School Improvement Plan - PL221
September 6, 2023
Monroe Central Elem School (7152)
Monroe Central School Corp (6820)
Parker City, IN
This plan will be revised annually

GOLDEN BEARS

SCHOOL IMPROVEMENT PLAN INTRODUCTION

Pursuant to IC 20-31-4-6(5) and 511 IAC 6.1-1-4(1)(J), all public schools, including charter schools, and state-accredited nonpublic schools must complete a school improvement plan with input from a committee of individuals interested in the school.

This school improvement plan was developed using a vision-based and data-driven process called Vision-to-Action that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of PL221.

Monroe Central Elementary School
Profile   2023 - 2024

Principal: Amanda Bly
Assistant Principal: Cierra Hobbs
Treasurer: Melissa Miller
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Monroe Central Elementary School Mission Statement:

We believe all students deserve:
- A safe, healthy and challenging environment provided in which students can excel.
- Parents and school personnel who are equal partners in fostering every student's academic success and good citizenship.
- Parents and community members who actively support our school and after school programs.

School Information:

Monroe Central School Corporation is located in East Central Indiana. It is a rural farming community with strong feelings of pride rooted in the community. The Corporation has approximately 1110 students K-12 with students in Monroe Central Elementary housing grades K-6. The Corporation has a free and reduced lunch percentage of 52.57%, while the elementary is at 52.58%. The Corporation ethnicity is 3.9% Multi Racial, 0.2% American Indian, 1.6% Hispanic, 0.1% Asian, 1.8% Black and 93.2% White. There is a strong positive involvement from parents and community in student success and student activities.

Current enrollment for 2022-23:   K-80 1st-91 2nd-69 3rd-93 4th-78 5th-80 6th-84 Total-575

School Day: 8:05 am – 2:55pm,   9 week grading periods, 2-18 week semesters, 176 student days (4 MCSC PD Days with no student instruction per being Highly Qualified District)

Percent Passing English & Math ILEARN for 2022 - 2023 School Year

Grade Level	English Language Arts	Math	Both
3rd Grade	39.5%	59.2%	36.8%
4th Grade	36.5%	67.1%	36.5%
5th Grade	41.7%	47.6%	34.5%
6th Grade	38.4%	57%	36%

Accreditation: Indiana State Department of Public Education.
Educational programs: General Education, Special Education, High Ability and Title I
Faculty and Staff: Administrators: 2   **Certified:** 36   **Classified:** 15
School Colors and Mascot: Colors: Brown and Gold   **Mascot:** Golden Bear
Student Clubs and Organizations: Band, Choir, Spell Bowl, Math Bowl, Science Bowl, Student Lighthouse
School Athletics: (Athletic Director: 765-468-7725)
   Boys: Basketball, Cross Country, Track and Field, Wrestling, Archery, Golf
   Girls: Basketball, Cheerleading, Cross Country, Softball, Track and Field, Archery, Golf

Participation

The following people were involved in developing this School Improvement Plan:

- ▪ Administrators

- ▪ Teachers

- ▪ Students

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action steps:

1. Establish a local culture of high expectations.

2. Create a common vision for student success.

3. Analyze achievement data and set realistic data targets each year.

4. Analyze force field data and identify concerns within the following areas:

  - ▪ Academic expectations

  - ▪ Curriculum content

  - ▪ Instructional practices

  - ▪ Classroom assessment

  - ▪ Extra help

  - ▪ Student guidance

  - ▪ Learning environment

5. Research strategies to address concerns and implement

6. Develop a to-do chart for each strategy

USING DATA FOR DECISION MAKING

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1.   Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?

2.   Force Field Data – What conditions or barriers in the school and community interfere with high student achievement?

3.   Strategy Data – Does the strategy have the desired impact on adults and students?

Implementation 2023 -24 School Year

Our work this year will be guided by the to-do charts that we have developed for each strategy. We will also maintain Google slides for each strategy that contains the following information:

1.   Strategy Plan

2.   Evidence that the strategy was implemented

3.   Progress reports (containing strategy evaluation data)

WRITING THE SCHOOL IMPROVEMENT PLAN

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all involved parties. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and teams were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team
- Entire Elementary Staff

Strategy Chairs
- Jacquie Vegh - Reading
- Kyle Deboy - Math
- Mackenzi Braun - Technology
- Amanda Siders - Social Emotional Learning

VISION STATEMENT

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive global citizens?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

ACADEMIC GOALS

A safe, healthy and challenging environment provided in which students can excel. Teachers who care about students' success. Parents and school personnel who are equal partners in fostering students' academic success and good citizenship. Parents and community members who actively support our school and its after school programs.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Faculty, parents, and community members support student success. Adults respond to students in a positive manner at all times, honoring them as unique individuals both academically and emotionally. Educational experiences are provided that are respectful of individual abilities and learning styles. All adults model responsibility and dedication; they value education and continuous learning. Expectations for student behavior are conveyed in a clear and consistent manner. On a regular basis the staff participates in professional development focused on our school improvement goals. Quality curriculum and instruction prepare our students to compete in a changing global society.

