

Indiana School Improvement Plan 2022-2025

**Pine Elementary Magnet School for the
Fine and Performing Arts - 6829**

**Michigan City Area Schools Corp
2022-2025**

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Introduction

Pine Elementary School (6829) is a Fine and Performing Arts Magnet School serving approximately 400 students in preschool through sixth grade. The school is located in Porter County but serves students in the Michigan City Area Schools district. Students enrolled at Pine are primarily assigned to the school as part of the district's boundaries. About 70 of Pine's students are enrolled in Pine through the district's magnet program. These students voluntarily applied and were granted enrollment at Pine, attracted by Pine's unique Fine and Performing Arts focus.

Pine currently has 23 instructional classrooms, a piano lab, a multi-sensory room, a gymnasium, a large cafeteria that includes a stage, a library, an outdoor learning space, a conference room, and administrative offices. In addition, our instructional coaches, counselor, student success coaches, speech and language pathologist, school psychologist, ENL deaf and hard of hearing specialists, occupational and physical therapists, as well as Meridian Counseling, have their own offices. Of the 23 classrooms, one is a support service room for students with a range of disabilities, one is a developmental preschool, and three house our students in the behavior support program.

There are three full-time related arts teachers, music, physical education, and art. We also offer instrumental music to sixth-grade students and extensive arts integration experiences as part of the school's magnet focus.

Pine has a full-time principal, assistant principal, and secretary, as well as two full-time custodians, a full-time counselor, a full-time student success coach, a full-time nurse, and four food service employees. Additionally, Pine has a full-time instructional coach. This school year, Pine has five instructional assistants and several special education paraprofessionals. The school also has a full-time Educational Alternative Program (EAP) staff position.

In the 2011-12 school year, Pine Elementary School became the Pine Elementary Magnet School for the Fine and Performing Arts. At the Superintendent's urging, Pine Elementary staff engaged in learning about other Fine Arts magnet schools in the region. Staff visited schools, held school-based planning sessions, and engaged with an outside consultant to learn about the characteristics and programs that would make this effort successful. As part of this implementation, Pine staff committed to strengthening the Arts's integration into the school's everyday curriculum. Over the years, Pine's model for integration involves a couple of routines:

1. **Artifact Nights**—A few times a year, the school hosts an Artifact Night for selected grade clusters. The Artifact Night is an opportunity for students to show their parents and support system the type of artwork that they've developed over the year.

2. Piano Lab—All students rotate through the piano lab for a unit during the year. It is a goal of Pine that all students learn how to create and play music throughout their educational experience.

Additionally, the district has given Pine School other related arts and extra-curricular activity (ECA) staffing to implement various advanced performing arts programs.

Specifically, Pine provides:

- Instrumental music/band for students in sixth grade. This band is taught during the day by a middle school band instructor.
- After-school clubs and activities are available, including piano lessons, visual arts, dance, and theater.
 - These activities are a unique part of Pine’s magnet program and provide participating students with access to enrichment and growth in the arts not available to any other elementary student in the Michigan City Area Schools. Pine is committed to developing these programs and uses a “contract” for participation in these activities for magnet students. The contract is an effort to increase participation and ensure that magnet students are selecting into Pine because of their interest in these unique programmatic offerings.

Pine’s Mission & Vision Statements

Mission

Pine’s mission is to ensure that each child achieves academic, social, and emotional success and develops a desire to learn through a system distinguished by:

- Engaging families as partners for student success
- Developing individualized learning experiences
- Having the highest expectations for all
- Persistence toward excellence
- A safe, healthy, and respectful learning environment
- Academic excellence through the arts

Vision

Our school empowers all students to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

Continuous School Improvement Process

Using the Process for Continuous School Improvement, the School-Wide Improvement Plan and the PL221 Plan are reviewed and updated annually by all stakeholders, including a system-wide peer review.

Pine's Building Leadership Team consists of various grade levels, instructional coaches, and a related arts teacher. The Building Leadership Team is responsible for making school-wide decisions. Pine also has an Instructional Leadership Team that includes a kindergarten, second, third, special education teacher, and an instructional coach. This team is responsible for analyzing student data, presenting professional development, and completing feedback cycles based on a problem of practice. A comprehensive needs assessment examines data from EL Benchmark literacy assessments, ILEARN, common formative assessments, short-cycle assessments, and effect data such as surveys, attendance, and behavior referrals. In addition, the district-level strategic plan supports our building-level strategic plan for EL Education and mathematics.

