

# **Pendleton Elementary**

**School Improvement Plan  
and  
Comprehensive Needs Analysis**

**2021-2022**



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# School Profile

## School, Community, and Education Programs

Pendleton Elementary School (PES) is one of three elementary schools in the South Madison Community School Corporation, located in Central Indiana. The school is centrally located within the town limits of Pendleton, Indiana. The town of Pendleton has a population of approximately 4,404 people with a median household income of \$54,195 in 2019. (STATS Indiana's Public Data Utility) Pendleton is best known for its historical heritage, as well as its quaint shops and boutiques.

Pendleton Elementary School is a campus of two separate buildings, serving special education Pre-K through 6th grade. Pendleton Elementary School Primary (PES-P) houses the district's special education developmental preschool, special education essential skills (K-4) and Kindergarten through 4th grade. Pendleton Elementary School Intermediate (PES-I) houses 5th and 6th grade, special education essential skills (5-6) as well as a district K-6 alternative education classroom. Although the school physically is two separate buildings, the administrators and staff recognize that student success is based on maintaining common goals, language, and expectations. All PES students and staff follow the Pendleton Elementary School Horseshoe Honor Code and the Indiana Academic Standards. Pendleton Elementary School enrollment for the 2020-21 school year was 795 students. The student population consists of 92.6% white students, while 0.7% were black, 2.8% multiracial, 3.1% Hispanic, American Indian 0.2%, and 0.6% were of Asian descent. The percentage of students classified as economically disadvantaged averaged 28.6. The overall population also yields 20% students with disabilities. English Learners make up 1.4% of the students.

Farming and service occupations is the foundation of the southern Madison County community. In recent decades, many of the largest employers have either closed or relocated, and the industrial base has been forced to diversify. Fortunately, accessibility to the interstate system, as well as the proximity to the greater Indianapolis area, has helped to fuel new career opportunities. Some manufacturing, such as Nestle and Tractor Supply Warehouse, have located in the area, bringing new families into our district.

The professional faculty and staff at Pendleton Elementary School comprises two buildings which include three administrators, two counselors, 39 teachers, eight special education teachers, four fine arts certified teachers, three Speech Pathologists, two nurses, and one Media/eLearning Specialist. The support staff includes three secretaries, one treasurer, seven custodians, 28 instructional assistants, and 10 cafeteria staff. The teacher-to-student ratio at PES is 1 to 16.

Pendleton Elementary School uses scientifically based best practices to aid in reading and math intervention. Classroom and intervention programs are regularly monitored and evaluated through team data meetings. Pendleton Elementary analyzes assessment data to revise instructional plans, alter strategic intervention, and differentiate instruction to best meet the needs of individuals, therefore ensuring the success of all students. When students have additional needs, educational teams meet to discuss appropriate next steps, including possible interventions. Students who qualify for additional services, based on the data collected, are placed in a research-based intervention program as well as our core reading and math programs to address the student's needs.

### Programs

At Pendleton Elementary School we believe that part of a child's education should include activities beyond core classroom instruction in order to provide authentic opportunities to learn. We have several technology based experiences in which students can participate, such as the Robotics Club, Girls Who Code, and Tech Ninjas, as well as offering iPads and Chromebooks for student use. There are groups and classroom opportunities to extend the academic curriculum such as Art Club, Choir, Spell Bowl, M.A.T.H. Bowl, Project Lead the Way, Drama Club, Reading Buddies program, math tutoring, and PHHS Beta members tutoring students after school. All sixth graders have an opportunity to join the sixth grade boys and girls basketball teams. All sixth graders also have the opportunity to join the Pendleton Heights Middle School teams such as wrestling, cross country, track, swimming, band and golf. Additional ways students can be involved include Student Council, AIM Club, Best Buddies, Student News Team, Jr. Beta, Kids' Connection, Garden Club, Robotics Club, and Future Problem Solvers.

We address the Social-Emotional needs of students through the Second Step Curriculum (K-6), Botvin Life School Program (4-6), lessons from LifeSmart Youth on leading healthy and safe lives, Child Lures Prevention, and lessons given by the D.A.R.E. officer. There is at least one classroom guidance lesson per grading period in grades K-6. These messages are reinforced through a weekly newsletter for parents, and in the classroom with teachers. Students may participate in Lunch Bunch with the counselor throughout the school year as a way to keep connected and foster a trusted relationship. The Social-Emotional needs of the adult staff also are addressed in various ways. We recognize that the adults at Pendleton Elementary are a vital component of a student's success in school.