In this environment where all adults are living by their core convictions, all students:
Demonstrate enthusiasm, eager to take on the challenges of learning. They work to meet their potential. Our students have a strong self-image, feel important, respected, successful and safe. They are self-disciplined, demonstrating socially acceptable behavior. Students are self-motivated, taking personal responsibility for their learning by meeting all academic requirements willingly. MCE students actively participate in personal goal setting and take ownership of their plans for higher education and/or career options. They show mutual respect for peers and adults.

<u>Data: 2022 - 2023 ILEARN results</u>

Grade Level	% Passing ELA	% Passing Math	% Passing Both Math and ELA
3rd	39.5	59.2	36.8
4th	36.5	67.1	36.5
5th	41.7	47.6	34.5
6th	38.4	57	36

23 - 24 Identified Areas of Concern

2023 - 24 Areas of Concern

Technology:

- Clarity on Chromebook cases

    - Related Arts and Dojo
    - Programs that we have and who uses what - maximize our technology resource

Reading:

- Fluent Readers
- The Science of Reading

Math:

- Math facts
- Multi-step problems and problem solving
- Math vocabulary

Social Emotional Learning:

- Older students are not comfortable with speaking up and saying they need help.
- Students and teachers knowing where they can get the resources they need to help disregulated students.
- Teachers not knowing there are funds available for items such as fidgets, flex seating, headphones, etc.

23 - 24 Identified Areas of Focus

2023 - 24 Areas of Focus

- **Technology:**
  - Continue to monitor use of Chromebook cases by all students when transporting Chromebooks to and from home, and inside the building.
  - Iron out the problems with the schoolwide Dojo usage to improve for next year.
  - Get a group on what programs are used in the school, who uses them, and if there is anything better out there.

- **Reading:**
  - Collect information on the Science of Reading
  - Share information about the Science of Reading
  - Present information about the Science of Reading

- **Math:**
  - Math facts
  - Multi-step problems and problem solving
  - Math vocabulary

- **Social Emotional Learning**
  - Older students are not comfortable with speaking up and saying they need help.
  - Students and teachers knowing where they can get the resources they need to help disregulated students.
  - Teachers not knowing there are funds available for items such as fidgets, flex seating, headphones, etc.

<u>***2023 - 2024 Strategies***</u>

After identifying areas of concern, administrators and teachers researched proven strategies and

selected strategies that our school and/or community will implement to impact our areas of

concern. Required strategies meet various state and/or federal regulations.

Identified Strategies

Technology Strategy Team

2023 - 2024:

- Double check all school supply lists for Chromebook cases, making sure cases are noted on all. Put out a blast for Chromebook case and size. Option for 5th and 6th grade for Trappers, K-4th must have an individual sleeve/case.
- Try different methods with Related Arts teachers on Dojo to see which way is best to communicate with all families.
- Create and send out a Google form to all grade levels for technology list.

Academic Strategy Team (Reading)

2023 - 2024:

- Information will be sent to the School Improvement Team Chair to start a list of resources.
- Information will be put together to share.
- Team presents ideas that have been used in the classroom to staff.

Academic Strategy Team (Math)

2023 - 2024:

- Math facts will be done 3-5 times a week to increase math facts fluency
- Teach students how to breakdown the problem and the steps in multi-step math problems (refer to Ms. Morris for the cube strategy)
- Continue to teach math vocabulary using various resources

Social Emotional Strategy Team

2023 - 2024:
- Provide older students with more discreet options for fidgets, relaxation/calming tools
- Upper elementary teachers introduce the fidgets/tools and set expectations
- Utilize the school counselor if a teacher is in need of social emotional tools for the classroom.

23 - 24 PROFESSIONAL DEVELOPMENT

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance an educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies, that identify the degree to which the strategy has brought about a positive change in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including ongoing professional development activities, anti-resistance, and evaluation activities, 2) providing ongoing mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Professional growth opportunities are also provided through the use of: webinars, professional development training on and off campus and train-the-trainer opportunities for all staff.

Collaboration Time: This year, collaboration time is 2 days per semester for the entire teacher contracted time. Thanks to a waiver from the DOE, students will not have school on these days and provide our staff time to collaborate, train and grow professionally. This will be

a valuable tool in our school improvement process. Teachers in each grade level also share a common planning time, daily, which is used for collaboration.

