

# **Indiana School Improvement Plan 2022-2025**

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

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

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## Introduction

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

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

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

Pine has a full-time principal, assistant principal, and secretary, as well as two full-time custodians, a full-time counselor, a full-time student success coach, a part-time student success coach, a full-time nurse, and four food service employees. Additionally, Pine has a full-time fine arts coordinator, a primary instructional coach, and an intermediate instructional coach. This school year, Pine has four instructional assistants and 13 special education paraprofessionals. The school also has a full-time Educational Alternative Program (EAP) staff position.

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

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

the year.

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

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

Specifically, Pine provides:

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

## **Pine’s Mission & Vision Statements**

### **Mission**

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

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

### **Vision**

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

## **Continuous School Improvement Process**

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

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

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

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

We use a Multi-Tiered System of Support (MTSS) to meet all learners' achievement and behavioral needs. It is an integrated, multi-tiered system of instruction, assessment, and intervention. It is a framework designed to ensure high-quality education. The MTSS framework aligns with the Continuous School Improvement Process. The essential components to MTSS include Instruction and Intervention, Data

and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

### **Peer Review Process**

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

### **Curriculum for Public Inspection**

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

### **Waiver**

Michigan City Area Schools has been granted flexibility to waive compliance with IC 20 - 30-2-2.7 (Virtual Learning).

## Student Achievement based on ILEARN and State Achievement Goals

### ILEARN Percentage Passing by Grade Level: English Language Arts

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

#### Growth and Opportunities:

- Our third grade students increased their pass rate by 5% from the 2020-2021 school year.
- Significant supports are needed with the fifth grade cohort. This will happen with differentiated instruction and small group English Language Arts work.
- Significant supports are needed to close the achievement gap across the grade levels. A key area of focus will need to be on differentiated acceleration groups in various key literacy and writing skills to support achievement gaps.

### ILEARN Subgroup Passing: English Language Arts

	Black/African American	White	Hispanic	Multiracial
<b>2018 - 2019</b>	20%	38%	33%	33%
<b>2020 - 2021</b>	17%	33%	25%	24%
<b>2021 - 2022</b>	15%	22%	15%	19%

#### Growth and Opportunities:

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

**IREAD-3 Results 2015 - 2021**

	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2020 - 2021</b>	<b>2021 - 2022</b>
<b>Pass</b>	89%	92%	93%	69%	69%
<b>DNP</b>	11%	8%	7%	31%	31%

**Growth and Opportunities:**

- Our pass rate did not drop from the 2020-2021 school year.
- Significant supports are needed to close the achievement gap for our third grade readers. The highest area of focus will need to be on foundational literacy skills.

**ILEARN Percentage Passing by Grade Level: Mathematics**

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

**Growth and Opportunities:**

- Third graders increased their pass rate by 6% in the 2021-2022 school year.
- Sixth graders increased their pass rate by 3% in the 2021-2022 school year.
- Significant supports are needed to close the achievement gap across each grade level. A key area of focus will need to be on differentiated instruction and acceleration groups in high priority standards to support achievement gaps.

**ILEARN Subgroup Passing: Mathematics**

	<b>Black/African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Multiracial</b>
<b>2018 - 2019</b>	31%	61%	42%	27%
<b>2020 - 2021</b>	15%	32%	21%	17%
<b>2021 - 2022</b>	18%	22%	18%	32%

**Growth and Opportunities:**

- The Black and African American subgroup increased by 3% in the 2021-2022 school year.
- The Multiracial subgroup increased by 15% in the 2021-2022 school year.

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

## **Attendance**

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

### **Growth and Opportunities:**

- Attendance rose nearly 2% in the 2021-2022 school year.

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

## **District Curriculum**

### **English Language Arts**

Pine Elementary School strives to ensure that every student reads at or above grade level by the end of each academic year. This goal is measured by student performance on summative assessments, IREAD and ILEARN. Formative reading goals for students, grades kindergarten through sixth, will help determine whether or not students are on track to meet the IREAD and ILEARN grade-level expectations. This will be

achieved using a standards-based approach to language arts consisting of 120 minutes of uninterrupted literacy instruction per day with ongoing monitoring.