Students, staff, and parents have various ways to stay connected outside of what has already been mentioned. These include Society and Service, Mom's Breakfast, staff development programs, research-based programs, PTO, All Pro Dad's Breakfast, Holiday Helping Hands, Grandparents Day, Veteran's Day program, and

food/clothing/money drives to support organizations throughout southern Madison County.

School's Beliefs:

**Beliefs:** We believe our school should be guided by ethical strength. We believe students come first in priority and decision-making. We believe our school staff should be of a "servant spirit." Our school embodies the qualities of stewardship. We embody our school's purpose through our programs, protocols and expectations.

School Name: Pendleton Elementary School

School Number: 5061

Street Address: 301 South East Street (Intermediate) and 327 South East Street (Primary)

City: Pendleton

Zip Code: 46064

## COMPREHENSIVE NEEDS ASSESSMENT

For implementation during the following years: 2020-2023

Contact	Telephone	Email
Principal: Eric Schill	765-778-1712	eschill@smcsc.com
Superintendent: Dr. Mark Hall	765-778-2152	mhall@smcsc.com
Contact for Grants: Dr. Laura Miller	765-778-2152	lmiller@smcsc.com

This is an initial three (3) year plan. <b>Yes</b>	This is a review/update of a plan currently in use. <b>No</b>
This school is identified as the following by the federal government: <b>Not identified as any of the following TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: 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>Pendleton Elementary is not a TSI school. No student groups are identified as underperforming.</b>	
This school receives Title IA funding. <b>No</b>	Is the school's Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <b>N/A</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

## --- PLANNING COMMITTEE ---

Schools that are required to conduct a comprehensive needs assessment (CNA) prior to developing a school improvement plan (SIP). The committee at Pendleton Elementary consists of the following individuals. Membership includes all stakeholders. Members served on either the CNA, SIP or both committees. The table below indicates the membership of each committee and sub-committee.

<b>Member Name</b>	<b>Title</b>	<b>Committee(s)</b>	<b>CNA/SIP Sub-committee(s)</b>
Eric Schill	Principal	<b>Both CNA and SIP</b>	Math Leadership Team, Reading Leadership Team, MTSS, Social Emotional Learning Team
John Junco	Assistant Principal	<b>Both CNA and SIP</b>	MTSS, Dyslexia Team, Safety Team,
Melissa Hagerman	Assistant Principal	<b>Both CNA and SIP</b>	School Test Coordinator, Dyslexia Team
Brittany Howard	6th Grade Teacher	<b>Both CNA and SIP</b>	
Bethany Beaver	5th Grade Teacher	<b>Both CNA and SIP</b>	
Tonya Boynton	4th Grade Teacher	<b>Both CNA and SIP</b>	Math Leadership Team
Cindy Huffman	3rd Grade Teacher	<b>Both CNA and SIP</b>	
Heather Rohe	2nd Grade Teacher	<b>Both CNA and SIP</b>	Math Leadership Team, Reading Leadership Team,
Jennifer Armour	1st Grade Teacher	<b>Both CNA and SIP</b>	
Jill Wolverton	Kindergarten Teacher	<b>Both CNA and SIP</b>	
Tim Manuzzi	Counselor - PK-4	<b>Both CNA and SIP</b>	MTSS, Social Emotional Learning Team
Erika Matthews	eLearning Coach and Media Specialist	<b>Both CNA and SIP</b>	
Dr. Laura Miller	Assistant Superintendent	<b>CNA</b>	Math Leadership Team, Reading Leadership Team, MTSS, Wellness Learning Team

## --- ALIGNMENT ---

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. Pendleton Elementary’s vision, mission, and goals align with the district’s strategic plan.

**District Vision: Success for all students.**

**School Vision: “Success for ALL Students”**

<b>District Mission:</b>	<b>School Mission:</b>
South Madison Community School Corporation envisions students as effective communicators who acquire the skills for critical and creative thinking and who will be able to work successfully in collaborative settings. A blended learning environment that integrates technology has the power to foster these skills by enhancing and personalizing the learning experience. Differentiation through technology expands the instructional repertoire and provides the potential to maximize the capacity of all teachers and learners, thus preparing students for the challenges of a global society.	The Pendleton Elementary School community strives to develop responsible and productive lifelong learners by building strong foundations in character and academics, and embracing technological skills necessary for all students to be college and career ready.