Professional Development Opportunities: Teachers also have the opportunity to meet with outside professionals that provide in-house professional development in the area of Social/Emotional, Technology, Reading/Writing and Math, at least 4 times throughout the year. A variety of train-the-trainer professional development opportunities are provided to all staff throughout the year. Some staff do attend professional development conferences in their content area.   Information learned at these conferences is then shared during staff meetings so that other staff can benefit from the attended conference. Teachers have chosen books this year that specifically meet their professional needs or area of desired improvement. We will work in cohorts to study these books and then each cohort will present their books to the entire staff.

<u>Parent/Family Engagement</u>

Monroe Central Elementary will continue to look for ways to improve and strengthen our parent and family engagement. Currently, social media outlets are used to engage families, every teacher utilizes a digital form of communication to initiate engagement, a monthly newsletter is sent to all families, the Title I program hosts two family engagement events and we work with our PTO to host family events. This year, we have the following three goals for parent/family engagement:

1. Host at least one family event on the school grounds where families come for an inexpensive carnival night. We will have several options for concessions, and hopefully expand to have food trucks on site to purchase a family dinner.

2. Increase our social media presence and share more of the daily happenings with our families.

3. Utilize Class Dojo school-wide to provide continuity to families throughout the elementary where administration, Related Arts, and other speciality teachers can communicate and share directly with our MCE families.

RELATIONSHIP REPORT

Areas of Concern/Strategies/Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets.

This report shows the following for each area of concern: 1) the achievement area(s) that are being

negatively impacted by the concern and 2) the strategies we will implement to eliminate the

concern. Basically, when we implement the strategies, the areas of concern should disappear. Once

the areas of concern are gone, achievement should increase.

To-Do Charts
Technology Strategy Team:

Activity Title	*To-Do List*	*Personnel Responsible*	*Date*	*Recurrence*
Plan for 22 - 23	Determine best communication tool(s) for parents and teachers	Technology team, teacher input, parent input, administration	Ongoing	Spring 2023
	Continue to implement and make sure computer science standards are met	Technology team, grade level teachers, Digital Learning teacher, administration	Ongoing	Ongoing
Goal for 22 - 23	If determined best practice, find one communication tool we can implement school wide and incorporate more of the school team.	Technology team, all teachers	Ongoing	Spring 2023
Re-Evaluate	What would the best communication tool for all stakeholders at MCE be?	Technology team	Spring 2023	Spring 2023
Plan for 23 - 24	Make sure all students have proper protection for Chromebooks	Technology team, grade level teachers, Digital Learning teacher, administration	Ongoing	Ongoing
	Monitor using one communication tool (Dojo) school-wide	Technology team, individual teachers, administration	Ongoing	Ongoing

	Develop school-wide technology list	Technology team, individual teachers, administration	Ongoing	Ongoing
Goal for 23 - 24	Make sure all supply lists are updated for Chromebook cases	Technology team, grade level teachers, administration	Ongoing	Spring 2024
	Monitor usage of Dojo school-wide to see if it is a successful communication tool	Technology team, individual teachers, administration	Ongoing	Ongoing
	Create and send out Google Form for each grade level to share Technology list	Technology team, individual teachers	Ongoing	Ongoing
Re-Evaluate	Do all students use cases for Chromebooks?	Technology team, individual teachers, administration	Spring 2024	Spring 2024
	Is Dojo a useful communication tool school-wide?	Technology team, individual teachers, administration	Spring 2024	Spring 2024
	Is a Technology List in place at the elementary?	Technology team, individual teachers, administration	Ongoing	Spring 2024

Reading Strategy Team:

Activity Title	*To-Do List*	*Personnel Responsible*	*Date*	*Recurrence*
Plan for 22 - 23	Foster a love for literacy and improve reading/writing scores for all of MCE	Strategy group, reading committee, individual teachers, administration	Ongoing	Ongoing
Goal for 22 - 23	Help students become better writers and focus on addressing the writing prompt	Strategy group, reading committee, individual teachers, administration	Ongoing	Spring 2023
	Make reading more of a priority school wide	Strategy group, reading committee, individual teachers, administration	Ongoing	Spring 2023
	Help students develop a love for reading	Strategy group, reading committee, individual teachers, administration	Ongoing	Ongoing
Re-Evaluate	Investigate trainings for teachers to improve their teaching of writing	Strategy group, reading committee, individual teachers, administration	Ongoing	Ongoing

