

Pendleton Elementary School

School Improvement Plan

and

Comprehensive Needs Analysis

Plan Timeline: 2024-2025 to 2026-2027

Current Year 2024-2025



SCHOOL INFORMATION

School Name	Pendleton Elementary School	School Number	5061
Street Address	327 S. East Street		
Principal	Melissa Hagerman	Email	mhagerman@smcsc.com
Phone number	765-778-2117 or 765-221-5001		
Assistant Principal	Halee Cox	Email	hcox@smcsc.com
Assistant Principal	Connie Rickert	Email	crickert@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

School Profile & Community: Pendleton Elementary School is one of three elementary schools in the South Madison Community School Corporation and is located in Madison County. The school is centrally located within the town of Pendleton, Indiana. The town of Pendleton has a population of approximately 4,717 and a median household income of \$81,413 (US Census Bureau 2020). Pendleton is best known for its historical district, Falls Park, and its quaint shops and boutiques. South Madison has experienced significant growth along the I-69 corridor.

Pendleton Elementary School is a campus made up of two buildings, the primary building and the intermediate building, serving special education Pre-K through 6th grade. The primary building houses the district's special education development preschool, special education essential skills (K-4), special education intensive behavior (K-3), and general education kindergarten through 3rd grade. The intermediate building houses the district's special education essential skills (5-6), special education intensive behavior (4-6) classes, and general education grades 4 through 6. Although the school is physically two separate buildings, the administrators and staff recognize that student success is based on maintaining common goals, language, and expectations. All PES students and staff follow the Pendleton Elementary School Horseshoe Honor Code and the Indiana Academic Standards or Content Connectors.

The enrollment for Pendleton Elementary School in the 2023-2024 school year was 870 students. The student population consists of White (87.4%), Hispanic (5.1%), Multi-Racial (4.6%), Black (2.2%), Asian (.2%), and American Indian (.2%) students. The percentage of students classified as economically disadvantaged averaged 36.5% schoolwide. The overall population also includes 21% of students with disabilities. English Learners make up 3.2% of the students.

Farming and service occupations is the foundation of the southern Madison County community. In recent decades, many of the largest employers have either closed or relocated, and the industrial base has been forced to diversify. Fortunately, accessibility to the interstate system, as well as the proximity to the greater Indianapolis area, has helped to fuel new career opportunities. Some manufacturing, such as Nestle and Tractor Supply Warehouse, have located in the area, bringing new families into our district. Many residents of the school district commute to Indianapolis, Fishers, and Anderson for their employment.

The professional faculty and staff comprises two buildings which include three administrators, two counselors, 38 teachers, nine special education teachers, four fine arts certified teachers, three Speech Pathologists, one school psychologist, one deaf and hard of hearing specialist, one occupational therapist, one physical therapist, two nurses, and one Media/Stem Specialist. The support staff includes two secretaries, one treasurer, seven custodians, 35 instructional assistants, two interventionists and eight cafeteria staff. The teacher-to-student ratio at PES is 1 to 23.

Educational Programs Pendleton Elementary School believes that part of a child's education should include activities beyond core classroom instruction in order to provide authentic opportunities to learn. We have several technology based experiences in which students can participate, such as the Robotics Club, Girls Who Code, as well as offering iPads and Chromebooks for student use. There are groups and classroom opportunities to extend the academic curriculum such as Art Club, Choir, Spell Bowl, M.A.T.H. Bowl, Project Lead the Way, Drama Club, Reading Buddies program, math tutoring, and PHHS Beta members tutoring students after school. All sixth graders have an opportunity to join the sixth grade boys and girls basketball teams. All sixth graders also have the opportunity to join the Pendleton Heights Middle School teams such as wrestling, cross country, tennis, track, swimming, band and golf. Additional ways students can be involved include Student Council, AIM Club, Best Buddies, Student News Team, Jr. Beta, Kids' Connection, Garden Club, and the Robotics Club.

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)
Melissa Hagerman	Principal	Both ▾	District Leadership Team Meetings, MTSS, Social & Emotional Learning Team, Safety Crisis Team
Halee Cox	Assistant Principal	Both ▾	MTSS, Test Coordinator
Connie Rickert	Assistant Principal	Both ▾	School Test Coordinator, Safety Crisis Team, Dyslexia Team
Holly Clem	Teacher	Both ▾	Safety Team
Stephanie Cannady	Teacher	Both ▾	Grade Level Coordinator
Tonya Boynton	Teacher	Both ▾	Grade Level Coordinator
Kim Collier	Teacher	Both ▾	Grade Level Coordinator, Safety Crisis Team
Sarah Stanley	Teacher	Both ▾	Convocation Committee
Trish Larrison	Special Education Teacher	Both ▾	Safety Crisis Team
Tim Manuzzi	School Counselor	Both ▾	MTSS Wellness & Employability
Erika Matthews	Media & STEM Specialist	Both ▾	Grade Level Coordinator
Amy Neil	Teacher	Both ▾	
Nicole Modjeski	Teacher	Both ▾	
Dr. Laura Miller	Assistant Superintendent	CNA ▾	Reading/Math Leadership Team

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 SMCSK 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, SMCSK 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

School Vision: “Success for ALL Students”

School Mission:

The Pendleton Elementary School community strives to embrace a servant leadership mindset centered around putting students first in order to develop lifelong learners. Through leading with strong character we ensure that students are building firm foundations in character, academics, and the technological skills necessary to be college and career ready.

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			
SMART Goal	Over the next three years, Pendleton Elementary is dedicated to a strategic plan focused on enhancing ILEARN ELA proficiency rates to 57.7% from our current baseline of 48.7%. Our goal is to increase the ILEARN proficiency rate by 3% annually for the next three academic years with a long term goal of 90% proficiency.		
Sub-group focus	Students scoring below the Proficient level on the ELA portion of the ILEARN assessment in grades 3-6. Students failing to meet the individual projected growth target on the Reading portion of the NWEA in grades K-2. Students scoring at-risk on the Grade-2 IREAD-3 assessment		
The strategies we are going to implement are	<ul style="list-style-type: none">Continued use of Professional Learning Communities (PLCs)Implementation of research based Science of Reading componentsEnhancing the research based multi-tiered intervention and instructional strategies		
To address the root cause	Learning gaps due to a lack of specialized and explicit reading instruction and programs that support the Science of Reading (SoR) and the reading foundations necessary to build skilled readers.		
How Will We Get There?			
Evidence-Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Continued development and education of the purpose of Professional Learning Communities (PLC) to support all students.	<i>The PLC Handbook for Educators: Unlocking Professional Learning Communities.</i> Powerschool.com. (2023, November 16). https://www.powerschool.com/blog/plc-handbook/#:~:text=PLCs%20lead%20educators%20to%20reflect,from%20differing%20backgrounds%20and%20training.	Administration Grade Level Coordinators Instructional Coaches Teachers	Sept. 2024- May 2027
Implementation of research based Science of Reading/language arts components	<i>Lexia LETRS®: Professional Development for Educators.</i> Lexia. (2024, June 21). https://www.lexialearning.com/lettrs Indiana Department of Education. (n.d.). <i>Indiana’s Priorities for Early Literacy.</i>	Administration, Grade Level Teachers, & Interventionists	Sept. 2024-May 2025
Implementation of research based multi-tiered instructional strategies	Rhodes, K. (2024, April 24). 3 tips for using data to drive instruction. Teach. Learn. Grow. https://www.nwea.org/blog/2024/3-tips-for-using-data-to-drive-instruction/	Administration, Grade Level Teachers, Interventionists, and Support Staff	Sept. 2024-May 2025

Strategy #1	Continued development and education of the purpose of Professional Learning Communities (PLC) to support all students.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Reading Professional Learning Communities (PLC)	Monthly grade-level and certified staff PLC meetings. Discussion of needs based on data assessment and resources needed.	Principal Instructional Coaches Grade Level Coordinators Teachers	NWEA growth data (Grades K-2). HMH growth measure and weekly classroom assessments	NWEA reports, curriculum based measures, Essential Standards, Meeting time, Grade-level Learning Communities	Ongoing 1 per month	In Progress ▾
Intervention Cycles	Co-planning for instruction, data analysis, instructional coaching and/or coaching cycles, and professional development	Principal Instructional Coaches Grade Level Coordinators Teachers Interventionists	Lesson Plans Classroom Observations Teacher ranking HMH Growth Measure NWEA K-2	Time for teachers and instructional coaches to deepen their understanding and practice identifying critical content and success criteria	Ongoing 1 per 6 weeks	In Progress ▾
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						

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

Strategy #2	Implementation of research based Science of Reading/language arts components					
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
PD opportunities in Science of Reading (SoR)	Facilitate ongoing professional development in literacy instruction to improve student outcomes.	Literacy Coach Instructional Coach	Lesson plans, classroom observations	Professional development opportunities, planning and implementation time	Ongoing	In Progress ▾

Implementation of structured literacy programs	Implementing curriculum based structured literacy programs in grades K-3 (SuperKids & HMH).	Classroom Teachers Instructional Coach	NWEA ELA growth data (grades K-2), HMH Growth Measure, progress monitoring data	Curriculum, targeted programs, UFLI	Ongoing	In Progress ▾
Focused intervention	Implement intervention groups	Principal, Grade Level Coordinators, Interventionists	Progress monitoring data	Intervention protocols Progress monitoring tools	August - May, annually	In Progress ▾
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						
Year 2 Review (To be completed Fall of 2026)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						

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

Strategy #3	Enhancing the research based multi-tiered intervention and instructional strategies					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Enhance Tier 2 structures	Align Tier 2 intervention schedule to permit a team of IAs who are highly-trained to work with each grade level in small groups	Principal		Staffing	Ongoing	In Progress ▾
Focused intervention	Structured intervention groups facilitated by trained reading interventionists	Principal Interventionists, K-6 Teachers	Progress monitoring data, NWEA growth (K-2), HMH Growth Measure	Staffing, training, master schedule	Ongoing	In Progress ▾
Data Meetings	Review progress monitoring data and formative assessment data	Administration, Certified Staff, Instructional Staff, Jill Mohr	GLC data sheets	Data sheets	Ongoing	In Progress ▾
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						

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

PROGRESS INDICATORS

PROGRESS INDICATORS			
Check-in Schedule	BOY	MOY	EOY
Date			

Key Performance Indicator (Assessment)	NWEA Growth Data Grades K-2 HMH Growth Measure ILEARN Checkpoint Grades 3-6	NWEA Growth Data Grades K-2 ILEARN Checkpoint Grades 3-6	NWEA Growth Data Grades K-2 IREAD-3 Grades 2-3 ILEARN Checkpoint Grades 3-6
Results	Add UFLI Results (3rd Grade)		
On Track to Meet Goals?			
Strengths	We have been able to identify individual students by their skill needs. Teacher goal setting prior to MOY testing.		
Areas for Growth	Teacher and Instructional Assistants becoming more knowledgeable about the program. (UFLI) NWEA, moving students from red/yellow to green/blue.		
Next Steps	Continued Teacher/IA training. PLC discussions including testing environment and strategies.		

GOALS AND ACTION PLAN

GOAL	
SMART Goal	Over the next three years, Pendleton Elementary is dedicated to a strategic plan focused on enhancing ILEARN Math proficiency rates to 67.5% from our current baseline of 58.5%. Our goal is to increase the ILEARN proficiency rate by 3% annually for the next three academic years with a long term goal of 90% proficiency.

Sub-group focus	Students scoring below the Proficient level on the math portion of the ILEARN assessment in grades 3-6. Students failing to meet the individual projected growth target on the math portion of NWEA in grades K-2.		
The strategies we are going to implement are	<ul style="list-style-type: none">Continued used of Professional Learning Communities (PLCs)Implementation of research based multi-tiered intervention and instructional strategies to improve student math outcomes		
To address the root cause	Learning gaps due to utilization of the newly adopted math curriculum with an increased focus on number sense and application of math process and content standards.		
How Will We Get There?			
Evidence-Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Continued use of Professional Learning Communities (PLCs)	<i>The PLC Handbook for Educators: Unlocking Professional Learning Communities.</i> Powerschool.com. (2023, November 16). https://www.powerschool.com/blog/plc-handbook/#:~:text=PLCs%20lead%20educators%20to%20reflect,from%20differing%20backgrounds%20and%20training <i>Professional development.</i> Everyday Mathematics. (n.d.). https://everydaymath.uchicago.edu/teaching-topics/professional-development/	Administration & Grade Level Teachers	Sept. 2024- May 2025
Targeted interventions to provide support to improve student math outcomes	U.S. Department of Education. (2021). Assisting students struggling with mathematics: Intervention ... Institute of Educational Sciences. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-PraxGuide-Elementary-Math-Summary-508c.pdf	Administration Classroom Teachers	Sept. 2024-May 2025
-Implementation of research based multi-tiered intervention and instructional strategies to improve student math outcomes	<i>Ilearn Test Blueprint Math all grades 2025-2026: Through-year ILEARN (checkpoints) assessment.</i> LearningLab. (n.d.). https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment	Administration Grade Level Coordinators Instructional Coaches Classroom Teachers	Sept. 2024-May 2025

Strategy #1	Continued use of Professional Learning Communities					
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
Math PLC	Monthly grade-level and certified staff PLC meetings. Discussion of needs based on data assessment and resources needed.	Administration, grade-level teachers	NWEA growth data (Grades K-2). Everyday Math (EM) benchmark assessments and weekly classroom assessments	NWEA reports, curriculum based measures, Essential Standards, Meeting time, Grade-level Learning Communities	Ongoing	In Progress ▾
Intervention Cycles	Co-planning for instruction, data analysis, instructional coaching and/or coaching cycles, and professional development	Principal, Instructional Coaches, Teachers, Interventionists	Lesson Plans Classroom Observations Teacher ranking EM Benchmark Assessments NWEA K-2	Time for teachers and instructional coaches to deepen their understanding and practice identifying critical content and success criteria	Ongoing 1 per 6 weeks	In Progress ▾
Provide professional development opportunities	Facilitate ongoing professional development in curriculum resources and math instruction to improve student outcomes	Administration, Certified Staff, Instructional Staff	Lesson plans, classroom observations	Professional development opportunities, planning and implementation time	Ongoing	In Progress ▾
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						

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

Strategy #2	Enhancing the research based multi-tiered intervention and instructional strategies to improve student math outcomes					
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
Enhance Tier 2 structures	Align Tier 2 intervention schedule to permit a team of IAs who are highly-trained to work with each grade level in small groups	Principal		Staffing	Ongoing	In Progress ▾

Focused intervention	Structured intervention groups facilitated by trained reading interventionists	Principal Interventionists, K-6 Teachers	Progress monitoring data, NWEA growth (K-2), EM Benchmark Assessment Data	Staffing, training, master schedule	Ongoing	In Progress ▾
Data Meetings	Review progress monitoring data and formative assessment data	Administration, Certified Staff, Instructional Staff	GLC data sheets	Data sheets	Ongoing	In Progress ▾
Year 1 Review (To be completed Fall of 2025)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						
Year 2 Review (To be completed Fall of 2026)						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						

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

PROGRESS INDICATORS

PROGRESS INDICATORS			
Check-in Schedule	BOY	MOY	EOY
Date	Fall 2025 Fall 2026	Winter 2024 Winter 2025 Winter 2026	Spring 2025 Spring 2026 Spring 2027
Key Performance Indicator (Assessment)	BOY Everyday Math Assessment NWEA K-2 ILEARN Checkpoint	NWEA K-2 ILEARN Checkpoint	NWEA K-2 ILEARN Checkpoint ILEARN Summative
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			

Next Steps			
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PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	<p>1. PES educators will enhance their expertise to proficiently implement Science of Reading strategies, enhance instructional delivery, and optimize student reading proficiency.</p> <p>2. A staff cohort will participate in a book study “The Classroom Management Book”</p> <p>3. Teachers in grades 3-6 will utilize professional development and curriculum resources to strengthen student learning outcomes.</p>
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	<p>Title II</p> <p>Title IV</p> <p>Educational fund</p>
Plan for coaching and support during the learning process	Collaborative coaching cycles between instructional coaches and teachers (e.g. Instructional Coaches & Media/STEM Specialist)
Evidence of Impact	Grade-level Data Dive Meetings to document best practices, track student progress, and discuss common assessments such as district or school-wide benchmarks.
How will effectiveness be sustained over time?	PES will commit to using data to drive our instruction.

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 *

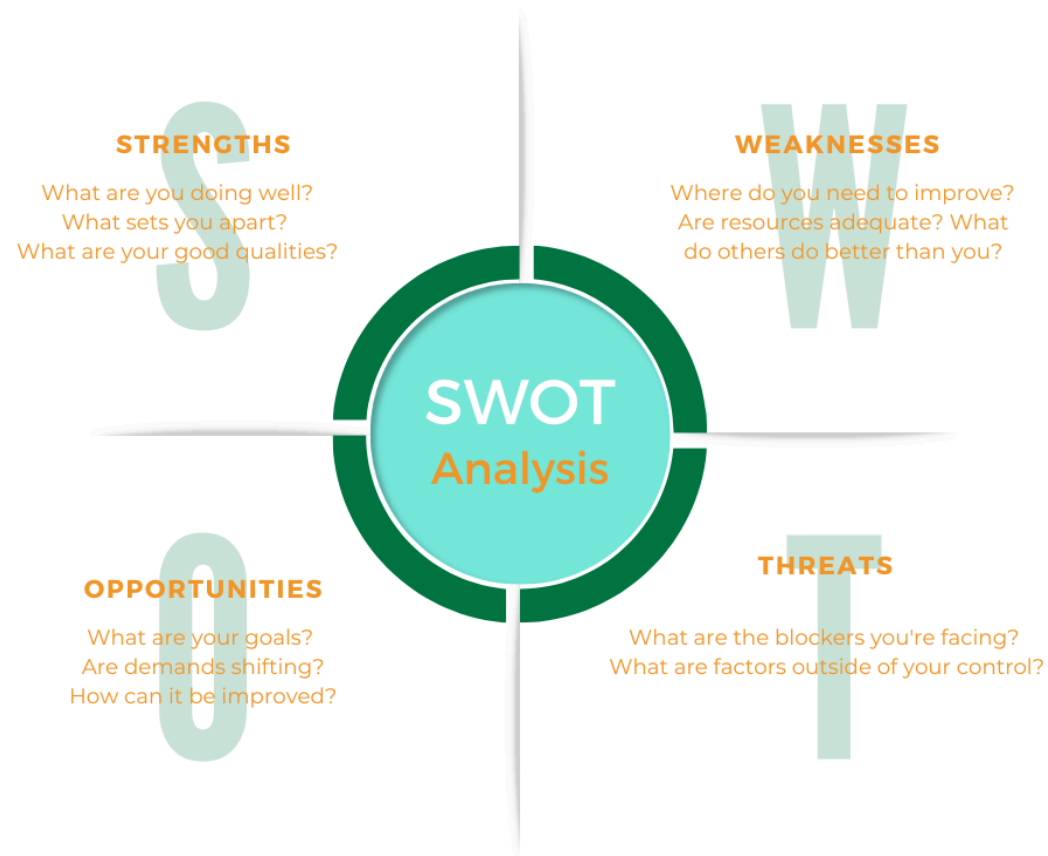
*** Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information is included in any linked or uploaded student data.

Appendix A2: Evaluate Progress on Current School Goals

Previous Year Goal #1	Pendleton Elementary will improve student Reading and Writing achievement as measured by ILEARN ELA assessment with a goal of 90% pass rate by Spring of 2024.	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 ▾	

Previous Year Goal #2	Pendleton Elementary will improve student Math achievement as measured by ILEARN Math assessment with a goal of 90% pass rate by Spring of 2024.	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, should the school continue to work toward this goal? If the goal was not met, and you choose to continue to work toward this goal, the SIP Action Plan will provide details on steps toward improvement.		Yes ▾	

SWOT ANALYSIS of Current Goals Not Achieved



SWOT ANALYSIS for Goal Pendleton Elementary will improve student Reading and Writing achievement as measured by ILEARN ELA assessment with a goal of 90% pass rate by Spring of 2024.

Internal Factors

People, Resources, Systems, Procedures

Strengths

- Reading Interventions
- Dyslexia screening-identifying students with dyslexia characteristics and providing support.
- Reading curriculum (HMH Into Reading & SuperKids)
- PLC process of identifying students for Tier 2 & Tier 3 interventions
- 90 minute uninterrupted reading block for grades K-3.
- 60 minute uninterrupted reading block for grades 4-6

Improvement | Weaknesses

- Support for English Language Learners.
- Using data to identify students and provide Tier 3 support
- Knowledge and resources on the Science of Reading

External and Internal Factors

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

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

Opportunities

- LETRS Training
- UFLI Training
- Partnership with the Pendleton Community Library
- Professional development for support staff

Threats

- Growing population of English Language Learners
- Parental support & participation with school reading programs
- Increasing cost of books & curriculum/educational resources

Summary Analysis

Pendleton Elementary School is well-positioned to achieve its goal of a 90% pass rate on the ILEARN ELA assessment, thanks to its strong internal processes and the opportunities for professional development and community partnerships. However, attention must be given to the potential weaknesses and threats, particularly regarding the growing ELL population and the rising cost of resources. By addressing these areas proactively, the school can maximize its strengths and opportunities to ensure all students have the support they need to succeed in reading and writing.

SWOT ANALYSIS for Goal Pendleton Elementary will improve student Math achievement as measured by ILEARN Math assessment with a goal of 90% pass rate by Spring of 2024.

Internal Factors

People, Resources, Systems, Procedures

Strengths

- Math curriculum (Everyday Math K-6)
- PLC Process of identifying students for Tier 2 & Tier 3 interventions
- 60 minutes of daily math instruction for grades K-6
- Hands-on application-based math games
- Home links to communicate with parents to assist with math support

Improvement | Weaknesses

- Providing additional support for English Language Learners.
- Using data to identify students and provide Tier 3 support
- Available math intervention resources
- Exploring adopted curriculum-based math intervention resources

External and Internal Factors

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

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

Opportunities

- Everyday Math Virtual Learning Community
- Instructional support from school E-Coach

Threats

- Growing population of English Language Learners
- Parental support & participation with school-based math programs

Summary Analysis

Pendleton Elementary School is well-positioned to achieve its goal of a 90% pass rate on the ILEARN Math assessment, due to strong Tier 1 instruction and opportunities for professional development through our PLC process and district professional development. By addressing these areas proactively, the school can maximize its strengths and opportunities to ensure all students have the support they need to succeed in math.

Appendix A3: ESSENTIAL INFORMATION & CORE ELEMENTS

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
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 ▾	☐
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.	Choose ▾	Tier 1 ▾	Online resource provides engaging, age-appropriate learning for Social Studies standards.	Yes ▾	☐
Social Studies	4	Map Skills, Scholastic	Choose ▾	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 in Europe and the Americas McGraw-Hill	Choose ▾	Tier 2 ▾	Textbook and online resources are core component of social studies program.	Yes ▾	☒
Civics	6	Indiana BAR Foundation	Choose ▾	Tier 1 ▾	Textbook and online resources are core component of social studies program.	Yes ▾	☒
Science	K-6	Discovery ED STEM Connect	No ▾	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	No ▾	Tier 1 ▾	A digital learning platform and resources that provides award-winning digital content in core content areas	Yes ▾	☐
Employability Skills	K-1	Little Spots	Yes ▾	Tier 1 ▾	Evidence-based curriculum for primary grades employability skills, including problem-solving and emotion management.	Yes ▾	☐
Employability Skills	K-6	Second Steps	Yes ▾	Tier 1 ▾	Research-based, field-tested, and incorporates evidence-based components curriculum for employability skills, including goal setting, growth mindset, emotion management, empathy and kindness, and problem-solving.	Yes ▾	☐
Reading	K	Ladders to Literacy	Choose ▾	Tier 2, 3 ▾	An evidence-based reading program that differentiates instruction based on student data.	Yes ▾	☐
Reading	K	Road to the Code	Choose ▾	Tier 2, 3 ▾	An evidence-based proven plan for teaching phonological awareness features a developmentally sequenced	Yes ▾	☐
Reading	K-1	Language for Learning	Choose ▾	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)	Choose ▾	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	Choose ▾	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	Choose ▾	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	Choose ▾	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)	Choose ▾	Choose ▾	Evidence-based foundational literacy skills that combine direct instruction and a multi-modality approach.	Yes ▾	☐
Reading	K-4	Visualizing Verbalizing	Choose ▾	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)	Choose ▾	Choose ▾	Evidence-based online reading program that differentiates instruction based on student data.	Yes ▾	☐
Reading	K-6	Recipe for Reading	Choose ▾	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	Choose ▾	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	Choose ▾	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	Choose ▾	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	Choose ▾	Tier 2, 3 ▾	Evidence-based online reading program	Yes ▾	☐

		Assistant			that differentiates instruction based on student data.		
Reading	2-6	FastForWord-Language	Choose ▾	Tier 2, 3 ▾	Evidence-based online reading program that differentiates instruction based on student data.	Yes ▾	☐
Reading	2-6	FastForWord-Reading	Choose ▾	Tier 2, 3 ▾	An evidence-based online reading program that differentiates instruction based on student data.	Yes ▾	☐
Reading	3-6	Corrective Reading-Comprehension	Choose ▾	Choose ▾	A literacy program designed to improve fluency and comprehension for students in upper elementary, supported by research from the Florida Center for Reading Research.	Yes ▾	☐
Reading	3-6	Corrective Reading-Decoding	Choose ▾	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	Choose ▾	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)
<p>Pendleton Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCS website website or in the school office. Additionally based on IC ???, the adopted curriculum is listed on the SMCS website website for elementary reading instruction. Finally, the data for dyslexia is posted on the website based on I.C. 20-35.5-5-2</p> <p>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.</p>

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

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

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

Tiered Support Structure:

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

Assessment and Monitoring:

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

Professional Learning Communities (PLCs):

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

Support for Advanced Learners:

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

Special Education and English Learner Supports:

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

CORE ELEMENT 3: ASSESSMENT IN ADDITION TO STATE ASSESSMENT

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

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

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

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

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

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

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

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

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

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

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

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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

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

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

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

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

- Perseverance (WE5): Interactive applications and blended learning environments encourage students to complete tasks and projects, developing endurance.
- Time Management and Organization (WE6): Tools, like Google Classroom, help students plan and organize their long-term and short-term goals, balancing schoolwork with other activities.
- Effective Communication (LS10): Platforms, 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 complete 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: <ul style="list-style-type: none"> ○ 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 ▾	☐

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>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.</p> <p>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</p>

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

In an effort to provide a safe and disciplined environment, a cohort at Pendleton Elementary School completed a book study (The Classroom Management Book by Harry Wong) on classroom management over the summer. Teachers were tasked with implementing procedures in their classrooms so that students fully understand what is being asked of them. Common language is used in both buildings for hallway and cafeteria procedures. Pendleton Elementary implements scheduled emergency preparedness drills and post training. A new check in system has been installed for visitors. An increased police presence has been initiated this school year in conjunction with the Pendleton Police Department. Students have access to the school counselors to address any social emotional needs that may be present. We also have outside counseling services in the building.

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

The school follows all state and federal requirements for information gathering and information security. Student information is securely stored in the student management system. Free/Reduced lunch applications are processed through the Nutrition Service Department. 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, Pendleton Elementary has serves a diverse student population, including a growing English Learner (EL) student population.. This diversity enriches our school community and provides valuable opportunities for cultural exchange and learning. Presently, Pendleton has a 36% F/R Lunch rate.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Educational outcomes are monitored for all subgroups and all subgroups have equal access to intervention programs, enrichment programs, and services. The district staff includes at least one guidance counselor at each building, school psychologists, a behavior coach, and an SEL coach. In elementary schools, the guidance counselor plays a key role in tier 1 instruction for cultural awareness. In addition, the district EL Coordinator provides cultural awareness training to the staff.

The district EL Coordinator is dedicated to assisting both students and the broader school community. To support non-English-speaking families, we provide translation services for meetings and documents, with multi-language instructional assistants available for Spanish and other languages as needed. The EL Coordinator facilitates family engagement and supports families in navigating our school community. Our approach includes culturally competent training for teachers, with a focus on WIDA standards and language acquisition strategies.

Furthermore, Pendleton 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. Pendleton currently has a part time EL teacher (0.25) and one (1) EL Paraprofessionals. In regards to EL TOR duties at Pendleton, these are split across two 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.

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

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

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

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

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

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:		62 students (7.1%) were absent 18 or more days			
Last Year:	76.6% of students were present at least 169 out of	Two Years Ago:	For 2022-2023, 87.2% of students were present at least 169 out of 180 days. Indiana student attendance rate was 61.1%	Three Years Ago:	PES 98.6% Indiana 60.1%
What may be contributing to the attendance trend?		An emphasis on positive relationship building, improved staff and family communication, engaging curriculum and instruction, and additional School Resource Officers have contributed to our increasing attendance trend.			
What procedures and practices are being implemented to address chronic absenteeism?		South Madison Community School Corporation, including Pendleton Elementary School, boasts an outstanding attendance record. The strong relationships between staff, students, and families fosters an environment that prioritizes regular attendance. In the rare cases where attendance issues arise, the school diligently follows corporation policies and collaborates with the families, district's School Resource Officer and the Madison County Prosecutor's Office. As outlined in SMCSC's Strategic Plan, all schools are committed to achieving a 97% attendance rate.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Pendleton Elementary utilizes PowerSchool, a student information system, to generate various reports. In particular, Power School can generate chronic absence reports to alert about the number and specific students who have missed 10 percent or more of school. The school initiates both written (print and digital through ParentSquare) and verbal contacts with families.			

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

Pendleton Elementary School has an active Parent Teacher Organization (PTO) that meets throughout the school year. The PTO plans events such as schoolwide skating parties, Color Run, Book Fair, and other family events. Family Fun Nights are also scheduled throughout the year that allow students and families to engage in activities such as hosting Children's Museum activities and magic shows that involve math. The Fine Arts department hosts family music and art nights.

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

Pendleton Elementary School can openly communicate with the administration through email or Parent Square. Surveys are also sent home at the end of the school year to get feedback from parents/families.

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

Through the use of ParentSquare and PowerSchool notifications administrators and families work together to communicate absences. Parents are encouraged to inform administration if there are issues regarding extended absences, in order to provide student support to maintain high levels of attendance.

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

SMCSC now uses Parent Square to effectively communicate with parents/families. Teachers can quickly post classroom updates and communicate upcoming events, tests, and/or assignments with parents.

Describe strategies used to increase parental involvement.

Our PTO (Parent/Teacher Organization) is active in providing opportunities for parental involvement. Some examples would be book fair, movie nights, skating parties, and popcorn days. We also host family nights throughout the school year so that the parent and student can interact in a planned activity. Examples would be Family Art Night, Family Music Night, and Family Fun Nights in partnership with the Indianapolis Children's Museum. We also host an Open House and Parent/Teacher conferences each year.

How does the school provide individual academic assessment results to parents/guardians?

Parents have access to PowerSchool. Standardized test scores and NWEA reports are also sent home.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

We have informal conversations and meetings throughout the year. We also utilize ParentSquare to gather information and feedback. A parent survey is used at the end of the school year.

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS, ONLY

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

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

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

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

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

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

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

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

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

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

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

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

CORE ELEMENT 11: INSTRUCTIONAL STAFF

Highly Qualified Instructional Staff		
Staff Name	Licensure/Certification	Assigned Class/Subject
Hagerman, Melissa	Masters; General Elementary, 1-6 7/8 Non Dept.; Health, Instructional Accomplished Practitioner, 5-12; Health, Instructional Accomplished Practitioner, P-12, Social Studies, Instructional Accomplished Practitioner, 5-9; Building Level Administrator, Administrator Initial Practitioner, P-12	Principal
Cox, Halee	Masters; Elementary Generalist, Instructional Proficient Practitioner, K-6; Building Level Administrator, Administrator Initial Practitioner, P-12	Assistant Principal
Rickert, Connie	Masters; World Civilization, Government, United States History, Senior High-Junior/Middle School, 5-12; Computer Endorsement, K-12; Building Level Administrator Proficient Practitioner, All Schools	Assistant Principal
Friedle, Benjamin	Masters; School Counselor, School Services Proficient Practitioner, All Schools	School Counselor
Manuzzi, Timothy	Masters; School Counselor, School Services Proficient Practitioner, All Schools; Music: Instrumentals Conversion, All Grade, K-12	School Counselor
Aldredge, Erin	Bachelors, Elementary Generalist, Instructional Initial Practitioner, K-6	Grade 4
Apple, Jessica	Bachelors; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner; Mild Intervention Elementary/Primary & Intermediate, & English as a New Language Elementary/Primary & Intermediate	Special Education, Grades 3 & 4
Armour, Jennifer	Bachelors; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner, Elementary/Primary & Intermediate	Grade 4
Basch, Kelly	Masters; Communication Disorders, School Services Proficient Practitioner, All Schools	Speech Pathologists Grades 3-8
Beaver, Bethany	Bachelors; Elementary Generalist K-6, Instructional Proficient Practitioner; English as a New Language, P-12	Grade 5
Bousman, Betsy	Bachelors; Elementary Generalist K-6 Transition to Teaching Permit	Grade 6
Boynton, Tonya	Bachelors; General Elementary, 1-6 7/8 Non Dept.	Grade 4
Brand, Lori	Bachelors; General Elementary, 1-6 7/8 Non Dept; Kindergarten Endorsement	Kindergarten
Brindley, Courtney	Bachelors; General Elementary, 1-6 7/8 Non Dept.	Grade 6

Bynum, Renee	Bachelors; Mild & Intense Intervention, Instructional Proficient Practitioner, P-12	Special Education, Grades 5-6
Cannady, Stephanie	Bachelors; General Elementary, 1-6 7/8 Non Dept.	Grade 3
Claxon, Paul	Bachelors; General Elementary, 1-6 7/8 Non Dept.	Computer K-6
Clem, Holly	Bachelors; Elementary Generalist, Instructional Practitioner, K-6	Grade 2
Clemons, Kristyn	Masters; Intense Intervention, Deaf and Hard of Hearing, Elementary Generalist & Mild Intervention Professionalize, Instructional Accomplished Practitioner, P-12	Special Education, Kindergarten
Collier, Kim	Bachelors; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner; Elementary/Primary & Intermediate	Grade 5
Cookston, Jessica	Bachelor; Kindergarten-Primary, K-3; Instrumental and General Music, Instructional, K-6	Music Grade K-6
Coon, Kathy	Bachelors; Mild Intervention, Instructional Proficient Practitioner, Elementary/Primary, Intermediate, Middle School, Junior High & High School	Preschool & Pre Kindergarten
Frazier, Haleigh	Bachelors; Elementary Generalist K-6 Practitioner	Grade 2
Garett, Elizabeth	Doctorate; Physical Therapy	Physical Therapist PK-6
Gray, Kirsten	Masters; Elementary/Primary & Intermediate Generalist, Instructional Accomplished Practitioner; Elementary/Primary & Intermediate	Art K-6
Hendrick, Sara	Bachelors; Mild Intervention, Instructional, P-12	Special Education, Grades 3 & 4
Keller, Jill	Bachelors; Hearing Impaired, All Grade, K-12	Deaf & Hard of Hearing PK-12
Kemper, Amanda	Bachelors; General Elementary, 1-6 7/8 Non Dept; Kindergarten Endorsement	Grade Kindergarten
King, April	Bachelors, General Elementary 1-6, 7-8 Non Dept.	Grade 3
Klipsch, Carla	Bachelors; General Elementary, 1-6 7/8 Non Dept	Grade 3
Lanman, Beth	Masters; General Elementary, 1-6 7/8 Non Dept; Learning Disabled & Seriously Emotional Handicapped, General Elementary, K-12	Grade 5
Larrison, Trish	Bachelors; General Elementary, 1-6 7/8 Non-Dept; Learning Disabled, K-12; Mild Intervention, P-12	Special Education, Grades 5 & 6
Liebert, Katy	Bachelors; Elementary Generalist K-6	Grade Kindergarten

Lyles, Tim	Occupational Therapist	
Manuzzi, Margaret	Masters; General Elementary, 1-6 7/8 Non Dept;	Grade 4
Matthews, Erika	Bachelors; General Elementary, 1-6 7/8 Non Dept; Reading 1-6 7/8 Non Dept; Computer Endorsement, K-12; Kindergarten Endorsement	STEM Specialist Grades K-6
McGovern, Madalyn	Bachelors; Elementary Generalist, Instructional Initial Practitioner, K-6	Grade 3
McCord, Kendall	Bachelors; Elementary Generalist, Instructional Initial Practitioner, K-6; High Ability Education Conversion, Instructional Practitioner; P-12	Grade 2
Miller, Shanna	Bachelors; General Elementary, 1-6 7/8 Non Dept	Grade 6
Monahan, Krista	Bachelors; General Elementary, 1-6 7/8 Non Dept; Kindergarten Endorsement	Grade Kindergarten
Modjeski, Nicole	Bachelors; General Elementary, 1-6 7/8 Non Dept; Kindergarten Endorsement	Grade Kindergarten
Moyer, Ann	Bachelors; General Elementary, 1-6 7/8 Non Dept; Early Childhood Special Education, Pre-Kindergarten Minor	Preschool, Pre Kindergarten
Neil, Amy	Bachelor; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner, Elementary Primary & Intermediate	Grade 1
Nolan, Ellen	Masters, General Elementary 1-6, 7-8 Non-Dept.	Grade 4
Peters, Michael	Bachelors; Physical Education, Instructional, P-12	Physical Education Grades K-6
Petro, Missy	Bachelors; Kindergarten-Primary, Kindergarten- Primary, K-3	Grade 1
Ragan, Sara	Bachelors; General Elementary, 1-6 7/8 Non Dept; Mathematics Endorsement, 1-9	Grade 5
Roell, Stephanie	Masters; Library Media P-12, Elementary Generalist K-6	Grade 1
Mary Rawlings		Occupational Therapist
Richwine, Savannah	Bachelors; Intense Intervention, Instructional Practitioner, P-12	Special Education, Grades 1 & 2
Rohe, Heather	Bachelors; General Elementary, 1-6 7/8 Non Dept; Computer Endorsement, K-12	Grade 2
Rosenberger, Lisa	Bachelors; General Elementary, 1-6 7/8 Non Dept; Kindergarten Endorsement	Grade 1

Ruffer, Dawn	Bachelor; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner, Elementary Primary & Intermediate	Kindergarten
Shanks, Kimber	Bachelors; General Elementary, 1-6 7/8 Non Dept	Grade 2
Smith, Sara	Bachelor; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner, Elementary Primary & Intermediate	Grade 3
Stanley, Sarah	Bachelors; General Elementary, 1-6 7/8 Non Dept	Grade 6
Tetrault, Jessica	Bachelors; Preschool Generalist, Instructional Proficient Practitioner, Preschool; Mild Intervention, Instructional Proficient Practitioner, Elementary/Primary	Preschool, PreK
Wells, Braydan	Bachelors; Elementary Generalist, Instructional Proficient Practitioner, K-6; Mild Intervention, Instructional Proficient Practitioner, P-12	Special Education, K-2
Wells, Dylan	Bachelors; Elementary Generalist, Instructional Proficient Practitioner, K-6	Grade 5
Westcott, Stephanie	Bachelors School Psychology, Masters School Psychology, Ed..S	
Williams, Rachel	Bachelors; Elementary Generalist, Instructional Practitioner, K-6	Grade 1
Williamson, Meredith	Masters; Speech, Language and Hearing Clinician; School Services Personnel	Speech Language Pathologist, PreK
York, Deena	Bachelors; Elementary/Primary & Intermediate Generalist, Instructional Proficient Practitioner; Mild Intervention Elementary/Primary & Intermediate	Special Education K-6

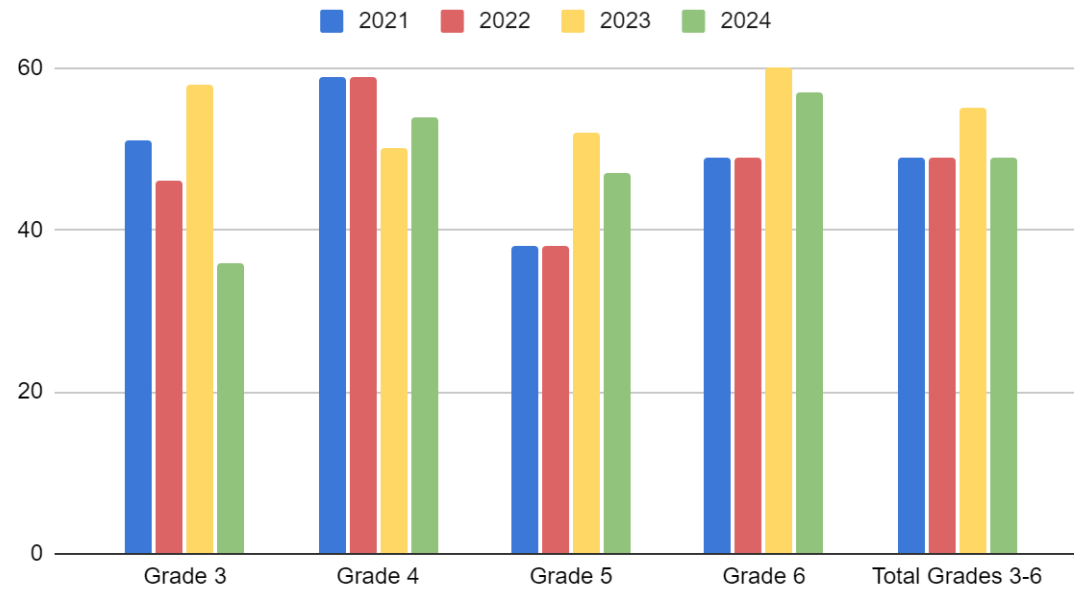
Appendix B: STUDENT DATA

In analyzing the aggregate and same-group ILEARN English/Language Arts scores over the past four years, it is apparent that there has been a decline in the percentage of students scoring at or above proficiency on Indiana's ILEARN assessment. It is worth noting that in the most recent reporting year, 2024, Pendleton Elementary was above the state average in all grade levels with the exception of 3rd grade. The overall Pendleton Elementary passing percent for grades 3-6 remained above the state average. While these are positive data points to highlight, there is still a need to address the overall decline in school-wide scores during this period.

ILEARN ELA Data (2021-2024) Percent Passing

Grade	2024	2023	2022	2021
3	36	58	46	51
4	55	50	59	59
5	47	52	49	38
6	57	60	43	49
Total Grades 3-6	49	55	49	49

Historical Percent At or Above Proficiency ILEARN ELA



ELA ILEARN Pendleton Elementary Historic Data Same Class/ Grade Level Comparison

	2021	2022	2023	2024
3rd Grade Avg. Score	5458	5449	5449	5445
3rd Grade Pct. Pass	51	46	58	36
4th Grade Avg. Score	5516	5488	5475	5476
4th Grade Pct. Pass	59	59	50	54
5th Grade Avg. Score	5530	5532	5521	5518
5th Grade Pct. Pass	38	49	52	47
6th Grade Avg. Score	5539	5545	5549	5551

6th Grade Pct. Pass	49	43	60	57
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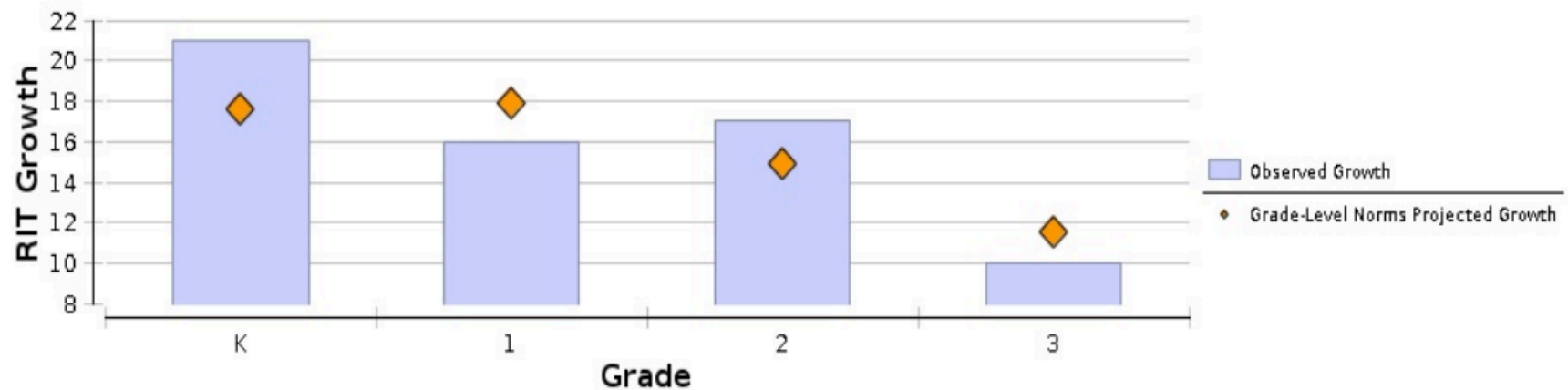
In the 2023/24 school year, Grades K and 2 achieved the projected growth target in NWEA MAP Reading. Grades 1 and 3 displayed lower growth percentiles. This data shows that the implementation of early literacy initiatives is beginning to have a positive influence on students' preparedness for success in higher grades. Early literacy initiatives are evolving and being tailored to meet the specific needs of students at Pendleton Elementary School.

ELA: 23/24 Reading NWEA MAP Student Growth Summary Report K-3

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	93	140.0	8.0	81	160.8	12.8	91	21	0.9	17.7	1.17	88	93	65	70	74
1	117	161.5	12.6	90	177.9	12.9	83	16	0.7	17.9	-0.53	30	117	64	55	51
2	123	173.6	15.4	66	190.9	14.5	76	17	0.8	14.9	0.86	81	123	78	63	64
3	113	190.9	13.9	77	200.5	12.8	67	10	0.8	11.5	-0.83	20	113	53	47	45

Language Arts: Reading

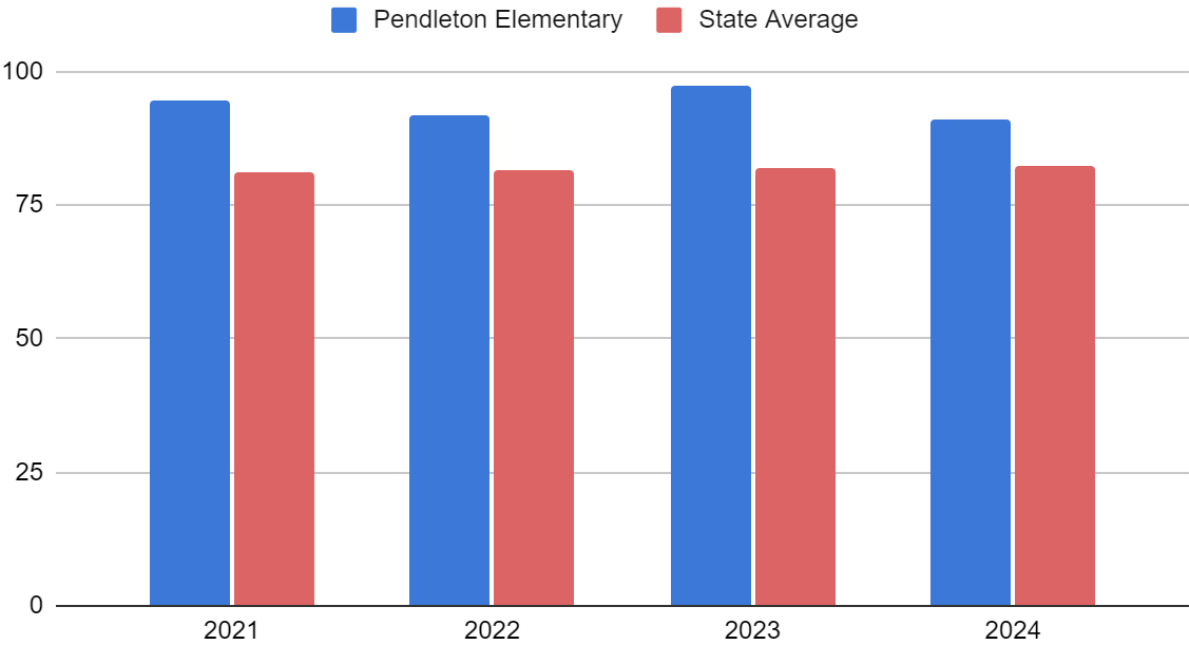


Pendleton Elementary consistently outperformed the state average in all four years. The decline in scores from 2023-2024 has been analyzed. The implementation of new structured literacy programs has been introduced to address the decline. While the state average saw an improvement of an overall passing percentage of 82.5%, Pendleton Elementary remains committed to attaining a 90% or above passing percentage on the IREAD3 assessment.

IREAD 3 Passing Percentage

	2021	2022	2023	2024
Pendleton Elementary	94.7	91.8	97.3	91.1
State Average	81.2	81.6	81.9	82.5

Pendleton Elementary vs. State Average IREAD3 2021-2024

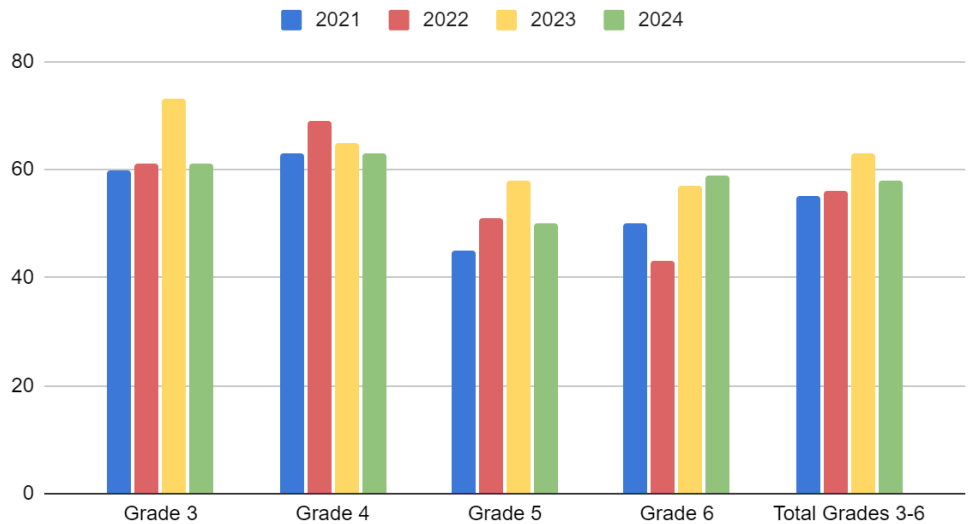


Between 2021 and 2024, there was a 3% increase in the number of students in grades 3-6 achieving proficiency on the Math portion of Indiana's ILEARN assessment. The aggregate data revealed that the most significant growth occurred in grade 6. However, upon conducting the same group analysis, a slight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

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

Grade	2024	2023	2022	2021
3	61	73	61	60
4	63	65	69	63
5	50	58	51	45
6	59	57	43	50
Total Grades 3-6	58	63	56	55

Historical Percent At or Above Proficiency ILEARN MATH



MATH ILEARN Pendleton Elementary Historic Data Comparison

	2021	2022	2023	2024
3rd Grade Avg. Score	6460	6446	6458	6448
3rd Grade Pct. Pass	60	61	73	61
4th Grade Avg. Score	6505	6500	6482	6492
4th Grade Pct. Pass	63	69	65	63
5th Grade Avg. Score	6496	6514	6518	6518
5th Grade Pct. Pass	45	51	58	50
6th Grade Avg. Score	6524	6542	6571	6555
6th Grade Pct. Pass	50	43	57	59

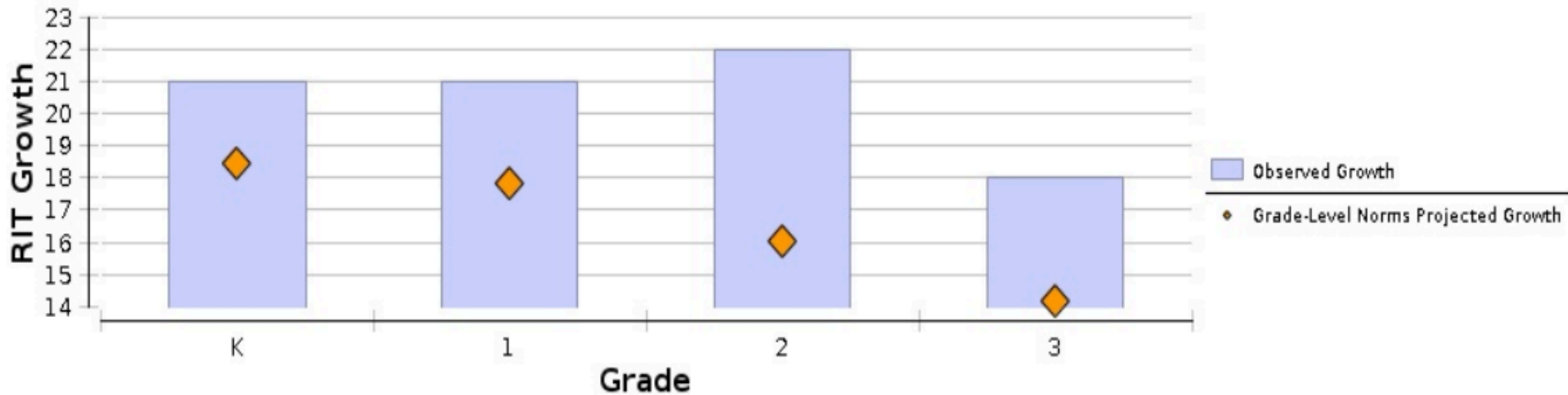
Pendleton Elementary students in grade K-2 significantly passed grade-level projected growth in NWEA Map math during the 2023/24 school year.

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

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	92	144.5	10.6	88	165.0	11.7	92	21	0.7	18.5	0.83	80	92	65	71	63
1	117	167.1	11.1	93	188.3	13.5	97	21	0.8	17.9	1.20	89	117	84	72	70
2	123	176.0	14.3	65	197.8	13.0	90	22	0.8	16.0	2.30	99	123	92	75	77
3	113	190.8	14.6	72	208.9	14.5	87	18	0.7	14.2	1.68	95	113	88	78	71

Math: Math K-12



Appendix C: ANALYSIS FOR GOAL DEVELOPMENT

Gap Analysis

Desired Performance Indicators Based on Prioritized Goal Area	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance
Parent Communication	Parent Survey indicated areas of weakness	The corporation started using Parent Square this year which likely will improve communication deficits.
Classroom Management & Schoolwide Procedures	Number of student behavioral log entries	Administrators and a cohort of teachers and staff members engaging in a classroom management and procedures book study.
At least 90% of students pass the ILEARN ELA assessment. (SMCSC Strategic Plan, Goal 1.1)	2024 ILEARN ELA Pass Rate for Grade 3-6 57.7%	Pendleton Elementary School is performing better than the state average in all 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.
At least 90% of students pass the ILEARN Mathematics assessment. (SMCSC Strategic Plan, Goal 1.1)	2024 ILEARN Math Pass Rate for Grade 3-6 67.5%	Pendleton Elementary School is performing better than the state average in all grades, there is still a gap to close to meet the district's ambitious 90% target. We are seeing strong gains in the primary grades with Everyday Math. We are starting to see the transfer of these gains in our upper grades, however we will provide targeted interventions for grades 5-6.

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 are accessible and challenging for all; intended to reduce barriers and provide rigor for all learners