Professional Learning Communities and grade-level teams meet routinely to analyze various assessment data, student work, attendance, and behavior. This data is then used to formulate needs groups, monitor progress, and determine tier two and three interventions and acceleration groups.

The ten components of schoolwide programs are supported through improving instruction which includes developing a plan in conjunction with staff, community, and family members. Parents, community members, teachers, and administrators continue reviewing and updating the plan with Building Leadership and Instructional Leadership meetings and grade-level collaboration. The process for improving instruction and lesson study, team articulation, and cross grade-level meetings is used to routinely analyze student data, modify units and lessons based on student work, update needs assessments, and review current research and best practices to guide instruction. Subgroups are analyzed, and specific interventions and strategies aligned to student needs are addressed by providing additional differentiated instruction during ALL Block and Skills Block, providing increased learning time during and after school, and conducting ongoing assessments to determine student growth and needs. Small groups of targeted students receive after-school acceleration in addition to during the school day interventions.

We use a Multi-Tiered System of Support (MTSS) to meet all learners' achievement and behavioral needs. It is an integrated, multi-tiered system of instruction, assessment, and intervention. It is a framework designed to ensure high-quality education. The MTSS framework aligns with 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.

Peer Review Process

A 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.

Curriculum for Public Inspection

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

Waiver

Pine has not been granted any waivers for the 2023-2024 school year.

Areas in Need of Immediate Improvement

African-American students at Pine demonstrated just 14% proficiency on ILEARN in 2023. This disparity supports a need for more intensive interventions and a focus on meeting the needs of these learners. This data will be shared with Pine teachers so that there is a shared awareness of the current reality and teachers will take steps to ensure that African-American students in particular are engaged in meaningful learning, using assessment data and progress monitoring to track their progress. Steps will be taking ot make sure that our African-American students demonstrating academic need will be placed in High-Dosage tutoring and/or Intervention groups with Pine Instructional Assistants to provide small group scenarios focused on increased learning.

Using the 14% proficiency as a baseline benchmark, we are expecting to see at least a 20% increase in achievement from this level in each of the next three years.

Student Achievement based on ILEARN and State Achievement Goals

ILEARN Percentage Passing by Grade Level: English Language Arts

	Overall	Grade 3	Grade 4	Grade 5	Grade 6
2018 - 2019	32%	41%	40%	29%	24%
2020 - 2021	25%	25%	22%	24%	26%
2021 - 2022	18%	30%	20%	8%	15%
2022 - 2023	18%	22%	15%	22%	14%

Growth and Opportunities:

- Our fifth grade students increased their pass rate by 14% from the 2022 - 2023 school year. That same cohort increased by 2% from the previous year.
- Significant supports are needed with the sixth grade cohort. This will happen with differentiated instruction and small group English Language Arts work.
- Significant supports are needed to close the achievement gap across the grade levels. A key area of focus will need to be on differentiated acceleration groups in various key literacy and writing skills to support achievement gaps.

ILEARN Subgroup Passing: English Language Arts

	Black/African American	White	Hispanic	Multiracial
2018 - 2019	20%	38%	33%	33%
2020 - 2021	17%	33%	25%	24%
2021 - 2022	15%	22%	15%	19%
2022 - 2023	14%	23%	13%	24%

Growth and Opportunities:

- Significant supports are needed to close the achievement gap across the subgroups.
- Students of all subgroups will need to be provided differentiated acceleration opportunities in literacy and writing skills to close the achievement gaps.
- Staff will need to ensure students in the Black and African American and Hispanic subgroups are being provided ample differentiated acceleration opportunities in various key literacy and writing skills.

IREAD-3 Results 2015 - 2021

	2016 - 2017	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	2022 - 2023
Pass	89%	92%	93%	69%	69%	67%
DNP	11%	8%	7%	31%	31%	32%

Growth and Opportunities:

- A slight drop in pass rate from the 2021-2022 school year.
- Significant supports are needed to close the achievement gap for our third grade readers. The highest area of focus will need to be on foundational literacy skills.

ILEARN Percentage Passing by Grade Level: Mathematics

	Overall	Grade 3	Grade 4	Grade 5	Grade 6
2018 - 2019	47%	62%	53%	28%	29%
2020 - 2021	22%	37%	22%	19%	9%
2021 - 2022	21%	43%	27%	4%	12%
2022 - 2023	22%	37%	23%	19%	9%

Growth and Opportunities:

- Fifth graders increased their pass rate by 15% in the 2022-2023 school year.
- Significant supports are needed to close the achievement gap across each grade level. A key area of focus will need to be on differentiated instruction and acceleration groups in high priority standards to support achievement gaps.

ILEARN Subgroup Passing: Mathematics

	Black/African American	White	Hispanic	Multiracial
2018 - 2019	31%	61%	42%	27%
2020 - 2021	15%	32%	21%	17%

2021 - 2022	18%	22%	18%	32%
2022 - 2023	17%	24%	25%	32%

Growth and Opportunities:

- The Hispanic subgroup increased by 7% in the 2022-2023 school year.
- Significant supports are needed to close the achievement gap across the subgroups. A key area of focus will need to be on differentiated instruction and acceleration groups in high priority standards.
- Students across all subgroups will need to be provided differentiated acceleration opportunities focusing on Indiana high priority standards to close the achievement gap.
- Staff will need to ensure students in the Black and African American and Hispanic subgroups are being provided ample differentiated acceleration opportunities around Indiana high priority standards to support achievement gaps.

Attendance

2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
93.7%	93.16%	92.53%	90.33%	92.25%	91.25%

Growth and Opportunities:

- Attendance dropped by a percentage point in the 2022-2023 school year.

The school utilizes all of the tools it has available to improve attendance. Pine sends a daily phone call to all absent students. Chronically absent students receive letters from the school when they have five, seven, and ten unexcused absences. The student success coach also makes calls at the five and seven-day absence checkpoints. After seven absences, the counselor and student success coach make a home visit to contact the parents and student. If the home visit is unsuccessful, the school reports the students to the district attendance officer. The attendance officer communicates with the parents and attempts to obtain a certificate of incapacity or change in behavior. If this step is unsuccessful, the school can make a referral to “Project Attend,” a local partnership between the district and the County Juvenile Court and Juvenile Probation Officer. Parents are summoned to a problem-solving meeting with court, probation, child protective services, and school and district staff to develop an attendance improvement plan.

District Curriculum

English Language Arts

Pine Elementary School strives to ensure that every student reads at or above grade level by the end of each academic year. This goal is measured by student performance on summative assessments, IREAD and ILEARN. Formative reading goals for students, grades kindergarten through sixth, will help determine whether or not students are on track to meet the IREAD and ILEARN grade-level expectations. This will be achieved using a standards-based approach to language arts consisting of 120 minutes of uninterrupted literacy instruction per day with ongoing monitoring.

MCAS English Language Arts Instruction is a content-based program called EL Education. Kindergarten through second grade has module instruction and skills block instruction. Third through fifth grade have module instruction and all block instruction. Sixth grade has module instruction. The curriculum comprises two hours of rich content-based literacy instruction per day, except in 6th grade.

Each grade level consists of four different modules and has a consistent structure of three units in each. In kindergarten through second grade, each unit includes one formal end-of-the-unit assessment. In grades three through six, each unit contains two assessments, mid and end of the unit. The curriculum was built using the principle of backward design. It started by identifying what we wanted students to know and do at the end of each module and then built each unit to get them there intentionally. The last unit of each module, Unit 3, culminates with a performance task. The performance task is designed for students to showcase and celebrate their learning from the module. The Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach. The ALL Block is one hour long and is complementary to module lessons that focus on various rigorous reading skills.

Mathematics

The school district adopted Illustrative Math as its core math curriculum in the fall of 2022. Teachers from around the district created curriculum maps that sequenced the lessons and a daily spiral review for all grade levels was provided. All grade levels are piloting Fact Fluency Kits from Graham Fletcher. Students in grades three through six also have common formative assessments for the high priority standards. This data is collected and then used to form acceleration groups.

Social Studies

The district adopted new social studies curriculums in the fall of 2021. The new curriculum in kindergarten - 2nd grade is Studies Weekly; in 3rd - 6th-grade, students are using McGraw Hill. Teachers also use the Indiana State Standards to plan and guide their social studies units and lessons throughout the year. It is encouraged to incorporate social studies into the language arts block through reading and discussion. Field trips are highly encouraged for students to take a hands-on approach to learning.

Science

The district adopted a new science curriculum in the fall of 2017. The new curriculum is

Pearson Interactive Science, and it provides teachers with hands-on activities for students along with reading materials to incorporate into a reading block. Teachers were provided a professional development day in the summer to become familiar with the offerings of this new curriculum. The new Indiana science and computer science standards are addressed through this curriculum. Teachers are encouraged to use these materials for their daily science lessons. Field trips and hands-on experiences are used to provide students with other means of learning. Our district also encourages the use of code.org as an introduction to computer sciences for grades k-6.

Career Awareness & Career Development

Pine participates in College Go! Week with associated activities and events.

District and State Assessments

Pine currently utilizes a number of student assessments to determine student achievement and learning. These assessments include.

- ILEARN: Measures English language arts and mathematics in grade three through eight, science in grades four and six, and social studies in grade five. The assessments consist of two major components, the multiple-choice assessment and the performance tasks. ILEARN is administered one time a year beginning in April.
- IAM: Federal and state law requires that all students participate in Indiana's assessment system. Students with the most significant cognitive disabilities may be assessed using IAM. IAM is a web based system that utilizes teacher ratings to measure the progress of students assessed on alternate academic achievement standards in English language arts or mathematics that are appropriate to the students' achievement level.
- IREAD: Measures 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 evolution of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four." IREAD-3 includes three test sessions that only consist of multiple-choice questions. The assessment is based on Indiana Academic Standards, specifically assessing foundational reading skills and comprehension through grade three.
- iReady: Students take a diagnostic assessment three times a year in both reading and math. Teachers use results to drive instruction within the classroom

and as data to determine the need for intervention.

- District-Wide Common Formative Assessments: CFAs were developed at the district level with coaches and teacher leaders for kindergarten through sixth grade students. CFAs are aligned to curriculum maps and focus on high priority standards in both reading and math. These assessments help to determine which students are at standard proficiency and which need more support.
- EL Benchmark Assessments: These assessments are used in kindergarten through second grade to identify microphases in which students would need support within reading foundational skills. The components of the benchmark assessment system are: letter sound & name recognition, phonological awareness, spelling skills, decoding skills, and fluency.
- EL Assessments: These assessments are built within the four EL Modules. Students will take mid and end of unit assessments as well as participate in a performance task that is a heavily scaffolded piece.
- Illustrative Math Assessments: Aligned to grade level Indiana Academic Standards by classroom teachers. Information from these assessments are used for planning instruction.
- Ongoing Assessment: This is a regular daily and weekly assessment, and much of it is based on students' regular class work. Ongoing assessment provides a steady stream of information about students' progress. Each of these assessment opportunities provides a snapshot of what students know at any moment. Taken together, these snapshots create a moving picture that can help teachers assess whether a student is on track to meet the grade-level goals.

Transitions

MCAS provides Pre-K to area families. The Pre-K program at Pine serves students in the Pine attendance area, and students from the Joy and Edgewood attendance areas as those schools do not have space to host a local program. Students visit Pine during their pre-k year to experience classrooms and help understand expectations for the upcoming school year.

Sixth-grade students are invited to a May Orientation at the feeder middle school. Pine teachers and counselors attend this orientation with students to connect with the seventh-grade learning expectations and answer students' questions. In addition, 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 difficulty making the transition to middle school.

Community Involvement

As a Fine and Performing Arts Magnet School, Pine provides many opportunities for parental and community involvement that goes beyond most schools. These activities provide opportunities to build positive relationships between families, the community, and our school. They also provide information and opportunities for parents to help their students with learning. Participation in these events depended upon the type of activity. Every year parent involvement activities may include, but are not limited to the following:

- Back to School Open House (start of the school year)
- Back to School Community Tailgate (start of the school year)
- Title 1 Parent Meeting
- Student-Led Conferences (at the end of the first and third quarters)
- After school program showcases (featuring performances from students involved in the school's extensive arts-focused after school programs)
- Artifact showcases (featuring several grade levels and combined with the after school showcases)
- After School Theater Performance
- "One City One Sound" Performance
- MCAS Elementary Art Show (student work expo at Lubeznik Center for the Arts)
- Trunk or Treat & Halloween Dance
- PTC Carnival
- Piano Recital
- Family Paint Nights
- Book Bingo Night

Technology

Pine incorporates technology into its educational program. Every regular classroom is equipped with the MCAS standard technology package for that grade. Every kindergarten to second-grade classroom has an interactive board, and all third through sixth-grade classrooms have a laptop/projection device. Additionally, the school is 1 to 1 in kindergarten with tablets and grades one through six with Chromebooks.

We also house a music lab with electronic keyboards and music writing software. All first through sixth grade, Pine students rotate through the Piano Lab as part of their music program over the year.

Pine maintains a robust social media presence and leverages tools such as DoJo, School Messenger, PeachJar, and Parent Access to communicate regularly with

parents.

Discipline and Safety

Pine has embraced a variety of approaches to maintaining a safe and orderly environment. The school counselor delivers anti-bullying lessons in all classrooms a minimum of twice per year. He also meets individually and with small groups of students to address the topic of bullying. If a student is bullying or being bullied, they are referred to the counselor for meeting sessions. The counselor has also identified outside agencies to come to the school to do anti-bullying presentations.

The school is implementing PBIS to promote positive social and emotional behaviors with all students and staff members. In addition, the school counselor, along with classroom teachers, is delivering Second Steps and Botvin SEL lessons to each class.

We have a partnership with Meridian Health Services. They provide age-appropriate and trauma-focused behavioral health services to students at Pine.

Leadership

The leadership of Pine Elementary School operates in teams formed to offer specific guidance. The teams that exist are:

- Instructional Coaches
- Mentor Teacher Leader
- School Principal
- Instructional Leadership Team
- Building Leadership Team

The teams carry out the following tasks within the building:

- collecting and analyzing student assessment data to assist in forming groups, monitoring instruction, and selecting interventions
- creating meaningful professional development and training to assist teachers with consistently delivering high-quality, scientifically-based instruction
- Providing ongoing refinement of the ELA and Math framework
- Supporting through modeling, collaboration, assistance with instructional practices, assessments, grants, and resources
- Leading discussions within grade-level teams
- Conducts walk-throughs with immediate, supportive feedback that is clear, professional, honest, and respectful
- Creating school-wide scheduling to support and prioritize instruction

- Providing time and resources for teacher collaboration

Highly Qualified Staff

MCAS ensures that teachers hired for positions are “highly qualified” in academic subjects in which they are the primary instructor and meet requirements under the Every Student Succeeds Act. Applications for positions with the MCAS, and the initial screening process for holding the appropriate licensure in the teaching area is conducted through the Central Office. Hiring of staff for the MCAS elementary, middle and high school is conducted through the principal and interview committee comprising grade level representation. Background checks are conducted prior to hiring. Qualifications of teachers and paraprofessionals are reviewed to meet ESSA requirements. Highly Qualified records and documentation are kept on file at the schools and Central Office as mandated by the No Children Left Behind Act of 2001 under federal law I07-110, Section 1119.

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

Paraprofessionals must pass the Parapro Test. Instructional assistants are hired as substitutes for one month. If the non-certified/substitute person passes the Parapro Test during the first month, then he/she is hired with a “highly qualified” paraprofessional contract. The MCAS provides a competitive salary base for paraprofessionals.

Recruiting Highly Qualified Staff

Human Resource information and MCAS positions are posted and regularly updated on the district website. MCAS provides a competitive salary base for beginning teachers with zero years of teaching experience. Certified staff receive benefits and may carry family options with additional contributions.

Pine Elementary recruits certified teachers who represent the cultural diversity of the school and community. Pine School continues to recruit certified teachers who are

working in the school as substitute teachers and/or student teachers, on a regular basis, who are receiving hands-on experience with strategies and practices. Substitute and student teachers must have demonstrated exemplary standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community.

Evaluating Teacher Effectiveness

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

Professional Development

Pine, along with all MCAS elementary schools, has a partnership with EL Education to provide ongoing support, professional development, and leadership in pursuit of our goals. EL staff will be on site 8 or more times per year to meet with teachers, observe classrooms, analyze data, and assist in formulating plans for ongoing improvement. In addition, teachers are provided opportunities for additional training during the summer months and on a number of early release days designed to provide teachers PD.

