vision

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

School Leadership Learning Targets	School Support and Services
<p>School Leadership:</p> <p>-BLT will make a master copy of an agenda to be used for ILT, BLT, and Monthly staff meetings. The Monthly Staff Meeting agenda should have a section dedicated to our mission and have a space for staff to share how it relates to their classroom.</p> <p>-Admin will schedule regular ILT/BLT meetings and share agendas with the teams ahead of time.</p>	<p>-EL coaches will check-in with ILT for support as needed.</p> <p>-The EL Team will support the Instructional Leadership Team through listening, reflective questioning, and modeling to ensure a data driven leadership approach that ensures engaging and equitable opportunities and outcomes for all students.</p>

LEADERSHIP MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress

- 1. By December 2023, schools will share data meeting agendas as evidence of work toward continuous improvement.
- 2. By December 2023, schools will progress monitor toward their shared leadership goals.

School Progress Monitoring: Staff meetings, ILT, and BLT will have separate agendas that will be in a shared folder in google drive. It will be monitored periodically to ensure that at least one agenda item relates to our mission.

2023-24 Cross Content Sample Instructional Targets

- I can empower students to grapple with meaningful tasks (*deciding which part of the lesson is the meat to focus on*).
- I can discover, conjecture about, and connect big literary and mathematical ideas and target(s) to daily lessons.
 - *Unpacking connections*
 - *Connections Standards progressions opportunities in ELA & math*

- *Anchor chart engagement*
- I can assess and advance student thinking and discourse through purposeful questioning (*deciding which part of the lesson is the meat*) and writing opportunities.
- I can foster rich literary and mathematical discourse by strategically selecting, sequencing, connecting and making visual students' own thinking and arguments.
 - *Anchor chart engagement*
- I can construct viable arguments, justify their reasoning, and appreciate and critique the reasoning of others (including a meaningful lesson debrief) through discussion and writing.
- I can promote flexibility in mathematical and literary thinking by celebrating and connecting diverse models and strategies (High Quality Work).
- I can believe deeply in all students as great mathematicians and literary thinkers who have valuable ideas to contribute to my classroom through a variety of engaging and inclusive protocols and speaking opportunities.
- I can strategically develop fluent and flexible foundational literacy and math skills with students.
- I can differentiate to meet the math and literacy needs of all students through data analysis and the use of strategies such as targeted and varied models, supported routines, small group rotations, and opportunities for student choice.
 - *JARS*
 - *Skills rotations*
 - *ALL Block*