Maple Ridge Elementary

School Improvement Plan
and
Comprehensive Needs Analysis

2024 - 2027

SCHOOL INFORMATION

School Name	Maple Ridge Elementary	School Number	5064
Street Address	8537 South 650 West, Pendleton IN 46064		
Principal	Valerie Steger	Email	vsteger@smcsc.com
Phone number	765-778-3818 x4001		
Assistant Principal	Chris Brown	Email	cbrown@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

Maple Ridge Elementary (MRE) is a K-6 building that opened in August 2002. Maple Ridge is a part of the South Madison Community School Corporation (SMCSC) with a current student population of 868 students. The school is located in the southern part of Madison County and services areas of Fall Creek Township and Green Township. The areas encompass parts of the towns of Pendleton and Ingalls, as well a small portion of the town of Lapel, which annexed some of the property located in South Madison's boundaries in 2014. The community, with a land area of approximately 112 square miles, is experiencing fluctuations in student enrollment. Recent neighborhood developments have led to controlled student growth and increased student diversity. Student attendance within the school corporation is currently 4575 including K-12.

- Maple Ridge has 94 staff members which include: administrators (2), office staff (2), counselor (1), nurse (1), teachers (36.5), resource teachers (4.5), resource assistants (9), EL TOR (0.5), EL assistants (3), special area teachers (3.33), special area assistants (2), instructional assistants (7), Title I assistants (4), Interventionists (2), Instructional Coach (0.5), Media/STEM Specialist (1), custodians (5), cafeteria staff (6) and Kids Connection staff (3.5).

- The student to adult ratio at Maple Ridge is 9:1, the same as the 2021-2024 plan. The student to classroom teacher ratio is 24:1, reduced from 25:1 in the previous plan. When considering all certified teachers at Maple Ridge, the ratio is 19:1. The average class size is 24 students per classroom with a range of 19-24 in primary grades (K-2) and 24-31 in intermediate grades (3-6). Leading to a class average of 21.5 in primary grades and 26.8 in intermediate grades for ELA and math (27.8 overall).

- The Free and Reduced Lunch Program services 44% of Maple Ridge students, this is a 10% increase from the last plan (2021).

- Maple Ridge Elementary is proud to serve a diverse student population, including 81 English Learner (EL) students who represent nine different languages spoken in addition to English (i.e. Spanish, Punjabi, Teluga, Woolaf, Haitian Creole, French, Romanian, Mandarin,Twi). This diversity enriches our school community and provides valuable opportunities for cultural exchange and learning.

School's Beliefs:

- Do what is best for the children. [Aligns with the SMCSC Strategic Plan Core Value of "students first"]

- Embrace new ideas promoting academic, social, and emotional growth.

- Utilize technology and teaching practices to broaden horizons.

- Establish life-long learning for every individual.

- Promote a safe, caring, and bully-free educational environment [Aligns with the SMCSC Strategic Plan Core Value of "character"]

Maple Ridge Elementary School is dedicated to the growth of every student, embodying the mission of "One Team, One Mission: Success for All Students." Guided by a set of core beliefs, including prioritizing children's best interests, embracing innovative ideas, and leveraging technology for broadened horizons, the school

offers a comprehensive educational program. Each child participates in English Language Arts (ELA), Mathematics, and Special Area classes, which encompass PE, Art, Music, STEM/Computer, and Media/MakerSpace. Upper grades have dedicated time for Science and Social Studies. Wellness and career awareness lessons are periodically provided by the counselor, fostering personal and academic development. Maple Ridge Elementary offers enriching field trips for all grade levels, with upper elementary students participating in career-focused trips, along with a career fair, that introduce them to various professions and provide real-world insights into future opportunities. To ensure a balanced school day and provide an unstructured learning experience, students engage in daily recess, further enhancing their overall learning experience. Maple Ridge Elementary is committed to fostering a culture of continuous growth and development for students. Our core values revolve around creating a welcoming, safe, and supportive learning environment where every individual is valued and every achievement is celebrated.

Maple Ridge Elementary utilizes the Indiana Academic Standards as a curricular framework. These standards can be viewed through the South Madison Community School website. Curriculum committees meet on a regular basis to ensure that any necessary revisions are made to the curriculum. This process includes researching best practices, participating in professional learning communities, and developing lessons and activities that incorporate differentiated instruction. The curriculum committees have created curriculum maps. Curriculum maps are accessible to all teaching staff through Google shared folders and drives.

Maple Ridge Elementary implements employability skills through our Career Awareness and Development Curriculum in a variety of ways, including BizTown, inviting members of the community to engage in classroom lessons, offering career-focused clubs such as robotics, and career-focused classroom lessons. Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors, and other staff members.

At Maple Ridge Elementary, we celebrate our students' diverse achievements, both in academics and community involvement.

- **Academic-Related Clubs:** At Maple Ridge Elementary, we offer a variety of clubs that foster both academic and personal growth, providing students with opportunities to explore their interests, develop new skills, and showcase their talents.
    - **Drama Club:** Students showcase their performing arts talents through annual musical productions.
    - **Arts and Music Programs**: Our students have a variety of creative outlets, including the **Art Club**, where they explore different artistic techniques, and the annual **Spring Art Show**, where their work is proudly displayed. In music class, students have the opportunity to learn a wind instrument (recorder), a string instrument (ukulele), and percussion (bucket drums). 5th and 6th graders can join the **Choir**, performing at school events, and 6th graders have the option to enroll in the middle school band, further developing their musical skills. All grade levels participate in **musical performances**, showcasing their talents throughout the year.
    - **Math Bowl and Spell Bowl:** Team members demonstrate academic excellence in competitive mathematics or spelling.
    - **Robotics Team:** Students collaborate and apply critical thinking in robotics competitions.
    - **Jr. Beta Club:** Many 6th graders are recognized for high academic achievement and strong character through induction into this prestigious club.
- **Service to the Community:** Service projects span multiple grades:
    - 6th graders honor veterans by placing flags on graves and beautify the school grounds,
    - 3rd graders paint picnic tables for Falls Park, and
    - 2nd graders help clean up local parks.
- **Community and Financial Literacy:** Third graders gain valuable financial literacy skills through the Captain Cash program, while younger students engage in community exploration activities that help them understand their local surroundings and foster a sense of connection.
- **Career-focused field trips and experiences** provide valuable real-world experiences: 4th graders visit the local Madison Courthouse and Police Department, 5th graders explore the D-26 Career Center and Ivy Tech, and 6th graders engage in career exploration at the ECESC's RIASEC classrooms,

which introduce them to six career types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), helping students connect their strengths and interests to potential careers. Additionally, 5th graders develop essential life skills through career-focused lessons through BizTown, learning how to interview, balance a bank account, and even vote.

- **Annual Career Fair**: Over the course of a few years, students have the opportunity to engage with professionals from at least 12 different careers as local business leaders visit to share insights and answer questions. Additionally, counselors guide students through the Indiana Career Explorer program, introducing career cluster language and helping them explore various career paths. Younger students participate in K-5 surveys and other career-related activities, while 6th graders complete their first secondary survey, further preparing them for future educational and career choices.

From academic competitions to service projects, Maple Ridge students continuously excel and grow, embodying our mission of success for all.

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)
Valerie Steger	Principal	Both ⏷	Leadership Team (Math and ELA), MTSS Behavior and Employability Skills Group, Safety Committee
Chris Brown	Assistant Principal	Both ⏷	Leadership Team (Math and ELA), Dyslexia Committee,MTSS Behavior and Employability Skills Group, Safety Committee
Joel Westman	Music Teacher	Both ⏷	Safety Committee, Leadership Team (Math and ELA)
Maria Holden	1st Grade Teacher	Both ⏷	none
Heidi Moore	3rd Grade Teacher	Both ⏷	Dyslexia Committee

Amanda Wilkins	Kindergarten Teacher	Both ▾	Leadership Team (Math and ELA)
Keeley Cox	1st Grade Teacher	Both ▾	Leadership Team (Math and ELA)
Jennifer Sutton	2nd Grade Teacher	Both ▾	Leadership Team (Math and ELA)
Sheila Corn	3rd Grade Teacher	Both ▾	Leadership Team (Math and ELA)
Hannah Pfleeger	4th Grade Teacher	Both ▾	Leadership Team (Math and ELA)
Brytni Hessler	5th Grade Teacher	Both ▾	Leadership Team (ELA)
Brian Oliver	5th Grade Teacher	Both ▾	Leadership Team (Math)
Allison Ezell	6th Grade Teacher	Both ▾	Leadership Team (Math)
Emily Paulsen	6th Grade Teacher	Both ▾	Leadership Team (ELA)
Sara Hauser	Resource Teacher	Both ▾	Leadership Team (Math and ELA)
Ashtin Eskew	PTO President	Both ▾	Parent and Family Engagement
Megan Kartholl	Employability Skills and Behavior Coach (ESBC)	SIP ▾	MTSS Behavior and Employability Skills Group
Members of MRE Title I Parent Committee	69 Parents	CNA ▾	Title I Parent Committee
Dr. Laura Miller	Assistant Superintendent	Both ▾	Leadership Team (Math and ELA) , MTSS Behavior and Employability Skills Group

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

A systems-based approach to continuous school improvement ensures that each school aligns its curricular, instructional, and assessment programs with the district's vision, mission, and goals. This alignment supports consistency and coherence across the district, allowing schools to address their unique needs.

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: Maple Ridge Elementary is dedicated to the growth of students, staff, parents, and community. We will accomplish this by providing a welcoming, safe, and supportive learning environment in which everyone is valued and all achievements are celebrated.

MISSION: "One Team, One Mission: Success for All Students"

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	Over the next three years, Maple Ridge Elementary aims to achieve a steady annual increase in ILEARN ELA pass rates for Grade 3-6 (baseline 41%), which is directly aligned with our mission of ensuring success for all students. Increase the ILEARN pass rate by 3% each year for the next three academic years, starting from the current baseline of 41%.The progress will be assessed through annual ILEARN summative assessment, with the goal of achieving a 9% improvement in the pass rate by the end of the third year. Additionally, monitor NWEA ELA data as a benchmark to track K-2 student growth and progress. By Spring 2027, seventy percent (70%) of Maple Ridge K-2 students will meet or exceed his or her current NWEA Reading projected growth goal. Currently, an average of 56 % of students are meeting or exceeding his or her growth goals on his or her NWEA Reading. Monitoring NWEA data will provide valuable insights into individual student progress and overall areas for improvement.
Sub-group focus	English Language Learners, Special Education
The strategies we are going to implement are	- PLC Reading Implementation - School Wide Reading Program - Leveraging Data for Decision Making - Implementing Science of Reading Strategies - Refining the Arabian Reader program to promote engagement
To address the root cause	- Lack of student engagement - Lack of reading stamina and perseverance - Some students seem to be struggling with problem-solving skills and may feel overwhelmed by difficult tasks, preferring

	instant gratification over perseverance - Gaps in decoding skills - Need for continued increase on systematic, explicit reading instruction based on Essential Reading Standards. - As we deepen our understanding of the Science of Reading, we identify areas in current programs for improvement and have added components to fill gaps. The next reading series should emphasize this science, continue with a cyclic approach, allow for more in-depth strategy exploration, and balance fiction and nonfiction texts.

How Will We Get There?			
Evidence-Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Implementation of School Wide Reading program	School wide collaboration in order to encourage students to read- all stakeholders involved. Hufty, G. M. (2020). *Impacts of incentives on struggling readers.* Florida Journal of Educational Research, 58(7), 84. Motivation is internal but influenced by external factors. Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York, NY: Harper Collins Perennial. Autonomy and choice influence motivation and engagement. Deci, E. (1995). Why we do what we do: Understanding self-motivation. New York, NY: Penguin Books.	Arabian Reader ECA Sponsor Teachers	August 2023- May 2027
Implementation of PLC process in Reading	Research shows that well-developed Professional Learning Communities (PLCs) positively impact both teaching practices and student achievement by fostering collaboration, improving instruction, and better addressing student needs. Using data from data dives, formative and summative assessments to guide "best first teach" Blitz, C. L., & Schulman, R. (2016). Measurement instruments for assessing the performance of professional learning communities (REL 2016-144). Regional Educational Laboratory Mid-Atlantic. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from Retrieved from https://eric.ed.gov/?id=ED568594 Collective Teacher Efficacy, Hattie (effect size 1.57)	Principal Grade Level Coordinators Teachers	July 2023- May 2027
Leveraging best practices with Focus on Essential	Phonics Instruction (effect size of 0.7) Repeated Reading (effect size of 0.75)	Teachers	August 2023- May 2027

| standards	Concept Mapping (effect size of 0.64) Interventions for Learning Needs (effect size of 0.77). Formal discussions (0.82) Identifying underlying similarities & differences (1.32) Integrating prior knowledge (0.93) Direct instruction (0.6) 2016-17 Blind study on the effectiveness of ABC Bootcamp showed over 60% growth in upper case, lower case, and letter sound proficiency growth over 26 days. Narrowing The Third Grade Reading Gap-Embracing The Science Of Reading Active Learning Strategies: Methods like group work, discussions, presentations, and project-based learning encourage active participation and deeper understanding, leading to improved learning outcomes. Providing regular, specific, and actionable feedback helps students identify areas for improvement and adjust their learning strategies Research suggests that using a variety of teaching activities can help address the needs of a broad range of students. This can include videos, discussions, lectures, groups, guest speakers, and pairwork. PLC discussions on best practices and research given to instruction based on Essential Standards		
Implement science of reading with evidence-based literacy strategies and resources.	Snowling, M. J., & Hulme, C. (Eds.). (2005). The science of reading: A handbook. Blackwell Publishing Seidenberg, M. S., & Borkenhagen, M. C. (2020). Reading science and educational practice: Some tenets for teachers. The Reading League, 1(1), 7-12. Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms (pp. 49–90). Stanford, CA: Hoover Institute Press. Lyon, G. R. (1998, March). Why reading is not a natural process. Educational Leadership, 14–18.	Teachers	August 2023 - May 2027

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development.

Liben, D., & Paige, D. D. (2017) Why a Structured Phonics Program is Effective. Student Achievement Partners. Retrieved from

Research Supporting Foundational Skills in Reading: An annotated bibliography

Strategy #1	Implementation of School Wide Reading Program, Arabian Readers					
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**
Creation and Introduction of Reading Program	Creating of School wide reading program with month minute goal setting, data collection organization and incentive planning, include beginning of year introduction to all students and staff	Arabian Reader Committee	● Arabian Readers planning document ● Reading logs ● Program protocols	● Monthly Reading Logs ● Incentives for Reading	May 2023 - August 2024	Completed ▾
Monthly minute data collection, ongoing reflection on program effectiveness and ongoing incentive distribution	Students will read and track their reading minutes, monthly teachers will report these minutes, incentives will be organized and distributed on a monthly basis. A half year incentive and end of year incentive will be planned and implemented as well	Teachers Students Administrators	● Reading Minutes ● Incentive data	● Reading Logs ● Incentives for Reading	September 2023 - May 2027	In Progress ▾
Engage families in supporting reading	Provide resources to families to support evidence-based home literacy practices	Arabian Reader Committee Media/STEM Coaches	● Beanstack data ● Incentive data	Beanstack Family training	August 2024 - May 2027	In Progress ▾

Reflection on Program	At the end of year, there will be a program reflection and updates made for future years. Discussions will be had on how this partner with the Community Reading program that will be developed	Teachers Administrators Parent input (if applicable)	● Survey ● Observation of Reading minutes	● Survey ● Reading Minutes spreadsheet	Annually in May	Not Started ▾
Reading Buddies	Partner classrooms together to promote reading. Older students will read to and with younger students.	Teacher	● Schedules	● Schedule	September 2023 - May 2027	In Progress ▾

Strategy #2	**Implementation of PLC Reading**

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
Introduction/Building Background knowledge with Reading PLC's	Introduction of Reading PLC process, similarities and differences with Math PLC process. Meeting with each grade level to discuss data for incoming students, and how PLC process will be implemented	Administrators Teachers	● Staff feedback ● Schedule	● Summer PLC agenda ● Student Data	May 2023-July 2023	Completed ▾
Ongoing Professional Development with PLC process	Professional Development for Administrators and Grade Level Coordinators (e.g. with Carrie Rosenbrock, PLC consultant)	Administrators Grade Level Coordinators	● PLC Agendas ● Discussion Notes	● PLC PD Agenda ● Scheduling	June 2023, October-December 2023	Completed ▾
Effective Scheduling of Common PLC time	Grade levels will meet two times a month for Reading PLC discussions. One time is during a prep time and the other time is all staff. This hold all staff accountable and creates school wide ownership.	Administrators Teachers	● PLC Agendas ● Observations ● Discussion notes	● Agenda Notes ● Schedule	August 2023-May 2027	In Progress ▾
Refine Reading PLC process	Refine Reading PLC process with a focus on implementation of instructional strategies that support the Science of Reading	Administrator Teachers	● IREAD ● ILEARN ● PLC notes	● Science of Reading training	August 2024 - May 2027	In Progress ▾

Strategy #3	**Leveraging on Best Practices with Focus on Essential Standards**

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

Essential Standards Professional Development	Through the summer and fall, staff will attend PD on the Future Focused Standards. The focus on essential standards will shape instruction in the classroom	Administrators Teachers	● PLC Agendas ● Grade Level Discussions Notes	● Future Focused Standards PD ● Summer Agenda, MRE	July 2023, September 2023	Completed ▾
Best Practice- Tier 1 Best Teach	During Reading PLC meetings, the focus of discussion is the "best first teach". Teachers will identify best practices, essential standards and how these align in the reading series and determine a best first teach for students.	Administrators	● PLC Agendas	● PLC Agendas	August 2023-May 2027	In Progress ▾
Data Dives	Three times a year teachers will participate in Data Dives to look at their classroom and grade level data in SuperKids, NWEA, and HMH. They will identify students who are in need of additional support but are not being served through the current intervention program. They will then provide intervention and additional support for those 'bubble' students based on data.	Administrators Teachers	● Data Dive Feedback Posters ● Meetings with Administrators	● Formative Assessment Reports (NWEA, SK, HMH)	September 2023, February 2024, May 2027	In Progress ▾
Camp IREAD	2nd and 3rd	3rd Grade Teachers	● IREAD	● Camp materials	Annually in February	In Progress ▾
ABC Boot Camp	ABC Bootcamp is a rigorous introduction to all 26 letters & sounds within the first 26 days of school.	Kindergarten Teachers	● ABC Bootcamp assessment	● ABC Bootcamp curriculum and consumable resources	Annually in Aug/Sept	In Progress ▾

Strategy #4	Expand implementation of science of reading

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**
Provide Professional Development on Science of Reading	Deliver targeted professional development sessions for teachers on the principles of the Science of Reading, focusing on evidence-based literacy strategies like phonemic awareness, phonics, fluency, vocabulary, and comprehension. In-district certified LETRS trainers will conduct annual LETRS Vol 1 or Vol 2 training	Administrators Instructional Coach	● Vector sign in sheets ● Pre- and post-assessments of teacher knowledge ● Observation of classroom	● District certified trainers ● State certification course ● Evaluation observations	August 2023 - July 2027	In Progress ▾

	Encourage the completion of the IDOE provided professional development on the Science of Reading		practices ● SoR Look For Tool ● IREAD ● ILEARN ● NWEA MAP ● NWEA Reading Fluency ● Reading license certification			
Integrate Evidence-Based Reading Resources	Implement Science of Reading strategies within ELA instruction, such as SuperKids Phonemic Awareness curriculum or HMH Into Reading Structured Literacy	Teachers	● IREAD ● ILEARN ● NWEA MAP, K-2 ● NWEA Reading Fluency benchmark and progress monitoring data	● Reading series (SuperKids and HMH Into Reading) ● HMH Strategic Literacy, 2nd Gr ● UFLY, 3rd Gr ● ABC Bootcamp, K ● Various reading intervention programs for Tier 2 & Tier 3		In Progress ˅
Adopt state approved reading series from the IDOE Advisory List	Adopt and integrate high-quality, evidence-based reading programs and materials that align with the Science of Reading into the curriculum for all grade levels. ● Create textbook adoption committee (i.e. administrators and teachers) ● Review evidence-based reading programs	Assistant Superintendent Principal Instructional Coach	● Review and adoption of resources ● Teacher curriculum review and feedback form ● ILEARN ● IREAD ● NWEA MAP, K-2 ● NWEA Reading Fluency	● IDOE Advisory List ● Evidence-based reading programs ● Funding for new materials ● Curriculum review time	September 2024 - April 2026	In Progress ˅
Monitor and Support Implementation	Regularly monitor classroom implementation of Science of Reading practices and provide ongoing coaching and support to ensure fidelity.	Principals Instructional Coach	● Classroom observations (Principals) ● Teacher feedback	● SoR observation checklist ● Professional development	June 2026 - May 2027 Monthly check-in	Not Started ˅

				● Student progress data ● Coaching and PD calendar	time ● Coaching sessions ● PLC data and notes		
Evaluate and Adjust Based on Data	Analyze student reading data regularly to assess the effectiveness of the implemented strategies and make necessary adjustments.	Principal	● ILEARN ● IREAD ● NWEA MAP ● NWEA Reading Fluency ● Observations	● Assessment results ● Data dive outcomes ● Evaluation results	September 2026 - May 2027 Quarterly data reviews with adjustments as needed.	Not Started ▾

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) ⬚	

GOAL 2	
SMART Goal	Over the next three years, Maple Ridge Elementary aims to achieve a steady annual increase in ILEARN Mathematics pass rates, which is directly aligned with our mission of ensuring success for all students. Increase the ILEARN pass rate by 3% each year for the next three academic years, starting from the current baseline of 53.8%. The progress will be assessed through annual ILEARN assessments, with the goal of achieving a 9% improvement in the pass rate by the end of the third year. Additionally, monitor NWEA data as a benchmark to track student growth and progress. By Spring 2027, eighty-five percent (85%) of Maple RidgeK-2 students will meet or exceed his or her current NWEA Math projected growth goal. Currently, an average of 71% of students are meeting or exceeding his or her growth goals on his or her NWEA Math. Monitoring NWEA data will provide valuable insights into individual student progress and overall areas for improvement.
Sub-group focus	English Language Learner, Special Education

The strategies we are going to implement are	● PLC Math implementation
	  ○ Leveraging data for decision making including Math intervention time to review skills with all students and work on current content with struggling students
	● Implementation of Everyday Math series with high fidelity based on the value of the research based program
	  ○ Practice based on students' needs during Everyday Math Flex Days. For computation, using Everyday math games which encourage students to be fluent and accurate in math facts. Games also focus on and reinforce number sense.
	  ○ Ongoing training, including discussion through PLC process
	● Use of free fact fluency programs to enhance students' automaticity in math facts

To address the root cause	● Insufficient number sense to support deep understanding ● Limited problem-solving ability to tackle complex tasks ● Insufficient computation skills to allow for automaticity

How Will We Get There?			
Evidence-Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Research based, PLC strategy implementation. The Math PLC process began in September 2021, which allows for consistency with teaching practices, and development of enrichment and intervention practices.	Teacher collaboration, close study of summative and formative assessments and targeted instruction and remediation in order to create instruction based on student need.	Administrators Teachers	August 2023- May 2024
Leveraging best practices with Focus on Essential standards	Utilizing Indiana Academic Standards to focus math instruction	Teachers Administrators	July 2023- May 2027
To expand knowledge of best teaching practices and create fidelity with Math schoolwide implementation, grade levels will receive ongoing training and utilize best practices.	Professional development for Everyday Mathematics series in order to create consistency and fidelity.	Teachers Coaches Administrators	August 2023- May 2027
Short, frequent bursts of practice using various retrieval strategies, such as spaced practice, enhance long-term retention.	Frequent short practice sessions using strategies like spaced repetition improve long-term retention more effectively than longer, less frequent study sessions. Retrieval strategies such as spaced practice, where students revisit concepts over time with breaks, and interleaved practice, which involves mixing different types of math problems, are well-supported by learning science. Everyday Math incorporates spaced practice through daily startup activities and math games, while interleaved practice is facilitated by the math block worksheets. Gonzalez, J. (2021). Should more time be spent learning math facts? *Edutopia*. Retrieved here.	Teachers Coaches Administrators	August 2023- May 2027