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

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

### **Mathematics**

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

### **Social Studies**

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

### **Science**

The district adopted a new science curriculum in the fall of 2017. The new curriculum is Pearson Interactive Science, and it provides teachers with hands-on activities for students along with reading materials to incorporate into a reading block. Teachers were provided a professional development day in the summer to become familiar with the offerings of this new curriculum. The new Indiana science and computer science standards are addressed through this curriculum. Teachers are encouraged to use these materials for their daily science lessons. Field trips and hands-on experiences are

used to provide students with other means of learning. Our district also encourages the use of code.org as an introduction to computer sciences for grades k-6.

## **District and State Assessments**

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

- ILEARN: Measures English language arts and mathematics in grade three through eight, science in grades four and six, and social studies in grade five. The assessments consist of two major components, the multiple-choice assessment and the performance tasks. ILEARN is administered one time a year beginning in April.
- IAM: Federal and state law requires that all students participate in Indiana's assessment system. Students with the most significant cognitive disabilities may be assessed using IAM. IAM is a web based system that utilizes teacher ratings to measure the progress of students assessed on alternate academic achievement standards in English language arts or mathematics that are appropriate to the students' achievement level.
- IREAD: Measures foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with PL 109 from 2010 that "requires the evolution of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four." IREAD-3 includes three test sessions that only consist of multiple-choice questions. The assessment is based on Indiana Academic Standards, specifically assessing foundational reading skills and comprehension through grade three.
- iReady: Students take a diagnostic assessment three times a year in both reading and math. Teachers use results to drive instruction within the classroom and as data to determine the need for intervention.
- District-Wide Common Formative Assessments: CFAs were developed at the district level with coaches and teacher leaders for kindergarten through sixth grade students. CFAs are aligned to curriculum maps and focus on high priority standards in both reading and math. These assessments help to determine which students are at standard proficiency and which need more support.
- EL Benchmark Assessments: These assessments are used in kindergarten through second grade to identify microphases in which students would need support within reading foundational skills. The components of the benchmark assessment system are: letter sound & name recognition, phonological awareness, spelling skills, decoding skills, and fluency.
- EL Assessments: These assessments are built within the four EL Modules. Students will take mid and end of unit assessments as well as participate in a

performance task that is a heavily scaffolded piece.

- Illustrative Math Assessments: Aligned to grade level Indiana Academic Standards by classroom teachers. Information from these assessments are used for planning instruction.
- Ongoing Assessment: This is a regular daily and weekly assessment, and much of it is based on students' regular class work. Ongoing assessment provides a steady stream of information about students' progress. Each of these assessment opportunities provides a snapshot of what students know at any moment. Taken together, these snapshots create a moving picture that can help teachers assess whether a student is on track to meet the grade-level goals.

## **Transitions**

MCAS has partnered with local organizations to provide Pre-K to area families. In addition to a growing Head Start program provided district-wide, the YMCA of LaPorte County provides one classroom of Pre-Kindergarten on site at Pine Elementary. Parents pay (on a sliding scale) for access to this program. The Pre-K program at Pine serves students in the Pine attendance area, and students from the Joy and Edgewood attendance areas as those schools do not have space to host a local program. Students visit Pine during their pre-k year to experience classrooms and help understand expectations for the upcoming school year.

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

## **Community Involvement**

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

- Back to School Open House (start of the school year)

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

## **Technology**

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

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

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

## **Discipline and Safety**

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

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

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

## **Leadership**

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

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

The teams carry out the following tasks within the building:

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

## **Highly Qualified Staff**

MCAS ensures that teachers hired for positions are “highly qualified” in academic subjects in which they are the primary instructor and meet requirements under the Every Student Succeeds Act. Applications for positions with the MCAS, and the initial screening process for holding the appropriate licensure in the teaching area is conducted through the Central Office. Hiring of staff for the MCAS elementary, middle and high school is conducted through the principal and interview committee comprising

grade level representation. Background checks are conducted prior to hiring. Qualifications of teachers and paraprofessionals are reviewed to meet ESSA requirements. Highly Qualified records and documentation are kept on file at the schools and Central Office as mandated by the No Children Left Behind Act of 2001 under federal law I07-110, Section 1119.