<b>District Goals:</b>
At least 90% of students pass Language Arts/English & Mathematics on state assessments. All students meet high standards of performance. The teaching, learning and working environment is caring, safe and healthful, and fosters respect for others. Family and community engagement are focused upon improved student achievement. Faculty, staff, and administrators are motivated, highly qualified, and highly effective. The organizational system is aligned, integrated, equitable, and fiscally sound.

South Madison Community School Corporation is committed to continuous improvement through the development of district and school improvement plans with measurable outcomes. Using a systems approach, SM CSC will align district, school, classroom, teacher, and student efforts with parent and community engagement in order to achieve its Core Goal, Success for All Students.

Pendleton Elementary School has created a three-year school improvement plan to ensure the South Madison School Corporation goal of “Success for All Students.” The collaborative effort of our staff has resulted in a plan that uses student data to drive our decisions. The vision and mission of Pendleton Elementary support the district’s vision, mission and goals. Pendleton Elementary will also delve into directives from the Department of Education and Federal and State legislation to revise this plan accordingly each year.



## **Core Element 1: Curriculum**

### Description and Location of Curriculum

Pendleton Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the South Madison Community School website at [www.smccsc.com](http://www.smccsc.com). District and school-wide teams utilize an ongoing curriculum revision process. This process involves researching best practices, participating in grade-level professional learning communities and content area leadership teams, and designing lessons and activities which incorporate differentiated instruction. The curriculum teams meet, analyze and break apart standards, create curriculum calendars, and develop assessments to guide classroom instruction. Fine arts and computer science have developed a scope and sequence which provides a broad view of the curriculum for the district. The science curriculum committees have incorporated a STEM focus within science, including adopting Project Lead the Way and Discovery STEM Connect, using CK-12 textbook, and recently adding Mystery Science to complement our science curriculum. Instructional calendars and scope and sequence documents are updated regularly by teachers. The development of the calendars and sequences are grounded in the Indiana Academic Standards. The resources are available to all teachers and upon request to stakeholders.

Pendleton Elementary School staff delivers a strong core curricular program built upon a clear articulation and integration of the Indiana Academic Standards and a locally developed curriculum framework. Pendleton Elementary's mathematics program, EnVision, covers the breadth of grade-level appropriate content, with remediation and enrichment materials built-in. Envision utilizes all levels of Webb's Depth of Knowledge model to increase content complexity. Likewise, the adoption of the Houghton Mifflin Harcourt Into Reading curriculum (Grades 2-6) and SuperKids (Grade K-1) textbook extends our students by its use as the core elementary reading/language arts curriculum and is supported through locally delivered professional development designed by elementary Instructional Coaches. Pendleton Elementary embeds Recipe for Reading Phonics into Grades Kindergarten, 1 and 2 with to provide extra strategies daily to our core reading program. Pendleton Elementary's literacy program receives an uninterrupted, 90-minute block daily, while mathematics receives a full, uninterrupted, 60+ minute block daily. Pendleton Elementary's chief professional development goal is to sustain and enhance these core programs through continued staff training in math and language arts.

Ongoing professional development for reading, language arts, and mathematics for staff members includes formal training, conferences, and specialized grade-level professional development opportunities each year. Training for these initiatives with new staff occurs at the start of each school year by instructional coaches. Instructional coaches help staff retain and improve teacher knowledge by modeling lessons and organizing planning sessions with a focus on implementation of best practice initiatives.

Pendleton Elementary follows SMCCSC district protocols regarding the identification and servicing of exceptional learners, both High Ability and Special Education. The district's plan for High Ability identification and services can be found at <http://www.smccsc.com> . These students are placed in a

cluster group within a general education classroom and are serviced through differentiation of instruction.

Pendleton Elementary also has protocols for students who struggle in Reading/Math. Students who do not respond to Tier 1 instruction (direct instruction within the core subject, 90 minutes) have access to interventions in Tier 2 (additional 25-30 minutes, 2-3 days a week). If the student does not make the progress needed in Tier 2 instruction, the student, with parent permission, is administered a skills screener to determine placement for an additional intervention and Tier 3 instruction (additional 25-30 minutes five days a week). The student may also be referred for a full evaluation during this process to help determine Special Education eligibility.

Beginning in 2019-2020 and continuing annually, Pendleton Primary will test all students in kindergarten through second grade utilizing a Dyslexia Universal Screener, including the following foundational skills: phonological and phonemic awareness (ability to separate and change sounds in words), alphabet knowledge (name different letters), sound symbol relationship (phonics), decoding (reading), rapid naming (quickly name common objects), and encoding (spelling). Students who fall below a set score, or benchmark, on the universal screener will be found “at risk” and “at some risk” for the characteristics of dyslexia. Any child identified “at risk” or “at some risk,” will be given an additional assessment with parent permission, which will assist the teacher in determining how to best help the child learn to read. In grades 3-6 students are screened for dyslexia upon request.

Professional Development training has been provided to all certified staff at Pendleton Elementary to assist with understanding and developing their knowledge of dyslexia and in the implementation of SEA 217. Guidance and procedures were outlined for staff to help support student’s needs. In addition, expectations for how this programming works with the RTI process will assist staff in utilizing multiple resources to help improve student learning and provide more supportive data for what is best for each child’s learning.

#### Career Awareness and Career Development Curriculum

Career awareness and career development will be focused through embedded curriculum in all grades K-6. In the fall of 2019, we have incorporated a staff survey to ascertain where we fall currently in our career awareness and development goals, and have created plans to ensure that students are not only exposed, but have opportunities to develop these skills for their future. The curriculum used is not only presented in the form of textbooks and technology, but also through classroom speakers, convocations, lessons presented by guidance counselors, project based experiences, and introduction into various fields. While each grade level has a different amount of exposure, each grade level will teach information about careers, as well as paths to achieve careers. Examples found in current plans for this year include but are not limited to:

- Speakers and convocations
- Business Day
- Market Day
- Distance Learning with professionals in their fields
- Virtual Career Day
- Exploration into career fields

- Wax Museum Day
- Career of the Month focusing on careers identified on the Hoosier Hot Jobs list as being areas of need in the future

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading/ Language Arts	K-1	SuperKids Reading, Zaner-Bloser	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of the reading program.	Yes	X
Reading/ Language Arts	2-6	Into Reading, HMH	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of the reading program.	Yes	X
Reading/ Language Arts	K-2	Recipe for Reading (OG framework)	Yes	Tier 1, 2, 3	Phonological components of language are core reading skills and should be taught in an explicit, direct methodology that is systematic, sequential, and cumulative.	Yes	
Mathematics	K-6	enVision Math, Pearson	Yes	Tier 1, 2	Textbook and online resources are core components of the mathematics program.	Yes	X
Language Arts	2	Handwriting Workbook, Zaner-Bloser	Yes	Tier 1	Cursive writing is a core component of the Language Arts program.	Yes	
Science	K-6	Discovery Education STEM Connect	Yes	Tier 1	Inquiry-based instruction with real world application supports IN Science Standards and aligns with IDOE STEM and PBL initiatives.	Yes	
Science	3-6	CK-12 OER Flexbook (customized by SMCSC)	Yes	Tier 1	Online textbook provides the core component of the science program.	Yes	
Science	3-6	Project Lead the Way	Yes	Tier 1	Inquiry-based instruction following engineering protocols supports IN Science Standards and IDOE STEM initiative.	Yes	
Social Studies	K-6	BrainPop and BP Jr.	Yes	Tier 1	Online resource provides engaging, age-appropriate learning for Social Studies standards.	Yes	
Social Studies	6	Discovery Education	Yes	Tier 1	Textbook and online resources are core components of the social studies program.	Yes	
All subjects	K-6	EdPuzzle	Yes	Tier 1	Flexible online tool that provides interactive, visual and auditory	Yes	

					learning designed by teachers with built in accountability		
Reading	K-6	My Virtual Reading Coach, MindPlay	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	X
All subjects	K-6	MobyMax, Khan Academy, PLC Lessons	Yes	Tier 1, 2	Differentiated learning for math, ELA, science, and social studies.	Yes	X
Science	K-5	Mystery Science	Yes	Tier 1	Inquiry-based learning through big questions to drive discussion	No	
ELA	K-6	Vocabulary City	Yes	Tier 1	Interactive learning tool for independent work	Yes	
Employability Standards	K-6	Second Steps	Yes	Tier 1	Research-based, field-tested, and incorporates evidence-based components curriculum for employability skills, including goal setting, growth mindset, emotion management, empathy and kindness, and problem-solving.	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	

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

- Pendleton Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCS [website](#). District and school-wide leadership teams utilize an ongoing curriculum revision process. District and school-wide teams utilize an ongoing curriculum revision process. Curriculum committees meet on a regular basis to ensure that any necessary revisions are made to the curriculum. The curriculum teams meet, analyze and break apart standards, create curriculum calendars, and develop assessments to guide classroom instruction. This process includes researching best practices, participating in professional learning communities, and developing lessons and activities that incorporate

differentiated instruction to meet students’ needs. The curriculum committees have created curriculum maps, sequence calendars, and determine common assessments that are grounded in the Indiana Academic Standards. Curriculum maps are accessible to all teaching staff through Google shared folders and drives. Fine arts and computer science have developed a scope and sequence which provides a broad view of the curriculum for the district. The committees have incorporated a STEM focus within science, including adopting Project Lead the Way, adopting Discovery STEM Connect, using CK-12 textbook, and recently adding Mystery Science to complement our science curriculum.

- School administration office

## **Core Element 2: Instructional Program**

Pendleton Elementary evaluates the learning needs of all students and develops strategies, programs, and services to address these learning needs. By using sound instructional practices, students can reach the highest levels of academic achievement. **Title I Schoolwide Program Focus:** Not applicable

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	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	x
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	x
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	x
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	x
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	x
Instructional strategies foster active participation by students during the instructional process.	Yes	x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	X
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	x
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	x
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	x

Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	x
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	x

### **Core Element 3: Assessment**

Beyond the statewide assessments (i.e. ILEARN, IREAD, and I AM), Pendleton Elementary utilizes the following assessments to provide instructional guidance, monitor intervention, and screen students.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA MAP and MAP Primary	K-6	Benchmark	Interim assessment that is aligned to Indiana Standards, norm referenced, adaptive, and provides growth data. Beyond alignment, teachers are provided a learning path for students based on a research-based, continuum of learning.	Yes	x
NWEA Reading Fluency	K-2	Screener	Online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension	Yes	x
PLC Math and Reading	K-6	Progress Monitoring	Online reading and math normed progress monitoring assessments that provide teachers with an easy way to set individualized literacy or numeracy goals, review growth and evaluate student progress	Yes	x
Words Their Way	K-6	Screener	A component of the dyslexia screening that provides a spelling inventory that provides supporting data for phonics, vocabulary and spelling development	Yes	x
Arkansas Rapid Automatized Naming	K-6	Screener	A component of the dyslexia screening that fulfills the rapid naming subset of a universal screener. Based on guidelines for screening by Nancy Miller and Barbara J. Wendling in "Essentials of Dyslexia Assessment and Intervention"	Yes	x
My Virtual Reading Coach	3-6	Screener, Progress Monitoring	A component of the dyslexia screening for Level 1 for K-2 or initial screening for 3+ students. The diagnostic screener provides a student's reading skills for each skill area through a research-based, adaptive online assessment.	Yes	x
Check for Understanding, envision Math	K-6	Com. Form	In class formative assessment that provides teachers with information to differentiate instruction in an efficient and timely manner.	Yes	x

Reading and Math series assessments	K-6	Com. Form., Summative	In class formative assessment that provides teachers with information to differentiate instruction in an efficient and timely manner.	Yes	x
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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	X
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	X
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	X

### **Core Element 4: Coordination of Technology Initiatives**

As technology is an essential tool in the 21st century, South Madison Community School Corporation is responsible for preparing all students to meet the challenges of an information society through the aid of technology. To meet these challenges, technology must be embedded into curriculum, instruction, and assessment to support student learning and the educational goals of the district.

It is important for students to gain the skills of the 4 C's, so that they become effective communicators who demonstrate critical and creative thinking and the ability to work successfully in collaborative settings. Technology provides the tools to assist students in gaining these skills and will better prepare them for a rapidly changing global community. A blended learning environment, where technology becomes an additional tool for learning, is essential to student success.

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

## Core Element 5: Career Awareness and Development, K-6

Pendleton Elementary implements employability skills through our Career Awareness and Development Curriculum in a variety of ways, including Market Day, involving members of the community, offering career-focused clubs, and career-focused classroom lessons. Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors, and other staff members.

What career awareness activities are provided for students?	
Career-focused classroom lessons	Career Day/Fair or Community Day
Career Simulation (Market Day, Lemonade Day, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors and other staff members.	

## Core Element 6: Safe and Disciplined Environment

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	X
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	X
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	X
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	X
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	X
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	X
All staff express beliefs that all children can learn and consistently encourage students to succeed.	Yes	X



## Core Element 7: Cultural Competency

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

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

The school follows all state and federal requirements for information gathering and information security. Student information is stored in the student management system. Free/Reduced lunch applications are processed through the Nutrition Service Department. The home language survey is completed by any student new to the district who has not completed one in an Indiana school during prior years.

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

Educational outcomes are monitored for all subgroups and all subgroups have equal access to intervention programs, enrichment programs, and services. The district staff includes at least one guidance counselor at each building, school psychologists, a behavior coach, and an SEL coach. In the elementary schools the guidance counselor plays a key role in tier 1 instruction for SEL and cultural awareness. In addition the district EL coordinator/Instructional Coach provides cultural awareness training to staff.

South Madison Community School Corporation trains all staff members in Positive Behavior Support and cultural competency. Effective for the school year of 2013, each school developed a Positive Behavior Support program with cultural competency. Annually, each school improvement team reviews and refines the plan for the next school year. One facet of the plan is our Horseshoe Honor Code, which gives the students a firm foundation of character education by the expectation that all should be respectful, responsible, safe, kind, and honest. In addition, the primary students and staff follow the character premise found in the book Have You Filled a Bucket Today? and the principles taught from the book The Energy Bus, and the intermediate students and staff follow a #BuildKindness initiative. Using this foundation as a base and then adding in the use of district-wide PK-12 character traits and components of cultural competency training, we provide what we feel is a well-rounded program serving the needs of our student population. Pendleton Elementary participates in additional training opportunities to serve the needs of our English Learners. Pendleton Elementary also continues to strengthen the knowledge base of teachers and staff in the areas of high ability as well as special education through continual training. Teachers and staff are trained within our district as well as participating in opportunities at professional conferences.

Pendleton Elementary School has two Guidance Counselors on campus to serve the student body. The Guidance Counselors deliver lessons in classrooms, providing real world scenarios to help all students learn strategies to be successful. Bullying prevention, strategies, and education have been taught to all stakeholders and incorporated into the plan to teach understanding, empathy, awareness, and procedures to be preventive and proactive. Kindergarten through third grade work with the Second Steps curriculum which encompasses the employability and life skills that students need in today's

society. It promotes personal problem solving skills along with fostering empathy. Grades fourth through sixth continue to build upon Second Steps skills through lessons on developing leadership and empathy that are designed for their age. Grades fourth through sixth use the Botvin Life Skills program to teach not only health and personal development, but also provide students with resiliency skills that will help them steer away from making destructive choices during their lives. Pendleton Elementary utilizes “Soft-Starts” as well as provides optional extra recesses to support Social/Emotional growth. Pendleton Elementary reinforces relationships with students by using a 2x10 model (2 minutes of time spent with a child for ten consecutive school days) of reaching out to students and developing meaningful relationships. A portion of the morning has been set aside each day for a “Morning Meeting” in which the teacher and students come together to build community and trust by sharing important events in their lives.

Students have opportunities to learn about a variety of cultures through art and music, library books, read-alouds, and class novels, offering diverse cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees. School newsletters are sent home weekly to keep all stakeholders aware of events. Classroom newsletters are sent home on a regular basis to share grade level information, upcoming standards, and the learning taking place in the classroom. Convocations, guest speakers and presenters, and library books provide information and experiences that contribute to the exposure of various cultures. The use of Google Meets, Skype, and Zoom allows students to learn with students from other parts of the country/world and from different cultures.

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

Professional development is an ongoing process at South Madison. The corporation trains all staff members in social-emotional wellness, Positive Behavior Support, cultural competency, suicide prevention, human trafficking awareness, and trauma informed strategies. Effective school year 2013, each school developed a Positive Behavior Support program with cultural competency. In addition to Tier I professional development, the district supports individual teacher’s needs through customized training as appropriate.

**What curriculum materials are used to ensure all students’ cultural differences are recognized and appreciated?** (Person in parenthesis responsible for this duty)

- Reading Series (Eric Schill)
- Cultural Awareness Months (Tim Manuzzi/ Ben Friedle)
- MTSS curriculum (Tim Manuzzi/ Ben Friedle)
- Botvin (Tim Manuzzi/ Ben Friedle)
- Second Steps, (Ben Friedle/Tim Manuzzi)
- Media Center Book Selection Process (Erika Matthews)
- Video News/Announcements (Stephanie Cannady/ Heather Rohe/ Paul Claxon)

## Core Element 8: Review Attendance

Reduction of absenteeism is a top priority at Pendleton Elementary as it is for all 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.**

Last year (2020-21): 4% of students (State Average 11.4)

Three years ago: 3.4% of students (State Average 8.7%)

**Model Attendance Rate for the following school years are: 2021-2020- Not Updated yet** 2019-20: 74.6  
2018-19: 69

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

The attendance rate at Pendleton Elementary School is slightly below the state average and has not met the corporation goal of 97%. The attendance rate has decreased over the last three years. In the 2020-21 school year, we encouraged students to attend in various ways whether through Virtual Learning option, or In-person. Phone calls, emails, and conferences were held to ensure compliance with our attendance goals for students. In the 2019-2020 school year, attendance letters, phone calls, and conferences were focused on chronic absenteeism to address this concern.

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

South Madison Community School Corporation, and specifically Pendleton Elementary School, has an exemplary attendance record. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, the school follows corporation policies and makes use of the district’s School Resource Officer and the Madison County Prosecutor’s Office. As part of SMCSC’s Strategic Plan, all schools have a goal of a 97% attendance rate.

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

South Madison Community School Corporation, and specifically Pendleton Elementary School, has a strong overall attendance record, which has strategies in place monitored daily (with calls placed), tracking (by week of attendance concerns), and follow through with calls made to DCS/ Madison County Prosecutor's Office per state Compulsory Attendance Laws. These systems are monitored by staff in the office, as well as administration.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	X
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	X

## **Core Element 9: Parent and Family Engagement**

### **How does the school maximize family engagement to improve academic achievement?**

Pendleton Elementary staff and administration believe that parental participation is a highly desired component in the success of our school. On the night before school starts, Pendleton Elementary holds our Annual Open House/Meet the Teacher night. This is an opportunity to gain information about classroom expectations, busing, schedules, and relieve first day jitters. The teaching staff at Pendleton makes continual positive contact with parents through a variety of ways. Through our Positive Behavioral Interventions and Supports(PBIS) Pride Wall, many positive student behaviors are recognized and then conveyed back to parents through a personalized email. This helps foster the culture of parents and teacher/staff engaging together to support all students. Another part of our PBIS plan is teaching and fostering positive character traits in students using the Horseshoe Honor Code. Students who display the Character Traits of the Horseshoe Honor Code(Respect, Responsibility, Honesty, and Safety) are recognized monthly as Citizens of the Month and these accomplishments are conveyed to the parents through newsletters and on the morning announcements that are shared virtually with families. In a regular, non-Covid year, Pendleton Elementary Primary would host a Grandparent's night in the fall, while Pendleton Elementary Intermediate would hold a Grandparents Day event. Parent involvement goes beyond the evening events, and once again during a regular, non-covid protocol year, parents would partner with the school to chaperone field trips, work in classrooms, and would be available as needed to support our students.

### **In what ways are parents/families able to express ideas, concerns, and/or suggestions?**

- Open door policy for communication with teachers, school administrators, district administrators and the Board of School Trustees
- committee participation
- Parent/Teacher conferences
- Parent Teacher Organization

### **In what ways does the school involve parents/families to maintain or increase high levels of student attendance?**

- Ongoing communication regarding the calendar
- Two-way communication on student attendance
- Immediate access to attendance counts in the Parent Portal of PowerSchool
- When necessary, the attendance policy involves outside supports for chronic absenteeism
- Parents are presented with up-to-date information of their student's progress with the Second STEP program. The Second STEP curriculum is designed to encourage attendance and success through research and evidence based instruction to promote all facets of support and employability skills to help empower the whole child needs.

### **How do teachers and staff bridge cultural differences through effective communication?**

Pendleton Elementary holds annual parent teacher conferences which allow each family the opportunity to sit down with the classroom teacher to evaluate and celebrate each student's performance. Pendleton Elementary provides an at least bi-weekly newsletter, School Messenger contacts, emails, and phone calls to disseminate information. Pendleton Elementary offers virtual meeting options through platforms such as Google Meet in order to accommodate the needs of families. Pendleton Elementary also utilizes the services of web-based language translation on the school's homepage, as well as offering translation options when communicating directly with families who primarily speak a language other than English.

## **Core Element 9: Parent and Family Engagement**

### **Describe strategies used to increase parental involvement.**

Based on the district's strategic plan, district and school leadership will develop and maintain strong school and community partnerships tied to improved student achievement and college and career readiness. Partnerships include ongoing teacher-parent communication, parent-teacher conferences, progress reports through PowerSchool, and specialized meetings for students with an IEP, ILP, or 504.

Research shows regardless of a student's race, gender, or age, parent engagement has a positive impact on academic achievement (Jeynes, 2012). At Pendleton Elementary, parents are provided substantial, meaningful opportunities to participate in the education of their child through 1) ongoing, respectful communication with teachers & administrators to promote an open, trusting relationship, 2) meetings to provide program information & seek input, and 3) academic reports. Additionally, parent/child activities show a statistically positive impact on the child's growth (Mbwana, Terzian, Moore, 2009). Pendleton Elementary school provides a range of activities to families including family literacy programs, parent awareness programs, parent education workshops.

Regular communication is provided to parents/guardians by teachers and buildings. Teachers contact parents via email or phone in a timely fashion if their child is having academic or other problems. The RTI process communicates with parents/guardians of students in intervention on a regular basis. Beyond communication through PowerSchool Parent Portal on grades and assignments, teachers communicate through Google Classroom, Canvas, Seesaw, or digital newsletters depending on the grade level. These resources allow teachers to communicate current units, standards being worked on, due dates for homework, and performance on tasks. Additionally, parents receive newsletters from the building and many teachers concerning upcoming events, curriculum guidance, and important community information.

Pendleton staff and administration believe that parental participation is a highly desired component in the success of our school. On the night before school starts, Pendleton holds our Annual Open House/Meet the Teacher night. This is an opportunity to gain information about classroom expectations, busing, schedules, and relieve first day jitters. The teaching staff at Pendleton Elementary makes continual positive contact with parents. In a non-covid year, Pendleton Elementary Primary would host a Grandparent's night in the fall, while Pendleton Elementary Intermediate would hold a Grandparents event during the school day. Parent involvement goes beyond the evening events, and once again during a regular, non-covid protocol year, parents would partner with the school to chaperone field trips, work in classrooms, and would be available as needed to support our students. Pendleton Elementary holds annual parent teacher conferences which allow each family the opportunity to sit down with the classroom teacher to evaluate and celebrate each student's performance. Pendleton Elementary provides an at least bi-weekly newsletter, Swift K-12 contacts, emails, and phone calls to disseminate information.

Finally, parent feedback is accumulated through meetings, surveys, and direct communication.

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

The district utilizes PowerSchool as the student management system. Parents have access to the Parent Portal which provides them with attendance and academic reports information. When screeners or benchmark assessments are given to students, individual results are shared with parents as well as explanations. For dyslexia screeners, parents are invited to an individual meeting with an Instructional Coach, administrator and the teacher to review the data. If a student struggles academically, the school implements intervention through the RTI model. Information is shared with the parent about the intervention and regular progress updates are provided. Finally, if a student has an IEP, ILP, or 504, committee meetings are held annually and as necessary.

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

Parent feedback is accumulated through meetings, surveys, and direct communication. The school has annual Parent Teacher meetings at which timely information is shared vital to our team success for children. Parent feedback, as well as other stakeholders, and best practices guide the development and implementation of the school improvement plan.

**Core Element 10: Provision for Secondary Schools**

As a district, the secondary school offers academic honors diplomas, advanced placement, dual credit, and CTE opportunities.

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

This section does not apply to Pendleton Elementary as it is not a Title 1 School Wide School.

## SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, