School Improvement Plan - PL221
2024-2025
Monroe Central Elem School (7152)
Monroe Central School Corp (6820)
Parker City, IN
This plan will be revised annually

GOLDEN BEARS

Monroe Central School Corporation Mission Statement

The mission of the Monroe Central School Community is to engage and empower all students to excel in being productive citizens.

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.

Vision Statement

The Vision Statement was developed by all educators, 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.

Student Achievement Vision

- MCE will rank in the top five out of the 28 surrounding schools for both English/Language Arts and Math in the ILEARN assessments.
- 95% of 3rd grade students will pass the IREAD-3 assessment.
- 90% overall attendance rate

Monroe Central Elementary Educational Profile Summary

- 35 Certified Staff Members

- 1 Literacy Coach

- 1 Instructional Assistant

- 2 Administrators - Principal, Assistant Principal

- 1 Counselor

- 1 Student Resource Officer (Shared with Monroe Central Jr/Sr High)

- Grades PreK - 6

- Student Teacher Ratio 17:1

- 9 Week Grading Periods

- Related Arts Offered to Grades K-6: Art, Music, Library, P.E.

- Four different options of preschool offered for children 3, 4 and 5 years of age.

- Science of Reading best practices are used in all classes.

- Each course taught applies State Academic Standards outlined by the Indiana Department of Education.

- PowerSchool is used as the student management system. Parents and students can access attendance records and track grade progress by logging in to this system.

- Schoology is used as the SLM (Student Learning Management System). Parents and students can access some course curriculum and assignments by logging in to this system.

- The school web page is updated daily with daily announcements. Many other resources such as the Student Handbook, Lunch Menu and Registration link are available on this website as well.

- Monroe Central is a one-to-one school with each student being provided a Chromebook. Additional Chromebooks are available in each classroom for those who forget their Chromebook or have no charger. A wireless network is available for staff and students. Large display screens, LCD projectors and updated document cameras are available in every classroom. Each teacher has a

Chromebook to use for presentations and general school related activities. These Chromebooks are also compatible with the LCD projectors for screen casting.

- A School Resource Officer (SRO) continues to be a valuable resource to the district. The SRO is funded via a School Safety grant.

- School Safety initiatives include a detailed Emergency Preparedness Plan; a clearly defined Student Discipline Code of Conduct; individual identification badges for all staff members and a facial recognition computer based video security system. An anti-bullying program has been implemented with reporting procedures for students, staff and parents. Background checks are performed in the main office for all visitors prior to their admittance into the school.

- Monroe Central Elementary maintains a Life Skills classroom to address the needs of students with moderate to severe disabilities. This room is staffed with a certified teacher along with numerous paraprofessionals.

- A Summer School program is available to support third graders needing to re-take the IREAD-3 exam where they receive explicit instruction for three weeks before retesting.

- A Jump Start program is also offered two weeks before school to help beginning kindergarten students, as well as other elementary students who need a boost before school begins to transition easier into the regular school year.

Parent/Family Engagement

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 the digital form of communication, Class Dojo, to initiate engagement, 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 an option provided by the PTO to purchase a low cost 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.

- **Monroe Central Elementary Student Summary**

- 593 students in grades K - 6 (As of September 3, 2024)

- 93% White; 5% Multi-Racial; 1% Hispanic; <1% Black; <1% Native American; <1% Asian

- 19% Students with Special Needs

- <1% English Language Learners

- 60.78% Students receiving free or reduced lunches

- 4% Students with 504s

Data and Analysis

Data Profile Introduction

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?

The following data not only highlights our successes, challenges, and areas of strength, but also guides our instructional staff in refining classroom instruction and creating year long improvement goals. There is always room for improvement in applying this data within the classroom, and we are committed to advancing our practices in this regard.

Standardized and Local Assessments

The following standardized assessments are utilized to watch how Monroe Central Elementary students are doing individually, but also as a school from year to year.

- ILEARN (Indiana Learning Evaluation Assessment Readiness Network)
  The ILEARN test is a crucial exam for students in grades three through six, providing data to evaluate individual student needs and assess the strengths and weaknesses of our curriculum. The ILEARN assessment covers language arts and math for all grades, social studies for fifth grade, and science for both fourth and sixth grade.
  This year, Monroe Central Elementary is piloting the ILEARN Checkpoints, which means our students will be taking three smaller assessments throughout the year in addition to the final summative assessment in April.
- NWEA (Northwest Evaluation Association)
  All students in grades Kindergarten through Sixth Grade take this assessment three times a year. NWEA provides assessment tools that accurately measure growth and proficiency in reading and math, offering insights to customize instruction and support students' academic development.