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

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

## **Recruiting Highly Qualified Staff**

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

Pine Elementary recruits certified teachers who represent the cultural diversity of the school and community. Pine School continues to recruit certified teachers who are working in the school as substitute teachers and/or student teachers, on a regular basis, who are receiving hands-on experience with strategies and practices. Substitute and student teachers must have demonstrated exemplary standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community.

## **Evaluating Teacher Effectiveness**

In 2011, the Indiana General Assembly passed the law (IC 20-28-115) mandating the evaluation of all teachers and administrators every year. Beginning in the 2013 school

year, MCAS implemented RISE as the district-wide system for evaluating teacher effectiveness.

## **Coordination/Integration of Federal, State, and Local Funds**

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

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

### **In-Kind**

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

# Pine and MCAS District Level Work Plan 2022-23

<b>3 Year Impact Goals</b>	<i>Instructional Vision</i>	<b>Big Picture Year Breakdown</b>
	<p><i>We believe that we must foster an instructional environment in which all students are seen, heard, and belong as ethical, critical and free thinkers grounded in a strong sense of community and activism that contributes to a better world.</i></p>	<p><b>Long-Term District Plan:</b></p> <ul style="list-style-type: none"> <li>● 2022-23: Student-Led Conferences + IM Implementation</li> <li>● 2023-24: Potential Optional Expeditionizing Expansion + Potential Standards-Based Grading Conversations</li> <li>● 2024-25: Continuous Improvement + Potential Problem Solving</li>   <li>● 2022-23: ELA #3 (iReady): By <b>June 2023</b>,             <ul style="list-style-type: none"> <li>- at least 75% of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the iReady Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY22-23).</li> </ul> </li>   <li>● 2023-24: ELA #3 (iReady): By <b>June 2024</b>,             <ul style="list-style-type: none"> <li>- at least 80% of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the iReady Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY23-24).</li> </ul> </li>   <li>● 2024-25: ELA #3 (iReady): By <b>June 2025</b>,             <ul style="list-style-type: none"> <li>- at least 85 % of K - 8 students, <u>across all subgroups</u>, will attain at least 75% proficiency on the iReady Assessment.</li> <li>- K - 8 students who have not attained iReady proficiency will have reached their stretch growth target (SY24-25).</li> </ul> </li> </ul>

<b>3-Year Impact Goals</b>	<b>Mastery of Knowledge and Skills</b>	<b>Character</b>	<b>High Quality Work</b>
	<p><u>MATH:</u></p> <p>ELA: By June 2025, MCAS will make 24% gains across subgroups according to the iReady assessment.</p>	<p>By June 2025, students will be contributing to a Better World as free thinkers who are Leaders of Their Own Learning and engage in self-advocacy and advocacy for others to ensure purpose, agency, and belonging for ALL at school.</p>	<p>By June 2025, students/teachers will participate in high quality work protocols across multiple content areas.</p>

## 2022-23 District Level Performance Benchmarks

### By June 2023,

#### MATH #1 (Illustrative Math):

- At least 75% of K - 12 students, across all subgroups, will demonstrate 75% + proficiency on mid and end of unit IM assessments.

#### MATH #2 (Skills/Fluency)

- At least 75% of K-2 students, across all subgroups, will demonstrate grade level norms on Jars benchmark assessments at End of Year assessment (May 2023).

#### MATH #3( iReady)

- (iReady) At least 75% of K - 8 students, across all subgroups, will attain 75% + proficiency on the iReady Math Assessment.
- 100% of K - 8 students who have not attained iReady proficiency will have met their stretch goals (SY22-23).

#### MATH #4 (SAT)

- At least \_\_\_% of 9-12 students across all subgroups, will demonstrate \_\_\_ on the Math portion of the PSAT (10)/ SAT (11) assessment.

### By June 2023,

#### ELA # 1 (Modules):

- At least 75% of K - 8 students, across all subgroups, will demonstrate 75% + proficiency on module **mid unit assessments**.

