East Elementary School

School Improvement Plan

and

Comprehensive Needs Analysis

Plan Timeline: 2024-2025 to 2026-2027

Current year: 2024-2025

SCHOOL INFORMATION

School Name	East Elementary School	School Number	4935
Street Address	893 East US 36 Pendleton In, 46013		
Principal	Tony Candiano	Email	tcandiano@smcsc.com
Phone number	765-779-4445		
Assistant Principal	Charlie Sims	Email	csims@smcsc.com

Superintendent	Dr. Mark Hall	Email	mhall@smcsc.com
Assistant Superintendent [Grant Contact]	Dr. Laura Miller	Email	lmiller@smcsc.com
District	South Madison Community School Corporation, 203 S Heritage Way, Pendleton, IN 46064		
Phone number	765-778-2152	District Number	5255

SCHOOL IDENTIFICATION

For implementation during the following years:	2024-27
This is an initial three-year plan.	Yes
This is a review/update of a plan currently in use.	No

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

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SCHOOL, COMMUNITY, AND EDUCATIONAL PROGRAMS

East Elementary is located in the southeast portion of Madison County as a part of the South Madison Community School Corporation (SMCSC) and primarily includes students from Adams and Fall Creek Townships. The town of Markleville is within the East Elementary boundaries. East Elementary is currently home to 737 students in kindergarten through sixth grade. Of that number, 153 students (21%) are accepted as out-of-district students. The school district encompasses one hundred square miles in a rural/small town community which is home to 26,045 people (2010 U.S. Census Bureau). Located approximately twenty miles from the northeast side of Indianapolis, South Madison has experienced significant growth along the I-69 corridor. The largest town, Pendleton, is located just two miles from the intersection of State Road 38 and Interstate 69 Exit 219. The community is five miles south of the city of Anderson. The district serves as home to several small businesses, a corporate business park, the Indiana State Reformatory, and the Pendleton Correctional Facility. Many residents of the school district commute to Indianapolis, Fishers, and Anderson for their employment. U.S. Census 2010 data report the school district's community is approximately 90% White, 7% Black, 2% Asian, and 1% multi-racial or other minorities. The Indiana Department of Education (2021) reports ethnicity among students enrolled was 90% White, 2% Black, 1% Asian, and 4% multi-racial or other minorities. Census 2010 data reported $51,667 as the median income and $63,041 as the mean income. As far as the level of education attained by the population age 25 and older, Census 2010 data report 10.52% with less than a high school diploma; 36.92% high school graduate; 31.14% some college or an Associate's degree; 14.3% Bachelor's degree; and 7.12% Master's degree or higher. The Indiana Department of Workforce Development reported an August 2021 unemployment rate for all of Madison County at 4.6%, compared to 4.0% statewide. The Indiana Department of Education (2021) reports the socio-economic index of the students at East is currently 35.9%, compared to 31.3% average for South Madison Community of Schools. There are currently seventy-eight (78) staff members at East: one principal, one assistant principal, one registered nurse, one bookkeeper, one secretary, one full-time counselor, one half-time instructional coach, full-time Media/eLearning Specialist, thirty full-time certified classroom teachers, three full-time special education teachers, one full-time speech/language pathologist, three full-time special area certified teachers music, art and computers, one part-time special area certified teacher, sixteen instructional assistants, two interventionist, four custodians, seven cafeteria workers, and three Kids Connection (before and after school care) employees.

SCHOOL IMPROVEMENT PLAN

All public and state-accredited non-public schools must complete the development of a three-year strategic and continuous school improvement plan (SIP), and annually review these plans to be fully accredited (IC 20-31-5-1, IC 20-31-5-4). The SIP consists of two main parts: the plan and a comprehensive needs assessment. A School Improvement Plan, SIP, is a strategic plan developed by a school to enhance the quality of education and overall school performance. It outlines specific goals, strategies, and actions to address identified areas needing improvement within the school. The SIP is typically developed based on data analysis, stakeholder input, and a thorough needs assessment. A Comprehensive Needs Assessment, CNA, is a systematic process used to determine and address gaps between current conditions and desired conditions or "needs." The discrepancy between the current and desired states must be measured to identify the need, which can be a requirement or an improvement. Below you will find the summary data and analysis conducted by the school. The above-mentioned goals and action plans were developed based on this information, best practices in the field, and State regulations.

PLANNING COMMITTEE

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Tony Candiano	Principal	Both	Reading/Math Leadership Team
Charlie Sims	Assistant Principal	Both	Reading/Math Leadership Team
Tammy Smith	Teacher, Kindergarten	Both	MTSS
Angie Franklin	Teacher, First Grade	Both	
Rachael Hornback	Teacher, Second Grade	Both	
Jessica Sherbahn	Teacher, Third Grade	Both	Arabian Reader
Debra Losch	Teacher, Fourth Grade	Both	
Ashlee James	Teacher, Fifth Grade	Both	Pony Pep Club, Grade Level Coordinator
Lauren Rummell	Teacher, Sixth Grade, Parent	Both	MTSS Wellness and Employability
Lynn Griffey-Ennis	Teacher,Fifth/Sixth Resource	Both	Crisis Team
Jessica Zepik	Media/STEM Specialist, Parent	Both	Arabian Reader
Heather Snodgrass	Indiana Literacy Cadre Coach	Both	PPC

Jill Mohr	Instructional Reading Coach	Both	Reading/Math Leadership Team
Holly Taylor	Title I Parent Engagement Liaison	SIP	Title I Parent Advisory Team
Title I Parent Advisory Team	Parent Volunteers (59)	SIP	Title I Parent Advisory Team
Dr. Laura Miller	Assistant Superintendent	CNA	Reading/MathLeadership Team, SEL Team

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

District Vision: Core Purpose, Core Goal, and Core Values (see definitions in Appendix C)

Core Purpose: ***Success for All Students***

Core Goal: All students will be college or career-ready at the time of graduation.

Core Values:

Character has been and will always be the keystone of our school district. Character results from a series of wise decisions. Choosing wisely requires not only knowledge of right and wrong and an accurate appraisal of the situation but also the discernment of what principles to bring to bear and what they conclude. It also requires the fortitude to do what ought to be done, no matter how difficult it is. We will continue to be an institution guided by ethical strength.

Students are the reason that each SMCSC employee has a job. Our thoughts and actions should always be focused on answering the question "How will my decision or action impact the student?" We will continue to put **students first** in our priorities and our decision-making.

Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment. We have enjoyed success because of the willingness of our people to serve. As we serve others, we usually reap the rewards, not because our motive for serving is to receive. That, however, is usually the end result. We believe that those who wish to become great must be willing to serve. We will continue to be an organization known for its "servant spirit."

A steward is someone who is enlisted by an owner and charged with the management of the owner's possessions. We believe that all the things we have at our disposal are on loan. We cannot take them with us, but we can use them wisely while we are here. We also believe that we are accountable for all that has been entrusted to us – our time, talents, relationships, and the district's financial resources. We will act accordingly. We will continue to embody the **qualities of stewardship**.

South Madison Community School Corporation is committed to continuous improvement through the development of district and school improvement plans with measurable outcomes. Using a systems approach, SMCSC will align district, school, classroom, teacher, and student efforts with parent and community engagement in order to achieve its Core Goal, Success for All Students

School Vision and Mission

Vision: East Elementary School will actively encourage the development of a "personal best" for all students by providing a school environment which will enable them to meet the challenge of living and working in an increasingly complex society.

Mission:The vision of East Elementary is to provide every student with the highest quality standard-based education which will enable them to be at or above grade level.

District Objectives
OBJECTIVE 1: ALL STUDENTS MEET HIGH STANDARDS OF PERFORMANCE • Goal 1.1: At least 90% of students pass state assessments. • Goal 1.2: At least 95% of grade 12 students complete a Graduation Pathway. • Goal 1.3: At least 75% of students have at least a 94% attendance rate. **OBJECTIVE 2: THE TEACHING, LEARNING, & WORKING ENVIRONMENT IS CARING, SAFE, AND HEALTHFUL, & FOSTERS RESPECT FOR OTHERS** • Goal 2.1: Each school will have a School Resource Officer • Goal 2.2: Each school will have at least one school safety specialist. • Goal 2.3: All school district facilities and buses pass annual inspections. **OBJECTIVE 3: FAMILY AND COMMUNITY ENGAGEMENT ARE FOCUSED ON IMPROVED STUDENT ACHIEVEMENT.** • Goal 3.1: The district will conduct a community ambassador program. • Goal 3.2: The district will consider community input regarding school operations. **OBJECTIVE 4: FACULTY, STAFF, AND ADMINISTRATORS ARE MOTIVATED AND HIGHLY EFFECTIVE.** • Goal 4.1: Highly effective teachers will be placed in every classroom. • Goal 4.2: All employees will continue to grow professionally. **OBJECTIVE 5: THE ORGANIZATIONAL SYSTEM IS ALIGNED, INTEGRATED, EQUITABLE, AND FISCALLY SOUND.** • Goal 5.1: School improvement plans based on the district's goals will be implemented in order to maintain systemic integrity. • Goal 5.2: The district will serve as responsible stewards of public resources

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

SCHOOL IMPROVEMENT PLAN

Possible Funding Sources		
☑ Title IA ☑ Title II ☑ Title III ☑ Title IV ☐ School Improvement (SIG)	☐ McKinney-Vento ☑ High Ability ☐ Twenty-first Century After School Program ☐ Rural and low-income schools	☑ General funds ☐ Head Start ☑ Competitive Grants (currently awarded)

GOALS AND ACTION PLAN

GOAL 1			
SMART Goal	East Elementary students are expected to exhibit continuous improvements in Language Arts. By the spring of 2027, students in grades 3-6 will achieve an average of 53% proficiency or above proficiency on the ILEARN ELA assessment. This reflects an annual increase of 1.5%.		
Sub-group focus	Students scoring below the Proficient level on the ELA portion of the ILEARN assessment in grades 3-6. Students failing to meet the individual projected growth target on the Reading portion of the NWEA in grades K-2. Students scoring at-risk on the Grade-2 IREAD-3 assessment.		
The strategies we are going to implement are	Improve core instruction by addressing data-driven interventions and planning. Implement literacy instruction based on the science of reading. Utilize individualized support, such as coaching, to help implement the curriculum with fidelity.		
To address the root cause	Historical data illustrates a need for growth in the area of ELA. From 2021 to 2023 the percentage of East Elementary students in grades 3-6 who demonstrated proficiency on ILEARN ELA decreased by 5%.		
How Will We Get There?			
Evidence-Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Professional Learning Communities	*The PLC Handbook for Educators: Unlocking Professional Learning Communities*. Powerschool.com. (2023, November 16). https://www.powerschool.com/blog/plc-handbook/#:~:text=PLCs%20lead%20educators%20to%20reflect,from%20differing%20backgrounds%20and%20training.	Administration Grade Level Coordinators Instructional Coaches Teachers	Ongoing 1 per Month
Implement research-based multi-tiered instructional strategies.	Indiana Department of Education. (n.d.). *Indiana's Priorities for Early Literacy*. Indiana Department of Education. https://sites.google.com/uindy.edu/indiana-literacy-cadre	Administration Teachers Instructional Coaches Interventionist	Daily Reading Interventions Tier 1 Tier 2 Tier 3 Grade-Level Data Meetings BOY Oct. MOY Jan. EOY May (3 per Year) Progress Monitoring Data Meetings December, April (2

			per year)
Utilize the ILEARN Checkpoints to identify student deficits and customize instruction accordingly.	*Ilearn Test Blueprint English Language Arts all grades 2025-2026: Through-year ILEARN (checkpoints) assessment*. LearningLab. (n.d.). https://inlearninglab.com/resources/ilearn-test-blueprint-english-language-arts-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment	Administration Grade Level Coordinators Instructional Coaches Teachers	ILEARN Checkpoint Windows November, January, March
Analyze research-based benchmark assessments to adjust and guide instruction (NWEA Grades K-2, HMH Grades 2-6)	Rhodes, K. (2024, April 24). 3 tips for using data to drive instruction. Teach. Learn. Grow. https://www.nwea.org/blog/2024/3-tips-for-using-data-to-drive-instruction/ Houghton Mifflin Harcourt. (2024). *About HMH Growth Measures*. About HMH growth measures. http://downloads.hmlt.hmco.com/Help/Ed/Teacher/RelatedProducts/About_Growth_Measures.htm	Administration Grade Level Coordinators Instructional Coaches Teachers	October-December NWEA Map (K-2), NWEA Reading Fluency (1-2), HMH Growth Measure (2-6) January-April NWEA Map (K-2), HMH Growth Measure (2-6)
Facilitate ongoing professional development in literacy instruction to improve student outcomes.	Indiana Department of Education. (2021, February). *The Science of Reading*. Indiana Department of Education. https://www.in.gov/doe/files/3-science-reading.pdf *Lexia LETRS®: Professional Development for Educators*. Lexia. (2024, June 21). https://www.lexialearning.com/letrs	Administration Instructional Coaches	Ongoing

