



Elementary School

401 E. Homer Street
Michigan City, IN 46360

School Improvement Plan
2023-2026

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Vision – Mission – Beliefs

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



Vision

Marsh Elementary School, in partnership with our families and neighborhood, provides a safe and nurturing learning environment. Our professional and dedicated staff provides students with a quality education that develops responsible citizens as lifelong learners.

Mission

The mission of Marsh Elementary School, the neighborhood center for leadership in quality learning, is to ensure that each student achieves his/her personal best while embracing diversity and excelling in personal, social and civic responsibility through a system distinguished by **CREW**:

- **C**reating High Quality Work that provides multiple opportunities for exploration and authenticity
- **R**eaching achievement goals through active learning
- **E**xhibiting and promoting the MCAS Habits of Character
- **W**orking to understand the student roles within the global community

Beliefs

- Instruction should motivate and encourage curiosity, develop interests, engage students in learning, meet individual needs, and foster a positive attitude towards learning.
- The school environment should be caring and safe.
- Responsibility for learning and behavior should be shared by home and school.
- Social skills are learned through teaching, modeling, practicing, and reinforcement.

Marsh Overview/ Introduction

Marsh Elementary School is located in the center of Michigan City with an enrollment of 317 students in grades Kindergarten through Sixth. It is the only remaining true “neighborhood” school in town since most students walk to school with a large majority living in single family dwellings. The ethnic makeup is: White 41%, African American 38%, Multiracial 11%, and Hispanic 8%. We have 4% English Language Learners, and approximately 18% students receiving special education services. Approximately 4% of our students are categorized as homeless.

Of the eight elementary schools, Marsh is among the highest of free and reduced students in Michigan City, with the current percentage showing 81%. One of the socio-economic factors possibly impacting student achievement is the rate of student movement from one school (or district) to another. During the last school year, 20 students moved out of Marsh district (6%), while 30 students moved into Marsh (9%). At the start of the 2022-23 school year, we have 317 students enrolled.

Marsh has 14 full-time classroom teachers, 2 full-time special education teachers, 1 full-time Instructional Coach, 1 full-time Social Worker and 4 ancillary (music, art, physical education, speech) teachers who are all highly qualified. Two paraprofessionals and five instructional assistants (all highly qualified) support student learning and provide small group interventions.

Results for 2023 ILEARN show an average of 32% of students passing ELA and 24% approaching proficiency. 30% passed Math, with 31% approaching proficiency. This is a slight increase in ELA from the 2022 school year when results showed 26% of students passing ELA and this is a decrease in math from 2022 results when 37% of students passed Math.

Our improvement plan addresses student achievement in reading and math and improving the achievement of our special education subgroup. All district teachers grades K-8 are using the EL Education curriculum for language arts, with groups of identified students participating in Sound Sensible and/or SPIRE groups. The new core math curriculum is Illustrative Math for all grades. Standards-based curriculum pacing guides have been developed for both subject areas. Positive Behavior Intervention Supports (PBIS), now called Habits of Character, addresses schoolwide discipline and procedures. Staff meetings are focused on professional development needs and are often led by the principal, instructional coach, or teacher leaders in whole or small group settings. Weekly Professional Learning Community (PLC) meetings focus on student learning- analyzing data to plan instruction and interventions, and instructional best practices, utilizing technology.

Process for Continuous School Improvement

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

Using the Process for Continuous School Improvement, the school improvement plan is developed, reviewed and updated annually. This plan includes an *Action/ Implementation Plan* (Appendix B) aligned to essential strategies for student mastery of the Indiana College and Career Ready Standards. Marsh School's process for improving instruction examines assessment-based results against grade-level specific standards (I-Ready, Illustrative Math, and EL) in the context of Professional Learning Community and Building Leadership Team meetings. The staff completed a comprehensive needs assessment analyzing data from ILEARN, IREAD, Ready, EL, teacher and student surveys, and other data such as parent and district climate surveys, attendance, behavior referrals, expulsions and suspensions.

The ten components of a school-wide program are supported through our process for improving instruction (school-wide process) which includes developing a plan in conjunction with staff, community and family members. Parents, community members, teachers, and administrators continue to participate in reviewing and updating the plan with Building Leadership Team meetings and grade level collaboration. Weekly PLC and committee meetings are used to routinely analyze student data aligned to Indiana CCRS, modify lessons based on student data, and update needs assessment, as well as review current research and best practices to guide instruction. Subgroups are analyzed and specific interventions and strategies aligned to reading levels and needs are addressed by providing additional guided instruction during the core program and providing increased learning time during and after school, and conducting ongoing assessments to determine student growth and needs.

Peer Review

Peer review process of the SWP/PL221 Improvement Plan is conducted annually to align with the SWP/ SIP components. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. The District and review process/ revisions ensure the statutory components are included and all components are identified. Documentation of meetings, such as sign-in sheets, agendas, notes on the plan, scoring/feedback rubrics, etc., are kept as evidence of our improvement process. Our Instructional Leadership Team has been trained to provide support and feedback for our school improvement planning.

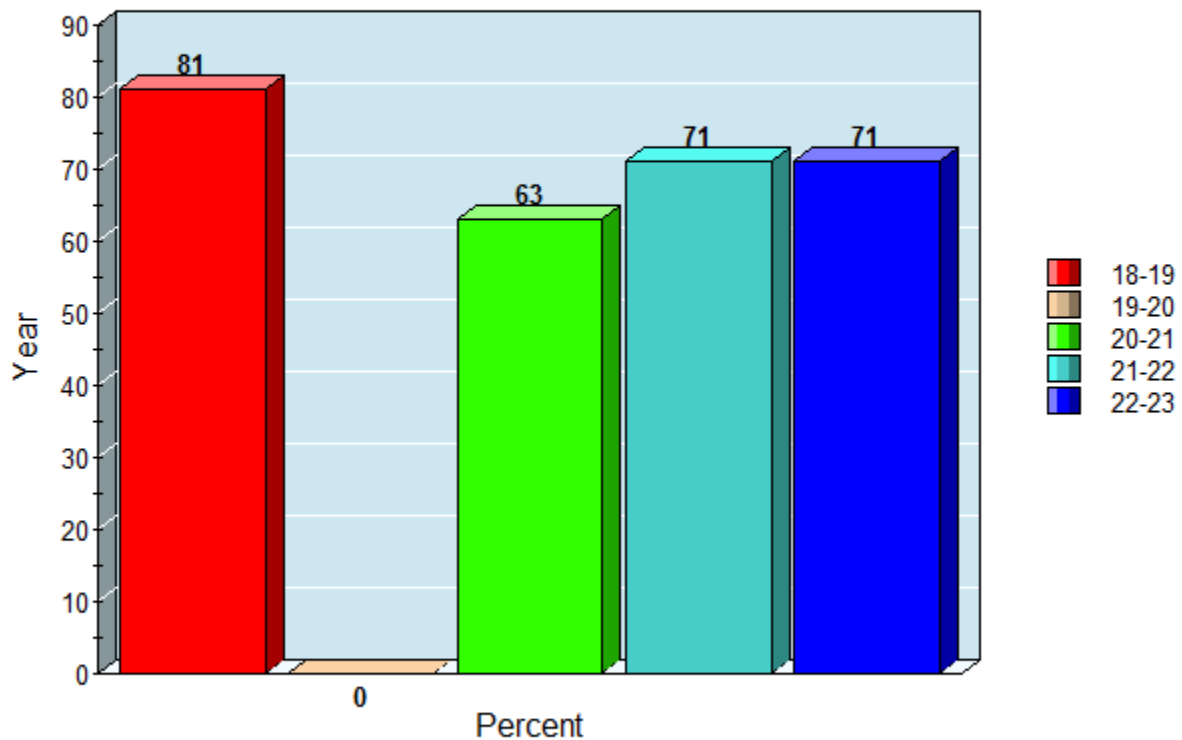
MARSH 2023 ILEARN RESULTS

ELA				
Subgroups:	Grade 3	Grade 4	Grade 5	Grade 6
Overall	31%	32%	30%	45%
African American	38%	13%	37%	38%
Hispanic	33%	29%	0%	29%
White	29%	44%	26%	56%
Multiracial	20%	50%	50%	50%
Special Education	0%	0%	0%	0%

MATH				
Subgroups:	Grade 3	Grade 4	Grade 5	Grade 6
Overall	16%	47%	28%	30%
African American	6%	27%	37%	15%
Hispanic	17%	71%	0%	14%
White	24%	56%	26%	39%
Multiracial	20%	33%	0%	50%
Special Education	0%	10%	10%	11%

In grades 3 and 5 black students are outperforming the white students. However, in grades 4 and 6, white students are outperforming the black students. There is a significant gap in 4th grade however, with only 13% of black students proficient. There were no Special Education Students who were proficient in the area of ELA. In Math, grades 3, 4, and 6 white students outperformed the black students. There was a significant gap in third grade with black students performing at 6% proficiency. Black students outperformed the white students in grade 5. Special Education showed 10% proficiency in grades 4 and 5, and 11% in grade 6. This was the lowest performing subgroup.

iRead Percent Passing



This data reflects the total number passing **both** Spring and Summer administrations. Schools were exempt from taking IREAD-3 in 2020 due to Covid-19. The number of students proficient in the IREAD-3 assessment is increasing steadily since the pandemic. IREAD 2022 proficiency score was 71%, an increase of 8%. Of the 15 students that did not pass in the 2021-2022 school year, 8 were MTSS, 5 IEP's, and 1 had an ELL ILP. Of the 14 who did not pass during the 2022-2023 school year, 9 were in MTSS, 2 had IEPs, and 1 had an ELL ILP.

SCHOOL LEARNING CLIMATE

The overall attendance rate for the 2022-2023 school year was 92.9%. This is an increase of 3% from the 2021-2022 school year. We are on track to meet the state average. The lowest attendance rates were in fourth grade and kindergarten. Both averaging around 92%. Outreach, including phone calls, emails, and home visits were conducted by teachers, principal, counselor, and social worker.

DISCIPLINE

Marsh had 364 total discipline referrals for 2022-2023, and 46 suspensions. Both of these decreased in the number from the previous year.. The highest offenses for referrals were Physical Aggression and Class Disruption. There was one reported offense of verbal bullying, and Kindergarten, third, and fifth grade had the highest number of referrals. The subgroup having the highest number of discipline referrals was black males, followed by white males. We will continue successful strategies to maintain a reduction of discipline referrals and to provide social-emotional support for students:

- o Second Steps curriculum for grades K-5 and Botvin for grade 6
- o Full-time counselor and social worker for student/family support and resources
- o Continue Positive Behavior Intervention Supports using school wide behavior expectations and procedures, and incentives for positive choices, now Habits of Character
- o Anti-bullying training and awareness for staff and students
- o PAWS Patrol (group of student leaders/peer mediators for peer support)

Conclusions Drawn from Data

- In Math, the lowest standard for grades 3 and 6 were Geometry and Measurement. In grades 4 and 5, the lowest standard was Algebraic Thinking and Data Analysis.
- In ELA, the lowest standard for grades 3 and 6 were Key Ideas and Textual Support and Vocabulary. In grades 4 and 5, the lowest standard was Stuctual Elements and Organizational/ Connection of Ideas/ Media Literacy.
- Our IREAD- 3 passing percentage was 71%. Of the 14 who did not pass, 9 were in MTSS, 2 had IEPs, and 1 had an ELL ILP.
- Our special education subgroup was our overall lowest performing subgroup in both subject areas.
- There are some achievement gaps between Black and White student subgroups that surfaced. In grades 3 and 5 black students are out performing the white students in ELA. In grades 4 and 6, the white students are out performing the black students. In Math, white students are out performing the black students in grades 3, 4, and 6.
- Behavior referrals and suspensions have decreased. Physical Aggression and Class Disruption have had the highest number of referrals for several years. Our highest subgroup for discipline referrals was African American Males, followed by white males.

Areas of Improvement Needed

- We need to ensure that all students learn and show academic growth.
 - o We need to focus on accelerating student learning
 - o We need to continue to monitor and reduce the achievement gap between our black and white students.
 - o We need to increase our standardized testing passing rate, especially in ELA overall and our special education subgroup
- We need to target key academic areas for instructional improvement and consistency:
 - o Computation, Algebraic Thinking/Data Analysis
 - o Vocabulary
 - o Student Written Responses

Goals & Benchmarks

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

The Marsh staff has set measurable goals and benchmarks for all students in reading and math based on ILEARN Proficiency Performance. These goals and benchmarks are the following:

GOAL 1: By Spring 2024, 75% or more of all students in grade three through six will meet state standards in reading as measured by ILEARN ELA assessments. Goals for the next three years will be increased by at least 5% from the previous year if achieved.

2023-2024 School Year Benchmarks:

- By Spring 2024, 75% of students in grade K will be *emergent readers* as measured by the Middle Partial Microphase assessed through EOY EL Benchmark Assessment.
- By Spring 2024, 75% of students in grade 1 will be *early readers* as measured by the Late Full Microphase assessed through EOY EL Benchmark Assessment.
- By Spring 2024, 75% of students in grade 2 will be *independent fluent readers* as measured by the Late Consolidated Microphase assessed through EOY EL Benchmark Assessment.
- By Spring 2024, 75% of students in grades 3-6 will be at or above proficient (pass+ or pass) as measured by Ready Diagnostic Assessments and EL EOY EOU Module assessments.

GOAL 2: By Spring 2024, 75% or more of all students in grade three through six will meet state standards in math as measured by ILEARN Math assessments. Goals for the next three years will be increased by at least 5% from the previous year if achieved.

2023-2024 School Year Benchmarks:

- By Spring 2024, 75% of students in grades K–6 will be at or above mastery in math as measured by Ready Math Diagnostic Assessments and standards-based common formative assessments/unit math tests (75%).

The staff reviews goals to monitor progress and identify refinements across grade levels at monthly meetings. All assessment data are analyzed in PLC's or staff meetings. Trends and patterns are identified and addressed through specific instructional strategies and/or student interventions. Tools such as EL assessments, i-Ready and Ready assessments, report cards, self-evaluations, and classroom walkthroughs are used to assess implementation and monitor impact on student achievement. Action plans with immediate strategies to assist in meeting our goals are monitored by the Building and Instructional Leadership Teams and at monthly meetings and issues addressed during PLC's.

SYSTEMS for School Organization

CURRICULUM

SWP: Section(b)(2)(2)(c)

Marsh Elementary provides:

- A core academic curriculum for Grades K-6 which includes English Language Arts (reading, writing, speaking and listening, and language), Mathematics, Science, Social Studies, Health, Art, Music, and PE;
- A core reading framework (EL Education) includes the 5 components of reading, rich literacy and informational text, and strategy instruction for Grades K through Grade 6. EL integrates science and social studies concepts and the writing standards. EL is aligned with the Indiana College and Career Ready Standards for ELA;
- A district core math curriculum (Illustrative Math K-6) is aligned with the Indiana CCR Standards for Mathematics.

Teachers use the Indiana CCR Standards to ensure consistency in academic language and expectations in skills and application of practices at the end of each grade level, as well as focusing on coherence and rigor for transfer of those essential strategies necessary for successful achievement of the CCR Standards. Teachers align instruction to Indiana CCR Standards by:

- Accessing and using resources from *IDOE*
- Using district curriculum maps for ELA and the EL curriculum to align instruction, revise pacing guides, and revise common trimester assessments
- Using district curriculum maps for Math and Ready curriculum to align instruction, revise pacing guides and revise common trimester assessments
- Using CCR Literacy Standards for Science and Social Studies to integrate Science and Social Studies in the Literacy Framework
- Monitoring pacing guides regularly during grade-level collaboration to review timelines, progression of instruction, learning objectives and student outcomes (student work samples).

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

Federal Programs, Instructional Services and staff development (Title II), and Special Education funds will be used to improve the academic achievement of all students by providing supplemental reading and math support to students struggling to meet grade level expectations. Title I under ESEA is used to support priority areas of instruction, specific to needs of subgroups and to improve teacher effectiveness in those key areas of reading (i.e., strategy instruction and student engagement). Early Literacy Grant funds are used to support literacy initiatives and materials through summer professional development. In addition, teachers apply for and obtain small grants for technology and instructional materials through Donor's Choose, Unity Foundation, and local businesses. The school parent organization MESH (Marsh Elementary School Home) funds food and some supplies for literacy nights and other family events held at the school.

Technology as a Learning Tool

- All teachers and staff have 1:1 devices and are provided training
- Grade K has Chrome tablets for all students to use 1:1
- Grades 1-6 have Chrome books for all students to use 1:1
- Grades 3-6 have plasma screens and ELMO's for instruction
- Grades K-2 have promethean boards and ELMO's for instruction
- Students and teachers use Schoology, Clever, See Saw, Google Classroom, Prodigy, Epic Books, etc.
- Zoom is used as the district-wide instructional platform for virtual live learning (if needed)
- Grades K-6 teachers use iReady as an assessment tool, data is easily accessible to analyze for instructional purposes and includes standards mastery checks. Illuminate will allow teachers to create and utilize common formative assessments, and pull reports.

- Early Release days are built into the calendar, students use chrome devices at home
- Teachers enter grades into Power School grade book on a weekly basis
- Several teachers have obtained grants for white boards, imaging cameras, tablets, etc.
- Parents have access to student grades, attendance and progress through Power School

Pedagogy-Instructional Components

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

Marsh Elementary provides a core framework of instruction to ensure that all students reach high levels of mastery as well as additional time and assistance for students having difficulty mastering proficient and advanced levels of academic achievement. Marsh provides explicit instruction through purposeful planning and implementation:

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

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

- Large groups
- Small groups
- Pairs

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

- Use Think-aloud to teach a strategy or procedure
- Use of Conversation Cues (promotes productive and equitable conversation)
- Code, mark or highlight text (leave tracks of our thinking on the text, use Post-its or a notebook)
- Lift text during Shared Reading
- Construct purposeful Anchor Charts w/ students
- Use Interactive read-alouds
- Use Accountable/ Purposeful Talk (i.e., turn & talk; think-pair-share; read-pair-share; write-pair-share; heads-together, face-to-face)

Teachers use multiple strategies to assess during the literacy framework:

- Guided and collaborative practice, guiding discussion, listening to conversations about what they understand and are processing (about the understanding of text and their use of strategies)
- Independent work by conferring with students
- Reading and examining students' written responses
- Purposeful checks for understanding connected to the learning target or goal: whole-class sharing lets the teacher monitor students' understanding when they discuss what they have learned; explaining their thinking to each other and sharing out; or using Post-its arranged on clipboards or charts so students can discuss what they have learned or what was confusing

Teachers use data/ on-going assessment at the end of the daily lesson to judge effectiveness of their lesson and guide what they need to teach next.

Tier I/ ELA:

- 90-120 Minutes uninterrupted ELA block
- EL Education (K-6 Modules, K-2 Skills Block, and 3-5 ALL Block aligned to CCR Standards)
- Design lessons using the gradual release of responsibility model (grade level; instructional; independent)
- During the 90-120 minute ELA Block, teachers continuously embed strategies that promote proficiency in reading and writing standards such as:
 - Reading and discussing a variety of genres.
 - Using anchor charts and graphic organizers to understand the organization of texts and to plan writing.
 - Identifying the genre and text structure of texts encountered during reading and writing
 - Providing evidence from text to support his/her thinking while writing or discussing.
 - Opportunities for students to learn, practice, and get feedback on a standard before being assessed.
 - Making sure writing, speaking and listening tasks require and support students to use the vocabulary they are learning.
 - Using a structured phonics program to address decoding and fluency

Daily math instruction will include the following components:

- Explicit teacher instruction that uses think-alouds and the Gradual-Release of Responsibility model to scaffold student learning.
- Use of games and manipulatives to learn and apply math concepts and operations.
- Math strategies will be taught consistently using the Illustrative Math curriculum and district math curriculum map across the grade levels.
- EL Math Problem Solving pilot school.
- Math Problem-Solving Steps will be used when solving word problems.
- Class dialogue and cooperative student groups will be used to discuss mathematical concepts and applications. Students will justify their mathematical thinking and reasoning. An emphasis on drawing logical conclusions will be employed.

Mathematical Connections

- Mathematical concepts and operations will be connected and practiced across subject areas and in real world applications consistently throughout the school year.
- Students will develop fluency with math facts through the use of games and manipulatives and hands-on math fact practice.
- Students will understand and use math vocabulary from IDOE standards and ILEARN
- Explicit modeling will be used to demonstrate justification of answers to problem solving questions.
- Extended response items will be used to address Indiana CCR Mathematical Standards.

Tier I/ Math:

- 75-90 Minutes of Math
- Illustrative Math and District Math Curriculum Map,
- Teachers will use relevant content:
 - Gradual release of responsibility (grade level; instructional; independent)
 - Content Literacy: Mathematical Reading
 - Current events related to problem solving and mathematical application (magazines and newspaper; math and science websites)

Tier I Behavior:

Marsh School uses Habits of Character, as a proactive approach to discipline. Common schoolwide behavior expectations have been established: **P-Perseverance and Flexibility A- Accept Responsibility W- Work with Integrity S- Show Respect and Empathy.** Schoolwide procedures are also in place and classroom teachers develop rules and routines with students to promote ownership and accountability. PAWS cards are used as incentives for positive choices and desired behavior.

Over the years, we have reduced the number of behavior referrals/suspensions by:

- ✓ Strengthening implementation of **Positive Behavior Intervention Supports (PBIS)**/ Habits of Character using common language and expectations, schoolwide procedures, and incentives for positive choices
- ✓ Reviewing definitions of different types of offenses and levels of behavior
- ✓ Monitoring behavior referrals by teacher, grade-level, and type of offense
- ✓ Implementation of PAWS Patrol (group of student leaders/peer mediators for student support)
- ✓ Implementing Second Steps in grades K-5 and Botvin in grade 6
- ✓ Ensuring that **bullying prevention and intervention** are enforced by providing:
 - ⤴ training for all staff and students
 - ⤴ scheduled lessons taught by counselor and social worker, utilizing role play and cooperative learning
 - ⤴ school assemblies focused on anti-bullying and positive choices
 - ⤴ parent information and involvement

Due to the overall success of these strategies, we will continue to implement and revise as needed. We have a full-time Student Success Coach to support students with more intense social/emotional needs.

Student Support

Support Before and After School, and During the Summer:

Academic support for students not yet meeting state standards will be provided in a variety of effective and timely interventions, including accelerated learning time during the school year, summer and at home:

- Summer School – 4 weeks of remediation (4 hours a day) for identified students, this includes students not passing the third grade IREAD test.
- Accelerated Learning Classes- 12 weeks of an additional 90 minutes of instruction after school 2 times a week for students in grades 3-6 failing ILEARN, or showing below proficiency (red) on BOY assessments
- Skills Club groups for accelerated learning after school for identified grades 1-3 students
- Take-home Literacy Packs for students in grades 1 and 2
- Plans created by the MTSS Team
- Teacher/peer tutoring during breakfast or lunch times
- Safe Harbor after school program for homework and achievement assistance

Support for Transitions

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

Sixth grade students are invited to a May Orientation at the feeder middle school. Marsh teachers and counselor attend this orientation with students to connect with the learning expectations for seventh grade and answer questions from students. Sixth grade classrooms participate in outdoor science-related field experiences at Krueger Middle School. There is also a parent night at the middle schools for incoming students and their families. The school counselor will work with parents of students who may have a difficult time making the transition to middle school.

We have kindergarten registration during Spring parent conferences. We also provide early enrollment through “Kindergarten Round Up” in May to meet parents and students, give them a tour of the building, and answer any questions they may have about our school. Some of the incoming kindergarten students have attended the *Imagination Station* preschool program or Head Start. Students from these programs make visits to the kindergarten classrooms in the spring. Some incoming kindergarten students attend the *Kindergarten Countdown* (for readiness skills) program during the summer.

The Marsh Staff meets with families of new enrollees and returning students at August registration and the "Back to School Open House" before school starts. We offer introductory support, orientation, and provide contact information for further transitional needs.

Support for Extracurricular Involvement and Student Leadership

Marsh offers the following choices for students to be involved in extracurricular activities: STEAM and Drama Clubs, Co-ed Soccer, and Boys and Girls Basketball. We have also offered Choir and Girls on the Run depending on availability.

Student Council members are selected by classroom peers to represent their classrooms in service projects and leadership roles within the school. PAWS Patrol members (grades 5-6) are selected through an application and interview process with the principal and counselor and assigned jobs within the school such as announcements, recess and hall monitors, and student store.

Cultural Competency

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

The Marsh Staff is committed to addressing the needs of every kind of learner. Marsh subgroups with 10 or more students are: Black, White, Special Education, Free & Reduced Lunch, and Male/Female. We also have Hispanic, Multi-racial, and ELL subgroups schoolwide, but not per grade level. These students are regularly analyzed based on iReady, standardized testing, and other student achievement data. We also monitor the growth data for progress in the bottom 25% and top 75% and identify students with little or no growth for interventions and support.

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

- Identify, monitor and analyze student achievement data and data impacting student performance, such as attendance, tardiness, suspensions, and expulsions for all subgroups
- Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan
- Recommend areas for improvement in the school's educational environment.

Cultural competence strategies consist of:

- Acknowledging strengths and benefits that students and staff bring with them to the classroom.
- Making connections between what students already know and what they are expected to learn.
- Including multiple perspectives in decision-making and instruction.
- Validating students' cultural identity in classroom practices and instructional materials.
- Update learning materials to represent student population and interests
- Acknowledging and making connections to students' similarities and differences and their communities.
- Being aware of one's own cultural identity/ views and the influences those views have on classroom practices
- Engaging families in a culturally meaningful way
- Setting high expectations for students from culturally diverse and low-income backgrounds as capable learners

Culturally competent teachers will:

- Understand that the way students think, behave and learn are influenced by factors such as race/ ethnicity, social class, and language *(This is addressed directly through Book Club studies of Teaching to Empower and Teaching with Empathy and Educational Leadership articles.)*
- Affirm the views of students from diverse backgrounds
- View him/herself as responsible for and capable of bringing about educational change that will make Marsh School more responsible to all students
- Understand how learners construct knowledge
- Know about the lives of his/her students
- Use his/her understanding of how students' learn and the knowledge about his/ her students' lives to connect what they already know to new material
- Continually build awareness of students' learning strengths and needs by observing and assessing their readiness, interests and learning preferences
- Promote acceptance of high academic performance by celebrating student successes

INTERVENTIONS (RESPONSE TO INSTRUCTION)

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

The MTSS (Multi-Tiered Systems of Support) an integrated, multi-tiered system of instruction, assessment, and intervention is designed to meet the achievement and behavioral needs of all learners. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Continuous School Improvement Process. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

When core instruction does not meet the needs of a child, instructional decisions will be made according to the following:

- ✓ If less than 80% of the students in the general classroom are not meeting benchmarks, review of instruction and re-teaching occurs.
- ✓ Students scoring yellow or red on Ready Diagnostic or EL benchmark assessments (K-6), may be placed in Tier Two (should only be 5-10% of students) and participate in Sound Sensible, SPIRE and/or Math Intervention Groups focused on student need.
- ✓ Those students in grades 4-6 who DNP ILEARN and/or are red on Ready Diagnostic will be referred to after school acceleration classes
- ✓ Those students not making progress in intervention groups may be placed in Tier Three (should only be 1-5% of students).

Tier Two Interventions (30 minutes in addition to the core reading plan)

The MTSS team consists of classroom teachers, counselor, special education teacher, instructional coach, and principal. This team meets weekly to discuss students who need Tier 2 or Tier 3 interventions. Grade level teachers fill out an MTSS referral and meet with the team to discuss and develop a support plan (with strategies/interventions) for individual students. BLT and ILT are responsible for collecting and analyzing student assessment data to determine if students are meeting benchmarks and whether teachers need additional support and professional development.

The Instructional Coach will direct instructional assistants and/or teachers on what support is needed based on student performance on formative assessments monitored monthly. Groups will consist of 3-4 students and will meet for 30 minutes daily. The instructional assistants will follow a daily schedule of interventions. They will fill out the proper reading records and share this data with classroom teachers regularly.

Tier Three Interventions

The intervention may be implemented by Instructional Assistants, Instructional Coach, Counselor, Social Worker, Speech and Language Pathologist and/or Special Education or General Education Teacher, and may be provided in the learning lab room, classroom, or other area outside the general education setting. It may also provide additional instructional time outside the normal school day.

Marsh's Academic Interventions	Focus:	Reading and Math
Tier III-Intensive Instruction and Intervention		
1-1 student/IA/Teacher intervention Accelerated Learning- 80 minutes after school two times a week on specified skills Referral for special education services Assessments: Clinical Assessment of Performance (Woodcock Johnson/Wechsler Achievement Tests) Other testing recommended by Psychologist/Speech Teacher Bi-monthly running records (K-2) EL microphase progress monitoring (K-2) IEP goal progress monitoring		
Tier II-Strategic or Supplemental Instruction and Intervention		
Reading: SPIRE-30 minutes daily during school day, or Sound Sensible- 30 minutes daily during the school day Math: Small group intervention with differentiated math materials (K-6)- targeted students (based on needs according to Ready Domains and CFAS) 30 minutes two times weekly Assessments: Running records through interventions EL microphase progress monitoring (K-2) Ready Math Progress Monitoring Assessment and CFA's		
Tier I- Core Instruction		
<u>ELA:</u> EL Education in grades K-6 90-120 minutes daily instruction District Curriculum/Pacing Guides Differentiated Instruction Variety of rich and meaningful texts Assessments: EL Education Assessments - BOY, MOY, EOY (K-6) iReady Math and Reading Assessments BOY, MOY, EOY (K-6) Illustrative Math Unit Assessments and checkpoints (K-6) EL microphase progress monitoring (K-2) Common Formative Assessments Curriculum embedded assessments of standards (K-6) <u>MATH:</u> District Math Curriculum Map 75-90 minutes daily instruction Illustrative Math Differentiated Instruction		

ASSESSMENT(S)

Assessment Descriptions:

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

- **ILEARN:** Indiana’s online computer-adaptive assessment designed to measure student proficiency of the Indiana Academic Standards in grades 3-8, Biology, and U.S. Government, administered at the end of the school year. ILEARN assessments include new, technology-enhanced items that assess higher-order skills and support a more precise measurement. ILEARN fulfills both state and federal legislative requirements as the accountability assessment for Indiana students.
- **IREAD-3** (Indiana Reading Evaluation and Determination): an assessment to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with PL 109 from 2010 that “requires the evaluation of reading skills for students who are in grade three beginning in the Spring 2012 to ensure that all students can read proficiently before moving on the grade four.” IREAD-3 includes three test sessions that are comprised of multiple-choice questions only. The assessment is based on Indiana Academic Standards, specifically assessing foundational reading skills through grade 3.
- **Ready DIAGNOSTIC:** A single (K-6) adaptive diagnostic for reading and mathematics that pinpoints individual student needs down to the sub-skill level, in addition to ongoing progress monitoring and standards mastery checks to see if students are on track to achieve end-of-year targets.
- **EL EDUCATION Benchmark Assessments: (Gr. K-2)** This collection of assessments includes Letter Name and Sound Identification, Phonological Awareness, Spelling, Decoding, and Fluency. BOY information helps determine a student’s microphase for differentiated small groups based on student strengths and needs. Ongoing administration (MOY, EOY) follow student progress through the phases for targeted instruction. Other EL assessments (Gr. K-6) include module unit assessments and performance tasks.
- **Common Formative Assessments:** Created and used by teachers grades 3-6 to check mastery of math standards taught using the Illuminate platform.

PROFESSIONAL DEVELOPMENT

(SWP: Section 1114(b)(2)(3)(4))

Marsh's priorities for on-going, job-embedded professional development encompass the following: Reading and Math, integrating strategies for cultural proficiency. ***The framework for providing professional development for the 2023-2024 school year will be:***

- A minimum of 6 one-hour training sessions for teachers, focused on implementation of EL and math strategies.
- An optional summer session to build effective teams and plan grade level instruction and interventions for the upcoming school year
- Weekly PLC meetings after school on Wednesdays focused on student data analysis and instruction. 60 minutes of weekly blocked time available during specials for grade level teams/co-teachers to meet for instructional planning
- Professional release time during the school day provided for teachers who attend district training, work with external consultants (EL and Math), and/or observe successful classroom practices
- Instructional Coach to provide individual teacher support (especially with beginning teachers and teachers new to a grade level), study groups, and data-based "topic talks" using professional literature (ie: data analysis, math instruction and literacy)

The range of options for whole staff, small groups, and individuals will be based on the school improvement plan and specific needs of our students and school. ***Activities planned for the 2023-2024 school year include:***

- Whole staff in-services focused on successful practices in language arts and math
- Individual teachers work with consultants (Lisa Vogt, Warren Corazzini, Linda Grein), Instructional Coach, and/or team leaders in their classrooms with language arts, math, and Positive Behavior Intervention Supports
- Teachers setting student learning objectives through the RISE Evaluation
- Early Release days built into the calendar, allowing all staff to participate in selected training sessions offered
- Individuals and small groups attend district reading and math training and observe successful practices in other classrooms
- Book club study groups on topics of literacy best practice and strategies for subgroups, including *Teaching to Empower* and *Teaching with Empathy*.

A variety of strategies will be implemented to support transfer of professional development to classroom practice:

- Classroom walkthroughs by building Instructional Leadership Team (ILT)
- Monthly pacing guide checks on ELA and math
- Trimester sessions focused on implementation of school improvement strategies
- Outside consultants and/or the Instructional Coach/teacher leaders will support teachers with ongoing refinement of the ELA and Math frameworks using in-class modeling of instructional techniques, coaching, scripting, and reflective sessions
- Classroom walkthroughs by principal to support and strengthen consistent implementation

The district Curriculum Office works as partners with the schools to help promote, encourage and lead professional development for all staff (EL, Illustrative Math, technology, etc.)

The district promotes leadership development and training and provides support and mentorship for new principals. The principal participates in district professional development to support improvement initiatives such as EL Education, Illustrative Math, and keeps updated and relevant resources for staff. A minimum of six three-hour professional training sessions (after school) are required for principals (MTSS, Student Support, Data Analysis, Special Education). All instructional assistants and paraprofessionals receive training to help better support student learning. These include sessions in technology, reading strategies, running records, SPIRE and Sound Sensible, Crisis Prevention. Scheduling of instructional assistant time has been restructured to best support student learning.

LEADERSHIP

Evaluating Teacher Effectiveness --- RISE

In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating evaluation of all teachers and administrators every year. Beginning in the 2013 school year, MCAS implemented RISE as the district-wide system for evaluating teacher effectiveness.

Goals of RISE, MCAS, and Marsh School:

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

All administrators and teachers are trained on the RISE rubric, coding and collecting data and utilizing the data to provide meaningful feedback and professional development opportunities. Every certified teacher is formally evaluated a minimum of once a year by a licensed administrator. Some teachers have two or more extended observations per year (beginning, new to grade, or by request). An extended observation lasts a minimum of 30-45 minutes. Observations are announced and unannounced observations are optional. Observations may take place in more than one subject area. Extended observations may be accompanied by pre-conferences and post-conferences, including written feedback within seven school days of the observation.

(SWP: Section 1114(b)(2)(8))

The Principal and Reading Team work collaboratively to establish a plan for effective reading instruction for all students. The Reading Team and Principal meet quarterly to plan support for teachers so they can deliver high quality research-based reading instruction for students. The Principal and Instructional Coach will ensure that all staff has access to materials that will support instruction on every grade level. The Principal is responsible for scheduling so that all grades have a 90-120 minute uninterrupted block of time for reading instruction. The Instructional Coach and Teacher Mentor Leader meets with grade level teams to support instructional planning, curriculum, data analysis, and implementation of the Reading Plan.

Members of the Building Leadership Team (BLT) and Reading Team include classroom teachers, the counselor, instructional coach, and principal. The Multiple Tier System of Support (MTSS) team consists of the classroom teachers, counselor, special education teacher, instructional coach, and principal. This team meets

weekly to discuss students who need Tier 2 or Tier 3 interventions. The BLT is responsible for making school and budget decisions, overseeing committees, and planning special events. The Instructional Leadership Team (ILT) analyzes schoolwide data and obtains any necessary materials and training to assist teachers with consistently utilizing best practices in instruction. The BLT consists of a representative from the MESH parent group, classroom teachers, counselor, instructional coach, and principal. The PBIS Team meets to analyze discipline data and discuss decisions affecting learning climate including procedures/routines, rewards and incentives, anti-bullying training, etc.

Professional Learning Communities (PLCs) lend themselves to a collaborative form of school leadership and decision-making. PLC team members consist of classroom teachers, special education teachers, counselor, instructional coach, fine arts teachers, and principal. The weekly format consists of flexible groups, whole group K-6 primary/intermediate, grade level teams, and/or cross-grade level teams. We have identified “teacher leaders” who have proven performance results to build the capacity of classroom teachers through a supportive ILT. Whole group PLCs are typically led by the principal and/or instructional coach. Instructional leaders have begun to lead sessions in areas where they possess knowledge and strengths. A true PLC model encourages *all* members to take on a leadership role at one time or another.

Highly Qualified Teachers in all Core/ Academic Areas

(SWP: Section III4(2)(3)(4)(5))

Marsh School has fourteen general education classroom teachers, two special education teachers, and three teachers in the areas of art, physical education, and music. Of the classroom teachers, all possess a Bachelor of Science Degree and Indiana Teaching License, and seven have earned their Master’s Degree.

A speech teacher works with students who require these services. An ELL instructional assistant works with students whose primary language is not English. The media center is staffed with a media specialist twice a week, and community volunteers help weekly. There is an (anticipated) full-time counselor, social worker, instructional coach, a nurse, and one administrator in the building.

We have two paraprofessionals and five instructional assistants who work with individual students and small groups to improve student achievement.

The building has three staff members in food service. There are two full time custodians who service the building, one during the day and one at night. One full time secretary is located in the office to greet visitors and assist families and staff.

MCAS ensures that teachers hired for positions are “highly qualified” in academic subjects in which they are the primary instructor. Application for positions with MCAS and initial screening process for holding the appropriate licensure in the teaching area is conducted through the Central Office. Hiring of staff for MCAS is conducted by MCAS through the Central Office, building level principal and interview team. Background checks are conducted prior to hiring. Qualifications of teachers and paraprofessionals are reviewed to meet all requirements. Highly Qualified records and documentation are kept on file at the schools and Central Office as mandated by the federal law.

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

Paraprofessionals must pass the *Parapro Test* or have the required college certification. They are hired with a “highly qualified” paraprofessional contract. MCAS provides a competitive salary base for paraprofessionals.

Recruiting Highly Qualified Teachers

(SWP: Section 1114(2)(3)(4)(5))

Human Resource information and MCAS positions are posted and regularly updated on the District website. MCAS provides a competitive salary base for beginning teachers with no years of teaching experience. Certified staff receive benefits and may carry family options with additional contributions.

MCAS screens carefully to ensure teachers have the attributes that make for an effective teacher---including commitment to the profession and evidence of the capacity to work well with children, as well as academic ability---demonstrating social interaction and communication skills as well as teaching attributes and behaviors. MCAS may recruit certified teachers who are working in the District as substitute teachers or student teachers, but all recruits must demonstrate exemplary standards and expectations in classroom management, student engagement, student expectations, and exhibit participation in the professional learning community.

(SWP: Section 1114(6)(6)(a)(b)(7)) MCAS recruits certified teachers who represent the cultural diversity of the school and community.

Parent and Community Involvement (Partnerships) **(SWP: Section 1114(b)(2)(6))**

The entire Marsh staff is committed to helping every student become a lifelong learner, thinker and enthusiastic reader. With the assistance of parent involvement, intervention teams, and focused instruction, our goal is for every student to make gains in achievement. As a unified, professional learning community, we commit ourselves to supporting one another in implementing and maintaining the Marsh SI Plan.

Marsh Elementary School’s students, parents, and staff will commit to focusing on school goals and communicating clearly and effectively about student learning through:

- Monthly parent meetings with an agenda and sign-in sheets
- Reviewing/Revising the parent compact, policy and schoolwide plan annually (i.e., District-wide online registration allows parents to review the Parent Policy and Compact when they register their student and submit an electronic signature for the Compact)
- Providing parents with test results after each testing cycle (i.e. ILEARN; I-READ, i-Ready)
- Advising families of their students’ progress on a regular basis through:
 - ✓ Weekly homework folder
 - ✓ Parent access to grade book
 - ✓ Report cards (i.e., quarterly; twice a year disseminated during Student-Led Parent conferences)
 - ✓ Phone calls/emails
 - ✓ Notes home
 - ✓ Remind App, Dojo, See Saw
 - ✓ Student-Led Parent teacher conferences (i.e., Fall; Spring)

The families will support their child's learning by:

- Ensuring good attendance; thus, reducing absenteeism
- Monitoring homework completion
- Monitoring grades by checking Power School
- Volunteering at the school if possible
- Participating in school activities
- Communicating with the school staff regarding their child

Marsh Elementary School and Home (MESH), our parent/teacher organization, represents and involves the school's families in family-oriented activities during the year. These include but are not limited to:

- Family Events including Awards Assemblies, Subject Related Family Nights, Music Programs and Plays, Book Fair, and Field Day
- Annual Fun Fair fundraiser

Parent and community volunteers, coordinated by our Instructional Coach, will tutor students who need extra practice and support with specific skills. The Coach and teachers will establish a weekly schedule for this group of volunteers to assist students.

WAIVERS: There are no statutes or rules to be waived for the 2023-2024 school year.

Appendix A-1

MARSH ACTION PLAN 2023-2026 (with annual review and revisions)

GOAL: By Spring 2024, 75% or more of students in grades 3-6 will meet state standards in **reading** as measured by IREAD, ILEARN, EL assessments.

BENCHMARK ASSESSMENTS: Gr. K-6: i-Ready Diagnostic, EL assessments

	Immediate Strategies & Action Steps	Assigned To:	Starting Date:	Evidence:
1.	Classroom teachers follow the district created curriculum map based on CCR standards to implement EL Education with fidelity	Teachers Principal Coach	Sept. 2019	Anchor charts, lessons, CWT, assessments
2.	Continue small group interventions using Sound Sensible and SPIRE resources	Instructional Coach/ IA's	ongoing	Recording forms, running records
3.	EL and i-Ready assessments are closely monitored to determine instructional adjustments, microphases/flexible grouping, and student intervention.	Staff	ongoing	PLC minutes, group lists, report
4.	Revise structure of Special Education Student Support. Special Education will begin using Wilson Reading during the 2023-2024 school year.	Teachers Principal Coach	August 2023	Planning, meeting notes, lessons
<u>Related Professional Development:</u> District Training: Indiana CCR Standards, EL Training/Support (Lisa Vogt, EL Teacher Leaders, Mentor Teachers, PD sessions offered during eLearning days and summer PLC sessions based on reading & writing strategies Instructional Coach and teacher leader modeling, observations, scripting/reflective dialogue SPIRE & Sound Sensible training for instructional assistants/paras				

Appendix: A-2

MARSH ACTION PLAN 2023- 2026 (with annual review and revisions)

GOAL: By Spring 2024, 75% or more of students in grades 3-6 will meet state standards in **math** as measured by ILEARN and iReady Math assessments.

BENCHMARK ASSESSMENTS: Gr. K-6: iReady Math Diagnostic, CFA's

	Immediate Strategies & Action Steps	Person(s) Responsible :	Startin g Date:	Evidence:
1.	Classroom teachers will follow the district created math curriculum map to ensure fidelity & consistency across grade levels, utilizing Illustrative Math	Teachers Principal Instructional Coach	Aug. 2022	Monthly pacing guide checks, observations
2.	Math spiral reviews based on CCR standards will be given daily to develop fluency and mastery using the Fletcher Building Math Fluency Kits.	Teachers	Aug 2022	Lesson plans, assessments
3.	Computer software/ programs are utilized during centers for practice for individual students (Sum Dog, Prodigy, etc.)	Teachers	ongoing	Computer assignments, reports
4.	iReady Math Diagnostic and CF assessments will be closely monitored to determine instructional adjustments and student intervention groups	Teachers Coach Principal	ongoing	PLC minutes, discussions, rosters, lessons
5.	Revise structure of Special Education Student Support. Special Education will begin using Touch Math during the 2023-2024 school year.	Teachers Principal Coach	Aug. 2023	Lesson plans, planning observations
6.	EL Math Problem Solving Pilot	Teachers Principal Coach	Aug. 2023	Anticipatory Frameworks, observations, Discussions
	<u>Related Professional Development:</u> <u>District Training:</u> Indiana CCR Standards, Illustrative Math Training/Support (Mike Maesch), PD sessions offered during eLearning days and summer Math Observations in other classrooms proving success PLC Sessions based on math implementation EL Math Problem Solving Pilot School			