#### ELA #2: (Skills):

- at least 75% of K- 2 students, across all subgroups, will attain the EoY benchmark microphase levels showing their ability to be independent and engaged learners who have increased in their reading and spelling development.
- at least 75% of K - 2 students, across all

**By June 2023**, MCAS students will report an increased sense of purpose, agency and belonging through survey data.

**By August 2023** MCAS will develop a unified set of Habits of Character for all K-8 students including:

- Feedback from multiple stakeholders
- Wholistic definition of each HoC
- Each HoC articulated by grade level
- Initial bank of Crew resources/plans aligned to the Habits of Character.

By June 2023, Teachers will engage in a HQW protocol with at least one piece of student work that results from multiple drafts and a process of critique and feedback.

By June 2023, Students will have selected a piece of writing with multiple drafts that they will use to speak to their writing progress during Student Led Conferences.

	<p><u>subgroups, who have not</u> met EoY benchmark microphase proficiency will have grown <b>at least 4 microphase levels.</b></p> <p>ELA #3 (iReady):</p> <ul style="list-style-type: none"> <li>- at least 75% of K - 8 students, <u>across all subgroups</u>, will attain 75% + proficiency on the iReady Assessment.</li> <li>- K - 8 students who have <u>not</u> attained iReady proficiency will have grown in proficiency by at least 10% (SY22-23).</li> </ul>		
<p><b>2022-23 Implementation Core Practice Priorities</b></p>	<p>CP 33 &amp; 15</p>	<p>CP 22 &amp; 23</p>	<p>CP 12</p>

# MASTERY OF KNOWLEDGE & SKILLS

**3-Year MKS Impact Goal (same as above):** ELA: By June 2025, MCAS will make 24% gains across subgroups according to the iReady assessment.

## **2022-23 MKS Performance Benchmarks (copy from above):**

- Math
- ELA #1 (Module): At least 75% of K - 8 students, across all subgroups, will demonstrate 75% + proficiency on module mid unit assessments.
- ELA #2: (Skills): At least 75% of K - 2 students, across all subgroups, will attain the EoY benchmark microphase levels showing their ability to be independent and engaged learners who have increased in their reading and spelling development. At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
- ELA #3 (iReady): at least 75% of K - 8 students, across all subgroups, will attain 75% + proficiency on the iReady Assessment.
- K - 8 students who have not attained iReady proficiency will have grown in proficiency by at least 10% (SY22-23)

**Equity Focus: If 75% of black , IEP, and free and reduced lunch students achieve 75% proficiency on the unit assessments, we will have made significant progress towards closing gaps in subgroup data.**

**Rationale: Theory of Action: If teachers and leaders teams regularly analyze formative and summative data using consistent data protocols, and if students set and reflect on learning goals, then we will begin to close the opportunity gap among all subgroups.**

## **School Mastery of Knowledge & Skills Subgoal:**

### **ELA ILEARN:**

- The overall percentage of students passing ELA ILEARN will increase to 40% of students achieving on/above proficiency on their grade level summative assessment in 2023.
- The overall percentage of students passing ELA ILEARN will increase to 50% of students achieving on/above proficiency on their grade level summative assessment in 2024.
- The overall percentage of students passing ELA ILEARN will increase to 60% of students achieving on/above proficiency on their grade level summative assessment in 2025.

### **Math ILEARN:**

- The overall percentage of students passing Math ILEARN will increase to 43% of students achieving on/above proficiency on their grade level summative assessment in 2023.
- The overall percentage of students passing Math ILEARN will increase to 53% of students achieving on/above proficiency on their grade level

summative assessment in 2024.

- The overall percentage of students passing Math ILEARN will increase to 63% of students achieving on/above proficiency on their grade level summative assessment in 2025.

**School Rationale:** If teachers and building leaders regularly analyze assessment data, and if students set, reflect, and revise learning goals, then we will be able to raise the scores on the summative ILEARN assessments in both ELA and math.