The Pine Instructional Leadership Team has scheduled 4 days of PD with our EL consultant and is using this time to coordinate our school work plan, allowing teachers to be clear on goals we are trying to achieve as well as increase our capacity to properly use resources available to help us achieve them.

Pine staff meet in PLCs on a weekly basis to determine content/standards to be taught in upcoming lessons, design assessments for use in evaluating mastery of the content taught, and action planning how to move forward for students who both did and did not demonstrate mastery of the previous content. Additional sessions with district staff, such as MTSS team members, also serves to increase teachers capacity to meet the needs of our students.

The district's master calendar allows for two early release days as well, with students dismissed three hours prior to the typical dismissal time to allow teachers to work on various PD topics all focused on increasing student achievement.

Grade level team meetings take place every other week with the building principal and instructional coach to check on progress and support teacher needs, as well as determine areas of additional support in the building that can be worked into future PLCs and/or PD opportunities.

All PD agendas will include an opportunity for attendees to provide feedback to help gauge the effectiveness of the sessions and to be aware of opportunities for improvement.

Coordination/Integration of Federal, State, and Local Funds

Pine Elementary School understands that funding sources can be consolidated; our school has chosen to coordinate our program efforts. Coordinated funds include, but are not limited to the following:

- Title I
- Title II
- Title III
- Title IV
- ESSER
- Michigan City Education Foundation
- School Improvement Planning (SIP)
- Staff Development
- Student Support Services
- Michigan City Police & Fire Departments
- Local & State University Programs

In-Kind

- Indiana Department of Education
- Boys and Girls Club
- Hours for Ours Program
- Mobile Dentist
- Dune's Women's Club
- Wal-Mart
- Five Below

High-Quality Curriculum Implementation Workplan

Pine Elementary School/ Michigan City, Indiana.

Step 1: Analyze School Level Data

Step 2: Review District Level Work Plan Goals (below)

Step 3: Identify School Implementation Goals for each Dimension, Aligned to District Level Goals

Mastery of Knowledge and Skills	
School: Theory of Change	<p>If School Leaders/coaches lead professional learning to support curriculum implementation (including CP29)</p> <p>And Teachers</p> <ul style="list-style-type: none"> ● will use quick checks for understanding ● by ensuring adequate response in daily instruction ● respond to data in planning Tier I instructions and interventions (<i>specifically, language dives</i>) ● use ILEARN Checkpoints to monitor progress <p>then Students</p> <ul style="list-style-type: none"> ● students at/above grade level on ILEARN year over year <ul style="list-style-type: none"> ○ increase of 5% overall (all grade levels, all subgroups) ○ increase of 7% for African American, Latino, ELL, Special Education ● students will express ideas through written and oral responses K-2 may include drawing and play.
School: Implementation Sub Goal (Adult Focused)	<p>Teachers will use quick checks for understanding as evidenced in at least 80% of classroom walkthroughs data collection.</p> <p>Teachers will utilize language dives as an intervention as evidenced in at least 65% of the classroom walkthrough data collection.</p>
School: Student Outcome Goal	<p>Students will express ideas through written and oral response in at least 80% of classroom walkthroughs data collection.</p> <p>Students will use the D-R-P format to communicate the use of language structures.</p>
Walkthrough Indicators Related to Implementation Goal	<p>ELA/Math K-8 Curriculum Walkthrough Tool:</p> <p>1.A - Progressing - Text, Topic, Tasks, Targets</p> <p>1.B - Emerging (pockets of Progressing, but likely less than 80% buildingwise) - Read, Think, Talk, Write</p>

	<p>2.A - Emerging - based on data - Students Leading Learning</p> <p>2.B - Emerging - curriculum needs to be used more as a tool... focus on standards, not script - Meeting Students' Needs</p> <p>2.C - Emerging - need to identify "where the standards live in the curriculum" - High Level Instructional Practices</p> <ul style="list-style-type: none"> • 4D - Teachers use quick checks for understanding • 2E - Students express ideas through written and oral responses. (K-2 may include drawing and play) • 3A Building Ideas- Teacher models an inquiry process to develop student ideas and language. • 1A Deconstruct- Students analyze the meaning and purpose of the sentence or chunks.
Key Action Items related to this goal	<p>Tier 1 instruction and how this can be strategically supported by small group and "pull out" interventions. Transition interventions to skill-specific work rather than long-term enrollment. (students in and out of intervention groups based on need/proficiency, not necessarily timelines)</p> <p>Teachers should be responding to student data through quick checks and by ensuring adequate written response is included in daily instruction.</p>

MKS PDSA/Progress Monitoring:

MKS- Walkthrough Indicators	Sept 9 (BOY) *actual informs the next aim	Oct 9 (Cycle 1)		Nov 19 (Cycle 2)		Dec 10 (Cycle 3)		Jan 27 (MOY)		April 15 (Cycle 4)		May 14 (EOY)	
	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual
ELA/Math 4D - Teachers use quick checks for understanding	E- 0%	XX%		XX%		XX%		XX%		XX%		XX%	
ELA/Math 2E - Students express ideas through written and oral responses. (K-2 may include	E- 33%	XX%		XX%		XX%		XX%		XX%		XX%	

drawing and play)														
ELA Only 3A Building Ideas- Teacher models an inquiry process to develop student ideas and language.		E- 33%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
ELA Only 1A Deconstruct- Students analyze the meaning and purpose of the sentence or chunks.		E- 50%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Equity Notes Looking For: Looking For: <ul style="list-style-type: none"> • Discussion Protocols/Cues • Equity Sticks/TPTs • Formative assessments/ scaffolded questions 														

Character	
School: Theory of Change	If School Leaders/coaches lead professional learning that promotes academic discussions, classroom protocols and increased student leadership And Teachers use protocols to allow students to build upon each other’s responses and promote equity of voice then Students possess stronger teacher-student relationships and student learning behaviors and character (growth mindset, self-efficacy, relationship skills)
School: Implementation Sub Goal (Adult Focused)	Teachers will use protocols to allow students to build upon each other’s responses and promote equity of voice, as evidenced in at least 80% of classroom walkthrough data collection. Crew/SEL will take place in each class each day. Character development will be embedded in all lessons, not just “crew”.
School: Student Outcome Goal	Students will display genuine interest in their work, not just compliant behavior at least 80% of classroom walkthroughs data collection.
Walkthrough Indicators Related to Implementation Goal	K-8 Curriculum Walkthrough Tool: <ul style="list-style-type: none"> • 5E - Teachers use protocols to allow students to build upon each other’s responses and promote equity of voice • 3C - Students display genuine interest in their work, not just compliant behavior
Key Action Items related to this goal	Inclusion of Habits of Character in daily announcements and weekly communication with families. Second Steps lessons are implemented on a frequent, scheduled basis Inclusion of Habits of Character in classrooms (anchor charts, protocols, explicit character lessons, etc.) Climate survey results will demonstrate an increase in positive indicators from BOY to EOY

Character PDSA/Progress Monitoring:

Character Walkthrough Indicators	Sept 9 (BOY) *actual informs the next aim	Oct 9 (Cycle 1)	Nov 19 (Cycle 2)	Dec 10 (Cycle 3)	Jan 27 (MOY)	April 15 (Cycle 4)	May 14 (EOY)						
		Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim

5E - Teachers use protocols to allow students to build upon each other's responses and promote equity of voice		E- 67%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
3C - Students display genuine interest in their work, not just compliant behavior		E- 67%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Equity Notes Looking For:													
<ul style="list-style-type: none"> ● Discussion Protocols/Cues ● Equity Sticks/TPT ● Opportunities to connect HOC 													

High Quality Work	
School: Theory of Change	<p>If School Leaders</p> <ul style="list-style-type: none"> ● Principal/APs hold professional learning to support HQW and ensure that student work is displayed prominently (HQW indicator A.2) ● Coaches lead professional learning aligned to CP 12 <p>And Teachers support and display work that connects Reading, Thinking, Talking and Writing (RTTW) (HQW indicator A.4) then Students will create high quality work that shows original ideas and thinking aligned to the Reading, Thinking, Talking and Writing (RTTW) (HQW indicator A.2)</p>
School: Implementation	Teachers support and display work that connects targets, questions, context, and multiple drafts (HQW indicator A.4) in over 80% of

Sub Goal (Adult Focused)	classrooms throughout the building.
School: Student Outcome Goal	Student work displays often show targets, questions, context, multiple drafts, and/or revisions in over 80% of classrooms throughout the building, as evidenced by HQW indicator A.4.
Walkthrough Indicators Related to Implementation Goal	HQW Walkthrough Tool: <ul style="list-style-type: none"> Teacher - A.2 - When possible, the work of all students is displayed, not just select students Student - A.4 - Work displays often show targets, questions, context, multiple drafts, and/or revisions
Key Action Items related to this goal	Devote PLC time to developing teacher capacity to lead students to participate in high-quality learning experiences. Clarify the expectation that teachers will rotate displayed work on a quarterly basis at a minimum. Connect HQW expectations to students' Showcases and Student Led Conferences throughout the year.