Strategy #1	Integrate Professional Learning Communities (PLC) with a Coaching Framework for Enhanced Educational Growth					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Reading PLC	Monthly PLC grade-level meetings. Discussion of needs based on data assessment and resources needed.	Principal Instructional Coaches	NWEA growth data (Grades K-2). HMH growth measure and weekly classroom assessments	NWEA reports, curriculum based measures, Essential Standards, Meeting time,	Ongoing 1 per month	In Progress

				Grade-level Learning Communities		
K-3 Literacy Cadre	Staff will acquire and apply best practices to effectively address learning gaps and substantially enhance student reading skills	Principal Literacy Cadre Coach Teachers	NWEA growth data .Weekly reading series assessments.	Evidence-based literacy practices, student data, co-planned lessons	Ongoing	In Progress
Coaching Cycles	Co-planning for instruction, data analysis, instructional coaching and/or coaching cycles, and professional development	Literacy Cadre Instructional Coaches Teachers	Lesson Plans Classroom Observations Data Dives	Time for teachers and instructional coaches to deepen their understanding and practice identifying critical content and success criteria.	Ongoing	In Progress

Year 1 Review (To be completed Fall of 2025)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

Year 2 Review (To be completed Fall of 2026)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

Strategy #2	**Enhance Tier 2 structures**					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Schedule adjustment	Align Tier 2 intervention schedule to permit a team of IAs who are highly-trained to work with each grade level in small groups	Principal		master schedule	August	Completed
IA Team Selection	Select a team of Instructional Aides to provide all Tier 2 interventions	Principal		staffing assignments	August	Completed
Tier 2 Schedule and Staffing Assignment	Schedule students and facilitators based on data meeting decisions	Instructional Coach		Intervention schedule	Periodic based on RTI schedule	In Progress

Focused intervention	Implement intervention groups	Interventionist	Progress monitoring data	Intervention protocols Progress monitoring tools	August - May, annually	In Progress
Data meeting	Review progress monitoring data and formative assessment data	Grade level coordinator Instructional Coach Principal	GLC data sheets	Data sheet	Periodic based on RTI schedule	In Progress

Year 1 Review (To be completed Fall of 2025)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

Year 2 Review (To be completed Fall of 2026)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	

How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

Strategy #3	**UFLI-3rd grade**					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Administer Core Phonics Survey to all 3rd grade students	Instructional Aides and Coaches will screen all 3rd grade students to determine areas of instructional need on specific phonics skills. Data from the survey will be analyzed and an alignment guide will be used to determine what UFLI lesson students will start on.	Coaches Instructional Aides	Core Phonics Survey UFLI/Core Phonics Alignment guide Core Phonics Data Sheet	Core Phonics Survey Student pages and scoring pages UFLI/Core Phonics Alignment guide Core Phonics Data Sheet	Complete in August annually	Completed
UFLI-Tier 1 Instruction	All students in 3rd grade will receive Tier 1 instruction on UFLI lessons as determined by the Core Phonics Survey.	Teachers	UFLI Progress Monitoring Spelling Assessments UFLI Fluency Checks Core Phonics Survey EOY	UFLI Foundations Manual UFLI Slides UFLI Decodables Sound Wall Letter Cards White Boards Core Phonics Survey Student pages and scoring pages	4 times per week starting August/September	In Progress

UFLI-Tier 2 Instruction	Students that were identified as “At Risk” in Grade 2 on the IREAD3 assessment will receive Tier 2 support in addition to Tier 1 instruction on UFLI.	Instructional Aides	UFLI Progress Monitoring Spelling Assessments UFLI Fluency Checks Core Phonics Survey EOY	UFLI Foundations Manual UFLI Slides UFLI Decodables Sound Wall Letter Cards White Boards Core Phonics Survey Student pages and scoring pages	4 times per week starting August/September	In Progress

Year 1 Review (To be completed Fall of 2025)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

Year 2 Review (To be completed Fall of 2026)	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	

How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

PROGRESS INDICATORS

PROGRESS INDICATORS			
Check-in Schedule	**BOY**	**MOY**	**EOY**
Date	**November 2024**	**February 2025**	**May 2025**
Key Performance Indicator (Assessment)	**CORE Phonics Indicator** **NWEA Growth Data Grades K-2** **HMH Growth Measure** **ILEARN Checkpoint Grades 3-6**	**NWEA Growth Data Grades K-2** **CORE Phonics Indicator** **ILEARN Checkpoint Grades 3-6**	**NWEA Growth Data Grades K-2** **IREAD-3 Grades 2-3** **ILEARN Checkpoint Grades 3-6**
Results	**Copy of EES UFLI Results - 3rd …**		
On Track to Meet Goals?			
Strengths			

Areas for Growth			
Next Steps			

GOAL 2			
SMART Goal	East Elementary students will improve academic achievement as measured by ILEARN math proficiency (baseline 58.7% for grade 3-6). By the Spring of 2027, students in grades 3-6 will achieve an average of 62% proficiency or above proficiency on the ILEARN Math assessment. This reflects an annual increase of 1.1%.		
Sub-group focus	Students scoring below the Proficient level on the Math portion of the ILEARN assessment in grades 3-6. Students failing to meet the individual projected growth target on the Math portion of the NWEA in grades K-2. Special Education Students		
The strategies we are going to implement are	Utilize opportunities for teachers to schedule co-taught lessons with our math coach. Provide professional development opportunities for teachers to gain knowledge of our district math series. Collect, evaluate, and utilize data for instruction and student interventions.		
To address the root cause	Compared to the previous year, the math proficiency in the 2024 ILEARN results decreased by 0.8%, indicating a concerning three-year trend of stagnant progress.		
How Will We Get There?			
Evidence-Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**

Modeling & co-teaching of math lessons	This approach ensures a higher likelihood of successful skill transfer to actual classroom practice, with embedded support resulting in over 90% of teachers effectively implementing new skills, compared to only ten percent without such support (Bush, 1984; Truesdale, 2003).	Instructional Coach Media/STEM Specialist Teachers	Quarter 1, Ongoing
Professional Development for Everyday Math program	Germuth, A. A. (2018b). Professional development that changes teaching and improves learning. *Journal of Interdisciplinary Teacher Leadership*, *1*(3), 77–90. https://doi.org/10.46767/kfp.2016-0025 *Professional development*. Everyday Mathematics. (n.d.). https://everydaymath.uchicago.edu/teaching-topics/professional-development/	Administration Media/STEM Specialist	Quarter 1, Ongoing
Targeted interventions to provide support to improve student math outcomes	U.S. Department of Education. (2021). Assisting students struggling with mathematics: Intervention ... Institute of Educational Sciences. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-PraxGuide-Elementary-Math-Summary-508c.pdf	Administration Grade Level Coordinators Teachers	Monthly, August-May
Utilize the ILEARN Checkpoints to identify student deficits and customize instruction accordingly.	*Ilearn Test Blueprint Math all grades 2025-2026: Through-year ILEARN (checkpoints) assessment*. LearningLab. (n.d.). https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment	Administration Grade Level Coordinators Instructional Coaches Teachers	ILEARN Checkpoint Windows November, January, March

Strategy #1	Implementation of research-based instructional strategies.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Lesson Modeling	All teachers will be encouraged to participate in coaching. New teachers will be required to participate in coaching. Coaching sessions will have an emphasis on live demonstration lessons within the Everyday Math program.	Instructional Coach Media/STEM Specialist	Classroom observation Lesson Plans	Everyday Math supplemental materials Everyday Mathematics	Quarter 1	In Progress

				Teacher Lesson Guides		
Co-Teaching	New teachers will co-teach lessons within the Everyday Math program.	Instructional Coach Media/STEM Specialist	Classroom observation Lesson Plans	Everyday Math supplemental materials Everyday Mathematics Teacher Lesson Guides	Quarter 1	Choose
Math-focused Professional Learning Communities	Monthly PLC grade-level meetings. Discussion of needs based on data assessment and resources needed.	Administration Grade Level Coordinators Teachers	Benchmark Assessments ACIs	Everyday Math Instructional Expectations MOY and EOY assessment folders	August-May 1 per month	Choose
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary)						
Year 2 Review (To be completed Fall of 2026)						

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary)	

PROGRESS INDICATORS

PROGRESS INDICATORS			
Check-in Schedule	**BOY**	**MOY**	**EOY**
Date	**8/19/24** **11/4/24**	**12/2/24** **1/21/25**	**4/28/25** **3/26/25** **4/18/25**
Key Performance Indicator (Assessment)	**NWEA K-2** **ILEARN Checkpoint**	**NWEA K-2** **ILEARN Checkpoint**	**NWEA K-2** **ILEARN Checkpoint** **ILEARN Summative**
Results			
On Track to Meet Goals?			

Strengths			
Areas for Growth			
Next Steps			

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	1. EES educators will enhance their expertise to proficiently implement Science of Reading strategies, enhance instructional delivery, and optimize student reading proficiency. 2. Staff will participate in a book study “The Classroom Management Book”. 3. Teachers in grades 3-6 will utilize the questions and strategies in the Indiana ILEARN assessment and planning resources provided by Bill Reed. 4. During monthly Math PLC meetings, staff will discuss how to implement research based strategies to benefit student learning.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Title I Title II Indiana Literacy Cadre grant Ed Fund
Plan for coaching and support during the learning process	Collaborative coaching cycles between instructional coaches and teachers (e.g. Literacy Cadre, Instructional Coaches, Media/STEM Specialist).
Evidence of Impact	Grade-level Data Dive Meetings to document best practices, track student progress, and discuss common assessments such as district or school-wide benchmarks.
How will effectiveness be sustained over time?	EES will commit to using data to drive our instruction.

Professional Development Goal(s)	Coaching cycles really are the number one tool that instructional coaches have to support teacher growth, and we need to maximize the time we spend on them..
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Current Staffing
Plan for coaching and support during the learning process	Media/STEM Coach will continue to co-teach with classroom teachers.
Evidence of Impact	K-2 NWEA scores will increase as teachers understand and use Everyday Math. ILEARN grades 3-6 scores will improve.

How will effectiveness be sustained over time?	Continuing to check in with teachers. Continue to troubleshoot and advise when problems or questions arise.

Appendix A1: School Data Included

General Academic	Specific Student Groups		General School Data *Including student subgroups
☑ Statewide Assessments (ILEARN Checkpoints and Summative)	☑ Statewide Assessment Data	☑ English Language Learner (ELL) Assessment - WIDA	☑ Attendance *
☑ Federal (ESSA) Data	☑ Federal (ESSA) Data	☑ Individual Education Plans (IEPs)	☑ School and Bus Discipline Report *
☑ Dyslexia Assessment - NWEA Reading Fluency & MA Rooney	☑ IAM Assessment	☑ Individual Learning Plans (ILPs)	☑ Surveys (parent, staff) *
☑ Common Formative Assessments - NWEA MAP	☐ Title I Rating	☑ 504 and Medical Plans	☑ Staffing Summative Data, including training
☑ Common Formative Assessment - NWEA Reading Fluency	☑ Special Education Compliance Rpt	☑ Aptitude Assessment (e.g. CogAT)	☑ Daily Schedule Configuration *

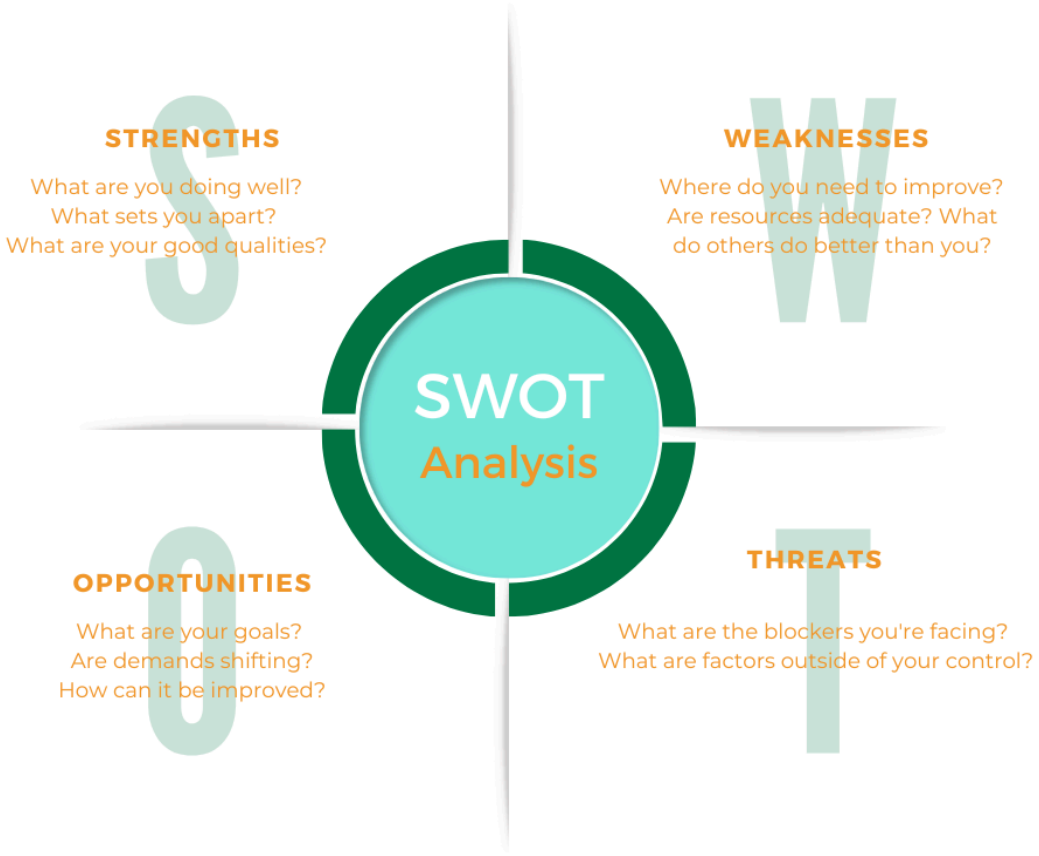
*** Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information is included in any linked or uploaded student data.

Appendix A2: Evaluate Progress on Current School Goals

Previous Year Goal #1	East Elementary will improve student reading achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal, since the ILEARN 2020 test was canceled (COVID-19) NWEA EOY(COVID-19).	No
If the goal was met, how will the school further improve or sustain this level of performance?		
If the goal was not met, based on the SWOT Analysis, should the school continue to work toward this goal? If the goal was not met, and you choose to continue to work toward this goal, the SIP Action Plan will provide details on steps toward improvement.		Yes

Previous Year Goal #2	East Elementary will improve student math achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal since the ILEAN 2020 test was canceled(COVID-19) NWEA EOY(COVID-19).	No
If the goal was met, how will the school further improve or sustain this level of performance?		
If the goal was not met, should the school continue to work toward this goal? If the goal was not met, and you choose to continue to work toward this goal, the SIP Action Plan will provide details on steps toward improvement.		Yes

SWOT ANALYSIS of Current Goals Not Achieved



SWOT ANALYSIS for Goal East Elementary will improve student reading achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal, since the ILEARN 2020 test was canceled (COVID-19) NWEA EOY(COVID-19).

Internal Factors

People, Resources, Systems, Procedures

Strengths	Improvement | Weaknesses
-Reading Interventions -Dyslexia screening-identifying students with dyslexia characteristics and providing support. -Reading curriculum (HMH Into Reading & SuperKids) -PLC process of identifying students for Tier 2 & Tier 3 interventions -90 minute uninterrupted reading block for grades K-3. -60 minute uninterrupted reading block for grades 4-6	-Using data to identify students and provide Tier 3 support -Knowledge and resources on the Science of Reading

External and Internal Factors

People, Resources, Systems, Procedures, Political, Economic, Cultural

The majority of these are beyond the control of the school but must be considered when designing a plan.

Opportunities	Threats
-LETRS Training -UFLI Training -Partnership with the Pendleton Community Library -Professional development for support staff	-Parental support & participation with school reading programs -Increasing cost of books & curriculum/educational resources

Summary Analysis

East Elementary is well-positioned to achieve its goal of a pass rate on the ILEARN ELA assessment of 53% or above, due to strong data analysis that is used to drive instruction, opportunities for professional development through our PLC process and district professional development. However, attention must be given to the potential weaknesses of our current core reading curriculum (eg. nonfiction needs in Superkids) . By addressing these areas proactively, the school can maximize its strengths and opportunities to ensure all students have the support they need to succeed in reading and writing.

SWOT ANALYSIS for Goal East Elementary will improve student math achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal since the ILEAN 2020 test was canceled(COVID-19) NWEA EOY(COVID-19).

Internal Factors

People, Resources, Systems, Procedures

Strengths	Improvement | Weaknesses
-Math curriculum (Everyday Math K-6) -PLC Process of identifying students for Tier 2 & Tier 3 interventions -60 minutes of daily math instruction for grades K-6 -Hands-on application based math games -Home links to communicate with parents to assist with math support	-Using data to identify students and provide Tier 3 support -Available math intervention resources -Exploring adopted curriculum based math intervention resources

External and Internal Factors

People, Resources, Systems, Procedures, Political, Economic, Cultural
The majority of these are beyond the control of the school but must be considered when designing a plan.

Opportunities	Threats
-Everyday Math Virtual Learning Community -Instructional support from school E-Coach	-Parental support & participation with school based math programs

Summary Analysis

East Elementary is well-positioned to achieve its goal of a 62% pass rate on the ILEARN Math assessment, due to strong Tier 1 instruction and opportunities for professional development through our PLC process and district professional development. By addressing these areas proactively, the school can maximize its strengths and opportunities to ensure all students have the support they need to succeed in math.

Appendix A3: ESSENTIAL INFORMATION & CORE ELEMENTS

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	1-6	*ABC Reading is Fun*	Yes	Choose	*Textbooks and readers are core components of a reading program.*	Yes	☐
Reading/Writing	K-1	SuperKids	Yes	Tier 1	Textbook, readers, and online resources are core components of the reading program.	Yes	☑
Reading/Writing	2-6	Into Reading	Yes	Tier 1	Textbook, readers, and online resources are core components of the reading program.	Yes	☐
Reading	K-2	Recipe for Reading	Yes	Tier 1, 2, 3	Phonological components of language are core reading skills and should be taught in an explicit, direct methodology that is systematic, sequential, and cumulative.	Yes	☐
Reading	K-1	SK Phonemic Awareness	Yes	Tier 1	Phonological and phonemic awareness component of SuperKids Reading series that provides daily evidence-based instruction in phonemic awareness.	Yes	☐
Reading	2	HMH Structured Literacy	Yes	Tier 1	An evidenced-based component of the Into Reading series that provides a systematic, explicit instruction that integrates listening, speaking, reading, and writing with an emphasis on phonology, orthography, and morphology.	Yes	☐
Reading	3	UFLI	Yes	Tier 1, 2, 3	An evidence-based program provides an explicit and systematic program aligned with the science of reading, specifically decoding.	Yes	☑
Writing	4-6	Writable	Yes	Tier 1	Evidence-based online writing program that differentiates instruction based on	Yes	☐

					student data		
Writing	2	Handwriting 2C	Yes	Tier 1	Cursive writing is a core component of the Language Arts program.	Yes	☐
Mathematics	K-6	Everyday Math	Yes	Tier 1	Textbook and online resources are core components of mathematics program.	Yes	☐
Cross-Curricular	K-4	BrainPop & BrainPop Jr.	Yes	Tier 1	Online resource provides engaging, age-appropriate learning for Social Studies standards.	Yes	☐
Social Studies	4	Map Skills, Scholastic	Yes	Tier 1	Workbook resource is a core component of social studies program.	Yes	☐
Social Studies	5	Impact Social Studies, McGraw-Hill	Yes	Tier 1	Textbook and online resources are core component of social studies program.	Yes	☑
Social Studies	6	History Places and Cultures in Europe and the Americas McGraw-Hill	Yes	Tier 1	Textbook and online resources are core component of social studies program.	Yes	☑
Civics	6	Indiana BAR Foundation	Yes	Tier 1	Textbook and online resources are core component of social studies program.	Yes	☑
Science	K-6	Discovery ED STEM Connect	Yes	Tier 1	Inquiry-based instruction with real world scenarios, supports IN standards, aligns w/IDOE STEM & PBL initiatives.	Yes	☐
Science	3-6 and STEM	CK12 Textbook	Yes	Tier 1	Online textbook provides core component of science program.	Yes	☑
Science	3-6	PLTW	Yes	Tier 1	Inquiry-based instruction following engineering protocols supports IN Science Standards and IDOE STEM initiative.	Yes	☐
Science	K-6	Mystery Science	Yes	Tier 1	Inquiry-based learning through big questions to drive discussion	Yes	☐
Cross-Curricular	K-12	EdPuzzle	Yes	Tier 1	Flexible online tool that provides interactive, visual and auditory learning designed by teachers w/accountability	Yes	☐

Cross-Curricular	K-12	Discovery Education Experience	Yes	Tier 1	A digital learning platform and resources that provides award-winning digital content in core content areas	Yes	☐
Employability Skills	K-1	Little Spots	Yes	Tier 1	Evidence-based curriculum for primary grades employability skills, including problem-solving and emotion management.	Yes	☐
Employability Skills	K-6	Second Steps	Yes	Tier 1	Research-based, field-tested, and incorporates evidence-based components curriculum for employability skills, including goal setting, growth mindset, emotion management, empathy and kindness, and problem-solving.	Yes	☐
Reading	K	Ladders to Literacy	Yes	Tier 2, 3	An evidence-based reading program that differentiates instruction based on student data.	Yes	☐
Reading	K	Road to the Code	Yes	Tier 2, 3	An evidence-based proven plan for teaching phonological awareness features a developmentally sequenced	Yes	☐
Reading	K-1	Language for Learning	Yes	Tier 2, 3	An evidence-based program designed to provide young learners with an understanding of expressive and receptive language	Yes	☐
Reading	K-1	PASS (Promoting Awareness of Speech Sounds)	Yes	Tier 2, 3	A research-based curriculum that incorporates play-based learning to support phonological awareness skills of blending, segmenting, and rhyming.	Yes	☐
Reading	K-1	Zoo Phonics	Yes	Tier 2, 3	An evidence-based program that helps you easily teach the alphabet, phonemic awareness, rhyming, pre-sound blending, and pre-writing skills.	Yes	☐
Reading	K-2	SuperKids Foundational Skills Kit	Yes	Tier 1, 2, 3	A research-based program that provides explicit instruction and student practice focused on building these foundational reading skills: phonemic awareness, phonics, and fluency.	Yes	☐

Reading	K-4	Reading Eggs	Yes	Tier 2, 3	An evidence-based online reading program that differentiates instruction based on student data.	Yes	☐
Reading	K-4	Discovery by Reading Horizon (previously Intensive Phonics)	Yes	Tier 2, 3	Evidence-based foundational literacy skills that combine direct instruction and a multi-modality approach.	Yes	☐
Reading	K-4	Visualizing Verbalizing	Yes	Tier 2, 3	An evidence-based program that aims to develop concept imagery, the ability to create an imagined or imaged gestalt from language, as a basis for comprehension and higher-order thinking.	Yes	☐
Reading	K-6	My Virtual Reading Coach (MVRC)	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	☐
Reading	K-6	Recipe for Reading	Yes	Tier 1, 2, 3	A research-based, comprehensive, multisensory, phonics-based reading program, which incorporates visual, auditory, and kinesthetic techniques to teach and reinforce phonics concepts.	Yes	☐
Reading	1-2	Language for Thinking	Yes	Tier 2, 3	A structured approach to develop language from the ‘here and how’ to the ‘how and why’ for young readers.	No	☐
Reading	1-6	Making Connections	Yes	Tier 2, 3	A reading comprehension strategy that involved linking what is being read (the text) to what is already known (schema or background knowledge) to deepen the understanding of the text.	Yes	☐
Reading	1-6	Read Naturally	Yes	Tier 2, 3	A research-based intervention in a web-based platform that combines audio support, work tracking progress, and high-interest passages to improve fluency, vocabulary, and comprehension through repeated readings, frequent checks for understanding, supported vocabulary, and teacher support.	Yes	☐
Reading	1-6	Reading	Yes	Tier 2, 3	Evidence-based online reading program	Yes	☐

		Assistant			that differentiates instruction based on student data.		
Reading	2-6	FastForWord-Language	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	☐
Reading	2-6	FastForWord-Reading	Yes	Tier 2, 3	An evidence-based online reading program that differentiates instruction based on student data.	Yes	☐
Reading	3-6	Corrective Reading-Comprehension	Yes	Choose	A literacy program designed to improve fluency and comprehension for students in upper elementary, supported by research from the Florida Center for Reading Research.	No	☐
Reading	3-6	Corrective Reading-Decoding	Yes	Choose	A literacy program designed to improve decoding and fluency for students in upper elementary, supported by research from the Florida Center for Reading Research.	No	☐
Reading	4-6	Reading Eggspress	Yes	Tier 2, 3	An evidence-based online reading program that differentiates instruction based on student data.	Yes	☐

CORE ELEMENT 1: CURRICULUM

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

The public may view the school's curriculum in the following location(s)
East Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCSC website or in the school office. Additionally based on IC ???, the adopted curriculum is listed on the SMCSC website for elementary reading instruction. Finally, the data for dyslexia is posted on the website based on I.C. 20-35.5-5-2 District and school-wide leadership teams utilize an ongoing curriculum revision process. District and school-wide teams utilize an ongoing curriculum revision process. Curriculum committees meet regularly to ensure that any necessary revisions are made to the curriculum. The curriculum teams meet, analyze, and break apart standards, create curriculum calendars, and develop assessments to guide classroom instruction. This process includes researching best practices, participating in professional learning communities, and developing lessons and activities that incorporate differentiated instruction to meet students' needs. The curriculum committees have created curriculum maps and determine common assessments grounded in the Indiana Academic Standards. Curriculum maps are accessible to all teaching staff through Google shared folders and drives. Fine arts and computer science have developed a scope and sequence that provides a broad view of the district curriculum. The committees have incorporated a STEM focus within science, including adopting Project Lead the Way, adopting Discovery STEM Connect, using the CK-12 textbook, and recently adding Mystery Science to complement our science curriculum.

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

The core instruction at the school is standards-based and delivered with fidelity across all grade levels. This ensures that every student receives instruction aligned with rigorous academic standards, laying a strong foundation for their academic growth. The implementation of core instruction is continuously monitored through the Professional Learning Communities (PLCs) process and data review sessions. Educators collaboratively analyze student data, instructional practices, and assessment results within PLCs to make informed decisions about instructional adjustments and interventions. This systematic approach not only supports consistency in teaching practices but also ensures that instructional strategies are responsive to student needs, ultimately promoting continuous improvement in student learning outcomes.

The school employs a comprehensive Response to Instruction (RTI) model for reading and mathematics across all K-6 grade levels to ensure that every student achieves proficient and advanced levels of academic achievement.

Tiered Support Structure:

- Tier 1 (Core Instruction): Daily 90-minute core reading and 60-minute core mathematics instruction is provided to all students, aiming to meet the diverse needs of the student population from the outset.
- Tier 2 (Targeted Intervention): Students identified through normed assessments such as NWEA MAP, classroom performance, and progress monitoring receive small group interventions. These groups, typically consisting of 4-6 students, focus on addressing specific academic challenges identified through ongoing assessment.
- Tier 3 (Intensive Intervention): Students requiring intensive support participate in small group interventions with 1-2 students per group. Progress is closely monitored with weekly assessments to ensure accelerated progress toward academic goals.

Assessment and Monitoring:
Regular benchmark assessments, including NWEA MAP and classroom assessments, are conducted to identify students in need of additional support. Progress monitoring occurs every 2 weeks for Tier 2 students and weekly for Tier 3 students, allowing for dynamic adjustments based on student performance.

Professional Learning Communities (PLCs):
The introduction of PLCs enhances collaboration among educators to analyze student data, refine instructional practices, and ensure alignment with student learning needs. This collaborative approach supports targeted support and fosters a culture of continuous improvement.

Support for Advanced Learners:
Advanced learners benefit from HA cluster classrooms and early entrance opportunities for eligible kindergarten students, ensuring differentiated instruction that challenges and supports these students appropriately.

Special Education and English Learner Supports:
Students with specific needs benefit from a continuum of services, including consultation, co-teaching, and self-contained instruction when appropriate, guided by research-based protocols and individualized education plans.

Title I Schoolwide Plan:

The Title I Schoolwide plan plays a critical role in funding the school's goals and providing additional resources where needed, particularly to support underachieving students. These funds are strategically allocated to enhance RTI interventions, professional development for educators, and the implementation of research-based instructional strategies tailored to the student population's needs. By leveraging Title I resources effectively, the school ensures equitable access to high-quality education and necessary support for academic success.

Implementing these strategies and programs ensures that all students have equitable access to high-quality education and support, fostering a supportive learning environment where every student can thrive academically and beyond.

CORE ELEMENT 3: ASSESSMENT IN ADDITION TO STATE ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA MAP	K-2	Formative	Interim assessment that aligns with Indiana Standards, is norm-referenced, adaptive, and provides growth data. Beyond alignment. Also, includes a learning path for students based on a research-based, continuum of learning.	Yes	☐
NWEA MAP	3-6	Formative	Interim assessment that aligns with Indiana Standards, is norm-referenced, adaptive, and provides growth data. Beyond alignment. Also, includes a learning path for students based on a research-based, continuum of learning.	No	☐
NWEA Reading Fluency	K-2	Dyslexia & Benchmark	Online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension	Yes	☐
ILEARN Checkpoints	3-6	Benchmark	ILEARN through-year assessment for English/Language Arts and Mathematics	Yes	☐
CogAT	K-2-4	High Ability Screener	A multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. These measures have strong reliability and validity indicators to serve as final identifiers.	Yes	☐
PreKids	K	Formative	Provides insight about what skills a student may or may not have before entering school. Used for all incoming kindergarten students. It addresses skills based on the Foundation to the Indiana Academic Standards for Young Children from Birth to Age 5 and Indiana's Academic Standards	Yes	☐
HMH Growth Measure	2-6	Summative	A research-based and adaptive, online assessment that provides information about how students are performing in their grade level for grades 2–11 in ELA	Yes	☐
Everyday Math Benchmark	K-6	Summative	Given multiple times during the school year to all students to measure proficiency. The immediate	Yes	☑

			feedback allows teachers to determine what standards have been mastered and what additional instruction should be provided.		
My Virtual Reading Coach, MVRC	3-6	Dyslexia	A component of the dyslexia screening for Level 1 for K-2 or initial screening for 3+ students. The diagnostic screener provides a student's reading skills for each skill area through a research-based, adaptive online assessment.	Yes	☐
MA Rooney Reading Foundations for K-1	K-1	Dyslexia	Diagnostic for Level I and II. This diagnostic screener meets the requirements for Approved assessments for Learning CHaracteristics related to Dyslexia	Yes	☐
MA Rooney MARF Phonics Screener for 2-12	2-6	Dyslexia	Diagnostic for Level I and II. This diagnostic screener meets the requirements for Approved assessments for Learning CHaracteristics related to Dyslexia	Yes	☐
SuperKids Benchmark	K-1	Benchmark	Given multiple times during the school year to all students to measure proficiency. The immediate feedback allows teachers to determine what standards have been mastered and what additional instruction should be provided.	No	☐

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

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

Teachers at the school are actively involved in decision-making processes related to the use of academic assessment results, with a clear focus on improving student achievement. Grade-Level Chairs (GLCs) meet monthly to discuss relevant curricular topics, providing a voice for all teachers by gathering input from their colleagues. Each year, the value of various assessments is evaluated, focusing on the actionable data produced for instructional purposes. This information helps determine the assessment plan for the following year. Recent changes based on this feedback include modifying the Everyday Math Benchmark to better align with goals and streamline time allocation, adjusting benchmark assessments for the 2024-25 school year, and deciding to join the IDOE ILEARN Checklist Pilot for grades 3-6. Additionally, the school will eliminate the NWEA MAP for grades 3-6 to avoid duplicating assessments and further streamline the process to maximize instructional time. The elimination of NWEA MAP was a challenging discussion, given the unknown details of the ILEARN checkpoint assessment reports and over two decades of history with a nationally normed, standardized achievement test that measures what students know and informs what they're ready to learn next through a computer adaptive test tailored to each student's abilities and knowledge.

Opportunities for teacher involvement include regular collaborative discussions within Professional Learning Communities (PLCs), where educators select or design common assessments and analyze assessment data to inform instructional planning and interventions. In this data meeting, teachers, coaches, and administrators determine which students need intervention (Tier II and Tier III) and what intervention should the students participate in to best meet their needs. These PLC sessions serve as forums for teachers to share insights, best practices, and strategies based on assessment outcomes.

Additionally, teachers participate in periodic data review meetings where they collectively review student performance data on benchmarks, identify trends, and collaborate on targeted interventions to address areas of concern beyond the Tier 2 student population. This collaborative approach ensures that decisions regarding instructional strategies and interventions are informed by real-time student data and are aligned with the school’s academic goals. By actively involving teachers in these decision-making processes, the school fosters a culture of continuous improvement and empowers educators to collectively contribute to enhancing student achievement outcomes.

Beyond teacher and staff involvement in the decision-making process related to the use of academic assessment, the school meets with parents annually to write Parent/Teacher/School Compacts and discuss Title policies and programming including Title I family events and possible teacher professional development.

These collaborative opportunities ensure that teachers play a central role in shaping assessment plans, fostering a comprehensive approach to using assessment data to drive instructional decisions and ultimately improve student achievement.

Additionally, the SIP team is composed of teachers and parents to aid in determining the overarching goals and implementation strategies for those goals. This process includes annual review and updates, implementation development and review throughout the school year, and reflection on student, class, grade, and school data from a range of resources including assessment and other sources.

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Technology is used by students to enhance learning by embedding it into the curriculum, instruction, and assessment. This integration supports student learning and aligns with the district's educational goals. Through technology, students develop the skills of the 4 C's: communication, critical thinking, creative thinking, and collaboration.

Digital collaboration platforms, such as Flipgrid, Google Classroom, Breakout EDU, Padlet, and Seesaw, are instrumental in facilitating effective communication and teamwork among students. These tools allow students to engage in discussions, share their work, and collaborate on projects in a dynamic and interactive environment. For instance, Flipgrid enables students to share video responses and interact with their peers' posts, fostering a more personal and engaging learning experience. Google Classroom streamlines the management of assignments and resources, making it easier for students to stay organized and for teachers to provide timely feedback.

Interactive learning applications like ABC Mouse, Epic!, Starfall, Scratch Jr, and EdPuzzle promote critical and creative problem-solving. ABC Mouse and Starfall offer engaging content for early learners, while Epic! provides access to a vast library of books, enhancing literacy skills. Scratch Jr introduces young students to coding, encouraging them to think creatively and logically. EdPuzzle allows teachers to create interactive video lessons that can assess students' understanding in real time, making learning more engaging and personalized.

In a blended learning environment, technology becomes an essential tool that prepares students for the demands of a rapidly changing global community. By integrating these digital tools into daily learning activities, students are better equipped to adapt to new information and technologies, enhancing their readiness for future academic and career challenges. The combination of traditional teaching methods with these innovative technological tools creates a rich, multifaceted educational experience that supports diverse learning styles and needs.

Furthermore, technology aids in developing key IDOE Employability Skills such as:

- Perseverance (WE5): Interactive applications and blended learning environments encourage students to complete tasks and projects, developing endurance.
- Time Management and Organization (WE6): Tools, like Google Classroom, help students plan and organize their long-term and short-term goals, balancing schoolwork with other activities.
- Effective Communication (LS10): Platforms,s such as Padlet and Flipgrid, enable students to clearly, effectively, and convincingly express ideas and messages to others.
- Problem Solving (LS15): Technology encourages the application of critical and creative thinking skills to resolve problems through interactive and engaging methods.
- Collaboration (SE18): Digital collaboration tools enhance students' ability to work well with others in a team, fostering a cooperative learning environment.

In addition to integrating technology into core instruction, the school offers specialized opportunities that further enrich our educational experience. During special areas, students participate in STEM classes where they explore science, technology, engineering, and mathematics through hands-on projects and experiments. In STEM, students utilize cutting-edge technologies such as coding software, 3D printers, and robots. These tools allow students to apply

theoretical knowledge in practical ways, fostering deeper understanding and innovation in STEM fields. Similarly, in Media Makerspace class, students harness technology to unleash their creativity and enhance their learning. Here, students use digital design software, multimedia editing tools, and video production equipment to create and refine various media projects. These technologies, along with low-tech makerspace materials, empower students to communicate ideas effectively and explore new avenues of expression. In addition to the special area classes, students may elect to participate in Morning News or Robotics. Students in upper grades take the lead in producing, directing, and starring in our morning news broadcasts, showcasing their creativity and leadership skills while keeping the school community informed and engaged. The Robotic Club provides an exciting extracurricular opportunity where students collaborate with peers to design, build, and program robots. This club not only enhances our technical skills but also fosters teamwork, perseverance, and innovation as students compete and solve challenges together.

By engaging with these digital tools through curriculum, instruction, and assessment, students not only develop technical skills but also cultivate critical thinking and problem-solving abilities in a creative context. These immersive experiences demonstrate how technology is integral to enhancing the learning process. These experiences contribute to our holistic development and readiness for future endeavors.

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Describe opportunities for career awareness and development
At our school, students from K-6 have access to a variety of career awareness and development opportunities meeting the requirements of IC 20-30-5-2.4. Starting with career-focused field trips, such as exploring the town of Pendleton, visiting the County Courthouse and Police Department, and touring vocational schools and colleges like Ivy Tech, students gain first hand exposure to different professions. Specialized experiences like Biztown, Ivy Tech STEM lab visits, and interactive STEM trailers further enhance their understanding through hands-on simulations like welding and phlebotomy. In addition to these experiences, counselors lead lessons on career exploration and teachers integrate career themes into core subjects like science discussions on marine biologists or astronauts. Tools like Discovery Ed Experiences offer video interviews with professionals across various fields, broadening students' perspectives on career possibilities. Community members also contribute by sharing insights on their career field during events like the Elementary Career Fair. To gauge the impact of these initiatives, we assess student learning through activities such as career wax museum presentations, written reflections, or student inquiries. These efforts aim to foster early awareness, spark interest, and equip students with essential skills and knowledge for their future careers.

Grades K-5 and Grade 6

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	Yes
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, ag garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Career-related courses (Gr 6)	No	Job-site tours (Gr 6)	Yes
Online career navigation program (Gr 6)	Yes	Other	Yes

Other: District implemented career field trips:

- 3rd - Madison County Court House and Police Dept
- 4th - Mounds Park + Heavy Eq. Training Center
- 5th - D26 + Purdue PolyTech
- 6th - ECSEC Forge Your Future Sunnyside Experience: RIASEC Framework

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document.

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

What practices are in place to maintain a safe environment?
Ensuring a safe and secure environment is a top priority at our school, achieved through a comprehensive approach that emphasizes the well-being of our students and staff. We conduct regular safety drills with careful attention to detail, preparing everyone to respond effectively in emergencies while ensuring clarity and readiness in our emergency procedures. Our staff maintains active supervision across school grounds, providing attentive monitoring to promptly address any potential risks or concerns. Collaboration with local law enforcement, including school resource officers, enhances our safety efforts by providing a visible and supportive presence. These officers not only contribute to our safety protocols but also foster positive relationships within our school community. Continuous staff training on safety protocols and crisis management equips our educators with the necessary skills and confidence to handle challenging situations calmly and effectively. By continually refining our safety measures and promoting a culture of preparedness, we create an environment where students can focus on learning in a secure and supportive atmosphere.

To meet various Indiana educational requirements intended to ensure a safe and comprehensive learning environment for K-6 students. We deliver age-appropriate, research-based instruction on bullying prevention for all students annually by October 15, adhering to IC 20-30-5-5.5. Similarly, we adhere to IC 20-30-5-5.7 by offering instruction on child abuse and child sexual abuse by December 15 each year. Our curriculum integrates good citizenship instruction, emphasizing values like honesty, respect, and personal responsibility, as mandated by IC 20-30-5-6. Beginning with the 2023-2024 school year, we ensure that every student completes a semester of civics education in grade 6, aligning with IC 20-30-5-7.3. In grade 5, we focus on principles of hygiene and sanitary science, focusing on disease prevention, following IC 20-30-5-9. Additionally, we provide comprehensive K-12 education on the impacts of alcoholic beverages, tobacco, prescription drugs, and controlled substances as required by IC 20-30-5-11. Students excused from health instruction due to religious reasons are accommodated without penalty. Furthermore, our school upholds IC 20-30-3 and IC 20-30-5-0.5-5, ensuring the observance of annual and patriotic events and fostering respect for our nation's constitution and other protected writings. These efforts cultivate a sense of national pride and civic responsibility among our students. Lastly, to promote a safe and respectful learning environment, a daily moment of silence is offered as required by IC 20-30-5-4.5. This practice allows each student the opportunity for silent reflection, meditation, prayer, or other individual activities, honoring their rights to religious expression while maintaining a peaceful atmosphere for all.

In an effort to provide a safe and disciplined environment, East Elementary completed a book study(The Classroom Management Book) on classroom management over the summer. Teachers were tasked with implementing procedures in their classrooms so that students fully understand what is being asked of them. East Elementary has scheduled emergency preparedness drills, post training. A new check in system has been installed for visitors. Updated door security has been updated as well. An increased police presence has been initiated this school year. Students have access to our school counselor to address any social emotional needs they may have. We also have outside counseling services in the building.

CORE ELEMENT 7: CULTURAL COMPETENCY

The school is comprised of the following racial, ethnic, language-minority, and socio-economic groups of students.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	☐	Hispanic Ethnicity	☑	Multiracial	☑
Asian	☑	Native Hawaiian or Other Pacific Islander	☐	Free/Reduced Lunch	☑
Black	☑	White	☑	English Language Learner	☑

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
The school follows all state and federal requirements for information gathering and information security. Student information is securely stored in the student management system. Free/Reduced lunch applications are processed through the Nutrition Service Department. Currently, East Elementary has a 38.5% Free/Reduced Lunch rate. The home language survey is completed by any student new to the district who has not completed the form at an Indiana school during prior years. Following the survey, where necessary, the WIDA assessment is completed to determine student language level.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Educational outcomes are monitored for all subgroups and all subgroups have equal access to intervention programs, enrichment programs, and services. The district staff includes at least one guidance counselor at each building, school psychologists, a behavior coach, and an SEL coach. In elementary schools, the guidance counselor plays a key role in tier 1 instruction for cultural awareness. In addition, the district EL Coordinator provides cultural awareness training to the staff. The district EL Coordinator is dedicated to assisting both students and the broader school community. To support non-English-speaking families, we provide translation services for meetings and documents, with multi-language instructional assistants available for Spanish and other languages as needed. The EL Coordinator facilitates family engagement and supports families in navigating our school community. Our approach includes culturally competent training for teachers, with a focus on WIDA standards and language acquisition strategies. Furthermore, East Elementary ensures smooth transitions for incoming middle school students by hosting orientation events, providing opportunities to familiarize themselves with their new environment, and offering additional support for students identified as needing extra help. Each student is paired with a consistent counselor and participates in various transition activities to ease the shift to middle school.

Educational outcomes are monitored for all subgroups and all subgroups have equal access to intervention programs, enrichment programs, and services. The district staff includes at least one guidance counselor at each building, school psychologists, a behavior specialist, and an Employability Skills and Behavior Coach (ESBC). In elementary schools, the guidance counselor plays a key role in core instruction for cultural awareness.

Students have opportunities to learn about a variety of cultures through art and music, as well as, library books, read-alouds, and class novels, which offer diverse cultural exposure. Parents of diverse ethnicities are invited to serve on school and/or corporation committees. School newsletters are sent home weekly to keep all stakeholders aware of events, as well as classroom newsletters sent home regularly to share grade-level information, upcoming standards, and the learning taking place in the classroom. Convocations, guest speakers and presenters, and library books provide information and experiences that contribute to the exposure to various cultures. The use of Google Meets and Skype allows students to learn with students from other parts of the country/world and different cultures.

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

Professional development is an ongoing process at South Madison. To effectively navigate cross-cultural situations, staff may benefit from professional development focused on cultural competence, including workshops on cultural awareness, strategies for effective communication across cultures, and understanding the impact of cultural differences on student learning and interaction. The corporation trains all educators in cultural competency, suicide prevention, human trafficking awareness, and trauma-informed strategies. Effective school year 2013, each school developed a Positive Behavior Support program with cultural competency which has since been embedded in the school culture and the MTSS structures. Cultural awareness training through the Sheltered Instruction Observation Protocol (SIOP) Model equips educators with strategies to effectively support culturally and linguistically diverse students in their learning environments. In addition to core professional development, the district supports individual teacher's needs through customized training as appropriate.

Additionally, several teachers have earned their certification to teach English learners, aligning with the requirements set forth by the Every Student Succeeds Act (ESSA) and ensuring compliance with Title VI of the Civil Rights Act of 1964, Lau v. Nichols (1974), and Castañeda v. Pickard (1981), as highlighted in the Indiana Department of Education's renewed commitment to supporting effective English language development programs for all students. The district is working to continue to expand the number of educators with this certification as the EL population continues to grow.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

The district-adopted curriculum (i.e. Into Reading, SuperKids, Botvin, and Second Steps) works to promote inclusivity of all races and ethnicities, resist bias, and cultivate a positive classroom where every child feels welcomed, appreciated, encouraged, and respected. We use a diverse range of curriculum materials and offer a range of resources to students through the media center that include culturally relevant literature, global perspectives in history and social studies, multicultural art and music, and discussions that celebrate and respect various cultural backgrounds represented in our student body.

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

Number of students absent 10% or more of the school year:	32				
Last Year:	4.2%	**Two Years Ago:**	7.1%	**Three Years Ago:**	6.8%
What may be contributing to the attendance trend?	Improved staff and parent communication, engaging curriculum, and additional School Resource Officers have contributed to our increasing attendance trend				
What procedures and practices are being implemented to address chronic absenteeism?	South Madison Community School Corporation, including East Elementary School, boasts an outstanding attendance record. The strong relationships between staff and students foster an environment that prioritizes regular attendance. In the rare cases where attendance issues arise, the school diligently follows corporation policies and collaborates with the district's School Resource Officer and the Madison County Prosecutor's Office. As outlined in SMCSC's Strategic Plan, all schools are committed to achieving a 97% attendance rate.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	East Elementary utilizes PowerSchool, a student information system, to generate various reports. In particular, Power School can generate chronic absence reports to alert about the number and specific students who have missed 10 percent or more of school. The school initiates both written and verbal contacts with families.				

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
We host three Title I Family Fun Nights per year. The topic of the family fun night has an educational focus. Examples would include the local library as well as the Indianapolis Children's Museum. Activities are hands-on or interactive including family members.
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
We host an annual Title I parent meeting. At that meeting, parents are able to share areas of interest that they would like to see the school pursue.
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
We send a monthly Title I Parent Letter to inform parents what topics/lessons their child will be learning that month. Parents are required to call when their child is not at school. If we don't receive a call, we reach out to the parent.
How do teachers and staff bridge cultural differences through effective communication?
We require our teachers to communicate using ParentSquare. ParentSquare has a translator option that teachers can select. We also encourage parent/teacher communication throughout the school year.

Describe strategies used to increase parental involvement.
Our PTO is active at school and offers a number of opportunities for parent involvement. Teachers provide opportunities to have parents volunteer in the classroom as well as field trips. As stated above, we host Title I Family Fun Nights, grandparents night, Open House and Parent/Teacher meetings.
How does the school provide individual academic assessment results to parents/guardians?
Parents have access to PowerSchool. We also send home all standardized testing results as well as NWEA reports.
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
We discuss our school plan during our annual Title I parent compact meeting.

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS, ONLY

CORE ELEMENT 11: FEDERAL GRANT INTEGRATION, PRESCHOOL, TEACHER RECRUITMENT

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

As a district, we ensure that funds from Title I, Title II, NESP/Title III, and the Education Fund are meticulously coordinated, though not fiscally consolidated. This coordination is overseen by the Assistant Superintendent of Elementary Instruction and Curriculum, who collaborates with other district and school administrators, the district treasurer, and key educators such as Instructional Coaches, Grade Level Chairs, and Counselors.

Our administrative team at South Madison works closely together to harmonize funding from all available grants, whether federal, state, or competitive. The review and consideration of these grants involve multiple staff members, including both Assistant Superintendents, the Treasurer, and the Superintendent. We maintain ongoing consultations with building administrators, the Director of Special Education, various educational coaches, and educator leadership teams to ensure comprehensive oversight and input.

The Business Manager establishes Internal Controls based on Indiana laws, district policy, and best fiscal practices. Our budgets are carefully crafted based on the priorities outlined in our School Improvement Plans, the Board of School Trustees Strategic Plan, IDOE regulations and programming, and the specific needs of individual departments, grade levels, or programs. Although each federal grant maintains its funding silo, our coordination efforts are maximized to benefit our students to the fullest extent.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

School leaders have implemented a systematic procedure for obtaining records of students transferring from Head Start and early childhood education programs, ensuring parental consent is included. Effective communication channels have been established between educators at each level, with parental involvement as appropriate.

Additionally, South Madison is a member of a special education cooperative that offers comprehensive educational evaluations for children aged two and a half to five years residing within the district's attendance boundaries. Our district team actively supports the transition of these children from early childhood programs to school.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.

South Madison is committed to hiring highly qualified teachers with appropriate licensure. To achieve this, the district offers a competitive salary and benefits package, fosters a family-like culture, and provides numerous opportunities for professional growth.

Our hiring practices include a multi-layered interview process involving a team, comprehensive background, and reference checks, and substantial investment in professional development. All new teachers at South Madison participate in an induction academy before the school year starts and receive ongoing support through mentoring, coaching, and workshops. Recognizing that teacher quality is a crucial factor in student achievement (Marzano, 2003; Rivkin, Hanushek, Kain, 2005) and that induction programs promote effective teaching practices (Feiman-Nemser, 2001; Ganser, 2002), we consider our induction program vital for new teachers' success. Exemplary teachers mentor new hires, and we have evolved from a traditional mentor-mentee model to a mentoring team approach.

Based on research on educator retention and induction programming, as well as feedback from past new teachers, our multi-layered approach includes an induction program, curriculum alignment mentors (highly qualified teachers whose instruction aligns with the new teachers), and highly qualified district/building coaches who offer extensive resources. This comprehensive support system ensures a strong start for new teachers at South Madison.

CORE ELEMENT 11: INSTRUCTIONAL STAFF

Highly Qualified Instructional Staff		
Staff Name	**Licensure/Certification**	**Assigned Class/Subject**
Candiano, Tony	Building Level Administrator Drivers Education Psychology Sociology US History	Principal
Sims, Charlie	Building Level Administrator United States History Government World Civilization Economics	Assistant Principal
Davis, Leslie	Elementary General Elementary Learning Disabled School Counselor	School Counselor
Simmons, Wendy	General Elementary Learning Disabled Seriously Emotionally Handicapped Building Level Administrator	English Language Learner Coordinator
Mohr, Jill	General Elementary Certified dyslexia specialist	Instructional Coach District Dyslexia Specialist/IMSE
Kartholl, Megan	General Elementary Learning Disabled Mild Intervention	Wellness Employability Coach
Zepik, Jessica	General Elementary Gifted	Media/eLearning Specialist
Snodgrass, Heather	General Elementary Kindergarten	Indiana Literacy Cadre Coach K-3
Bates, Heather	General Elementary Kindergarten Language Arts Social Studies	Grade 1 Teacher

Hester, Ina	General Elementary Kindergarten	Grade K Teacher
Hubble, Sarah	Elementary Intermediate Generalist Elementary Primary Generalist PHYS ED	Grade K Teacher
Roy, Christina	General Elementary Kindergarten	Grade K Teacher
Smith, Tammy	Elementary Preschool Generalist	Grade K Teacher
Amrine, Jill	General Elementary Kindergarten	Grade 1 Teacher
Sommerville, Laura	Elementary Intermediate Generalist Elementary Primary Generalist	Grade 1 Teacher
Personette, Sydney	Elementary Intermediate Generalist Elementary Primary Generalist	Grade 2 Teacher
Franklin, Angie	General Elementary	Grade 1 Teacher
Hornback, Rachael	Elementary Generalist	Grade 2 Teacher
Cornejo, Laura	General Elementary Reading	Grade 2 Teacher
Laudig, Sheila	General Elementary	Grade 2 Teacher
Bennett,Londa	General Elementary	Grade 2 Teacher
Darrel Zehr	Elementary Intermediate Generalist Elementary Primary Generalist Mild Intervention	Grade 2 Teacher
Collins, Veronica	Elementary Intermediate Generalist Elementary Primary Generalist	Grade 3 Teacher
Elgin, Hannah	Elementary Primary Generalist	Grade 3 Teacher
Mearsman, Leah	Elementary Intermediate Generalist Elementary Primary Generalist Mild Interventionist	Grade 3 Teacher
Sherbahn, Jessica	Elementary Generalist MIld intervention	Grade 3 Teacher

Hatheway, Delyenn	General Elementary Kindergarten	Grade 4 Teacher
Humerickhouse, Cecilia	Early Childhood Education (P-3, REPA) Elementary Primary Generalist	Grade 4 Teacher
Losch, Deborah	Elementary Intermediate Generalist Elementary Primary Generalist	Grade 4 Teacher
Thurman, Trevor	Elementary Intermediate Generalist Elementary Primary Generalist	Grade 4 Teacher
Pugh, Eric	Elementary Primary Generalist	Grade 5 Teacher
Qualls, Toni	Elementary Generalist	Grade 5 Teacher
James,Ashlee	Elementary Primary Generalist Reading	Grade 5 Teacher
Matlock, Athena	General Elementary	Grade 5 Teacher
Kittle, Pamela	General Elementary Primary General Elementary Intermediate	Grade 6 Teacher
Kroft, Brad	General Elementary Primary General Elementary Intermediate	Grade 6 Teacher
Cromer, Margaret	Elementary Intermediate Generalist Elementary Primary Generalist Gifted	Grade 6 Teacher
Rummell, Lauren	Elementary Generalist Elementary Intermediate Generalist Elementary Primary Generalist	Grade 6 Teacher
Cron, Lisa	Visual Arts	Art Teacher
Watson, Sarah	Elementary Intermediate Generalist Elementary Primary Generalist	Computer Teacher
Pettigrew, Jennifer	Sp/Lang Path	Speech Pathologist
Prather, Miranda	Elementary Intermediate Generalist Elementary Primary Generalist MIld intervention	Teacher Special Ed
Ennis, Lynn	General Elementary Learning Disabled	Teacher Special Ed

	Mildly Mentally Handicapped Seriously Emotionally Handicapped	
Smith, Katherine	Mild Interventionist Severe Disability Physically Handicapped	Teacher Special Ed
Kartholl, Megan	Employability Skills Behavior Coach	Elementary Primary Generalist Elementary Intermediate Generalist Mild Intervention Intense Intervention

Highly Qualified Paraprofessional Staff		
Paraprofessional's Name:	Assignment:	Indicator of HQ Status
Roseberry, Amy	IA/LIB/RTI ASSISTANTS	48 hr college credit
Summers, Amanda	IA/LIB/RTI ASSISTANTS	Associate degree
Bond, Trena	Resource Assistant	BSW Social Work
Carpenter, Holly	IA/LIB/RTI ASSISTANTS	Bachelor Degree
Collins, Steve	Resource Assistant	MA School Psychology
Gall, Sarah	IA/LIB/RTI ASSISTANTS	One year experience
Grove, Samantha	IA/LIB/RTI ASSISTANTS	BS Early Childhood Education Passed the Praxis ParaPro Exam
Hewitt, Jami	General Education Instructional Assistant	Passed the Praxis ParaPro Exam
Douglas, Lisa	Adult Support Instructional Assistant	Bachelors of Arts
Graham, Larry	General Education Instructional Assistant	College
Hamilton, Tia	General Education Instructional Assistant	College
Schlabach, Kendra	Media Instructional Assistant	College
Sluss, Gina	Virtual Learning, K-1	Teaching certificate
Smith-Boles, Amy	General Education Instructional Assistant	Passed the Praxis ParaPro Exam
Jones, Shawn	Resource Assistant	CDA Certificate
Johnson, Diana	General Education Instructional Assistant	Bachelors of Science/Masters of Arts

Ritz, Cherie	IA/LIB/RTI ASSISTANTS	Licensed Educator
Brunnemer, Payton	Resource Assistant	Early Childhood Education
Williamson, Cheri	IA/LIB/RTI ASSISTANTS	Licensed Educator
Rojas, Danielle	Resource Assistant	One year experience
Vance, Patrisha	IA/LIB/RTI ASSISTANTS	Bachelor of Science
Henson, Nichel	Resource Assistant	One year experience
Lehr, Kristy	Resource Assistant	Associate Degree
Lande-Plummer, Caitlin	IA/LIB/RTI ASSISTANTS	Teaching License

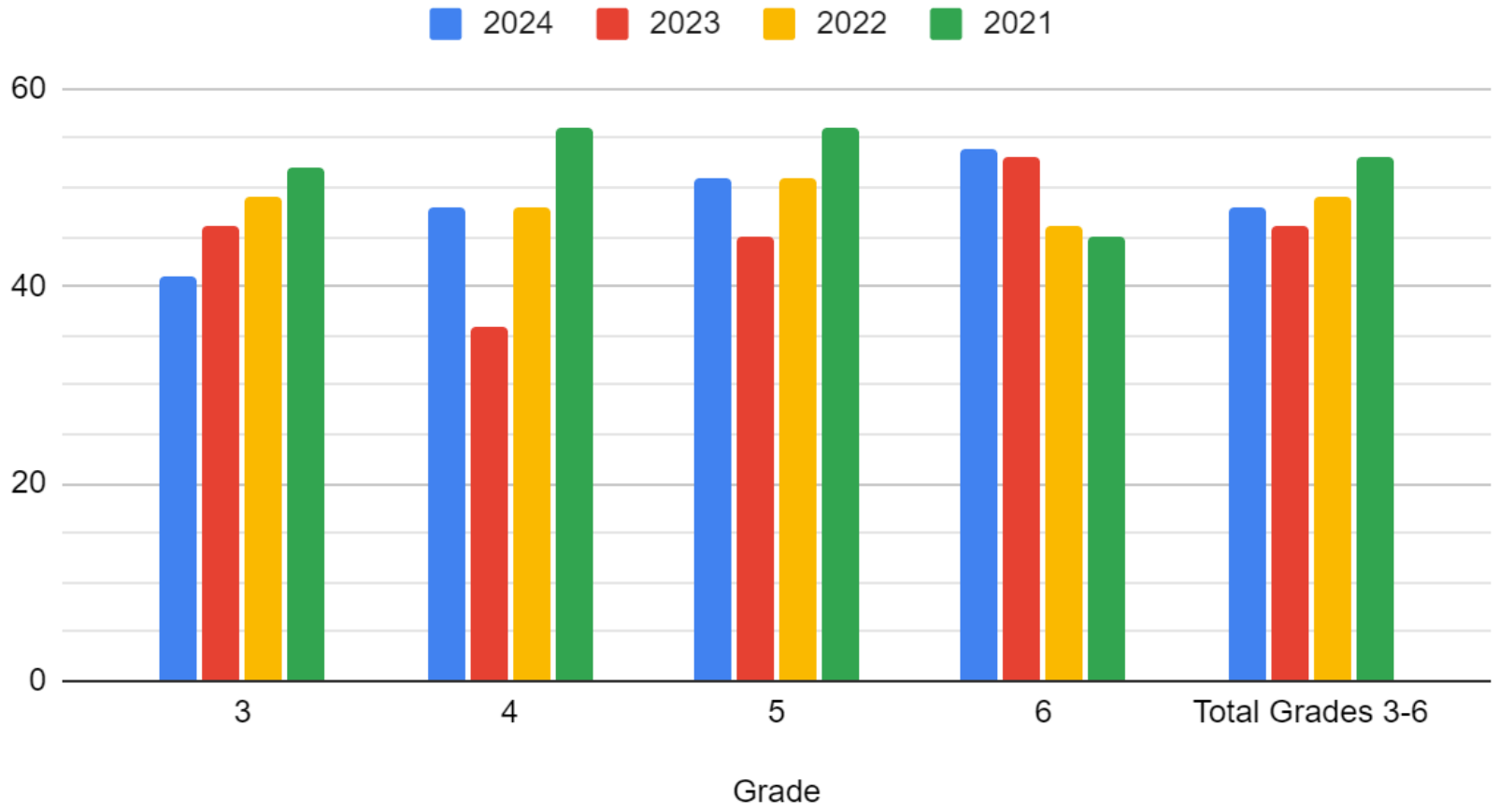
Appendix B: STUDENT DATA

In analyzing the aggregate and same-group ILEARN English/Language Arts scores over the past four years, it is apparent that there has been a decline in the percentage of students scoring at or above proficiency on Indiana's Learning Evaluation and Assessment Readiness Network summative assessment. It is worth noting that there was an improvement in 6th-grade scores, which increased from 2021 to 2024. While these improvements are positive, there is still a need to address the overall decline in school-wide scores during this period.