Strategy #1	Continued Implementation of Math PLC's					
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**
Review of PLC Implementation success	Reflection Math PLC process- Meeting with each grade level to discuss data for incoming students, and how PLC process will be implemented. Review of student success and growth from initial implementation	Administrators Teachers	Staff feedback, Implementation of PLC in August 2023	Summer PLC agenda Student Data	May 2023-July 2023	Completed ⏷
Ongoing Professional Development with PLC process	Professional Development for Administrators and Grade Level Coordinators with Carrie Rosenbrock, PLC consultant.	Administrators Grade Level Coordinators	PLC Agendas, Discussion Notes	PLC PD Agenda Scheduling	June 2023, October-December 2023	In Progress ⏷
Effective Scheduling of Common PLC time	Grade levels will meet two times a month for Math PLC discussions. One time is during prep time and the other time is all staff. This hold all staff accountable and creates school wide ownership.	Administrators Teachers	PLC Agendas, Observations, Discussion notes	Agenda Notes, Scheduling	August 2023-May 2024	In Progress ⏷
Strategy #2	Leveraging on Best Practices with Focus on Essential Standards					
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**
Essential Standards Professional Development	Through the summer and fall, staff will attend PD on the Future Focused Standards. The focus on essential standard and shift in standards will shape instruction in the classroom	Administrators Teachers	PLC Agendas, Grade Level Discussions	Future Focused Standards PD Summer Agenda, MRE	July 2023, September 2023	In Progress ⏷
Best Practice- Tier 1 Best Teach	During Math PLC meetings, the focus of discussion is the "best first teach" and remediation efforts for students not mastering topics.. Teachers will identify best practices, essential standards and how to	Administrators	PLC Agendas	PLC Agendas	August 2023-May 2024	In Progress ⏷

	intervene with students that are not making adequate progress based on common assessments					
Data Dives	Three times a year teachers will participate in Data Dives to look at their classroom and grade level data for NWEA math.They will identify students who are in need of additional support but are not being served through the current intervention program as well as overall areas of strengths and weaknesses. They will then provide intervention and additional support for those 'bubble' students based on data.	Administrators Teachers	Data Dive Feedback Posters, meetings with Administrators	Formative Assessment Reports (NWEA, SK, HMH)	September 2023, February 2024, May 2024	In Progress ▾

Strategy #3	**To expand knowledge of best teaching practices and create fidelity with Math schoolwide implementation, grade levels will receive ongoing training and utilize best practices.**

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Flex Day implementation	MRE teachers will implement "Flex Days"every Wednesday in mathematics instruction to solidify content and work with small groups of students on remediation or enrichment	Teachers	Observations PLC Agendas/notes	PLC Agendas	August 2023- May 2024	In Prog… ▾
Professional Development for EveryDay Mathematics to help build the knowledge base and best practices for implementation.	Media/STEM Coach will continue to work with onboarding new staff members. Media/STEM Coach and, mentor teaching will provide support in the implementation of EveryDay Mathematics lessons and model effective lessons. Media/STEM Coach serves as a point of contact for any staff member with EveryDay Math implementation questions.	Media/STEM Coach Mentor Teacher	Observations Evaluations	PLC Agendas Teacher Manuals	August 2023-December 2023	In Prog… ▾
EveryDay Mathematics Reflection from Implementation	MRE teachers will review and reflect on their implementation of the mathematics series and will be provided professional development on best practices and expectations for classroom lessons.	Administrator	Observations EveryDay Mathematics Implementation Checklist	Implementation Checklist PLC Agendas	July 2023- May 2024	In Prog… ▾

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	**July/August**	**January**	**May**
Key Performance Indicator (Assessment)	● IREAD ● ILEARN ● NWEA MAP and Reading Fluency ● Training records, including Vector sign-in sheets ★ *First BOY progress check will be 2025*	● IREAD ● ILEARN ● NWEA MAP and Reading Fluency ● Beanstack ● PLC Agenda and Notes ● Classroom Observations ● Training records, including Vector sign-in sheets ● Data Dive Feedback Poster	● IREAD ● ILEARN ● NWEA MAP and Reading Fluency ● Beanstack ● PLC Agenda and Notes ● Classroom Observations ● Training records, including Vector sign-in sheets ● Data Dive Feedback Poster
Summary Reflection at Progress Check			
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	**Deepening Teachers' Understanding of Academic Standards and Strengthening Instructional Delivery**: We aim to deepen teachers' understanding of Indiana's ELA and math standards through targeted training. This will include exploring effective instructional strategies and providing opportunities for collaboration. We will also focus on improving math instruction by equipping teachers with strategies to enhance students' conceptual understanding, procedural fluency, and number sense. This includes using visual aids and manipulatives to help students understand abstract concepts and improving the facilitation of open-ended math problems to promote student thinking, build procedural fluency, and increase number sense by building strategies to improve meaningful mathematics discourse and enhancing peer interaction. Additionally, we will support literacy instruction through comprehensive professional development, including professional development on the Science of Reading (i.e. LETRS training, Indiana's Keys to Literacy training) and assistance for K-6 and special education teachers to obtain Literacy certification. PRAXIS Teaching Reading (5205) review sessions will also be offered to ensure educators are up-to-date on best practices.
	Finally, facilitate district-wide professional development focused on program implementation, enabling teachers from each elementary school to collaborate and share best practices. This initiative aims to deepen educators' understanding of effective instructional strategies, foster a culture of continuous improvement, and enhance student outcomes through shared learning experiences.
	Enhancing Professional Learning Communities (PLCs): We will refine and strengthen our PLCs to foster better collaboration among staff, support ongoing professional development, and intensify our focus on data-driven instruction. Supporting this process with training for teachers to engage families through monthly newsletters, instructional tips, and collaborative activities to promote literacy and mathematics, improving our use of technology in the classroom by focusing on Universal Design for Learning (UDL) principles, and helping educators create inclusive and engaging learning environments that support all student needs (i.e. exceptional students, EL learners).
	Supporting English Language Learners (ELLs): We will continue to enhance training for supporting ELLs through ongoing SIOP and WIDA training, along with professional development opportunities to improve instructional practices and student outcomes.
	Supporting Exceptional Learners: Our training will focus on supporting students with special needs, including those in special education, high-ability students, and children in foster care. This will include differentiated instruction and tailored strategies to meet individual learning needs and foster academic growth.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II Title I Education Funds Seek grant opportunities as arise

Plan for coaching and support during the learning process	Maple Ridge Elementary School employs an Instructional Coach and a Media/STEM Coach. These individuals are embedded in the learning environment and work with all staff, including Teachers, Instructional Assistants, and Interventionists offering training opportunities. Strategies used by coaches include modeling, co-teaching, and ongoing professional development opportunities. Their vast knowledge of the school building, grade levels, and staffing allows for a proactive approach to opportunities for growth. Integrate consultation with Carrie Rosenbrock into the periodic coaching component to support PLC development for Grade Level Coordinators and administrators. This will ensure the PLC process builds strength and effectiveness, including an ongoing focus on educator development. Training on Future Focused Standards allows grade levels to build background knowledge on updated Indiana Academic Standards and opens points of discussion for grade levels during the PLC process.
Evidence of Impact	**Demonstrated increased academic achievement,** achieving the goals outlined in this plan and contributing to the district's Strategic Plan objectives **Improved standards understanding**: Educators demonstrated a strong grasp of Indiana Academic Standards in Math and ELA, leading to better implementation and instruction, as evidenced by improved academic achievement compared to baseline data. **Enhanced instructional delivery**: Educators applied evidence-based research to refine their teaching practices in ELA and math, resulting in more effective instruction and improved student outcomes, as demonstrated by higher academic achievement compared to baseline data. **Strengthened PLC process**: The implementation of the PLC process, including twice-monthly building-wide and grade-level meetings, improved collaboration and effectiveness among Grade Level Coordinators and administrators, leading to increased academic achievement and progress towards district goals. Evidence will include, but not be limited to: common assessments, fidelity to the scope & sequence, and improved academic outcomes. **Improved technology integration**: Staff effectively used technology to enhance UDL principles and boost student engagement, contributing to improved academic achievement as outlined in the district's Strategic Plan, as evidenced in classroom observations. **Enhanced support for EL students and exceptional learners**: Staff applied targeted strategies for diverse learners leading to growth within the subgroups on academic assessments. **Licensure**: Earned licensure reading certification by all K-6 and special education teachers. Meeting IDOE expectations.
How will effectiveness be sustained over time?	The commitment of Maple Ridge Elementary staff to improving student achievement ensures effectiveness will be sustained over time. This dedication is evident through their continued focus on the PLC process, which has been in place for three years. Staff are engaged in ongoing training, regular grade-level meetings, and collaborative decision-making. They are committed to dissecting standards, advancing their understanding of evidence-based research on teaching reading and math, and enhancing instruction for all students, including EL and exceptional learners. Additionally, their efforts include collaborating with parents and providing home resources to support learning, further contributing to sustained improvements in student outcomes.

APPENDIX A: COMPREHENSIVE NEEDS ASSESSMENT

The Comprehensive Needs Assessment (CNA) is a critical component of our School Improvement Plan (SIP). The primary purpose of the CNA is to systematically identify and address gaps between our current educational practices and the desired student outcomes. This process involves a thorough collection and analysis of diverse data sources, including student achievement scores, attendance records, feedback from teachers, parents, and students, as well as other pertinent performance indicators. By evaluating this data, we can accurately pinpoint specific areas needing improvement, prioritize them based on their impact on student learning, and develop targeted strategies to address these needs. The CNA not only informs the development of the SIP but also promotes a culture of continuous reflection and growth. This ensures that our improvement efforts are data-driven and aligned with our overarching goal of enhancing student achievement and well-being. All supporting information and data collected during the CNA process are included below for transparency and comprehensive review by all stakeholders.

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	Maple Ridge Elementary will improve student reading achievement and growth as measured by NWEA. By Spring 2024, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Reading projected growth goal. Currently an average of 51% of students are meeting or exceeding his or her growth goal on his or her NWEA Reading	Measurable Outcome Met?	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 ▾ Shift from NWEA based to ILEARN assessment process for Grade 3-6.

Previous Year Goal #2	Maple Ridge Elementary will improve student math achievement and growth as measured by NWEA. By Spring 2024, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Math projected growth goal. Currently an average of 53% of students are meeting or exceeding his or her growth goal on his or her NWEA Math.	**Measurable Outcome Met?**	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	- Continued implementation and fidelity to Everyday Math curriculum - Continued focus on instruction through the PLC process - Continue to deepen our understanding of the IDOE Essential Standards		
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 ▾ Even though the goal was met, we have not met our district Strategies Plan goal of 90% pass rate on state assessment. Shift from NWEA based to ILEARN assessment process for Grade 3-6.		

SWOT ANALYSIS of Current Goals Not Achieved
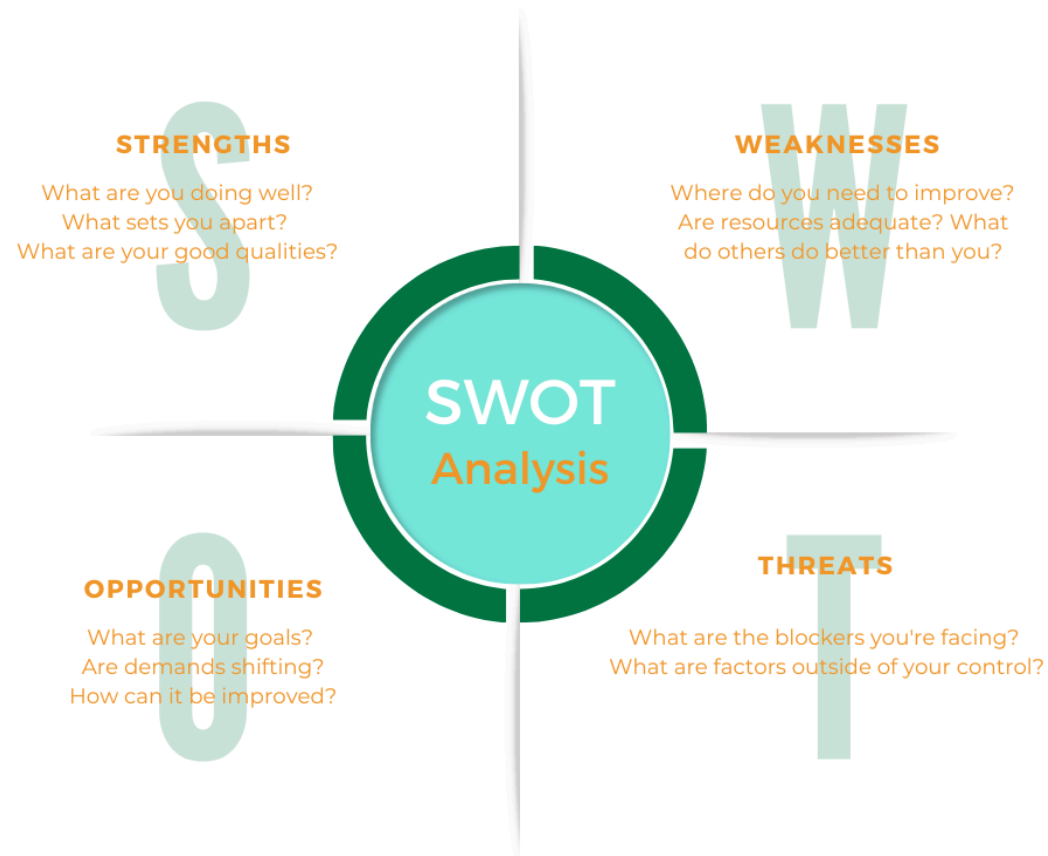
STRENGTHS

What are you doing well?
What sets you apart?
What are your good qualities?

WEAKNESSES

Where do you need to improve?
Are resources adequate? What
do others do better than you?

SWOT
Analysis

OPPORTUNITIES

What are your goals?
Are demands shifting?
How can it be improved?

THREATS

What are the blockers you're facing?
What are factors outside of your control?

SWOT ANALYSIS for Goal

Maple Ridge Elementary will improve student **reading achievement and growth** as measured by NWEA.

By Spring 2027, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Reading projected growth goal. Currently an average of 56% of students are meeting or exceeding his or her growth goal on his or her NWEA Reading

Internal Factors
People, Resources, Systems, Procedures

Strengths	Improvement | Weaknesses
- LETRS Training - HMH → Structured Literacy Component for 2nd Grade for foundational skills - Data meetings - Superkids Phonemic Awareness books in K and 1 - Secret Stories in 1st grade - ABC Bootcamp in K - Prior to the 2022-23 school year, teachers participated in two summer professional development sessions, one focusing on ELA instruction. - Teachers participated in a "Data Dive" professional development session to analyze student achievement on beginning and middle of year assessments to determine next steps for instruction. - New teachers were given the opportunity to have lessons modeled by instructional coaches to learn best practices and procedures for our newly adopted math curriculum.	- Implementation of the PLC process with a focus area on reading - Professional development opportunities - More INTENTIONAL reading instruction - More intentional opportunities for independent reading in upper grades - Based on the previous school year's NWEA assessment, Maple Ridge Elementary did not meet the goal of improving student achievement in the area of English/Language Arts. - Established district protocols regarding ELA instruction are not always followed by classroom teachers. - Substitute teachers are unable to provide the same quality of instruction in the areas of ELA in the absence of the teacher.

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
- EL TOR on staff - Implementation of the PLC process with a focus area on reading - Superkids Phonemic Awareness books in K and 1 - Secret Stories in 1st grade - ABC Bootcamp in K - Ridge readers program - Teachers can attend outside professional development opportunities through conferences, workshops and online platforms.	- Changing student population with language needs and being able to meet those needs - Lack of adequate support for students while they are not at school. - Student's emotional stability

● Resources are offered by the Indiana Department of Education to implement coaching cycles	

Summary Analysis

Following a comprehensive SWOT analysis, Maple Ridge Elementary acknowledges the need to continue focusing on improving student reading growth as measured by NWEA. Despite progress, the goal of having 70% of students meet or exceed their NWEA Reading growth goals by Spring 2024 remains unmet, as does the district Strategic Plan goal of 90% of students passing the state assessment, indicating a need for continued efforts.

Strengths include intentional reading instruction, professional development such as LETRS training, and the implementation of structured literacy programs like SuperKids Phonemic Awareness books and ABC Bootcamp. The school also benefits from data-driven decision-making through PLCs and "Data Dive" sessions.

However, **weaknesses** persist, such as inconsistent adherence to district protocols for ELA instruction and the challenge of maintaining quality instruction with substitute teachers.

Opportunities lie in continued professional development, leveraging resources like the Indiana Department of Education's coaching cycles, and expanding the Ridge Readers program. Yet, the school faces **threats** from external factors, including the changing student population with increasing language needs, lack of support outside of school, and concerns about students' emotional stability.

In conclusion, while progress has been made, student reading achievement and growth remain a priority, and the school will continue refining strategies and addressing both internal and external challenges to meet its goals.

SWOT ANALYSIS for Goal
Maple Ridge Elementary will improve student **math achievement and growth** as measured by NWEA.

By Spring 2024, seventy percent (85%) of Maple Ridge students will meet or exceed his or her current NWEA Math projected growth goal. Currently an average of 71% of students are meeting or exceeding his or her growth goal on his or her NWEA Math.

Internal Factors
People, Resources, Systems, Procedures

Strengths	Improvement	Weaknesses
- Use of a research-based mathematics curriculum, Everyday Math - Instructional coaches to support teachers in the areas of math by providing professional development opportunities throughout the school year. - Teachers participated in a "Data Dive" professional development session to analyze student achievement on beginning and middle of year assessments to determine next steps for instruction. - New teachers were given the opportunity to have lessons modeled for them by instructional coaches to learn best practices and procedures for our newly adopted math curriculum. - The school corporation provides teachers with district protocols to guide instruction in the areas of math. - Based on the previous school year's NWEA assessment, Maple Ridge Elementary met the goal of improving student achievement in the area of mathematics.	- Implementation of the PLC process with a focus area on math - Professional development opportunities - Based on the previous school year's NWEA assessment, Maple Ridge Elementary did not meet the goal of improving student achievement in the area of English/Language Arts. - Established district protocols regarding math instruction are not always followed by classroom teachers. - Substitute teachers are unable to provide the same quality of instruction in the areas of math in the absence of the classroom teacher.

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
- Math bowl team - Professional development with Bill Reed, Encompassing Learning - Professional Development: Summer of Learning series - Everyday Math Virtual Community provides a wealth of opportunity to communication and problem solve with teachers from across the country regarding the implementation of Everyday Math	- Changing student population with language needs and being able to meet those needs - Lack of adequate support for students while they are not at school. - Student's emotional stability

Summary Analysis

Following a SWOT analysis, Maple Ridge Elementary recognizes the success in meeting the goal of improving student math growth goal; however, the district's Strategic Plan goal of 90% passing the state assessment remains unmet, indicating a need for continued efforts.

Strengths include the use of the Everyday Math curriculum, consistent support from instructional coaches, and professional development opportunities such as "Data Dive" sessions, which help teachers analyze student performance and adjust instruction. The implementation of the PLC process with a math focus has also contributed to this success. New teachers benefit from coaching support, ensuring fidelity to the newly adopted curriculum.

However, **weaknesses** persist, including inconsistent adherence to district math protocols by some teachers, and the inability of substitute teachers to maintain the same level of instruction.

Opportunities for growth include participation in external professional development, such as the Math Bowl team and the Everyday Math Virtual Community, which offers collaboration opportunities with educators nationwide.

At the same time, **threats** from external factors, such as a changing student population with language needs, lack of support outside of school, and students' emotional stability, continue to pose challenges to meeting district goals.

In conclusion, while Maple Ridge has met its internal math achievement goals, continued focus on district-wide objectives and addressing both instructional and external challenges will be essential to ensure sustained improvement in student math performance.

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
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 skill 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 student data	Yes ▾	☑
Writing	2	Handwriting 2C	Yes ▾	Tier 1 ▾	Cursive writing is a core component of the Language Arts program.	Yes ▾	☑

Subject	Grade	Resource	Core?	Tier	Description	Aligned?	
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 ▾	Choose ▾	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 Europe, Americas	Yes ▾	Tier 2 ▾	Textbook and online resources are core component of social studies program.	Yes ▾	☐
Civics	6	We the People	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 2 ▾	Inquiry-based instruction following engineering protocols supports IN Science Standards and IDOE STEM initiative.	Yes ▾	☐
Science	K-6	Mystery Science	Yes ▾	Tier 2 ▾	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 ▾	Choose ▾	Evidence-based curriculum for primary grades employability skills, including problem-solving and emotion management.	Yes ▾	☐
Employability Skills	K-6	Second Steps	Yes ▾	Choose ▾	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.	Yes ▾	☐
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 Assistant	Yes ▾	Tier 2, 3 ▾	Evidence-based online reading program that differentiates instruction based on student data.	Yes ▾	☐

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-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.	Yes ▾	☑
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)
Maple Ridge 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 Indiana Code, 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, ILEARN Checkpoints, 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 <u>in addition to</u> 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		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 ▾	☐

Name	Grades	Type	Description	Required	X
Everyday Math Benchmark	K-6	Summative ▾	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.	Yes ▾	☑
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	2-2 -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 school work with other activities.
- Effective Communication (LS10): Platforms,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?
CULTURE: 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. **INDIANA EDUCATIONAL REQUIREMENTS:** 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.

SCHOOL SECURITY: Having a School Safety Officer in the building on a regular basis is a vital component of maintaining a safe and secure learning environment at Maple Ridge Elementary. The presence of a dedicated officer helps to foster a sense of safety among students, staff, and families, ensuring that the school is well-prepared to handle any potential safety concerns.

In addition to responding to emergencies, the officer plays a proactive role in building relationships with students, promoting positive behavior, and supporting school-wide safety initiatives. The district has also increased wages to attract more officers, ensuring that highly qualified professionals are employed to enhance overall security. By having consistent visibility, the School Safety Officer contributes to both the safety and well-being of the entire school community.

Safeguarding the well-being of our students and staff is paramount at Maple Ridge Elementary. We have implemented a comprehensive suite of measures to ensure an unwavering commitment to safety:
- **Security Infrastructure:** Our school boasts security measures, including controlled access points, two-way handheld radios, and a visitor management system. These protocols allow us to closely monitor and regulate entry.
- **Emergency Response Protocols:** Training in emergency response tactics, encompassing fire, lockdown, and evacuation procedures, is a cornerstone of our preparedness. Regular drills instill a culture of swift and effective action. The district has adopted the Standard Response Protocol (SRP), focusing on five clear actions to respond to any crisis. The protocol is designed to enhance our preparedness and response to a variety of emergencies, including lockdowns, evacuations, and shelter-in-place situations. Using standardized terms, SRP ensures effective communication and a coordinated response, enhancing safety and preparedness for all staff and students.
- **Surveillance Network**: A network of surveillance cameras, strategically placed throughout our campus, is monitored in real-time. This enables us to swiftly address any unusual activity.
- **Professional Development**: Our staff undergoes continuous professional development dedicated to safety, security, and crisis management. This ensures they are exceptionally equipped to handle unforeseen circumstances. Maple Ridge Elementary has a trained team in Crisis Prevention Institute (CPI) de-escalation techniques and PREPaRE crisis prevention and response, strengthening school safety and emergency management. The CPI training equips staff with de-escalation techniques to safely manage challenging behaviors, ensuring a supportive and secure environment for all students. Additionally, the PREPaRE training, developed by the National Association of School Psychologists (NASP), enhances the school's crisis prevention and response efforts, strengthening emergency management plans and promoting overall school safety. Together, these trainings empower the Maple Ridge team to handle crises effectively and maintain a positive school climate.
- **Coordination with Local Authorities:** We have forged ties with local law enforcement and emergency services. Their intimate familiarity with our campus layout and emergency procedures ensures a seamless and coordinated response.

- **Empowered Student Body:** We empower our students through comprehensive safety education, encompassing fire safety, stranger awareness, and overall situational awareness. This proactive approach instills a sense of responsibility for their own safety.
- **Facility Maintenance:** Routine inspections guarantee our facilities remain in impeccable condition, devoid of any potential hazards.
- **Clear Communication Channels:** We have instituted a network of communication channels to disseminate crucial safety information to staff, students, and parents. This includes routine updates, informative newsletters, and a dedicated safety hotline.
- **Holistic Mental Health Support**: Recognizing the integral role mental health plays in maintaining overall safety, we offer a range of resources and support for both students to address emotional and psychological needs. This includes providing parent/guardians options for access to outside counseling for their child and designated spaces where students can pause and regain focus as needed.

These practices collectively form a shield, ensuring safety and security at Maple Ridge Elementary, laying the foundation for an optimal learning and growth experience for all our students.

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, PowerSchool. Racial and ethnic data is recorded by parent/guardian at registration. Free/Reduced lunch applications are processed through the Nutrition Service Department to provide the socio-economic data for students. 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. Currently, Maple Ridge has serves a diverse student population, including a growing English Learner (EL) student population. At Maple Ridge, students speak ten different languages: English, Spanish, Punjabi, Teluga, Woolaf, Haitian Creole, French, Romanian, Mandarin, and Twi. This diversity enriches our school community and provides valuable opportunities for cultural exchange and learning. Presently, Maple Ridge has a 44% F/R Lunch rate.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Maple Ridge Elementary's goal is to enhance student outcomes through a system that ensures equitable access to a comprehensive, research-based curriculum, supported by effective instructional practices and a multi-tiered system of support. To support our diverse student population, including English Learners (EL), we have implemented structured immersion programs and additional support through tutoring, translation services, and family engagement events. EL students receive daily language acquisition support tailored to their needs, with specialized materials provided as necessary. For students in Levels 1 and 2, we offer additional support through ENL programming, which enhances the student's English proficiency. Maple Ridge Elementary offers a comprehensive range of programs to support at-risk students, including MTSS RTI for reading and math, employability instruction, and social and mental health support. We have established partnerships with community programs to provide additional high-quality instruction and address educational achievement gaps. Our continuum of services includes alternative programs, Essential Skills classrooms, and co-teaching environments. In collaboration with the Hamilton, Boone, Madison (HBM) interlocal, we provide tailored support for students with disabilities, including in-class support, co-teaching, and speech therapy.

Maple Ridge Elementary offers a comprehensive range of academic support and family engagement opportunities to enhance student success and community involvement. Students have access to various extracurricular activities, including sports, clubs, and performing arts, promoting broad participation. The school provides essential academic services such as during school academic interventions, counseling support as an option for parents and targeted intervention programs. Academically at-risk students benefit from additional support in reading and math through RTI, focused classroom interventions, and extension activities.

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, Maple Ridge 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. Maple Ridge currently has an EL teacher (0.5) and three (3) EL Paraprofessionals. In regards to EL TOR duties at Maple Ridge, these are split across three EL certified educators.

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.

Spring 2025, Maple Ridge Elementary will be hosting its first biennial Multicultural Fair. A Multicultural Fair is a great way to celebrate diversity and expose students to different languages and cultures. Maple Ridge currently has nine different languages and various cultures represented within the educational community, we will be organizing activities like:
- Cultural Booths: Each booth could represent a different country or culture with traditional clothing, food, music, and artifacts.
- Language Exchange: Simple language lessons or greetings in each of the nine languages can help students learn the basics.
- Cultural Performances: Music, dance, or storytelling performances from different cultures could really bring the fair to life.
- Interactive Activities: Consider hands-on activities like arts and crafts, cooking demos, or even cultural games.
- Student Participation: If any students speak the languages being featured, they could help with translation or explaining aspects of their culture.

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

Professional development is a continuous focus at South Madison, and to work effectively in cross-cultural situations, staff may benefit from additional training in cultural competence. This could include workshops on cultural awareness, communication strategies across diverse cultures, and understanding how cultural differences impact student learning and classroom interactions.

Currently, all educators receive training in cultural competency, trauma-informed practices, suicide prevention, and human trafficking awareness. Since 2013, each school has implemented a Positive Behavior Support program that integrates cultural competency into the broader school culture and the MTSS (Multi-Tiered System of Support) framework. In addition to core professional development, the district supports individual teacher's needs through customized training as appropriate.

At Maple Ridge, teachers have been trained in the Sheltered Instruction Observation Protocol (SIOP) model, which equips them with effective strategies to support culturally and linguistically diverse students. On average, two teachers per grade have completed SIOP training, and 2.5 teachers hold EL certification. As the English Learner (EL) population continues to grow, the district is committed to increasing the number of educators with EL certification to ensure compliance with federal laws and 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).

Ongoing professional development will be critical to expanding teachers' capacity to meet the needs of EL students and further enhance cultural awareness within the classroom, ensuring an inclusive and supportive learning environment for all students.

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

The district-adopted curriculum (i.e. Into Reading, SuperKids, Bovin, 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.

- Reading Series
- Cultural Awareness Months
- Second Steps Curriculum
- Botvin
- Media Center Book Selection Process
- Video News/Announcements
- Cultural Information for staff

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 *(Defined at chronic absenteeism by Indiana)***:**	52 students (6.44%) were absent 18 or more days At Maple Ridge Elementary, there are challenges with student attendance, especially in the younger grades. Kindergarteners often miss more days due to illness, as they may not have been exposed to many common viruses. Some parents may keep their children home more often, possibly believing that missing school at a young age has less impact. There has also been an increase in family activities taken during school days, reflecting a shift in attitudes toward attendance since the pandemic. To address these challenges, we aim to increase parent involvement and communication to emphasize the critical role of consistent school attendance in student success and to help shift attitudes back toward valuing regular participation in school.				
Last Year: Number of students with **at least a 94% attendance rate** divided by the total number of students enrolled in the school. (IDOE measure for attendance based on Indiana Graduates Prepared To Success (GPS)	**72.9%** Estimate based on raw data, IDOE has not finalized the data. Out of an ADM of 868 students (i.e. total student count), 808 were enrolled for at least 50% of the school year. Of these 808 students, 589 met the expectation of attending more than 94% of the school days (i.e. 169 out of 180 days or equivalent percentage based on the actual number of days enrolled, IDOE attendance criteria). This results in an estimated **72.9%** (589 out of 808) of students who attended more than 94% of the school year.	**Two Years Ago:**	For 2023-2024, **68.4%** of students were present at least 169 out of 180 days. This equates to 552 students out of 808 ADM. Indiana student attendance rate was 61.1%.	**Three Years Ago:**	MRE **75.3%** Indiana 60.1% The IDOE GPS data shows prior toe 2021, Maple Ridge averaged 80% of students meeting the 94% attendance rate guidelines set by the state.

What may be contributing to the attendance trend?	Improved staff, parent relationship. Engaging curriculum School Resource Officers
What procedures and practices are being implemented to address chronic absenteeism?	South Madison Community School Corporation, and specifically Maple Ridge Elementary School, has an exemplary attendance record. The relationships built between and among staff and students create an environment that encourages regular attendance. In isolated instances where attendance does become a problem, the school follows corporation policies and makes use of the district's School Resource Officer and the Madison County Prosecutor's Office. As part of SMCSC's Strategic Plan, all schools have a goal of a 97% attendance rate.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	South Madison Community School Corporation, and specifically Maple Ridge Elementary School, has a strong overall attendance record. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, the school follows corporation policies and makes use of the district's School Resource Officer and the Madison County Prosecutor's Office. As part of SMCSC's Strategic Plan, all schools have a goal of a 97% attendance rate.

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?

Maple Ridge staff and administration believe that parental participation is a highly desired component in the success of our school. Prior to school starting, Maple Ridge holds our Annual Open House/Meet the Teacher night. This is an opportunity to gain information about classroom expectations, busing, schedules, and relieve first day jitters. The teaching staff at Maple Ridge makes continual positive contact with parents. Maple Ridge offers opportunities for Grandparent Involvement in the Fall. Title I Parents events are held for Maple Ridge families throughout the school year. Parent involvement goes beyond the evening events, parents partner with the school to chaperone field trips, work in classrooms, and are available as needed to support our students.

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

Open door policy for communication with teachers, school administrators, district administrators, and the Board of School Trustees
- Committee participation
- Parent-Teacher Conferences
- Parent Teacher Organization, PTO
- ParentSquare
- School Newsletters
- Email and phone communication with teachers and administrators

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

- Ongoing communication regarding the calendar
- Two-way communication on student attendance
- Immediate access to attendance counts in the Parent Portal of PowerSchool
- When necessary, the attendance policy involves outside supports for chronic absenteeism

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

Maple Ridge holds annual parent teacher conferences which allow each family the opportunity to join virtually or participate in person with the classroom teacher to evaluate and celebrate each student's performance. Maple Ridge provides a bi-weekly newsletter, School Messenger contacts, emails, and phone calls to disseminate information. Maple Ridge has several bilingual staff members to help contribute to effective communication between language barriers of staff and parents.

Maple Ridge Elementary uses Second Steps and Botvin as part of the social-emotional and character education plan with all students. As the cultural realities of the school community changes, the staff of East Elementary continues to research and implement best practices regarding methods of providing support to our students and families. Students have opportunities to learn about a variety of cultures through social studies, art and music. Convocations, guest speakers and presenters, and books help to provide cultural exposure. The use of Google Meets allows students to learn with students from other parts of the country and from different cultures.

Describe strategies used to increase parental involvement.

Based on the district's strategic plan, district and school leadership will develop and maintain strong school and community partnerships tied to improved student achievement and college and career readiness. Partnerships include ongoing teacher-parent communication, parent-teacher conferences, progress reports through PowerSchool, and specialized meetings for students with an IEP, ILP, or 504.

Research shows regardless of a student's race, gender, or age, parent engagement has a positive impact on academic achievement (Jeynes, 2012). At Maple Ridge Elementary, parents are provided substantial, meaningful opportunities to participate in the education of their child through 1) ongoing, respectful communication with teachers & administrators to promote an open, trusting relationship, 2) meetings to provide program information & seek input, and 3) academic reports. Additionally, parent/child activities show a statistically positive impact on the child's growth (Mbwana, Terzian, Moore, 2009). Maple Ridge Elementary school provides a range of activities to families including family literacy programs, parent awareness programs, parent education workshops.

Regular communication is provided to parents/guardians by teachers and buildings. Teachers contact parents via email or phone in a timely fashion if their child is having academic or other challenges. The RTI process communicates with parents/guardians of students in intervention on a regular basis. Beyond communication through PowerSchool Parent Portal on grades and assignments, teachers communicate through Google Classroom, Canvas, Seesaw, Class Dojo, or digital newsletters depending on the grade level. These resources allow teachers to communicate current units, standards being worked on, due dates for homework, and performance on tasks. Additionally, parents receive newsletters from the building and many teachers concerning upcoming events, curriculum guidance, and important community information.

New in the fall of 2024, Maple Ridge Elementary is excited to introduce ParentSquare as our new communication platform. This 21st-century tool enhances school-home interaction by offering features like mass notifications, newsletters, secure document delivery, and messaging. By streamlining communication and facilitating parent involvement, ParentSquare helps us build stronger relationships and support student success more effectively.

Maple Ridge staff and administration believe that parental participation is a highly desired component in the success of our school. There is an Annual Open House/Meet the Teacher night prior to school starting. This is an opportunity to gain information about classroom expectations, busing, schedules, and relieve first day jitters. The teaching staff at Maple Ridge makes continual positive contact with parents. Maple Ridge hosts a Grandparent's night every fall. Title I Parents events are held for Maple Ridge families throughout the school year. Parent involvement goes beyond the evening events, parents partner with the school to chaperone field trips, work in classrooms, and are available as needed to support our students. Maple Ridge holds annual parent teacher conferences which allow each family the opportunity to sit down with the classroom teacher to evaluate and 22 celebrate each student's performance. Maple Ridge provides a bi-weekly newsletter, ParentSquare contacts, emails, and phone calls to disseminate information.
Maple Ridge Elementary hosts engaging Title I Family Nights to enhance family involvement in education. These events include activities such as Everyday Math game nights, STEM nights featuring the Children's Museum, magician shows that highlight the joy of reading, and bingo for books. Additionally, the Arabian Readers program encourages students to read for at least 20 minutes each night, either alone or with family members. In partnership with the Pendleton Public Library, families use Beanstack to track their reading time, allowing students to earn special rewards and participate in exclusive events.

Finally, parent feedback is accumulated through meetings, surveys, and direct communication.

How does the school provide individual academic assessment results to parents/guardians?
The district utilizes PowerSchool as the student management system. Parents have access to the Parent Portal which provides them with attendance and academic reports information. When screeners or benchmark assessments are given to students, individual results are shared with parents as well as explanations. For dyslexia Level 1 screeners, parents are invited to an individual meeting with an Instructional Coach, administrator and the teacher to review the data. If a student struggles academically, the school implements intervention through the RTI model. Information is shared with the parent about the intervention and regular progress updates are provided. Finally, if a student has an IEP, ILP, or 504 committee meetings are held annually and as necessary.
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
Parent feedback is accumulated through meetings, surveys, and direct communication. The school has an annual Title I meeting at which time the parent-student-school compact is discussed. Parent feedback, as well as other stakeholders, and best practices guide the development and implementation of the schoolwide plan and the school improvement plan.

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.

Maple Ridge Elementary offers opportunities for incoming Kindergarten students to tour the building, meet all teachers, sit through some basic lessons, and ride on a bus. All of these activities are viewed by parents and this experience is called Kindergarten Blast Off. Prior to Kindergarten Blast Off, incoming Kindergarten students and their families complete their school registration by attending Kindergarten Round up. This is a time for students to meet teachers, receive a pre-screening of skills, and parents have the opportunity to register their child and turn in all essential paperwork.

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.

Maple Ridge's hiring practices include a multi-layered interview process involving a team, comprehensive background, and reference checks, and substantial investment in professional development.

Beyond a range of evidence-based professional development activities that are provided to meet the personalized professional development, all teachers new to South Madison participate in an induction academy prior to the start of school and are supported through mentoring. Since the quality of a teacher is one of the most important school-level factors in student achievement (Marzano, 2003, Rivkin, Hanushek, Kain, 2005) and induction programs have been shown to support effective practices for new teachers (Feiman-Nemser, 2001; Ganser, 2002), an induction program is a critical component of a solid start to a career at South Madison. Additionally, exemplary teachers mentor new teachers. The district has shifted from a mentor-mentee approach to a mentoring team approach. Based on educator retention and induction programming research and end-of-the-year feedback from previous new teachers, the multi-layer approach includes an induction program, curriculum alignment mentors who are highly qualified teachers and whose instruction aligns best with the new teachers, and highly qualified district/building coaches to provide a wealth of resources for the teacher who is new to South Madison.

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

Staff Name	Assigned Class/Subject	Licensure/Certification
Steger, Valerie	Principal	Building Level Administrator General Elementary
Brown, Chris	Assistant Principal	Building Level Administrator General Elementary
Bays, Dyan	School Counselor	School Counselor English-Secondary
Mohr, Jill	Instructional Coach Dyslexia Certification	General Elementary Certified dyslexia specialist
Simmons, Wendy	English Language Learner Coordinator Dyslexia Certification	General Elementary EL Certification Learning Disabled Seriously Emotionally Handicapped Building Level Administrator
Cox, Ryan	Media and STEM Specialist	General Elementary Computer
Kartholl, Megan	Employability Skills Behavior Coach	Elementary Primary Generalist Elementary Intermediate Generalist Mild Intervention, K-12 Intense Intervention, K-12
Gibson, Destinie	Grade K Teacher	General Elementary
Miller, Sarah	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Phillips, Ashley	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Mild intervention
Schwinghammer, Deja	Grade K Teacher	General Elementary
Wilkins, Amanda	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Wright, Molly	Grade K Teacher	Elementary Intermediate Generalist

		Elementary Primary Generalist
Cox, Keeley	Grade 1 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Diedrich, A Kirsten	Grade 1 Teacher	General Elementary Science
Holden, Maria	Grade 1 Teacher	General Elementary
Sears, Kaylen	Grade 1 Teacher	Elementary Generalist
Summerall, Bradi	Grade 1 Teacher	Elementary Generalist
Turner, Allison	Grade 1 Teacher	General Elementary
Bollman, Belinda	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Dummel, Leah	Grade 2 Teacher	Elementary Generalist
Pepmeier, Jessica	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Gifted and Talented Education
Ray, Amy	Grade 2 Teacher	General Elementary
Reth, Meaghan	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Reading
Sutton, Jennifer	Grade 2 Teacher	General Elementary
Bricker, Genesis	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Corn, Sheila	Grade 3 Teacher	General Elementary
Moore, Heidi	Grade 3 Teacher	General Elementary
Nyboer, Stephanie	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Stegemoller, Katelyn	Grade 3 Teacher	General Elementary
Holbert, Angela	Grade 4 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist

Johnson, Kayla	Grade 4 Teacher	Elementary Generalist
Pfleeger, Hannah	Grade 4 Teacher	Elementary Generalist
Waters, Kendra	Grade 4 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Boatwright, Pamela	Grade 5 Teacher	General Elementary
Hessler, Brytni	Grade 5 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Larson, Bridgette	Grade 5 Teacher	General Elementary
Oliver, Brian	Grade 5 Teacher	General Elementary
Reynolds, Chasity	Grade 5 Teacher	Elementary Generalist
Shay, Laura	Grade 5 Teacher Special Ed Teacher, Gr 2	Intense Intervention p-12 Mild Intervention P-12 Alternative Special Education License
Brownell, Patricia	Grade 6 Teacher	General Elementary
Ezell, Allison	Grade 6 Teacher	Elementary Primary Generalist
Habben, Doug	Grade 6 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Paulsen, Emily	Grade 6 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Mild intervention
Miller, Angela	Art Teacher	Visual Arts Driver's Education
Crist, Jeremy	STEM/Computer Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Gifted andTalented Education
Peters, Michael	Physical Education Teacher	Physical Education 5-9 Physical Education P-12
Westman, Joel	Music Teacher	Instrumental and General Music Vocal and General Music

		Building Level Administrator
Rehmer, Elizabeth	Speech Pathologist	Speech Pathologist Sp/Lang Path
Barkdull, Alisa	Special Ed Teacher, Gr 4 & 6	General Elementary Learning Disabled Mildly Mentally Handicapped Seriously Emotionally Handicapped
Cunningham, Michelle	Special Ed Teacher, Gr K & 1	General Elementary Mildly Mentally Handicapped
Hauser, Sara	Special Ed Teacher, Gr 3 & 5	Learning Disabled Mildly Mentally Handicapped
McMahon, Jeanette	EL TOR	Teacher of English Learners P-12
Carpenter, Alicia	Interventionist	District Certificate
Ellet, Tirzah	Interventionist	College Degree
Cardwell, Angela	Instructional Aide	College Degree
Clymer, Zoe	Instructional Aide	Training Needed
Byars, Drew	Instructional Aide	College Credits
Holden, Brooke	Instructional Aide	Experience
Hosier, Kinsey	Instructional Aide	Experience
Humerickhouse, Sarah	Instructional Aide	Training Needed
James, Cherie	Instructional Aide	College Degree
Keesling, Christy	Instructional Aide	1000 Hours
Kummick, Alyssa	Instructional Aide	Business College
Martin, Emma	Instructional Aide	Training Needed
McCarty, Pam	Instructional Aide	College Degree
Napier, Melissa	Instructional Aide	Training Needed
Nunley, Marta	Instructional Aide	College Credit/ Experience

|		
Oler, Tracy	Instructional Aide	Experience
Poe, Norah	Instructional Aide	Training Needed
Rivera Rodriguez, Omayra	Instructional Aide	College Degree
Serrano-Echegaray, Jezabel	Instructional Aide	Experience
Slyford, Suzanne	Instructional Aide	District Certification
Trueblood, Nathalie	Instructional Aide	Praxis Exam/Experience
Whitaker, Kailey	Instructional Aide	Experience
Whitt, Kati	Instructional Aide	College degree

Appendix B: STUDENT DATA

ILEARN

⌄ **6th Grade Math Growth**   **50.0%** ▲ 1.9%   State: 35.1%

Number of grade six students meeting their individual growth targets on the ILEARN Math assessment divided by the total number of grade six students who participated in the assessment and have a growth target. The default view shows students assigned to the school where they took the assessment.

All Students	50.0%	▲ 1.9%
White	50.0%	▲ 2.8%
Economically Disadvantaged	31.1%	▼ 0.5%
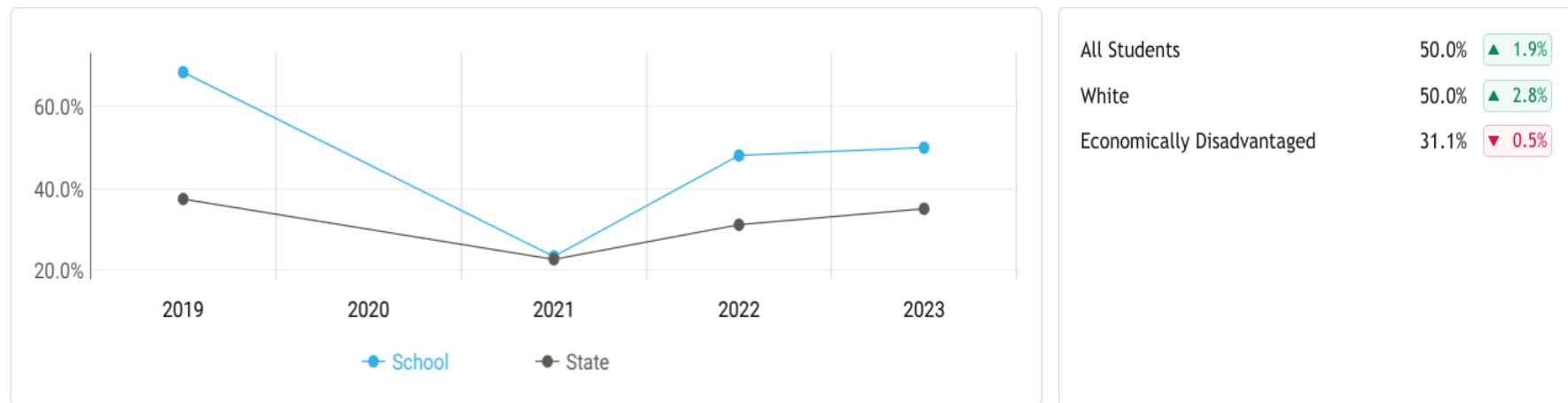
In recent years, particularly since 2021, our 6th-grade math program has demonstrated a consistent trend of improvement. However, it is important to note that economically disadvantaged students faced a slight decline in performance, with a decrease of 0.5%. This highlights the need for targeted strategies to support these students and ensure that all learners can thrive in their mathematical education. By focusing on inclusive practices and tailored interventions, we aim to elevate performance across the board and address the challenges faced by our economically disadvantaged students.

ILEARN Growth English/Language Arts   49.8% ▲ 3.2%   State: 43.6%

Number of grades four through eight students who met their individual growth targets in English/Language Arts on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the English/Language Arts assessment and have a growth target. The default view shows students assigned to the school where they took the assessment.
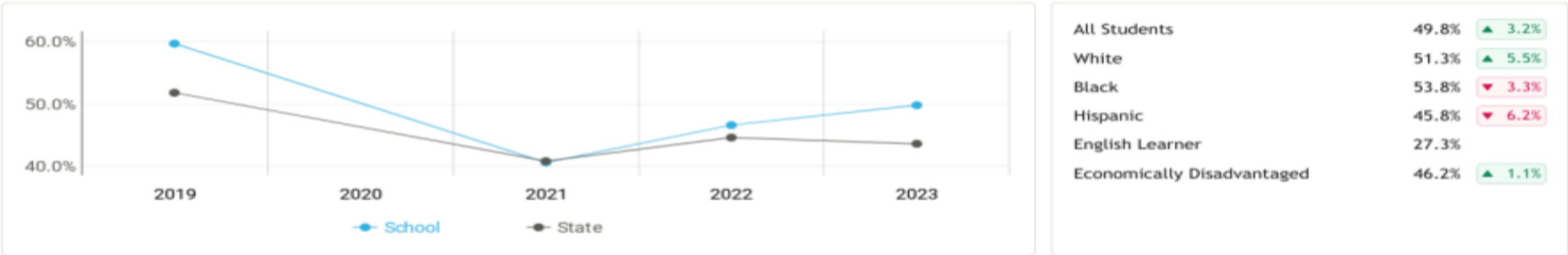

All Students	49.8%	▲ 3.2%
White	51.3%	▲ 5.5%
Black	53.8%	▼ 3.3%
Hispanic	45.8%	▼ 6.2%
English Learner	27.3%	
Economically Disadvantaged	46.2%	▲ 1.1%

The ILEARN assessment results in English/Language Arts indicate an overall improvement in student performance. However, this progress has not been uniform across all demographics. Notably, Black students experienced a decline of 3.3%, while Hispanic students faced a more significant drop of 6.2%. These imbalances emphasize the urgent need for targeted interventions and support systems to address the specific challenges faced by these groups. By implementing focused strategies, we aim to ensure that all students, regardless of their background, can achieve success in their literacy skills and contribute to a more equitable learning environment.

ILEARN Proficiency English/Language Arts

44.2% ▲ 3.6%   State: 40.7%

Number of grades three through eight students who are proficient in English/Language Arts on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the English/Language Arts assessment. The default view shows students assigned to the school where they took the assessment.
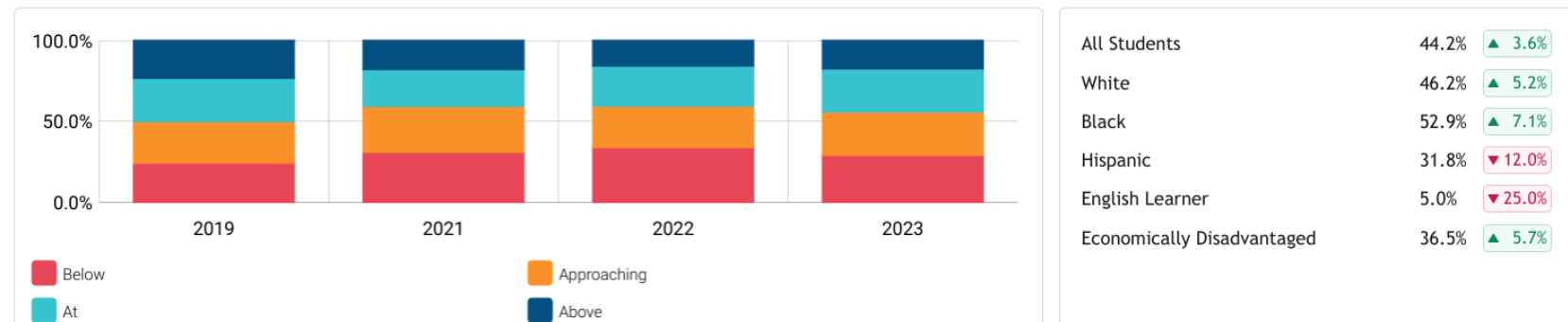