HQW PDSA/Progress Monitoring:

HQW Walkthrough Indicators	Sept 9 (BOY) *actual informs the next aim	Oct 9 (Cycle 1)		Nov 19 (Cycle 2)		Dec 10 (Cycle 3)		Jan 27 (MOY)		April 15 (Cycle 4)		May 14 (EOY)	
	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual	Aim	Actual
Teacher - A.2 - When possible, work of all students is displayed, not just select students	17%	XX%		XX%		XX%		XX%		XX%		XX%	
Student - A.4 - Work displays often show targets, questions, context, multiple drafts, and/or	E- 17%	XX%		XX%		XX%		XX%		XX%		XX%	

revisions														
			XX%		XX%		XX%		XX%		XX%		XX%	
			XX%		XX%		XX%		XX%		XX%		XX%	
Equity Notes Looking For:														
<ul style="list-style-type: none"> Student work displayed that reflects the modules or units of study with respect to time and subject 4 Ts are displayed with student work to provide context 														

Step 4: Create Professional Development and Support Plan

Key Resources (link below)

- District Work plan (if applicable)
- School Work plan
- Project Planner/Partner Landing Page, etc

- Data Evidence - (aligned to 3DSA. Ex: IR data, interim assessment data, character data, etc.)

Coaching Cycle	Focus: Implementation Phase Outcome	Timeline	Implementation Phase Goal	Partner Personnel	Key Resources
<i>BOY Launch</i>		<i>Sept. 12-14</i>	<ul style="list-style-type: none"> • <i>Walkthrough Tool Indicators</i> • <i>Student Work Samples</i> • <i>IR Rubrics</i> 	<ul style="list-style-type: none"> • <i>Assistant Principal</i> • <i>Instructional Coach</i> 	<ul style="list-style-type: none"> • <i>BOY Welcome Email</i> • <i>Walkthrough Follow Up</i> • <i>PDSA Planner</i>

There are many significant academic shortcomings across the building at each grade level and among virtually all subgroups of the student population. Teachers will have access to this data to determine meaningful action plans and interventions to increase student learning and achievement.

Our primary curriculum resource for ELA instruction is EL Learning, and our primary resource for math instruction is Illustrative Mathematics. Intervention programs implemented at Pine include Sound Sensible, Spire, Bridges, Bridge the

Gap, Heggerty, Flyleaf, and Read Naturally. Instructional aides are assigned to meet with small groups of targeted students to in daily 30 minute blocks to provide intervention. Additionally, teachers will differentiate instruction to meet the needs of various skill levels represented by the students on their rosters. Pine also has the benefit of having 5 High Dosage Tutors in the building three days a week to work with targeted students on developmental skills in a small group setting. All IAs and Tutors work with the building principal and the instructional coach to ensure that targeted students are receiving instruction with approved resources and develop student capacity and increase academic achievement.

Students receiving services will pull out of class in 15-30 minute increments to increase learning time during the Interventions block of the master schedule that is built into each grade level.

Pine's students learn under the direction of licensed, certified teachers with the exception of four sections with teachers who have been granted emergency permits by the IDOE. All job postings are listed on the district Human Resources page. All staff engage in weekly PLCs and other opportunities for professional development. During early release days, classified staff participate in PD as well, and paraprofessionals have opportunities to attend trainings and workshops too. Principal meetings are held monthly for continued development, and teachers participating in LETRS training are able to gain extra understanding about that program as well.

Parental involvement is on the rise at Pine as evidenced by the establishment of a reorganized PTC. A new president was elected and an increased turnout at the initial meeting of the school year gives hope for continued growth and involvement from Pine parents. PTC activities include popcorn sales, grandparents day, santa's workshop, trick or treat, and more. Pine teachers use Class Dojo to communicate with parents and the principal sends out weekly newsletters and phone blasts to keep parents informed about what is going on at the school.