

School Name: Monger Elementary

School Number: 1789

Street Address: 1100 E. Hively Avenue

City: Elkhart

Zip Code: 46517

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,  
2022-2025 (Highlight implementation years)

### ----- CONTACT INFORMATION -----

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*Read all the way through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

- ESSA     Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
- TSI       Targeted Support and Improvement – federal government school designation under ESSA
- ATSI      Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI       Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)**

This is an initial three (3) year plan. <b>Yes No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI None</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b>	Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW TA</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

## --- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Corry Wichman	Teacher	CNA, SIP, Both	
Fern Palmer	Teacher	CNA, SIP, Both	
Joy Graber	Teacher	CNA, SIP, Both	
Heather McKay	Teacher	CNA, SIP, Both	
Kim Rivenes	Teacher	CNA, SIP, Both	
Jessica Moreno	Teacher	CNA, SIP, Both	
Stacy Lambdin	Teacher	CNA, SIP, Both	
Amy Szakaly	Assistant Principal	CNA, SIP, Both	
April Walker	Principal	CNA, SIP, Both	
Jan Farron	Community Partner	CNA, SIP, Both	
Nikole Dinehart	Parent	CNA, SIP, Both	

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

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**District Vision:** The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

**School Vision:** Through high expectations for teaching and learning, all students will demonstrate academic and behavioral excellence.

**District Mission:**

All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills and mindsets to meet the challenges of an ever-changing world.

**School**

**Mission:**

Our Mission is to prepare all students for future college and/or career opportunities by building a strong foundation in academic achievement, social responsibility and acceptance of cultural diversity.

**District Goals:**

1. Increase pass % on iLearn ELA by 5%
2. Increase pass % on iLearn Math by 5%
3. 80% of 3rd grade students will pass iREAD 3.

Does the school’s vision support the district’s vision?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school’s mission support the district’s mission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do the school’s mission and vision support district goals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If the school’s mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

## SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

## Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Primary Resources						
Subject	Resource	Rationale	Links	Tier (highlight all that apply)	Continue Use?	X
Phonics	Wilson Foundations Grades K-3	Explicit phonics instruction is a key component to early literacy	<a href="#">Foundations Site</a>	Tier 1, 2	yes	
Reading	Pearson myView Literacy Grades K-5	Textbook, readers, intervention materials and assessments are core components of reading program	<a href="#">Pearson Site</a>	Tier 1, 2, 3	Yes	
Reading	Pearson myPerspectives Literacy Grade 6	Textbook, readers, intervention materials and assessments are core components of reading program	<a href="#">Pearson Site</a>	Tier 1, 2, 3	Yes	
Mathematics	Math Expressions K-6	Materials and resources align with the Indiana Academic Standards	<a href="#">Math Expressions</a>	Tier 1, 2, 3	Yes	
Social Studies	Pearson myWorld Social Studies Grades k-6	Materials and resources align with the Indiana Academic Standards	<a href="#">Link to myWorld</a>	Tier 1, 2, 3	Yes	
Science	Mystery Science Lessons	Science lessons provide hands-on experiences aligned with Indiana Academic Standards for Science.	<a href="#">Mystery Science</a>	Tier 1, 2, 3	Yes	

Science	Ethos GLC Units	Science lessons provide hands-on experiences aligned with Indiana Academic Standards for Science.	<a href="#">Ethos GLC</a>	Tier 1	Yes	
Music	McGraw Hill Grades K-6 Spotlight on Music		<a href="#">Spotlight on Music</a>	Tier 1, 2, 3	Yes	
<b>Supplementary Materials</b>						
<b>Subject</b>	<b>Resource</b>	<b>Rationale</b>	<b>Links</b>			
ELA/Mathematics	IXL	IXL is a digital learning platform that provides adaptive practice of Indiana Standards.	<a href="http://www.ixl.com">www.ixl.com</a>	Tier 1, 2, 3	Yes	
ELA	Foundations	Systematic Phonics Instructions for grades K-3	<a href="#">Fun Hub</a>	Tier 1, 2	Yes	
ELA	Multisyllabic Routine Cards	Phonics resource for students in grades 4-6th who are reading below grade level.	<a href="#">MSRC-95percent group</a>	Tier 1, 2	Yes	
ELA	MYON	Myon provides 3rd graders with access to book so they can practice reading outside of the school day and teachers can monitor student completion and comprehension.				
ELA	Heggerty Phonemic Awareness	Phonemic Awareness is the foundation of early literacy. This program is a supplement to our phonics program and ensures all students are getting adequate access to systematic instruction in the foundations of literacy.	<a href="#">Heggerty Phonemic Awareness</a>			

## Core Element 1: Curriculum [Required for all]

*continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	

Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	

The public may view the school's curriculum in the following location(s):

The public may review the curriculums at the Elkhart Community School's Educational Services Center, as well as on the Elkhart Community School's website. Paper copies of the curriculum may be obtained from the Educational Services Center or Monger Elementary School's main office.

## Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

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

**For Title I schools with Schoolwide Programs only:**

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

Students needing interventions are identified using a number of different measures including NWEA, SRI, MCLASS, oral reading fluency assessments, as well as locally developed assessments. The intervention team at Monger Elementary utilizes a number of different resources to provide targeted, research based interventions for students who demonstrate a need for intervention. The team uses the Read Well intervention program, Wilson and Foundations intervention lessons, as well as Failure Free Reading & Read Naturally to address gaps in students' learning.

Utilizing an MTSS process, students who have difficulty meeting proficiency are identified early on and provided systematic interventions in order to address gaps in student learning. Students not meeting proficiency are provided additional 1-1 or small group support in both reading and math.