State Assessment Summary 2023-2024

4th Highest Math Passing % of 28 Area Schools in Grades 3 - 8 (49.6%)

16th Highest E/LA Passing % of 28 Schools in Grades 3 - 8 (37.5%)

9th Highest Passing % on Both of 28 Area Schools in Grades 3 - 8 (30.9%)

6th Highest IREAD-3 Passing % of 28 Area Schools (91.4%)

ILEARN Data 2023-2024

E/LA Results Percent of Students Passing

	3rd Grade	4th Grade	5th Grade	6th Grade
MCE	35.4%	31.3%	37.5%	45.1%
State	38.6%	41.8%	40.3%	41/1%

Math Results Percent of Students Passing

	3rd Grade	4th Grade	5th Grade	6th Grade
MCE	56.6%	48.8%	53.8%	54.9%
State	52.4%	48.0%	40.8%	38.1%

Percent of Students Passing Both E/LA and Math

	3rd Grade	4th Grade	5th Grade	6th Grade
MCE	33.3%	25.0%	32.5%	40.2%
State	34.5%	34.9%	31.0%	29.9%

NWEA Data 2023-2024

Yearly Reading Growth per Grade by RIT

	Fall '23	Winter '23	Spring '24	Total Growth
Kdg	137	148	157	+20 points
1st Gr	157	164	173	+16 points
2nd Gr	169	177	186	+17 points
3rd Gr	188	194	200	+12 points
4th Gr	198	202	203	+5 points
5th Gr	203	208	212	+9 points
6th Gr	212	212	214	+2 points

Yearly Math Growth per Grade by RIT

	Fall '23	Winter '23	Spring '24	Total Growth
Kdg	141	154	164	+23
1st Gr	162	173	179	+17
2nd Gr	180	188	187	+7 points
3rd Gr	188	201	205	+17 points
4th Gr	198	207	216	+18 points
5th Gr	223	220	222	-1 point
6th Gr	221	227	225	+4 points

School Improvement Implementation for 2024 -25 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)

24 - 25 Identified Areas of Concern

Technology:
- Chromebook cases for families unable to afford them
- Utilizing technology to support teaching using the Science of Reading practices
- Educating staff with the ability to use and identify the use of AI technology

Reading:
- Incorporating Science of Reading throughout the building
- Building a consistent scope and sequence building wide

Math:
- Students comprehending story problems
- Students working multi-step problems

Social Emotional Learning:
- Students displaying physical aggression toward adults and other students
- Students following teacher expectations
- Lack of parent involvement with their children

2024 - 2025 Strategies

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.

Technology Strategy Team
- Reach out to local organizations, churches, PTO, etc. to see if they would be willing to donate Chromebook cases to our students in need.

- Explore what Science of Reading resources are already available within the programs we already use and push those out to teachers.
- Begin presenting small informational "snippets" to staff in meetings about ways to use AI as a teacher.

Reading Strategy Team

- Share Science of Reading best practices at PD and staff meetings so that all teachers (including Related Arts) know how to incorporate them into their teaching.
- Meet with cross grade level teams at least twice a year to look at scope and sequences for each level.

Math Strategy Team

- Refer to strategies taught during reading with Science of Reading best practices to read math story problems.
- Break down multi-step math problems into smaller segments within each grade level to help students succeed.

Social Emotional Strategy Team

- Provide SEL student friendly videos and resources to teachers for students to use to learn about self-control tools.
- Provide a "Handle with Care" letter/note to guardians if their child is having a bad morning.
- Post tips for conversation starters to the School Story on Dojo for guardians to use to interact with their child.

2024 - 2025 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: Professional growth opportunities are provided through the use of: webinars, professional development training on and off campus and train-the-trainer opportunities for all staff. This year, the elementary is part of the Indiana Literacy Cadre, Cohort 3 which provides our staff professional development from a professional from CELL, as well as helping us financially support our own Literacy Coach.

Collaboration Time: Collaboration time is two days per semester for the entire teacher contracted time. Thanks to a waiver from the DOE, students will not have school on these days which provides 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.