ILEARN ELA Data (2021-2024) Percent Passing ILEARN ELA

Grade	2024	2023	2022	2021
3	41	46	49	52
4	48	36	48	56
5	51	45	51	56
6	54	53	46	45
Total Grades 3-6	**48**	**46**	**49**	**53**

Historical Percent At or Above Proficiency ILEARN ELA



ELA ILEARN East Historic Data Same Class/Grade Level Comparison

	2021	2022	2023	2024
3rd Grade Avg. Score	5458	5449	5443	5445
3rd Grade Pct. Pass	52	49	46	41
4th Grade Avg. Score	5516	5488	5475	5476
4th Grade Pct. Pass	56	48	36	48
5th Grade Avg. Score	5530	5532	5521	5518
5th Grade Pct. Pass	56	51	45	51
6th Grade Avg. Score	5539	5545	5549	5551
6th Grade Pct. Pass	45	46	53	54

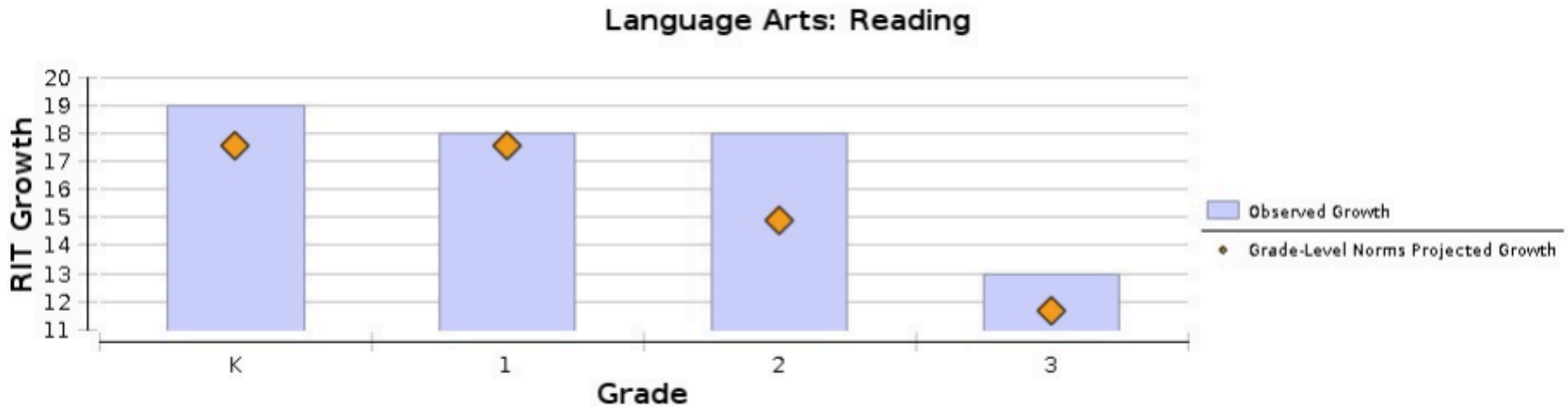
In the 2023/24 school year, Grades K-2 achieved the projected growth target in NWEA MAP Reading. This data shows that the early literacy initiatives implemented have positively influence students' preparedness for success in higher grades.

ELA: 23/24 Reading NWEA MAP Student Growth Summary Report K-2

East Elementary K2

Language Arts:
Reading

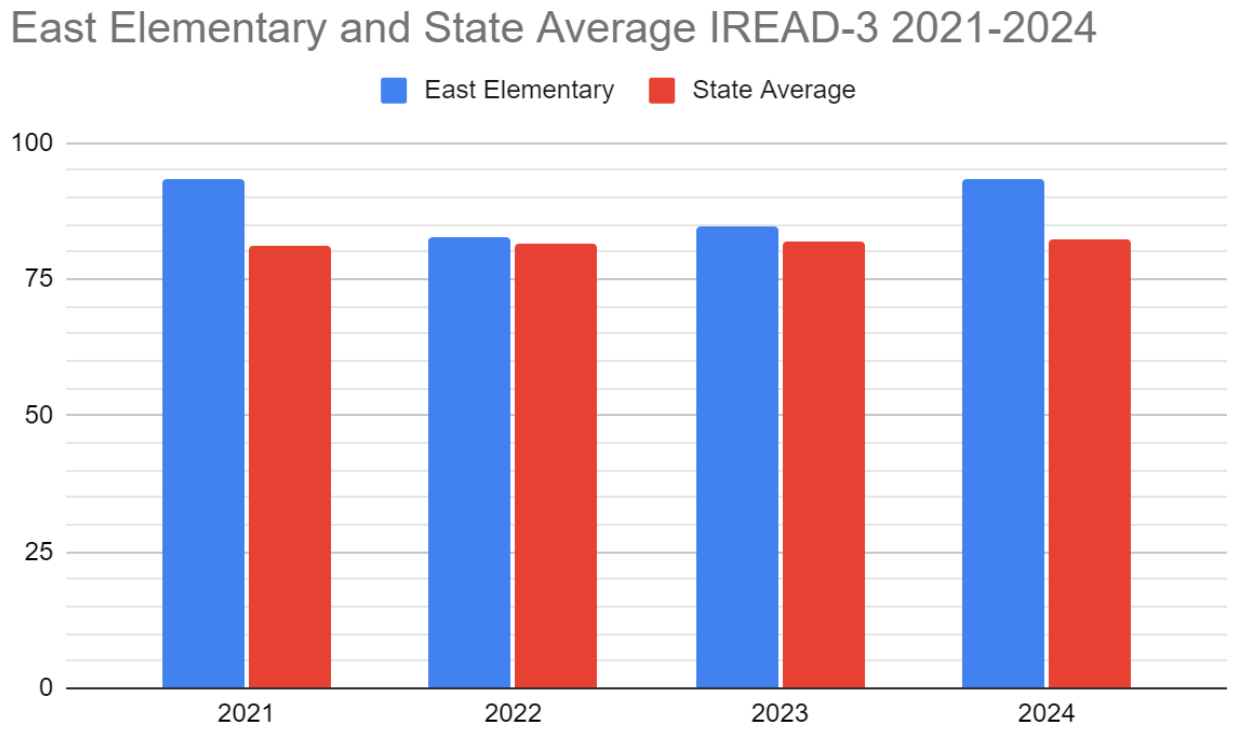
		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	87	140.9	8.6	85	160.0	10.5	88	19	0.9	17.5	0.58	72	87	54	62	61
1	108	157.6	10.5	72	175.4	11.1	71	18	0.8	17.6	0.09	53	108	58	54	50
2	106	174.0	17.1	68	191.9	16.6	80	18	1.1	14.9	1.07	86	106	69	65	70
3	101	187.9	14.4	63	201.2	12.2	71	13	0.9	11.7	0.68	75	101	62	61	53



East Elementary consistently outperformed the state average in all four years, with a significant rebound in 2024 to 93.5%, after experiencing a dip to 82.9% in 2022, while the state average saw only modest improvements, rising from 81.2% in 2021 to 82.5% in 2024.

Percentage of Grade 3 Students who Pass IREAD-3

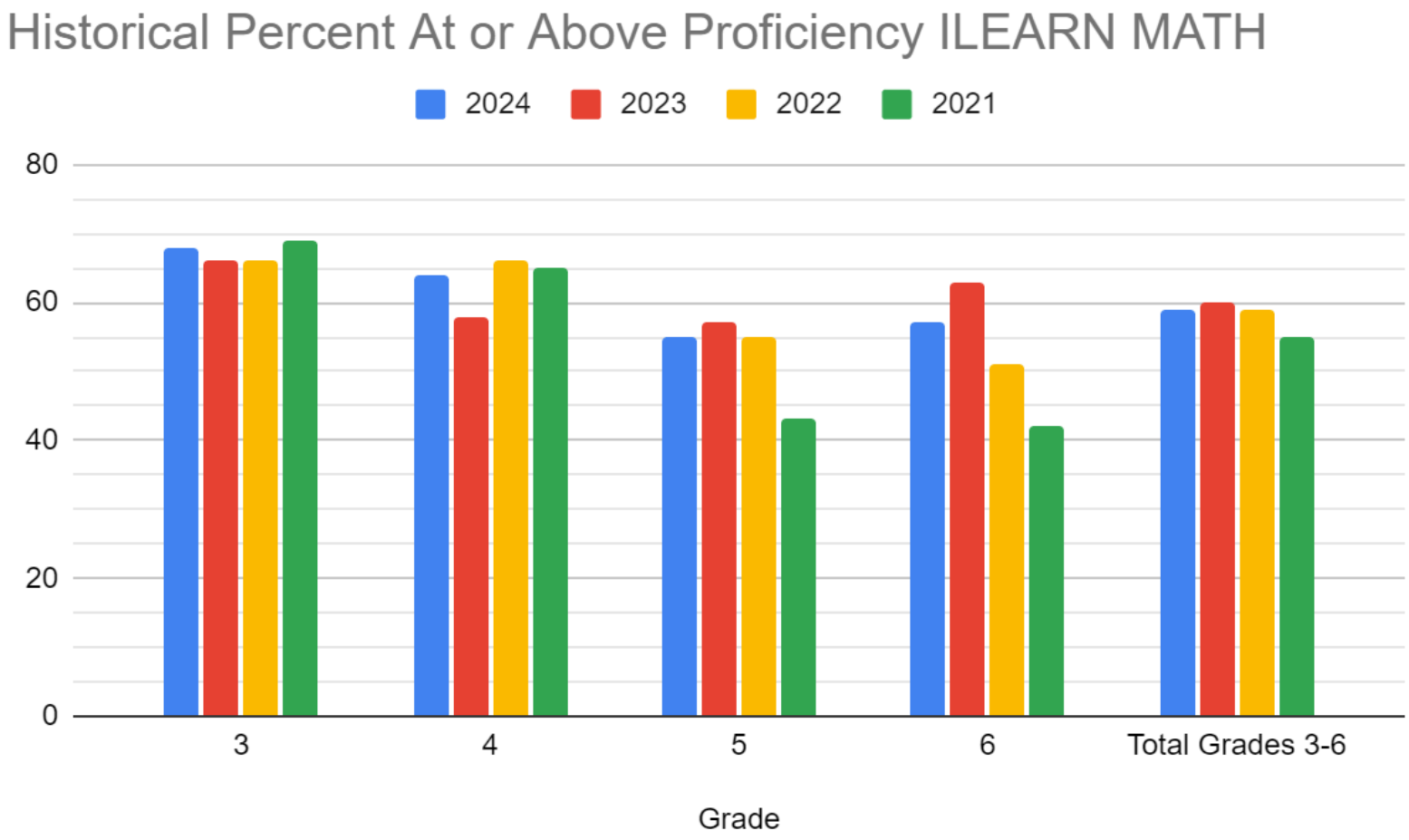
	2021	2022	2023	2024
East Elementary	93.3	82.9	84.8	93.5
State Average	81.2	81.6	81.9	82.5



Between 2021 and 2024, there was a 4% increase in the number of students in grades 3-6 achieving proficiency on the math portion of ILEARN. The aggregate data revealed that the most significant growth occurred in grades 3 and 4. However, upon conducting the same group analysis, a slight decline was observed each year.

ILEARN ELA Data (2021-2024) Percent Passing ILEARN MATH

Grade	2024	2023	2022	2021
3	68	66	66	69
4	64	58	66	65
5	55	57	55	43
6	57	63	51	42
Total Grades 3-6	**59**	**60**	**59**	**55**


Historical Percent At or Above Proficiency ILEARN MATH
2024
2023
2022
2021
80
60
40
20
0
3
4
5
6
Total Grades 3-6
Grade

MATH ILEARN East Historic Data Same Class/Grade Level Comparison

3rd Grade Avg. Score	6460	6446	6458	6448
3rd Grade Pct. Pass	69	66	66	68
4th Grade Avg. Score	6505	6500	6482	6492
4th Grade Pct. Pass	65	66	58	64
5th Grade Avg. Score	6496	6514	6518	6518
5th Grade Pct. Pass	43	55	57	55
6th Grade Avg. Score	6524	6542	6571	6555
6th Grade Pct. Pass	42	51	63	57

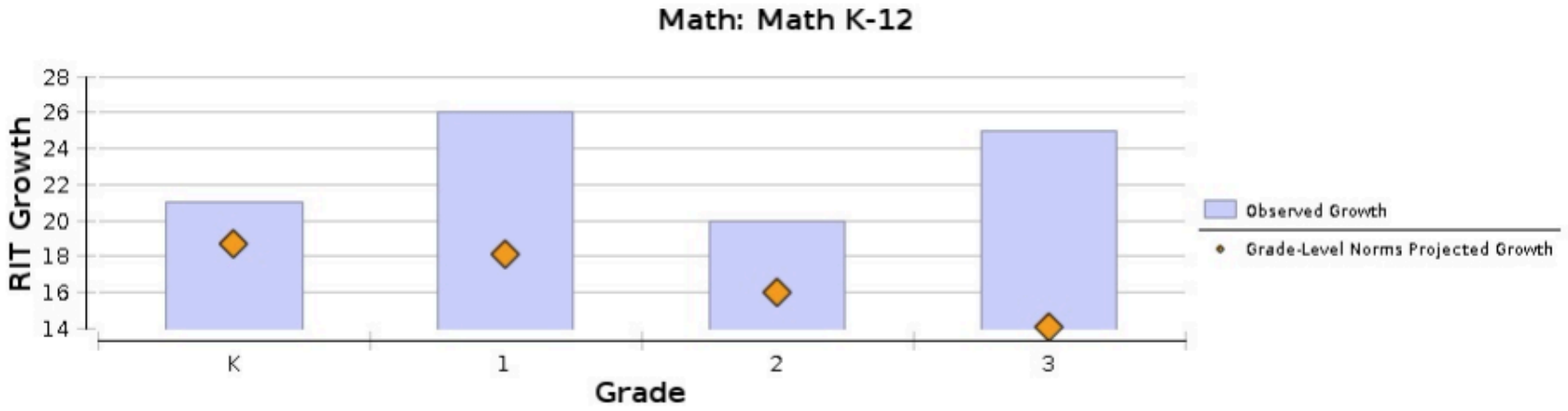
East Elementary students in grade K-2 significantly passed grade-level projected growth in NWEA Map math during the 2023/24 school year. The o

MATH: 23/24 Reading NWEA MAP Student Growth Summary Report K-2

East Elementary K2

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	88	143.0	10.6	81	163.8	11.9	88	21	0.9	18.7	0.85	80	88	57	65	62
1	108	160.4	10.7	62	186.1	9.9	93	26	0.7	18.2	2.72	99	108	99	92	83
2	106	175.4	14.7	61	195.6	12.4	82	20	0.8	16.0	1.66	95	106	79	75	74
3	100	187.3	11.4	49	211.8	12.6	94	25	0.7	14.0	4.48	99	100	94	94	94



Appendix C: ANALYSIS FOR GOAL DEVELOPMENT

Gap Analysis

Desired Performance Indicators Based on Prioritized Goal Area	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance
Parent Communication	Parent Survey indicated areas of weakness	The corporation started using Parent Square this year which likely will improve communication deficits.
Classroom Management & Schoolwide Procedures	Number of student behavioral log entries	Administrators and a cohort of teachers and staff members engaging in a classroom management and procedures book study.
At least 90% of students pass ILEARN ELA assessment. (SMCSC Strategic Plan, Goal 1.1)	2024 ILEARN ELA Pass Rate for Grade 3-6 48%	Our school is performing better than the state average in most grades, there is still a gap to close to meet the district's ambitious 90% target. This performance underscores the urgent need for targeted interventions and strategic initiatives to improve literacy outcomes across all grade levels, with particular focus on areas where our school underperforms relative to the state.
At least 90% of students pass ILEARN Mathematics assessment. (SMCSC Strategic Plan, Goal 1.1)	2024 ILEARN Math Pass Rate for Grade 3-6 59%	Our school is performing better than the state average in most grades, there is still a gap to close to meet the district's ambitious 90% target.

FIVE WHYS WORKSHEET - Define the problem (precise problem statement):

Students at East Elementary are not performing as desired on ILEARN and NWEA Reading standardized assessments.

Why is it happening? (Reasons must be conditions that the school can control)

1.Scores indicate insufficient mastery of required skills and knowledge.	**Why?**
2. Students are struggling to focus and engage effectively in classroom activities.	**Why?**
3.There are frequent disruptions and behavioral issues in the classroom.	**Why?**
4. Inadequate classroom management strategies and inconsistent enforcement of behavioral expectations are being implemented.	**Why?**
5. Teachers may not have received sufficient training or support in effective classroom management techniques, leading to challenges in maintaining a conductive learning environment.	**Why?**

Impactable root cause and possible action steps:

The root cause of students' underperformance on iLearn and NWEA Reading assessments at East Elementary appears to be inadequate classroom management strategies and inconsistent enforcement of behavioral expectations. Addressing this issue through targeted training and support for teachers in effective classroom management could potentially improve student engagement and performance on assessments.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Students at East Elementary in grades 3-6 are not performing as desired on ILEARN Math standardized assessments. Students failing to meet the individual projected growth target on the Math portion of the NWEA in grades K-2

Why is it happening? (Reasons must be conditions that the school can control)

1. Math scores are trending upwards, but still indicate a lack in mastery of the required skills.

Why?

2. Our math series spirals and we are entering our third year of the series. Students are struggling to focus and engage in classroom activities.

Why?

3. Math proficiency in the 2024 ILEARN decreased by 0.8%

Why?

4. Lack of a base knowledge of math facts required in the program.

Why?

5. There may be a lack of math preparation upon entering school in the younger grades.

Why?

Impactable root cause and possible action steps:

The root cause of students' underperformance on ILEARN and NWEA Math at East Elementary appears to be inadequate knowledge of basic math facts as well as lack of knowledge of the sequence of the new math series.

APPENDIX D: DEFINITIONS AND ABBREVIATIONS

GENERAL INFORMATION: To be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three-year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs.

South Madison elementary schools have chosen to adopt the School Improvement Plan (SIP) and Comprehensive Needs Assessment (CNA) developed by the Indiana Department of Education (IDOE). To enhance clarity for stakeholders, SMCSC has restructured the order of these documents. Although the CNA was completed first, it has been relocated to the Appendix to allow readers to access the core elements of the plan more quickly. All supporting information used in the plan's development is included in the Appendix for transparency.

An IDOE School Improvement Plan (SIP) template was developed per requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan.

DEFINITIONS FOR TERMINOLOGY USED IN THE PLAN

Core Purpose: A core purpose is a broad, fundamental, and enduring reason for the organization's existence. A visionary organization continually pursues but never fully achieves or completes its purpose.

Core Goal: A core goal is clear and compelling and serves as a unifying focal point of effort. It has a clear finish line, so the organization can know when it has achieved the goal.

Core Values: Core values are the beliefs and values that an organization holds dear. They are not consciously created but are part of the fabric of the organization, probably as a result of the views of the founders.

COMMON ABBREVIATIONS AND GLOSSARY USED IN THE PLAN

State and Federal Abbreviations:

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

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

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

CSI - Comprehensive Support and Improvement – federal government designation under ESSA.

SIP - School Improvement Plan

CNA - Comprehensive Needs Assessment

IDOE - Indiana Department of Education

School Abbreviations:

MTSS: Multi-Tiered System of Supports (MTSS) is an educational framework that aims to provide high-quality instruction and interventions tailored to students' diverse academic and behavioral needs. It is a proactive and systematic approach to improving educational outcomes for all students by integrating assessment and intervention within a multi-tiered system.

Key Components of MTSS:

1. **Universal Screening**: Regularly assessing all students to identify those who may need additional support or interventions. Universal screeners include NWEA MAP, NWEA Reading Fluency, and ILEARN Checkpoints.
2. **Tiered Instruction and Intervention**:
    - **Tier 1**: High-quality, evidence-based instruction and behavioral support provided to all students in the general education classroom. This is the core instruction for all students
    - **Tier 2**: Targeted interventions for students who are not making adequate progress in Tier 1. These are often provided in small groups. At South Madison, these interventions are provided in small groups during the Success Block, WIN Time, or
    - **Tier 3**: Intensive, individualized interventions for students who continue to struggle after Tier 2 interventions.
3. **Progress Monitoring**: Continuously tracking students' progress to determine the effectiveness of the interventions and to inform instructional decisions.
4. **Data-Based Decision Making**: Using data from assessments and progress monitoring to make informed decisions about instruction, movement within the tiers, and the necessity of additional support. Grade levels have periodic data meetings to discuss student progress and make necessary adjustments to continue support. Parents are informed of data meeting outcomes through a letter that provides information on the intervention changes, about the intervention their child will be participating in and supports that the parent can provide.

5. **Collaboration**: Involving a team of educators, specialists, and sometimes parents to develop, implement, and review interventions and supports.

Goals of MTSS:

- **Early Identification**: Detecting students' learning and behavioral needs early to provide timely and effective support.
- **Prevention**: Preventing the development of more significant academic and behavioral issues by addressing them early.
- **Equity**: Ensuring all students have access to the resources and supports they need to succeed.
- **Efficiency**: Streamlining the use of resources to support students effectively and efficiently.
- **Continuous Improvement**: Regularly evaluating and refining the support system to improve student outcomes.

Benefits of MTSS:

- **Personalized Learning**: Tailoring instruction and interventions to meet the unique needs of each student.
- **Improved Student Outcomes**: Enhancing academic achievement and social-emotional well-being through targeted support.
- **Reduced Special Education Referrals**: Addressing issues early and effectively, potentially reducing the number of students referred for special education services.
- **Professional Collaboration**: Fostering a collaborative culture among educators and specialists, leading to shared responsibility for student success.

In summary, MTSS is a comprehensive, evidence-based framework designed to provide differentiated support to all students, ensuring that each student receives the level of assistance needed to succeed academically, behaviorally, and socially.

Accommodations - changes made to how students learn, not what they learn

Achievement Gap - disparity in academic performance between groups of students

Actionable Data - data that provides the user meaningful and impactful information that compels and guides action on the part of the user

Artifacts - items that provide evidence of the presence or implementation of an indicator or element

Benchmark Assessment (interim assessment) - typically administered periodically throughout the school year to fulfill one or more of the following:

instructional, predictive or evaluative outcomes.

Evidence-based - practices that have evidence to show that they are effective at producing results and improving outcomes when implemented with fidelity

Pacing Guide - a timeline that indicates what standards or learning objectives are taught by the team

Universal Design for Learning (UDL) - a framework to guide the design of learning environments that area accessible and challenging for all; intended to reduce barriers and provide rigor for all learners