### **Core Element 3: Assessment [Required for all]**

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-2	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in <del>both reading and</del> mathematics.	Yes No	
MCLASS	K-2	Benchmark, Com. Form., Summative, Other	MCLASS testing allows teachers to measure phonemic awareness and phonics skills, as well as oral reading fluency benchmarks.	Yes No	
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit	Yes No	



			tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.		
Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.	Yes	No
Summative Assessments - Mathematics	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	Yes	No
CogAT	Grades K, 2, and 5	Benchmark, Com. Form., Summative, Other	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	Yes	No
Dyslexia Screening	Grades K, 1 and 2	Benchmark, Com. Form., Summative, Other	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener through MCLASS to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	Yes	No
WIDA Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes	No
Foundations Unit assessments	K-2	Benchmark, Com. Form., Summative, Other	Teachers in grade K-3 utilize the unit assessments in the Foundations curriculum at the end of teaching	Yes	No

			each unit to identify students in need of Tier 2 instruction		
iLearn Progress Checks	3-6	Benchmark, Com. Form., Summative, Other	Elkhart has opted in to pilot the iLearn Progress checks from the IDOE for the 2024-25 school year. These checks will be given 3 times prior to the end of year summative assessment.	Yes	No

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

**For Title I schools with Schoolwide Programs only:**

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

The school leadership team meets approximately 5x per year to review school wide and grade level assessment data. We use results from assessment data to make informed decisions on the learning needs of our staff and students. In addition to the school leadership team meeting quarterly, grade level teams meet regularly as Professional Learning Communities where they analyze results of common formative assessments and plan for instruction based on those results. Teachers have common plan time daily as well as time after the school day to collaborate.

**Core Element 4: Coordination of Technology Initiatives [Required for all]**

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

Elkhart Community School District has provided 1:1 technology for every student. Each student at Monger Elementary received an iPad during the 2019-2020 school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens. The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to the teachers at Monger have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content. We utilize a Learning Management System called Seesaw which allows for students to engage in learning activities both in and out of school. The school also employs a Instructional Technology TA, who provides weekly instruction in technology and media for students in grades K-6. In the summer of 2023, we built a computer lab and purchased all new Mac Desktops computers and a STEM lab to expand our programming.

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

## Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

### Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
<input type="checkbox"/> Not currently implementing career awareness activities	<input type="checkbox"/> Career Day/Fair or Community Day
<input checked="" type="checkbox"/> Career Simulation (JA/Biztown, etc.)	<input checked="" type="checkbox"/> Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/> Career-focused classroom lessons	<input checked="" type="checkbox"/> Guest speakers
<input type="checkbox"/> Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

### Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
<input type="checkbox"/> Not currently implementing career information activities.	<input type="checkbox"/> Career-related courses
<input checked="" type="checkbox"/> Career-focused classroom lessons	<input checked="" type="checkbox"/> Job-site tours
<input checked="" type="checkbox"/> Guest speakers	<input type="checkbox"/> Career Day/Fair or Community Day
<input checked="" type="checkbox"/> Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input checked="" type="checkbox"/> Online career navigation program
<input type="checkbox"/> Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

## Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

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

## Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

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

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

Upon enrollment, parents identify the race/ethnicity of students. Parents also identify whether another language is spoken in the home at which point we conduct a language screener, prior to the WIDA ACCESS assessment that takes place in the spring. ~~All parents are encouraged to complete a free/reduced lunch application. Upon approval, students are identified in the free/reduced lunch category for reporting purposes.~~ Parents are asked to update information in Powerschool on a yearly basis.

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

Opportunities for remediation and enrichment are available to all Monger students, regardless of background, both during school and through our after school clubs. Participation in enrichment activities provides students an opportunity to connect to the school & community while enriching their educational experience. In addition to a variety of after school clubs and athletics, a rigorous intervention program, led by highly effective teaching staff, regularly assesses and identifies students at risk of failure. We then provide targeted, individual or group remediation in order to fill in learning gaps and provide extra support to those students in need.

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

As a district, all teachers, administrators and staff were required to take a SIOP (Sheltered Instruction Observation Protocol) Canvas Course to learn strategies and practices to better understand and support English Language Learners. By taking the course, participants gained an understanding of how best to support English Language Learners in the classroom and how best to serve families. Staff will continue to attend more in depth SIOP training at the building level to focus on SIOP strategies for effective instruction.

Staff have participated in professional development in Trauma Informed Practices in order to increase their ability to work effectively in cross-cultural situations.

A Behavior Intervention Team consisting of the principal, assistant principal, social worker, behavior consultant and systems of care (Oaklawn) meet weekly to review student discipline data and discuss students in need of additional behavioral/emotional support. Collaboratively, the team works to analyze student behaviors and their functions and align appropriate interventions and supports. The team works to connect students and their families to outside agencies when appropriate. A partnership with Oaklawn allows us to communicate & coordinate services for students with emotional/mental health needs.

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

All staff are expected to participate in PRIDE & Olweus implementation and all students have the opportunity to earn positive rewards/recognition. Monger Elementary is a culturally diverse school. The school is committed to continuously improving the cultural competency of teachers, administrators, staff, parents, and students through a variety of methods. Teachers receive training from the Social Worker and Behavior Consultant on implementing weekly class meetings in each classroom to increase awareness and acceptance of students and individuals from all backgrounds.

## Core Element 8: Review Attendance [Required for all]

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

**Number of students absent 10% or more of the school year:**

**2023-24:** 91 (19.36%)

**2022-23:** 119 (25.27%)

**2021-22:** 123 (27.95%)

**2020-21:** 134 (31.53%)

**2019-20:** 48 (10.02%)

**What may be contributing to the attendance trend?**

The COVID pandemic continued to impact our attendance rates, with parents opting to keep their students home from school out of an abundance of caution.

Transportation- Monger Elementary is primarily a neighborhood school. The 1.5 mile walk zone means many of the students at Monger Elementary must either walk, ride a bike, or be transported by a parent. This can be difficult with parent work schedules and inclement weather. Additionally, the school was redistricted to include an apartment complex out of our walk zone that requires bus transportation. Many of the students in this neighborhood are not yet accustomed to being on time to get on a bus. In the event they missed the bus, many of the families in this community do not have transportation to transport their student to school.