**Implementation Priorities:** [Core Practice](#): 30, 33, 36, 37

MCAS Faculty Learning Targets	EL Support and Services
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>-I can come to RMP meetings with data prepared to self-reflect and collaboratively plan to close opportunity gaps at my school.</li> <li>- I can elevate student voice by supporting them with regular goal setting and reflection to take ownership over their own learning. .</li> </ul> <p><b>School Leadership:</b></p> <ul style="list-style-type: none"> <li>-I can ensure energizing and effective results meeting protocols with teachers.</li> <li>-I can follow up to support action plans and gauge progress for students. .</li> <li>-I can create a scheduled calendar of built in times for RMPs to promote sustainability.</li> </ul> <p><b>District Leadership:</b></p> <ul style="list-style-type: none"> <li>-I can provide reflective spaces and systems to analyze district-wide data in a meaningful and helpful manner.</li> <li>-I can provide additional Educlimber training as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-The EL team will support assessment grading calibration by providing refreshed unpacking content and responsiveness to grade level questions.</li> <li>-The EL team will provide data analysis support during school level coaching days and strategic planning.</li> <li>-Dr. Maima Simmons will work with Shannon and the MCAS District Team to develop systems for global data analysis that emphasizes the focus on subgroup growth.</li> <li>-The EL team will facilitate opportunities for the Instructional Leadership team to reflect on data practices during Principal, Coach, and Teacher Leader support days.</li> </ul>

### MKS MOY PROGRESS MONITORING

#### Data Points/Evidence for MOY Monitoring Progress

- **Module Benchmark**
  - By MOY, 65% of 3-8 students across all subgroups will achieve 75% proficiency on the mid-unit assessment.

- By MOY, 65% of K-2 students across all subgroups will achieve 75% proficiency on the end-of unit assessment.
- **i-Ready**
  - By MOY, 65% of K-8 students across all subgroups will attain 75% proficiency on the overall I-Ready assessment. Students who did not reach proficiency, met their MOY growth goal.
- **Skills Benchmark**
  - By MOY, 65% of students across all subgroups will attain their benchmark goals. If students do not meet MOY benchmark, then students will have grown 2 or more microphases.

## CHARACTER

**3-Year Character Impact Goal:** By June 2025, 95% of students will report an increased sense of purpose, agency, and belonging via survey data. They will contribute to a Better World as free thinkers who are Leaders of Their Own Learning and engage in self-advocacy and advocacy for others to ensure purpose, agency, and belonging for ALL at school.

### **2022-23 Character Performance Benchmarks:**

#### **Character Goal #1: [K-3 MEASURE in process]**

By June 2023, at least 80% of K-8 MCAS students will report an **increased** sense of purpose, agency, and belonging via survey data.

By June 2024, at least 90% of K-8 MCAS students will report an increased sense of purpose, agency, and belonging at school via survey data.

#### **Character Goal #2:**

By August 2023, MCAS will develop a unified set of Habits of Character for all K-8 students.

**Equity Focus:** This goal supports equity among students by focusing on subgroups that need the most support as identified by behavior referral data.

**Rationale:** If Teachers and Leaders ensure a strong sense of purpose, agency, and belonging for all students, and self-reflect on how the biases they hold impact school culture, we will see statistically significant increase in purpose, agency, and belonging for all students.

**School Character Sub Goal:** 100% of classrooms will use Crew regularly to create a sense of belonging and purpose for their students.

**School Rationale:** If teachers are using Crew regularly, then students will be able to develop a sense of belonging and purpose through their Crew lessons.