	Implement fun reading opportunities and One Book, One School	Strategy group, reading committee, individual teachers, administration	Ongoing	Ongoing
	Provide students with reading material that they enjoy and encourage them to choose books they enjoy	Strategy group, reading committee, individual teachers, administration	Ongoing	Ongoing
Plan for 23 - 24	Research, gather information, and present on the Science of Reading to the staff	Strategy group, individual teachers, administration	Ongoing	Ongoing
Goal for 23 -24	Research and gather information on the Science of Reading	Strategy group, individual teachers, administration	Ongoing	Ongoing
	Share information gathered on the SOR to staff; Peer Teach	Strategy group, individual teachers, administration	Ongoing	Ongoing
	Present what is happening in classrooms with the SOR	Strategy groups, individual teachers	Ongoing	Ongoing
Re-Evaluation	Was information about SOR gathered?	Strategy group, individual teachers, administration	Spring 2024	Spring 2024
	Was information about SOR shared and presented to staff?	Strategy group, individual teachers, administration	Spring 2024	Spring 2024

Math Strategy Team

Activity Title	To-Do List	Personnel Responsible	Date	Recurrence
Plan for 22 - 23	Improve math scores, real world math knowledge and math fluency	Math strategy group, individual teachers, interventionist, administration	Ongoing	Spring 2023
Goal for 22 - 23	Increase math fluency to 75%	Math strategy group, individual teachers, interventionist, administration	Ongoing	Spring 2023
	Real world story problems at 70%	Math strategy group, individual teachers, interventionist, administration	Ongoing	Spring 2023

Re-Evaluate	Did we utilize daily math programs to reach this 75% goal?	Math strategy group, individual teachers, interventionist, administration	Spring 2023	Spring 2023
	Did we review the story problems on Friday from the Vimme test and incorporate real world problems into daily lessons?	Math strategy group, individual teachers, interventionist, administration	Spring 2023	Spring 2023
Plan for 23 -24	Improve math fluency, multi-step problems and math vocabulary skills	Math strategy group, individual teachers, administration	Ongoing	Spring 2024
Goal for 23 - 24	Improve math fact fluency	Math strategy group, individual teachers, administration	Ongoing	Spring 2024
	Improve the process of breaking apart multistep problems	Math strategy group, individual teachers, administration	Ongoing	Spring 2024
	Improve math vocabulary understanding	Math strategy group, individual teachers, administration	Ongoing	Spring 2024
Re-Evaluation	Did math fact fluency improve?	Math strategy group, individual teachers, administration	Spring 2024	Spring 2024
	Are students more successful at breaking apart multistep problems?	Math strategy group, individual teachers, administration	Spring 2024	Spring 2024
	Did math vocabulary improve?	Math strategy group, individual teachers, administration	Spring 2024	Spring 2024

Social-Emotional Learning Team

Activity Title	To-Do List	Personnel Responsible	Date	Recurrence
Plan for 22 - 23	Continue to improve strategies and resources for teachers	Strategy group, individual teachers, school counselor, administration	Ongoing	Spring 2023
Goal for 22 -23	Grow the mentor program to help with academics, too	Strategy group, individual teachers, school counselor, administration	Ongoing	Spring 2023
	Create a presentation to support staff with the Breathe Box	Strategy group, individual teachers, school counselor, administration	Ongoing	Spring 2023
	Create an interest survey for the beginning of next school year that every child would take	Strategy group, individual teachers, school counselor, administration	Ongoing	Fall 2023
Re-Evaluate	Did we grow our mentor program to meet all the needs of our students?	Strategy group, individual teachers, school counselor, administration	Spring 2023	Spring 2023
	Did the Breathe Boxes get utilized and were they successfully used?	Strategy group, individual teachers, school counselor, administration	Spring 2023	Spring 2023
Plan for 23 - 24	Continue to improve strategies for students and resources for teachers	Strategy group, individual teachers, school counselor, administration	Ongoing	Spring 2024
Goal for 23 - 24	Make fidgets/tools more accessible to students	School counselor	Ongoing	Spring 2024
	Survey to see if students are using fidgets/tools appropriately in class	Individual teachers, school counselor	Ongoing	Spring 2024
	Teachers communicating to parents about social emotional needs of students in newsletters	Individual teachers, school counselor, administration	Ongoing	Spring 2024
Re-Evaluate	Were students able to use fidgets/tools more in class than before?	Strategy group, individual teachers, school counselor, administration	Spring 2024	Spring 2024
	Were parents more informed about students' social emotional needs?	Strategy group, individual teachers, school counselor, administration	Spring 2024	Spring 2024

<u>Continuous Improvement:</u>

As mentioned in some parts of this plan and continued in this section, this plan will involve reviewing data to evaluate each goal and strategy for effectiveness and need. Revision will be made where necessary to adjust and move forward toward improvement and/or to develop future goals and strategies to address needs identified at that time.