**What procedures and practices are being implemented to address chronic absenteeism?**

Elkhart Community Schools, along with all of Elkhart County, participate in a countywide attendance program that outlines expectations and procedures for addressing chronic absenteeism. The process consists of 5 Levels. Each level is progressively more serious than the last, starting with a formal letter at 4 unexcused absences. At a level 3, parents are required to have a hearing with the district attendance officer where a formal written plan is devised. At a level 5, a referral to the Juvenile Probation Department is made and formal charges for truancy or educational neglect may be made by the prosecutor's office. District Attendance Policy can be found [here](#). The school social worker and assistant principal also make home visits on an as needed basis to address attendance concerns.

New for the 2024-2025 school year, Monger will utilize Full Service Community Schools Grant funds to employ an attendance social worker. This person will serve as an attendance office and will be responsible for creating attendance improvement plans in collaboration with families. The goal is to address the obstacles preventing students from attending school regularly.

**If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?**

After 1 year of improved attendance, students will "graduate" off the countywide attendance program. Elkhart Community Schools employs a District Attendance Liaison who oversees and monitors student attendance plans.

In 2024-25, the school attendance social worker will track student absences weekly. The effectiveness of attendance plans will be monitored through quarterly parent meetings and progress notes.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

## Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

### The following is specific to Title I Schoolwide Programs.

Through collaboration with a Title I Parent Coordinator & a Translator, Monger Elementary utilizes a variety of methods to engage families and the community.

- Back to School Night
- PRIDE Family Picnic
- Parent Teacher Conferences 2x per year
- Science Fair Help Nights
- IREAD 3 Family Information Night
- Family Fun Fair
- Triple P Parenting Classes
- Health & Nutrition Classes
- All Pro Dads

Through our after school clubs, district parent support coordinator and our parent teacher organization Monger designs programs that engage families in meaningful ways in their children's education. Students, staff and parents regularly meet after school, during school and on the weekends to foster a stronger relationship between Monger and the families of Elkhart. The school plans numerous family events throughout the school year. The school utilizes multiple forms of communication to inform families including, Newsletters, phone calls, technology apps, and social media. A full time translator is in the building to alleviate barriers to communication.

Each year, parents are surveyed in order for the school to understand parent perceptions of the school as well as to gather information on their wants, needs and recommendations for improvement. In order to clearly communicate the roles of parents, teachers, and students, parents are asked to sign a parent/teacher compact each year. *See below.*

**Monger Elementary School  
School-Parent Compact**

The Monger Elementary School faculty, and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how school staff, parents, and students will share responsibility for improved student academic achievement. School staff and parents will work together to build and develop a partnership that will help children achieve the State's academic standards.

The school-parent compact is in effect during the school year 2022-2023.

**School Pledge:**

- We will provide a safe, welcoming & supportive environment for students & families.
- We will be consistent in our expectations for learning & behavior for ALL students & ALL staff.
  - PRIDE
  - Teaching essential grade level standards to mastery
- We will utilize teamwork, collaboration & best practices to ensure all students learn at high levels.
- We will communicate regularly with parents throughout the year regarding students' progress towards academic goals.
- We believe all students can learn. No excuses!
- We will listen to and respond to concerns as appropriate.

\_\_\_\_\_  
Teacher's signature

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student Pledge:**

I will demonstrate:

- **Persistence**, I never stop trying, even when it gets hard. I give 100% all of the time.
- **Respectfulness**, I think about others, through my words, actions, and attitude. I speak and act kindly towards adults & peers.
- **Initiative**, I take action  
by doing what needs to be done. I ask for help when needed and I help others when I can.
- **Dependability**, you can count on me! I come to school ready to learn. I follow school rules. I give my parents all notices/information from the school.
- **Efficiency**, I manage my time, and get the most out of every minute. I come to school on time. I turn in my homework on time.
- I am committed to my education. I will read and practice at home. I will do my best to learn each and every day!

\_\_\_\_\_  
Student's signature

Date \_\_\_\_/\_\_\_\_/\_\_\_\_



### **Parent Pledge:**

- › Ensure my child is at school daily and on time unless ill.
  - › Notify the school if my child is going to be late or not attend school on a particular day.
  - › Make sure my child completes all homework every night by establishing routines for homework/reading at home.
  - › Promote non-violence as a way of life.
  - › Ensure my child has 8-10 hours of sleep each night. Turn off the electronics at night!
  - › Support my child's teacher. If there is a problem, contact the teacher to discuss it right away.
  - › See that my child is dressed appropriately for weather conditions, school activities, and in line with the school's dress code.
- 
- › Keep family/emergency contact information on file & updated at all times.
- 
- › Attend conferences, family events and programs when they are scheduled.
- 
- › Make sure that my child has his/her medication to be able to focus and be successful in class.

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Parent's signature

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

Through PowerSchool, parents have 24 hour up-to-date access to their child's academic performance. Following state and local testing, individual student results are shared with parents. We hold parent/teacher conferences 2 times per year to review individual student results with parents. Teachers send home progress reports 4 times per year in addition to sharing report cards each quarter. Through the use of our Learning Management System, Seesaw, parents are able to communicate directly with the teacher and see work submitted by their child, along with feedback given from the teacher.

Results from state assessments, such as IREAD 3, ACCESS, & iLearn are mailed directly to families once assessment results are released.

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

Parents are surveyed yearly and have representation on our school improvement team.

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

## Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

**This section applies only to schools that receive Title I funding and operate a Schoolwide Program**

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

State and local funds are used to support funding of the following:

- Principals, Assistant Principals and Academic Deans
- Classroom teachers
- Specials teachers (art/music/physical education)
- Elementary English learner teachers
- All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning* and *Parent and Community Engagement*. Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include “Cowboy Ethics” which provide character development and the Cares mentor program to support students’ emotional well-being and academic achievement.

**Provide a list of programs that will be consolidated under the schoolwide plan (if applicable). NA**

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

Monger School offers a kindergarten Jump Start program that runs half days for 2 weeks prior to the start of the new school year. This program is designed to allow incoming kindergarten students the opportunity to familiarize themselves with the school, routines and introductory content prior to the official start of full day kindergarten in August. This program is free to all incoming Monger kindergarteners and strongly encouraged during the Enrollment Open House in the Spring. In addition to the spring open house and Jump Start, there is a family/student back to school night prior to the start of school which allows students and families the opportunity to meet the staff.

Elkhart community schools, in partnership with Head Start, hosts free preschool classes at Hawthorne Early Learning Center. Students in the Monger school district can attend the Head Start or ECS preschool programs at Hawthorne Early Learning Center.

Each spring, the school participates in transition meetings with pre-school staff to learn about the incoming students and any individual needs they may have prior to starting kindergarten. Pre-school staff from Pace and HeadStart visit the buildings in the fall to assist in Kindergarten classrooms.

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

In an effort to obtain qualified staff, Elkhart Community Schools participates in a variety of recruiting opportunities. Here are just some of the ways in which we recruit applicants:

- Positions are posted on a wide variety of websites
- Positions are posted on university job sites
- Through student teaching
- University Education Recruitment Fairs are attended
- Broad recruitment fairs are attended
- Hosting recruiting fairs
- Personal University (and other) contacts
- HR contacts throughout the state
- Collaborative recruiting with other Elkhart County districts to bring candidates to the area utilizing the chamber of commerce and visitors bureau
- Sponsorship of H1-B1 visa's
- Utilizing hiring agencies
- Networking through professional organizations

**Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below**

Staff Name	Licensure/Certification	Assigned Class/Subject	Endorsement
------------	-------------------------	------------------------	-------------

Adams, Elizabeth		Sp Education - Elementary	
Araujo, Sonia N	Proficient Practitioner	Grade 1 (3 Allotments)	Elem/Intermediate
Baugh, Lisa L	Gen Elem Standard	Grade 3	Elem K-6 (7/8 Nondept)
Bigham, Richlyn L	EP: Instructional	Music - Elementary	Music General
Blackburn, Gina	General Elementary Conv	Grade 5	Elem K-6 (7/8 Nondept)
Brinneman, Shelbi N	Proficient Practitioner	Art - Elementary	Visual Arts
Glasgow, Jacquelyn M	Gen Elem Standard	Kindergarten	Reading/Elem K-6
Glover, Jennifer	Elementary Generalist Original	Grade 5	Elem K-6
Graber, Joy R	Gen Elem Standard	Grade 2	Elem 1-6 (7/8 Nondept)
Haas, Kelcie M	Proficient	Grade 5	Elementary K-6
Hensley, Denise R	Gen Elem Standard	ENL - Elementary	English/Second Language; Reading; Elem 1-6
Hurd, Aileen C	Proficient	Speech Pathologist	Communication Disorders
Kois, Lori	Gen Elementary/Language Arts 1-8 non departmentalized	Grade 6	Elem 1-6 (7/8 Nondept) 1-9
Lambdin, Stacy E	Gen Elem Professional	Grade 6	K-8 (7/8 Nondept)
Lehman, Mary E	Gen Elem Standard	Kindergarten	Elem K-6 (7/8 Nondept); Computer K-12
Leinbach, Emily	Gen Elem Standard	Grade 4	
Matthys, Angela S	Gen Elem Standard	Grade 4	Elem 1-6 (7/8 Nondept) Reading
McDonald, Bruce	Proficient Practitioner	Grade 2	Elem/Intermediate
McKay, Heather D	Proficient Practitioner	Grade 3	Elem/Intermediate
Milfort, Mirlym	Proficient Practitioner	Grade 6	Elem/Intermediate
Moreno, Jessica L	Proficient Practitioner	Grade 5	Elem/Intermediate
Palmer, Fern V	Accomplished Practitioner	Grade 1	Elem/Intermediate
Reyes, Lori M	Gen Elem Standard	Grade 3	Elem K-6 (7/8 Nondept)
Rivenes, Kimberly S	Gen Elem Standard	Grade 4	Elem 1-6 (7/8 Nondept)
Rivenes, Kimberly S	Gen Elem Standard	Grade 4	English/Second Language
Stopiak, Caroline M	Initial Practitioner	P.E. - Elementary	Phys.Educ. K-12
Szakaly, Amy L	Accomplished Practitioner	Assistant Principal	Elem/Primary/Intermediate
Szakaly, Amy L	Proficient Practitioner	Assistant Principal	Bldg Level Administrator

Nanci Tarantino	Professional Educator	Special Education	Mild Intervention
Varga, Kimberly A	Proficient Practitioner	Coordinator	Social Worker
Walker, April R	Admin: Proficient Pract	Elementary Principal	Bldg Level Administrator
Walker, April R	Proficient Practitioner	Elementary Principal	Elem/Intermediate/Primary
Wichman, Corry L	Proficient Practitioner	Kindergarten	Elem/Intermediate
Wichman, Corry L	Proficient Practitioner	Kindergarten	Elem/Primary

## SECTION B: Needs Assessment

**Every** school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

[Data linked here.](#)

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input checked="" type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>					
<input type="checkbox"/>	Staff Attendance						

### Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

**Do these issues significantly impact our current school goals as strengths or problems?**

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

ITEMS MARKED FOR REVIEW IN SECTION A	Do these issues significantly impact our current school goals as strengths or problems?	Do these issues present significant strengths or problems not already addressed by goals in our current SIP?
Pearson My View/Perspectives	yes	no
Pacing guides/curriculum alignment	yes	no
Assessments	yes	yes
Attendance	yes	no

**If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.**

Pearson-people were reluctant to use the materials after starting because they found the digital resources too difficult to access. We have worked with the guiding coalition and grade level teams to review the scope & sequence of the curriculum and to establish non-negotiables of use of the resource. Those were published in the 2023-24 school year.

Attendance: Monger Elementary is primarily a neighborhood school. The 1.5 mile walk zone means many of the students at Monger Elementary must either walk, ride a bike, or be transported by a parent. This can be difficult with parent work schedules and inclement weather. Additionally, the school was redistricted to include an apartment complex out of our walk zone that requires bus transportation. Many of the students in this neighborhood are not yet accustomed to being on time to get on a bus. In the event they missed the bus, many of the families in this community do not have transportation to transport their student to school.

The percentage of students attending 10% or less declined by 10% in 2023-24.

## **Step 2: Evaluate Progress on Current School Goals**

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

### **Goal 1**

Measurable outcome met? **Yes** No

Monger students will read and comprehend complex literary and informational texts independently and proficiently as evidenced by:

- Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 70% or higher
  - 56% of students met their projected growth in 2023-24
- Increasing proficiency rates for students in grades 3-6 on ILEARN by 10%.
  - In 2021, 23% of students passed iLEARN ELA.
  - In 2022, 30% of students passed iLEARN ELA
  - In 2023, 33% of students passed ELA.
  - In 2024, 37% of students passed ELA
- Increasing overall language levels (ELs) as measured by ACCESS
  - 35% increased by .5 levels or more in 2020-21,
  - 59% increased by .5 levels or more in 2021-2022
  - 61% increased by .5 levels or more in 2022-23
  - 41% increased by .5 levels or more in 2023-24

If the goal was met, how will the school further improve or sustain this level of performance?

- Continue the work of improving Tier I instruction (PLC)
- Continue to invest in systematic approach to phonics instruction-added Foundations to 3rd grade 2022-23, added multisyllabic routine cards for grades 4-6 in 2023-24.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Although the goal for iLearn was met, we need to continue growing in proficiency. Our percentage of students increasing their EL level by .5 or more decreased in 2023-24.

**Goal 2**

Measurable outcome met? **Yes** **No**

Monger students will be critical thinkers and mathematical problem solvers as evidenced by:

- Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher
  - 76% of students met their projected growth in 2021-22
  - 81% of students met their projected growth in 2022-23
  - 76% of students met their projected growth in 2023-24
  
- Increasing proficiency rates for students in grades 3-6 on ILEARN by 10%
  - 25% passing in 2020-21
  - 37.6% passing in 2021-22 for a 12% increase
  - 43% passing in 2022-23 for an 18% increase from 2020-21
  - 48% passing in 2023-24

If the goal was met, how will the school further improve or sustain this level of performance?

The school will continue to teach, assess, and reteach to the Essential Standards through the PLC process. Teachers will continue to implement the Math Expressions curriculum with fidelity. This goal will be continued for the 2024-25 school year.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

**Goal 3**

Measurable outcome met? **Yes** **No**

**Monger students will develop the social/emotional skills necessary to be college/career ready as evidenced by:**

- Weekly class meetings & instruction for character development
- Student participation in college & career exploration activities
- Workforce Ethic Certification-6th Grade (PRIDE)
- BIT/MTSS teams' systems and processes for early identification & intervention



- Partnership w/ mental health agencies
- School wide positive behavior interventions and supports-PRIDE

If the goal was met, how will the school further improve or sustain this level of performance?

Continue the current plan with regular monitoring and adjustments to keep it fresh and moving forward. Revise MTSS processes. We will continue to implement the system for tracking referrals and positive behaviors (PBIS Rewards). We got 100 new students from Hawthorne and Roosevelt in the 2022-23 school year. We will need to continue to implement PBIS and T1 behavior instruction to acclimate the new students to our school.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   **Yes** **No**

We will continue to implement positive behavior intervention systems, as well as academic interventions, however, this goal was not written in a manner that we were tracking/reporting data on our efforts over time. This goal needs to be re-written in a measurable format.

## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our findings in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i>	<b>X</b>	<b>1</b>

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

## GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>1. Passing rate of 80% or higher on the IREAD3 exam</p>	<p><b>Yes</b> No</p>	<p><i>In 2023, only 72% of our students passed the iREAD 3 exam after 2 administrations.</i></p> <p><i>In 2024, 71% of 3rd grade students passed the IREAD 3 exam after 2 administrations</i></p> <p><i>In 2024, we administered IREAD3 to 2nd graders for the first time. 34% of our second graders passed the IREAD 3 exam in spring 2024.</i></p>	<p>The IREAD3 passing rates in 2023 indicated a decline in our performance from the previous year, moving us further away from the goal of 80% passing.</p> <p>Our boundary lines changed and we acquired 100 new students in 2022-23. Many of our new students were achieving well below grade level and may have contributed to our lower performance.</p> <p>Of the 19 students who did not pass in 2023-24, all but 3 of them qualified for exemptions. Of the 3 who did not qualify for an exemption at the time of testing, 2 have been identified for special education services since the time of testing.</p>	<p>yes</p>	<p>1</p>
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>2. Increasing proficiency rates for students in grades 3-6 on ILEARN</p>	<p><b>Yes</b> No</p>	<p>We saw an increase in 3rd and 6th grades pass percentages on ILEARN and a 4% increase by building.</p> <p>4th grade stood out with the largest decline in passing percentage.</p>	<p>We have seen a slight and steady increase in pass percentage each year since 2021. In 2021, we passed 23% of our students. In 2024, we passed 37%.</p> <p>We saw a 4 % increase from 2023 to 2024.</p> <p>This grade level has the largest number of students with IEP's and ILPs in the school. Although the pass percentage was low, as a cohort, the pass percentage was in line with the passing percentage for this group as 3rd graders (23% passing in 3rd grade, 26% passing in 4th grade)</p>	<p>X</p>	<p>3</p>
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p>	<p><b>Yes</b> No</p>	<p>6/7 grade levels had 60% or more students meet or exceed their projected growth from Fall 2021 to Spring 2022. Overall, 62% of the</p>	<p>During the 2021-2022 school year 62% of Monger students met or exceeded their expected growth on NWEA. We still had one grade level that did not meet</p>		

<p>3. Meeting median growth projections on NWEA MAP/IMAP assessments @ a rate of 60% or higher</p>		<p>students schoolwide met their growth.</p> <p>2022-23-65% of students met their projected growth.</p>	<p>the 60% threshold.</p> <p>During the 2022-23 school year, 65% of student students met/exceeded their growth projections. Our 1st and 2nd grade classrooms did not meet the projected growth expectations, however, they will not continue administering NWEA in the 2023-24 school year.</p> <p>During the 2023-24 school year, we stopped administering NWEA 3x for K-2 students and are no longer administering NWEA for grades 3-6 in the 2024-25 school year.</p>		
<p>Students will read and comprehend complex grade level literary and non-fiction texts.</p> <p>4. Increasing overall language levels (ELs) as measured by ACCESS</p>	<p><b>Yes No</b></p>	<p><i>79% of EL students increased their overall language proficiency level on ACCESS 2022, an increase of 25% over the previous year.</i></p> <p><i>We moved 18 students to language proficiency.</i></p> <p><i>75% of EL students increased their overall proficiency level on ACCESS 2023 and 9 students moved to proficiency.</i></p> <p><i>69% of EL students increased their overall level in 2024 and 5 students were moved to proficiency.</i></p>	<p>During the 2021-22 school year 79% of our EL students showed growth on the WIDA ACCESS. This year we moved 18 students to proficiency. This is the highest number of students the school has ever been able to move.</p> <p>During the 2022-23 school year, 75% of our EL students showed growth on the WIDA ACCESS and 9 students moved to proficiency. Although this isn't higher than 2021-22, it is still higher than both the state and district averages.</p> <p>We saw a slight decrease in the percentage of students showing growth on ACCESS. We are noticing that students in higher levels of ACCESS (4 or higher) 6th grade are showing a decrease in levels instead of an increase. This could be due to the test changing from K-5 to a 6-12 test.</p>		<p>2</p>
<p>Monger students will be critical thinkers and mathematical problem solvers as evidenced by:</p> <p>Meeting median growth projections on</p>	<p><b>Yes No</b></p>	<p>2021-22:</p> <p><i>7/7 grade levels had more than 65% of their students meet or exceed their projected growth on NWEA from Fall</i></p>	<p>2021-22:</p> <p>We showed 12% growth in passing percent on the ILEARN assessment.</p> <p>Our special education students are underperforming</p>		

<p>NWEA MAP/IMAP assessments @ a rate of 60% or higher</p> <p>Increasing proficiency rates for students in grades 3-6 on ILEARN</p>		<p><i>2021- Spring 2022.</i></p> <p><i>37% of students in grades 3-6 passed the ILEARN assessment in 2022.</i></p> <p><i>2022-23:</i></p> <p><i>81% of students met their projected growth in grades K-6.</i></p> <p><i>43% of students in grades 3-6 passed the ILEARN assessment in 2023.</i></p> <p><i>48% of students in grades 3-6 passed the iLearn assessment in 2024.</i></p>	<p>their peers in passing percentage.</p> <p>3rd and 6th grade EL students underperformed their non-EL peers in both reading and math.</p> <p>76% of students met or exceeded their projected growth on NWEA.</p> <p>2022-23:</p> <p>We improved our ILEARN passing percent by 7%. Since the creation of this improvement plan in 2021, we have increased our passing rate by 10%</p> <p>2023-24:</p> <p>We have improved our math passing percentage on iLearn by 23% since 2021!</p>		
<p>Teacher teams will work as a Professional Learning Community in order to create a guaranteed and viable curriculum in which they collaboratively monitor effectiveness through common formative assessments.</p>	<p><b>Yes No</b></p>	<p><i>All grade level teams selected 8 essential standards in reading and 8 essential standards in math and paced them out on a curriculum map.</i></p> <p><i>All grade level teams administered at least 4 common assessments in reading and 4 common assessments in math.</i></p> <p><i>All grade level teams met regularly to answer the 4 questions in the PLC process.</i></p> <p><i>In our 2020 School Culture Audit through Solution Tree, survey results from staff showed scores above a 4 (on a 5 point scale) in the areas of communication, trust, capacity building, accountability.</i></p>	<p>The identification of essential standards and regular monitoring of progress towards mastery has helped us move in the right direction.</p> <p>The PLC process is helping us to streamline our efforts in both Reading and Math. Curriculum maps helped teachers to pace their instruction.</p> <p>We are still facing challenges in making up for lost time with the number of students who missed large chunks of the previous 2 years due to the pandemic. The PLC process continues to bring focus and intentionality to each grade level.</p> <p>2024-25</p> <p>We have continued with our proficiency maps and weekly collaboration expectations. We are going to be adjusting our data focus to include writing and iLearn Progress Check results.</p>	<p>X</p>	<p>1</p>

			Staff will participate in weekly professional learning in the LETRS program.		
<p>Monger students will develop the social/emotional skills necessary to be college/career ready as evidenced by:</p> <p><i>Weekly class meetings &amp; instruction for character development</i></p> <p><i>Student participated in college &amp; career exploration activities</i></p> <p><i>Workforce Ethic Certification-6th Grade (PRIDE)</i></p> <p><i>BIT/GEI teams' systems and processes for early identification &amp; intervention</i></p> <p><i>Partnership w/ mental health agencies</i></p> <p><i>School wide positive behavior interventions and supports-PRIDE</i></p> <p><i>Reduction in referral rates</i></p> <p><i>All staff were trained in Olveus Bullying Prevention in Spring of 2023.</i></p>	<p><b>Yes</b> <b>No</b></p>	<p><i>Weekly class meetings &amp; instruction for character development</i></p> <p><i>Student participated in college &amp; career exploration activities</i></p> <p><i>Workforce Ethic Certification-6th Grade (PRIDE)</i></p> <p><i>BIT/GEI teams' systems and processes for early identification &amp; intervention</i></p> <p><i>Partnership w/ mental health agencies</i></p> <p><i>School wide positive behavior interventions and supports-PRIDE</i></p> <p><i>Referral rates had decreased prior to the 2022-23 school year.</i></p> <p><i>All staff were trained in Olveus Bullying Prevention in Spring of 2023.</i></p>	<p>Our PRIDE initiative has been a contributing factor in our decrease in behavioral referrals and the overall positive climate in the building.</p> <p>We received the Full Service Community Schools Grant in 2023 to help us increase our parent/community engagement. There are 4 pillars related to this grant, one of which is Student Well Being. We will be working to develop an implementation plan.</p> <p>With the closing of Hawthorne Elementary in 2022-23 and redistricting, we had over 100 new students at Monger. Our referral data increased in 2022-23 as we worked to acclimate students to the Monger way.</p> <p>Attendance continues to be a factor. Only 54% of students at a "model attendance rate" according to our 2022-23 Federal Accountability Report Card. 25% of our students are considered "chronically absent."</p> <p>For the 2023-24 school year, 19.36% of of students were considered chronically absent. Although a decrease from the previous year, not where we want to be.</p>		

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart.*

**Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of

this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
<p><i>Students will read and comprehend grade level text:</i></p> <p><i>30% of our students in grades 3-6 passed iLearn in 2022.</i></p> <p><i>33% of our students in grades 3-6 passed iLearn in 2023</i></p> <p><i>37% of our students in grades 3-6 passed iLearn in 2024</i></p> <p><i>72% of 3rd graders passed IREAD3 in 2023, which was a decrease from 2022 and short of our 80% goal.</i></p> <p><i>71% of 3rd graders passed IREAD3 in 2024.</i></p>	<p><i>Students need to be pushed to language proficiency prior to entering the 5th grade in order to be successful on state tests.</i></p> <p><i>We need more trained staff in differentiation strategies for EL learners. (building background knowledge; vocabulary; comprehension, SIOP)</i></p> <p><i>We had 123 students chronically absent during 2021-2022. Students need to be present in school and have consistent access to Tier I instruction.</i></p> <p><i>Students are lacking foundational reading skills. If they cannot read fluently, they will not be able to pass iLearn.</i></p> <p><i>We redistricted in 2022-23, getting 100 new students from a neighboring school that closed.</i></p> <p><i>Of the 19 students who did not pass in 2023-24, all but 3 of them qualified for exemptions (EL or Special Education). Of the 3 who did not qualify for an exemption at the time of testing, 2 have been identified for special education services since the time of testing.</i></p>
<p><i>Teacher teams will work as a Professional Learning Community in order to create a guaranteed and viable curriculum in which they collaboratively monitor effectiveness through common formative assessments.</i></p>	<p><i>Although all of our teams have selected essential standards and built instructional calendars for their grade level to ensure a guaranteed and viable curriculum, not all of our teams are collaboratively planning and/or coming to consensus on the best way(s) to assess and/or get students to achieve at high levels.</i></p> <p><i>Students need strong Tier I instruction in both reading and math in every classroom.</i></p>

*Write your Goal(s) from these.*

*Develop strategies from these.*

## SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
  - a. Strategies in the school improvement plan;
  - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

<b>Possible Funding Sources</b>		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

### School Improvement Plan

#### Using the Goal Template

##### **Goals**

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

##### **Evidence-Based Strategy**

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

##### **Strategy Action Steps**

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.



<b>GOAL 1</b>	<i>By Spring 2025, 42% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment.</i>			
<b>Data Checkpoints (dates)</b>	<b>September 25</b>	<b>December 18</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	iLearn Progress Checks mClass Assessments (K-2)	iLearn Progress Checks mClass Assessments (K-2)	iLearn *IREAD 3 Passing Rate	
<b>Evidence-Based Strategy 1</b>	Implementation of Professional Learning Communities DeFour, Richard, et al.(2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> . Bloomington, IN: Solution Tree Press.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will collaborate to create ELA proficiency maps with common formative assessments for essential standards.	May 2024-May 2025	Leadership Team, Guiding Coalition	All staff will participate in grade level PLC teams as evidenced by monthly data meetings and reflections.
Action Step 2	Each grade level will identify/revise essential standards and create common formative assessments.	May 2023-May 2025	Grade level teams	Curriculum maps; units; data analysis templates.
Action Step 3	Teams meet regularly to collaboratively plan lessons, analyze results of CFAs and plan for remediation/enrichment.	August 2019-ongoing	Guiding coalition, staff	Collaboration schedule; agendas; curriculum maps.
Action Step 4	LETRS- Science of Reading professional development	September 2024-June 2026	Certified Teachers	All staff will participate in LETRs training. Completion by unit will be tracked.
Action Step 5	Grade levels will administer quarterly writing benchmarks and participate in collaborative scoring.	August 2024-May 2025	Grade level teachers	Data analysis templates; anchor papers, common scoring rubrics
<b>Yr. 2 Measurable Objective</b>	By Spring 2026, 47% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment			
<b>Yr. 3 Measurable Objective</b>	By Spring 2027, 50% of students in grades 3-6 will be proficient in reading as measured by the ILEARN assessment.			

<b>GOAL 2</b>	By Spring, 2025, Monger students will be critical thinkers and mathematical problem solvers as evidenced by increasing proficiency rates to 53% on ILEARN.			
<b>Data Checkpoints (dates)</b>	<b>September 2024</b>	<b>December 2024</b>	<b>March 2025</b>	<b>May 2025</b>
<b>Evidence at Checkpoints</b>	iLearn Progress Check 1	iLearn Progress Check 2  NWEA growth scores (K-2)	iLearn Project Check 3	ILEARN Proficiency rates/growth scores  NWEA growth Scores (K-2)
<b>Evidence- Based Strategy 1</b>	Implementation of Professional Learning Communities DeFour, Richard, et al.(2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> . Bloomington, IN: Solution Tree Press.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will collaborate to create a guaranteed and viable curriculum for Math.	May 2024-ongoing	Leadership Team, Guiding Coalition	All staff will participate in grade level PLC teams as evidenced by quarterly data analysis reflection sheets.
Action Step 2	Each grade level will administer team created common formative assessments w/ data analysis	August 2024-May 2025	Grade level teams	Curriculum maps; units; data analysis templates.
Action Step 3	Teachers in grades K-6 will implement Math Expressions Core Curriculum with fidelity.	August 2024-May 2025	Director of Elementary Curriculum; classroom teachers	Completion of professional development; analysis of effectiveness
Action Step 4	Teams meet regularly to collaboratively plan lessons, analyze results of CFA and plan for remediation/enrichment.	August 2024-May 2025	Guiding coalition, staff	Collaboration schedule; agenda; curriculum maps.

<b>Yr. 2 Measurable Objective</b>	By Spring 2026, 58% of students in grades 3-6 will be proficient in math as measured by the ILEARN assessment
<b>Yr. 3 Measurable Objective</b>	By Spring 2025, 63% of students in grades 3-6 will be proficient in math as measured by the ILEARN assessment.

<b>GOAL 3</b>	The % of students chronically absent will decrease from 19.36% to 10% during the 2024-25 School year.	
<b>Action</b>	<b>Evidence</b>	<b>Completion Date(s)</b>
Identify students attending school less than 90% of the time in 2023-24 and meet w/ parents to create an individualized attendance plan to address the barriers to attendance.	Attendance Plans for each student.	October 2024
BIT team meets bi-weekly to monitor student attendance and progress towards goals.	Meeting notes	September 2024-May 2025
Social worker to conduct phone calls and home visits for students who reach 4 absences.	Visitation Logs	Weekly; ongoing
School will provide after school opportunities to engage students in the school community.	Club attendance list and offerings	Sept. 9 Dec. 20 Mar. 12 May 28
School will engage community partners to address barriers to good school attendance.	Oaklawn, Lifeline, All Pro Dads, SCAN, CAPS, DCS	Ongoing

<b>GOAL 4</b>	<i>We will reduce the number of referrals by 10%.</i>			
<b>Data Checkpoints (dates)</b>	<b>October 2024</b>	<b>December 2024</b>	<b>March 2025</b>	<b>May 2025</b>
<b>Evidence at Checkpoints</b>	Building referral data	Panorama Data Building referral data	OBQ Building referral data	Workforce Ethics Certification Building referral data
<b>Evidence- Based Strategy 1</b>	Robert H. Horner, George Sugai, and Cynthia M. Anderson(2010). Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children Vol. 42 (8)</i> Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. <i>American Journal of Orthopsychiatry, 80(1), 124–134.</i>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	All students will receive T1 instruction on bully prevention	August 2024-March 2025	Varga/Smith	Seesaw-participation/post tests; In Class Lessons on body safety and Sprigeo
Action Step 2	All students will receive T1 instruction on PRIDE lifeskills	August 2024-May 2025	PRIDE Team; classroom teachers	Weekly class meetings; monthly awards
Action Step 3	Integrate system for providing positive behavior supports (PRIDE Points)	September 2024-May2025	PRIDE Team/staff	PBIS Rewards Data Behavior data
Action Step 4	Engage each grade level in college/career exploration activities	Sept. 2024-May 2025	Varga	Naviance; Work Ethics Certification Panorama Data

## Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

<b>Professional Development Goal(s) #1</b>	95% of teachers participating in the LETRS Volume I training, will successfully complete Units 1-4 by June 13, 2025, as evidenced by completion of Unit lesson assignments and checks for understanding with an 80% or higher pass rate.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Various district funds have been secured for this training.
<b>Plan for coaching and support during the learning process</b>	Teachers will participate in 24 hours of live virtual training for Volume I. District Elementary Schools Director and Principal will monitor the successful completion of units by accessing online reports and providing feedback to teachers.
<b>Evidence of Impact</b>	Observations will focus on the application of LETRS lessons into daily instruction. Online LETRS reports will be analyzed and provided to teachers. Student outcome data for reading will indicate progress towards individual student goals.
<b>How will effectiveness be sustained over time?</b>	Teachers will participate in Volume II training during the 2025-26 school year. Observations of teachers will focus on effective use of student data and LETRS principles of instruction.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	<a href="#">LETRS I Unit Components</a> <a href="#">LETRS Pacing Guide 24-25</a>

<b>Professional Development Goal(s) #2</b>	Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Formative Assessment Grant
<b>Plan for coaching and support during the learning process</b>	Kdg - Grade 2 teachers are provided with training, printed resources and video resources as well as periodic reviews of reports and data guided by building leaders.
<b>Evidence of Impact</b>	The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by _____. <b>Refer to your correlation report from 23-24 to report your goal increase.</b>
<b>How will effectiveness be sustained over time?</b>	New teachers entering the school district will receive self-paced training as well as an assigned mentor who is proficient in using Amplify mCLASS to assure their proficiency in using Amplify mCLASS with their students.
<b>Link additional information here</b> (if necessary) □	<a href="#">mCLASS At Risk Guidelines</a> <a href="#">mCLASS Participant Notebook</a>

<b>Professional Development Goal(s) #3</b>	100% of staff will be trained in culturally responsive teaching techniques (Olweus/PBIS)
<b>Is professional development linked to SIP goals?</b>	Yes ▾

<b>Possible Funding Sources</b>	Various district funds have been secured for this training.
<b>Plan for coaching and support during the learning process</b>	Teachers will participate in yearly PD in Olweus Bully Prevention. Building bullying prevention coordinator will ensure all new and existing staff are trained.
<b>Evidence of Impact</b>	Referral data and incidents of bullying will be reduced. The percentage of chronically absent students will be reduced. Panorama & OBQ data
<b>How will effectiveness be sustained over time?</b>	Yearly revisit of best practices; Yearly T1 instruction on building wide behavior expectations; Monitoring of referral data; Build on engagement in PBIS rewards and PRIDE through PRIDE committee (school wide rewards, announcements, parent engagement activities)
<b>Link additional information here</b> (if necessary) □	<a href="#">Olweus Bully Prevention</a> <a href="#">PBIS</a>