**Implementation Priorities:** Core Practices 22 & 23

<b>MCAS Faculty Learning Targets</b>	<b>EL Support and Services</b>
<p><b>Culture Goal # 1:</b> <b>Teachers:</b> -I can deepen my crew practices by:</p> <ul style="list-style-type: none"><li>- explicitly teaching the purpose of crew, the purpose of all components of crew</li><li>- supporting student leadership/student ownership within crew</li><li>- clearly defining NORMS, EXPECTATIONS, HABITS OF CHARACTER for and with my students.</li></ul> <p>-I can meaningfully partner with (an)other crew leader(s) to create opportunity for my students to be known, seen, and celebrated by a larger school-wide crew.</p> <p><b>School Leadership:</b> -I will seek to understand the root causes of disruptive student behavior before (re)acting to said student behavior. -I will consider multiple perspectives when analyzing the health/strength of my crew leader practices. -I can encourage grade level/cross-grade level crew pairings (grade level community crew structures, big/little crew buddies, etc., ). -I can consistently implement Staff Crew as a model of what is possible for students through Crew.</p> <p><b>District Leadership:</b> -I can provide district-wide opportunities and resources for ongoing Crew learning and development. -I can ensure that all faculty have the opportunity to learn the how and why of Crew, including HoC and Norms. -I can support leaders with clarity around what constitutes an office referral and what is to be managed restoratively within classrooms with a focus on equitable and anti-racist practices (this includes MTSS Behavior connections).</p>	<p>-The EL Team will support MCAS faculty to master the noun of Crew and in building the verb of Crew across the district, e.g. “Crew is something that we DO, so that Crew is something we can BECOME.”</p> <p>-The EL Team will support Teachers and Leaders to become master crew leaders through ongoing coaching, planning support, and reflection space.</p> <p>-The EL Team will support qualitative family case studies and student and teacher interviews (as permitted) to gain insight into the Crew experience for all stakeholders so that we can continue to improve it together.</p>

<p><b>Culture Goal # 2:</b>  <b>Teachers (A subset of teachers forming the HoC Crew Committee):</b>  -I can lead the development of identifying Habits of Character that will be scaled across the districts.  <b>School Leadership:</b>  -I can facilitate staff conversations about district-wide HoC as supported by Lisa to do so.  <b>District Leadership:</b>  -I can support the convening of the HoC Committee to pursue this goal over the course of the 2022-23 school year.</p>	<p>-The EL Team, led by Lisa Vogt, will facilitate sessions with the HoC Crew Committee to achieve these goals with stakeholder input.</p>
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### CHARACTER PROGRESS MONITORING

Data Points/Evidence for Monitoring Progress		
<i>Evidence of Student Growth</i>		
Baseline	Mid-Year	End-of-Year
<p><b>Culture Goal # 1:</b>  Student survey to be taken in mid-late September</p>	<p>By December 2022, at least 65% of MCAS students will report an <b>increased</b> sense of purpose, agency, and belonging via survey data.</p>	<p>By June 2023, at least 80% of MCAS students will report an <b>increased</b> sense of purpose, agency, and belonging via survey data.</p>
<p><b>Culture Goal # 2:</b>  By August 18, 2022, a Crew HoC Committee will convene to discuss and plan for the year-long project to develop and define district-wide Habits of Character.</p>	<p>By January 2023, the district-wide Habits of Character will be named with stakeholder input including definitions and “I Can” statements for each of them.</p>	<p>By August 2023, MCAS will develop a unified set of Habits of Character for all K-8 students including grade level articulations and a plan for roll-out.</p>

# HIGH-QUALITY WORK

**3-Year High-Quality Student Work Impact Goal:** By 2026, students/teachers will participate in HQW protocols across multiple content areas.

**2022-23 Quality Work Performance Benchmarks:** By June 2023, Teachers will engage in a HQW protocol with at least one piece of student work that results from multiple drafts and a process of critique and feedback. By June 2023, Students will have a selected piece of writing with multiple drafts that they will use to speak to their writing progress during Student Led Conferences.

**Equity Focus:** This goal supports equity among students by providing equitable opportunities and supports, and by centering what is possible for all students.

**Rationale:** If students engage in Student Led Conferences featuring writing with multiple drafts of work, they will build investment and ownership to propel their work and impact.

**School Specific High-Quality Work Sub Goal:** 100% of classrooms will create and use portfolios to feature students' high-quality work.

**School Rationale:** If portfolios are being created and used to showcase students' work, this would allow students the experience of producing and reflecting on high-quality pieces.

**Implementation Priorities:** [Core Practice...](#)

- Core Practice 12 D- Developing a Culture of Excellence
- Core Practice 12 E- Using Models, Critique, and Descriptive Feedback to Produce High Quality Work
- Core Practice 24 Engaging Families and Communities in the Life of the School
- Core Practices 30B-31F

## MCAS Faculty Learning Targets

**Teachers:**

-I can define and identify High-Quality Work.

**School Leadership:**

## EL Support and Services

-The EL Team will provide models of the High Quality Work Protocol through school leadership teams.

-The EL Team will support with agendas and resources for the High Quality Work

<p>-I can dedicate a PLC to hosting a High-Quality Work Protocol. -I can support Teachers and Students to select High-Quality Work that can be presented at Student Led Conferences.</p> <p><b>District Leadership:</b> -I can support and provide district-wide opportunities for High Quality Work learning and reflections. I can support and provide district-wide opportunities for Student Led Conference learning and reflections.</p>	<p>Protocol.</p> <p>-The EL Team will provide reflective and thought-partnership space around the development of High Quality Work through Student Led Conferences.</p> <p>The EL Team will provide ongoing HQW support through school coaching days and leadership structures.</p>
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## HIGH QUALITY WORK MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
<ul style="list-style-type: none"> <li>○ <b>Module Benchmark</b> <ul style="list-style-type: none"> <li>■ By MOY, School Leaders and Teacher Leaders will have a plan (including date and rough agenda) for leading a school-wide High Quality Work protocol.</li> <li>■ By MOY, teams will have the opportunity to reflect on high quality work selection for fall Student Led Conferences, and name next steps to maximize impact for the spring.</li> </ul> </li> </ul>

# Leadership

**3-Year Leadership Impact Goal (copy from above):** By June 2025, we will normalize conversations about culturally responsive teaching and bias as it relates to data across subgroups. All staff will become fluent in practices to best support students living in poverty, students of color, and students with special needs.

**2022-23 Leadership Performance Benchmarks:** Leaders will regularly engage in cycles of improvement by identifying the subgroups of students that most need support and designing action plans that will accelerate student growth while closing the grade level gap toward proficiency.

**Equity Focus:** This goal supports equity among students by focusing on subgroups that need the most support as identified by Benchmark data.

**Rationale:** If school leaders regularly engage their teams in cycles of improvement including the creation and monitoring of action plans, then historically marginalized students will attain high levels of growth leading to grade level proficiency.

**School Specific Leadership Goal:** Leaders will regularly engage in Results Meeting Protocol by leading their teams through the process and following up on action plans and next steps.

**School Specific Rationale:** If leaders regularly engage their teams in Results Meeting Protocols, then teachers will be able to best gauge student needs to reteach so that students will make growth.

**Implementation Priorities:** [Core Practice 32, 33, 36](#)

MCAS Leadership Learning Targets	EL Support and Services
<p><b>School Leadership:</b>            -I can facilitate the development and follow-through of data-based action plans that promote equitable experiences and outcomes for all students.            -Principals will schedule regular data meetings at the beginning of the year and share agendas with the teams ahead of time.</p> <p><b>District Leadership:</b>            -District leaders will regularly check in with principals on cycles of improvement &amp; action plans.            -District leaders will support leaders to identify the Skills data to focus on during cycles of improvement.            -District leaders will continue to support schools with <a href="#">data protocols</a>.</p>	<p>-The EL Team will strategically plan and facilitate district-level review meetings to include reflections on progress in this area.</p> <p>-EL coaches will check-in with school leaders regularly about RMP progress.</p> <p>-The EL Team will support leaders through listening, reflective questioning, and modeling to ensure a data driven leadership approach that ensures engaging and equitable opportunities and outcomes for all students.</p>

### LEADERSHIP MOY PROGRESS MONITORING

**Data Points/Evidence for MOY Monitoring Progress**

By December 2022, Principals will be able to share their systems for improvement cycles for Skills, Modules, iReady, etc. with a focus on subgroups in a way that promotes equitable and engaging experiences and outcomes for all students.

By December 2022, Principals will be able to speak to the way the above systems are aligned to intervention data.

By December 2022, Principals will show proof points toward this goal based on self reflection and feedback.