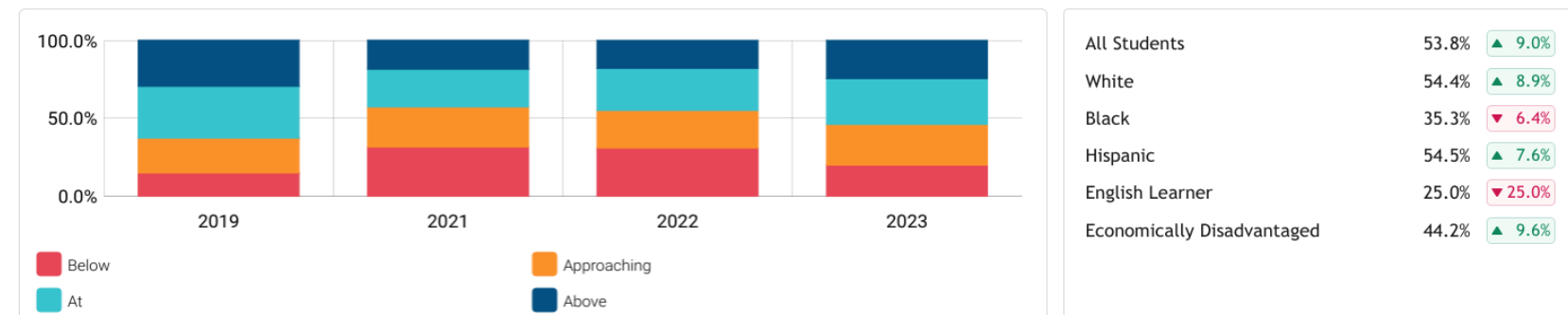|		
All Students	44.2%	▲ 3.6%
White	46.2%	▲ 5.2%
Black	52.9%	▲ 7.1%
Hispanic	31.8%	▼ 12.0%
English Learner	5.0%	▼ 25.0%
Economically Disadvantaged	36.5%	▲ 5.7%

The latest ILEARN results in English/Language Arts reveal an overall proficiency increase of 3.6%, indicating positive strides in student achievement. However, this growth is accompanied by declines in specific demographic groups. Hispanic students experienced a significant drop of 12%, while English learners faced an even steeper decline of 25%. These trends highlight the critical need for targeted support and interventions to address the unique challenges faced by these populations. By prioritizing resources and strategies tailored to their needs, we aim to foster an inclusive environment where all students can thrive and achieve their full potential in literacy.

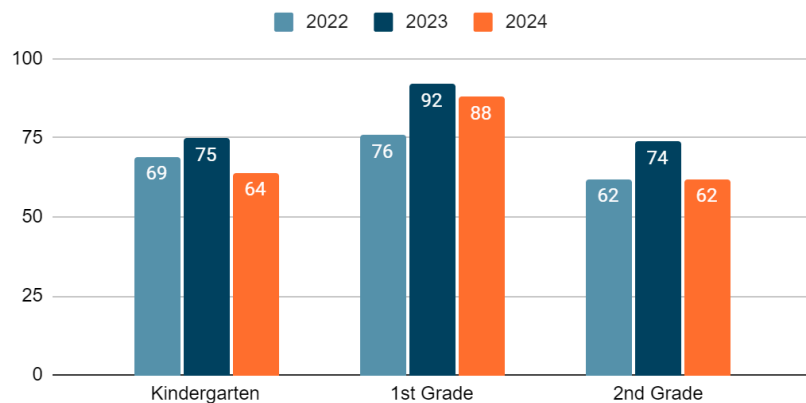## ILEARN Proficiency Math

53.8% ▲ 9.0%   State: 40.9%

Number of grades three through eight students who are proficient in Math on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the Math assessment. The default view shows students assigned to the school where they took the assessment.

All Students	53.8%	▲ 9.0%
White	54.4%	▲ 8.9%
Black	35.3%	▼ 6.4%
Hispanic	54.5%	▲ 7.6%
English Learner	25.0%	▼ 25.0%
Economically Disadvantaged	44.2%	▲ 9.6%

The recent ILEARN assessment results in Math show an encouraging overall proficiency increase of 9%, reflecting significant progress in student learning. However, this positive trend is offset by notable declines among specific demographic groups. Black students experienced a decrease of 6.4%, while English learners faced a substantial drop of 25%. These disparities reinforce the urgent need for targeted interventions and support systems to address the unique challenges these students encounter. By focusing on tailored strategies and resources, we are committed to ensuring that all students have the opportunity to succeed and excel in mathematics.

K-2 NWEA Growth Data

Percent of Students Meeting Growth Projections- NWEA Math

Legend: 2022, 2023, 2024

	Kindergarten	1st Grade	2nd Grade
2022	69	76	62
2023	75	92	74
2024	64	88	62

Percentage of Students Meeting Growth Projection- NWEA Reading

Legend: 2022, 2023, 2024

	Kindergarten	1st Grade	2nd Grade
2022	61	58	57
2023	65	68	48
2024	59	56	52
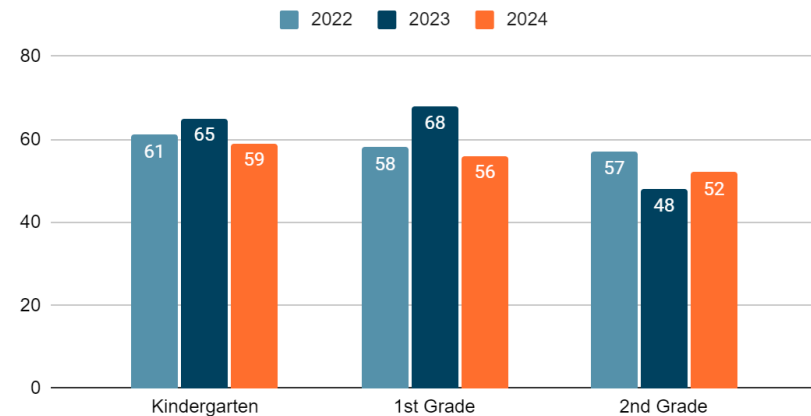
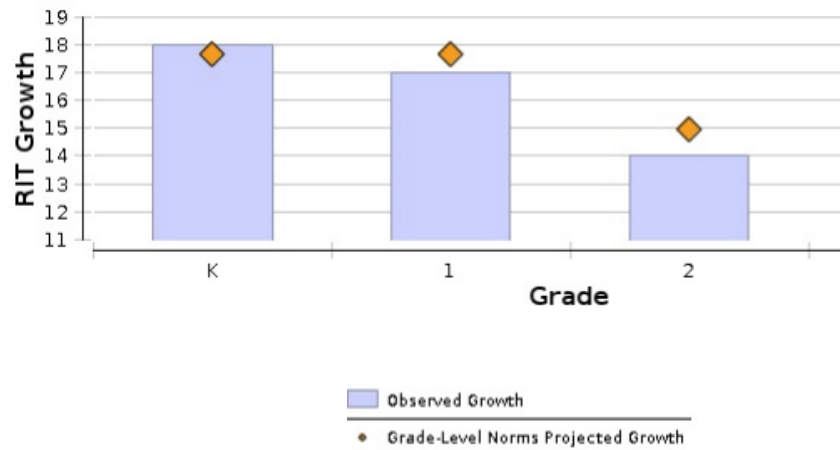**NWEA Growth Projections:** The NWEA data for Maple Ridge from 2022-2024 indicates key trends in performance.

Across Grade Levels: The percentage of students meeting their growth projections in NWEA Reading and Math over the last three years has a higher percentage of achievement in KG and 1st grade compared to second grade.

Comparing similar students: Students who were in Kindergarten in 2022 were observed to have a growth pattern in NWEA Math with 69% of students meeting their growth goals in 2022, 92% of those students meeting their growth goal in 2023 and 62% of students meeting their growth goal in 2024.

Comparing Subject areas: Students in all grade levels from 2022-2024 have higher pentages of meeting growth projections in Math compared to Reading. In 2024, there is a 5% increase in KG in performance in Math compared to Reading, a 32% increase in 1st grade performance in Math compared to Reading, and a 10% increase in performance of Math compared to Reading in 2nd grade.

Conclusion: Differences in achievement in Math growth compared to Reading growth highlight a need for targeted Reading interventions, particularly for our 2nd grade students. Identifying best practices and implementation of these strategies will be a priority in our school improvement plan to increase student achievement.

NWEA Observed Growth vs Projected Growth- Reading   NWEA Observed Growth vs Projected Growth- Math
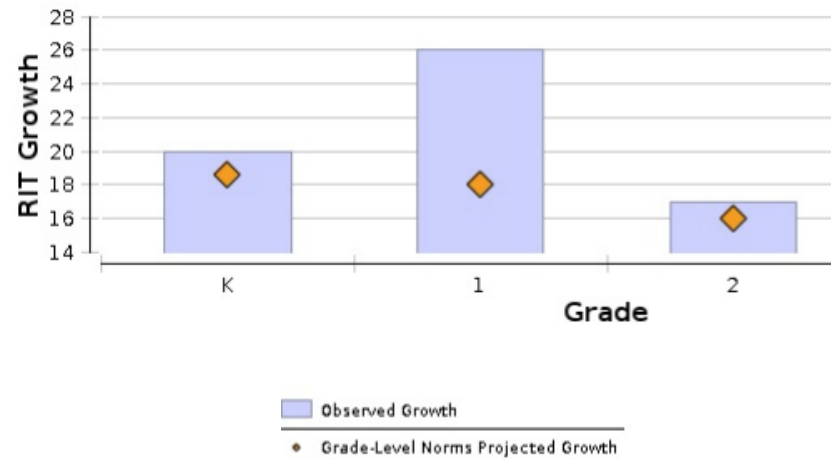
OBSERVED VS PROJECTED GROWTH: A goal is to have each grade level meet their projected growth in Reading and Math.

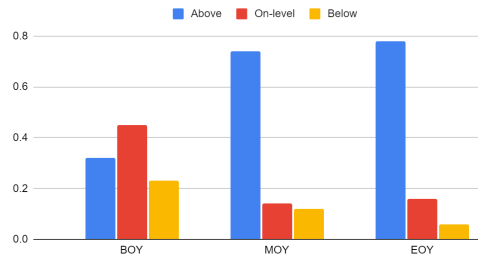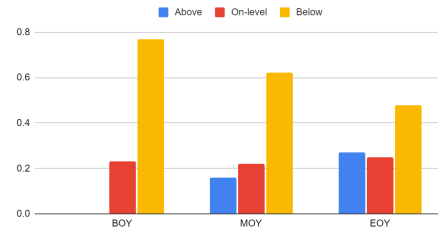This projected growth is met in grades K-2 with Math performance, however, observed growth is less than projected growth in 1st and 2nd grade in NWEA Reading.
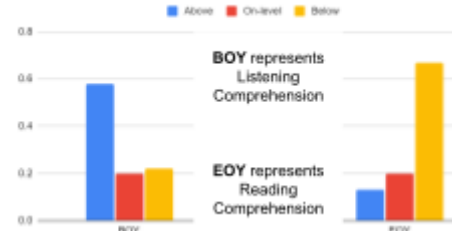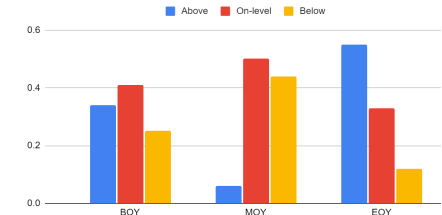
SuperKids Benchmark Data

SuperKids Benchmark Figures: The benchmark data from the SuperKids reading series highlight key trends in student achievement.

Kindergarten:
- **Letter Recognition**: Significant progress is observed, with students performing on-level or above level increasing from 77% at BOY to 94% at EOY. Students below level decreased from 23% to 6%.
- **Phonemic Awareness**: Modest improvement is noted, with 52% of students on-level or above level by EOY from 23%, but 48% remain below level, indicating a need for continued support.

First Grade:
- For the **SuperKids Comprehension data** in first grade, it's important to note that the benchmark assessments shift focus as the year progresses, which influences how the data is interpreted.
  - **Beginning of Year (BOY)**: At the start of the year, 58% of students scored above level in **Listening Comprehension**, while 22% were below. This shows that the majority of students demonstrated strong comprehension skills when listening.
  - Middle of Year (MOY): By mid-year, comprehension was assessed through a mix of Listening and Reading Comprehension based on the individual students current reading level with no means to discriminate. Therefore the data is not conclusive.
  - **End of Year (EOY)**: At the end of the year, all students were assessed on **Reading Comprehension**, with 33% scoring on-level or above level and 67% below. This indicates a challenge with reading comprehension as students transitioned fully from listening to reading-based assessments. Many students are currently building phonological awareness and decoding skills but have not yet mastered sufficient skills to access reading comprehension ability as an independent process.

  Each benchmark provides a specific insight into students' comprehension abilities at different stages, reflecting the growing emphasis on independent reading skills over time.
- **Decoding**: Positive gains are seen, with students on-level or above level rising from 75% to 88% by EOY, though sustained focus is needed.

Summary: The data call for continued targeted interventions in phonemic awareness for kindergarten and beyond and review of comprehension strategies in first grade. While there are successes in letter recognition and decoding, immediate attention is needed to address the decline in first-grade comprehension.

ATTENDANCE: Data extracted from Indiana Graduates Prepared to Success website

Note: Attendance is defined as a student attending at least 94% of instructional days during the 2022-2023 academic year.

Student Attendance
Note: Only student groups that meet a minimum size can be displayed.

Percent of Students Meeting Attendance Criteria in Most Recent Year by Grade Level

Grade	Percent
Grade 6	73.9%
Grade 5	65.7%
Grade 4	70.3%
Grade 3	72.3%
Grade 2	71.9%
Grade 1	64.4%
Kindergarten	60.3%

Percent of Students Meeting Attendance Criteria in Most Recent Year

Meeting Criteria 68.4%

Not Meeting Criteria 31.6%

Student Attendance
Note: Only student groups that meet a minimum size can be displayed.

All Students | English Learners | High Ability | Homelessness | Race and Ethnicity | Socio-Economic Status | **Special Education**

Assignment Type
Majority Enrolled

Percent of Students Meeting Attendance Criteria by Academic Year by Special Education Status
● General Education ● Special Education

Year	General Education	Special Education
2018	82.7%	81.5%
2019	78.0%	75.6%
2020	79.6%	77.8%
2021	93.2%	85.6%
2022	76.0%	71.9%
2023	69.6%	61.1%

All Students | English Learners | **High Ability** | Homelessness | Race and Ethnicity | Socio-Economic Status | Special Education

Assignment Type
Majority Enrolled

Percent of Students Meeting Attendance Criteria by Academic Year by Locally Identified High Ability Status

● High Ability Student ● Not a High Ability Student

	2018	2019	2020	2021	2022	2023
High Ability Student	92.1%	91.4%	88.4%	98.6%	77.5%	66.7%
Not a High Ability Student	81.6%	76.1%	78.4%	91.2%	75.0%	68.6%

All Students | English Learners | High Ability | Homelessness | Race and Ethnicity | **Socio-Economic Status** | Special Education

Assignment Type
Majority Enrolled

Percent of Students Meeting Attendance Criteria by Academic Year by Socio-Economic Status

● Free/Reduced price meals ● Paid meals

	2018	2019	2020	2021	2022	2023
Free/Reduced price meals	75.0%	71.9%	74.3%	90.9%	67.7%	63.6%
Paid meals	86.3%	80.6%	82.4%	92.6%	79.3%	71.9%

Attendance Figures: The attendance data for Maple Ridge in 2022-2023 indicates a concerning decline in the percentage of students meeting the attendance criteria of at least 94%, dropping from 75.3% in 2021-2022 to 68.4% in 2022-2023. Here are the key observations:

By Grade Level: Attendance percentages vary by grade, with kindergarten having the lowest rate at 60.3%, while grade 6 has the highest at 73.9%. The overall rate for grades K-6 is 68.4%.

Special Education vs. General Education: Special education students had a lower attendance rate (61.1%) compared to general education students (69.6%). Notably, grade 5 had suppressed data for the special education subgroup due to privacy considerations.

High Ability vs. General Education: The attendance rate for high ability students was 68.6%, while general education students had a lower rate of 66.7%.

Socio-Economic Status: Students on Free/Reduced Lunch had a 63.6% attendance rate, significantly lower than those Paid Lunch at 71.9% rate.

Conclusion: These disparities highlight a need for targeted attendance interventions, particularly for younger students, special education populations, and students from lower socio-economic backgrounds. Addressing these gaps will be a priority in our school improvement plan to boost overall attendance and student success.

Student Attendance

68.4% ▼ 6.9%   State: 61.1%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.
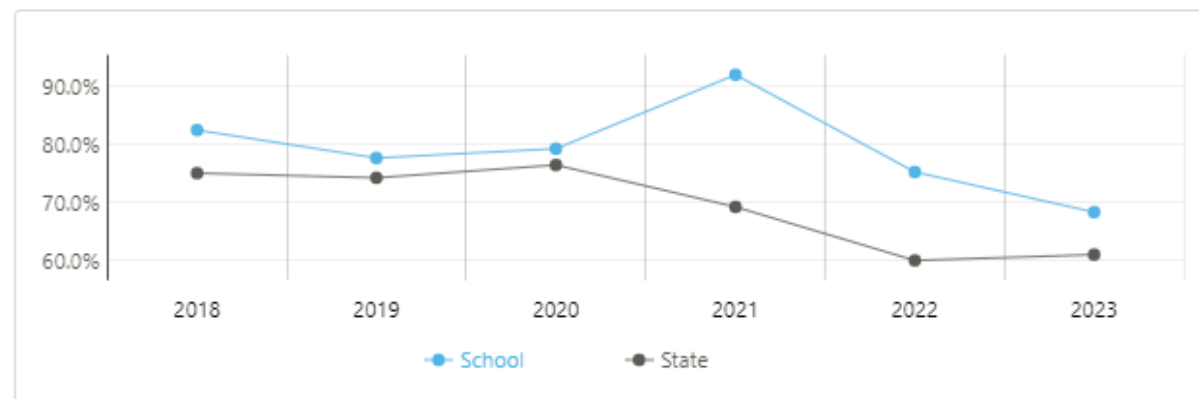
All Students	68.4%	▼ 6.9%
White	70.0%	▼ 5.0%
Black	73.8%	▼ 12.9%
Hispanic	57.3%	▼ 23.9%
English Learner	61.0%	▼ 15.9%
Economically Disadvantaged	63.6%	▼ 4.1%

Data Based On: [Majority Enrolled ▼]   Students assigned to the school where they were enrolled the majority of the school year.   [About] [Full Report]

ATTENDANCE TREND: To meet attendance criteria, students must be present at least 94% of the days they are enrolled. Current data estimates the 2023-2024 school year attendance rate at 72.9% (i.e. estimate based on raw data submitted, as Indiana Department of Education (IDOE) has not yet finalized this).

Attendance rates have fluctuated, with a significant drop during the pandemic due to changes in how COVID-related absences were counted. However, in 2024, the school has begun to see a slight improvement (i.e. 68.4% in 22-23 as compared to 72.9% in 23-24). This is partially due to the district reintroducing its Board policy on attendance.

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
At least 90% of students will pass the ILEARN ELA assessment. (SMCSC Strategic Plan, Goal 1.1)	Pass rate for ILEARN ELA Maple Ridge Elementary Grade 3 41.6% Grade 4 38.8% Grade 5 46.9% Grade 6 55.7%	Our desired performance is for at least 90% of students to pass the ILEARN ELA assessment, as outlined in the SMCSC Strategic Plan (Goal 1.1). However, the current performance based on the most recent school data reveals a significant gap between our goal and actual results. The pass rates for our school compared to the state averages are as follows: ● **Grade 3:** School: 41.6% | State: 38.6% ● **Grade 4:** School: 38.8% | State: 41.8% ● **Grade 5:** School: 46.9% | State: 40.3% ● **Grade 6:** School: 55.7% | State: 41.1% While our school's pass rates are higher than the state average in Grades 3, 5, and 6, they still fall significantly short of the desired 90% pass rate. Notably, Grade 6 outperforms the state by 14.6% points but remains below district target. Conversely, Grade 4 falls behind both the state average and district goal, highlighting a critical area in need of improvement. It is noteworthy to add that in 2023, Grade 4 pass rate was 43.7%. The trend in grade 4 should be monitored, as various components can impact the pass rate including but not limited to the student cohort. The comparison with state data shows that while 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 will pass the ILEARN Math assessment. (SMCSC Strategic Plan, Goal 1.1)	Pass rate for ILEARN Mathematics Maple Ridge Elementary Grade 3 75.2% Grade 4 59.9% Grade 5 54.6%	Our goal, as detailed in the SMCSC Strategic Plan (Goal 1.1), is for at least 90% of students to achieve passing scores on the ILEARN Math assessment. However, the current performance data from Maple Ridge Elementary indicates that there is a significant disparity between this target and the actual outcomes in all grade levels. A comparison of pass rates at Maple Ridge and the state averages shows the following:

	Grade 6 45.2% Indiana goal is Percentage of grade 6 students meeting their individual growth targets on the math ILEARN. Goal: 45.8% by 2030. Maple Ridge overall is at 50%, meeting the state goal.	• **Grade 3:** Maple Ridge: 75.2% | State: 52.4% • **Grade 4:** Maple Ridge: 59.9% | State: 48.0% • **Grade 5:** Maple Ridge: 54.6% | State: 40.8% • **Grade 6:** Maple Ridge: 45.2% | State: 38.1% Maple Ridge Elementary consistently outperforms the state average at all grade levels, with particularly strong results in Grade 3 (22.8% points above the state average). However, despite this relative success, performance in each grade still falls short of the desired 90% pass rate, with the most significant gap occurring in Grade 6. Additionally, when evaluating Maple Ridge's overall performance in relation to the state goal of 45.8% of Grade 6 students meeting their individual growth targets on the ILEARN Math assessment by 2030, Maple Ridge is currently at 50%, surpassing this state benchmark. While this is an encouraging outcome, it is important to note that the broader goal remains unmet, and further improvement is required. In summary, while Maple Ridge performs above state averages and meets long-term state growth targets, there remains a gap between current performance and the district's 90% goal. The largest performance decline is seen as students progress to higher grades, especially between Grades 5 and 6, indicating a need for targeted interventions in upper elementary math education.
At least 90% of students will pass the IREAD assessment. (SMCSC Strategic Plan, Goal 1.1)	Pass rate for 2024 IREAD for Grade 3 is 92.5%, as compared to Indiana pass rate of 82.5%. Indiana goal for IREAD is 95% by 2027 Maple Ridge pass rate for 2023 was 97.9%, as compared to Indiana pass rate of 81.9% Early pass rate for IREAD by Grade 2 is 57% as compared to the State pass rate of 43% An additional 17% of the students in grade 2 are considered On Track, while 26% of grade 2	Maple Ridge Elementary is currently meeting both the district and state goals for the IREAD assessment, with a 2024 Grade 3 pass rate of 92.5%. This surpasses the district target of 90% and the state average of 82.5%. However, this year's result marks a slight decline from the 2023 pass rate of 97.9%, which had significantly exceeded the state average of 81.9%. While the school is performing well, the state has set a goal of reaching a 95% pass rate by 2027, which Maple Ridge exceeded last year but narrowly missed this year, indicating a need for sustained focus to maintain and further improve performance. For early indicators, the 2024 Grade 2 pass rate is 57%, outperforming the state average of 43%. While 17% of Grade 2 students are on track to pass in Grade 3, 26% are considered at risk of not meeting the required standard. This early data signals the importance of targeted interventions for students before they reach Grade 3. When looking at subgroup data, Maple Ridge's performance remains strong in some areas but reveals disparities that need to be addressed. For example: • **Free/Reduced Lunch:** Maple Ridge: 87.8% | State: 76%

students are At-Risk of passing in 3rd grade. Grade 2 pass rate is up from 56% in 2023-2023. Subgroup Pass Rate Free/Reduced 87.8% (*44.3% of students qualify for F/R*) Paid 96.7% General Ed 97.8% Special Ed 70.0% Hispanic 76.9% White 90.9% No other subgroups included sufficient number of students to report	● **Paid Lunch:** Maple Ridge: 96.7% | State: 88.5% ● **General Education:** Maple Ridge: 97.8% | State: 88.2% ● **Special Education:** Maple Ridge: 70% | State: 57.1% ● **Hispanic:** Maple Ridge: 76.9% | State: 68.6% ● **White:** Maple Ridge: 90.9% | State: 88.3% ● No other subgroups (e.g. additional races or EL) had sufficient numbers of students to report Currently, 44.3% of Maple Ridge students qualify for Free/Reduced Lunch, making the higher pass rates in this subgroup encouraging. However, there remains a notable performance gap for Special Education and Hispanic students, which requires attention to ensure equitable outcomes across all groups. In conclusion, while Maple Ridge exceeds state averages and meets its 90% target, the decline from 2023 and the disparities in subgroup performance highlight areas for improvement to sustain progress and meet future goals.

Root Cause Analysis

Priority Goal Area	List of Root Cause(s)
Reading	● PLC Reading Implementation ● School Wide Reading Program ● Leveraging Data for Decision Making ● Implementing Science of Reading Strategies ● Refining the Arabian Reader program to promote engagement
Mathematics	● Lack of number sense ● Problem solving ● Computation strategies ● Focus on best practices for essential standards ● Spiral review

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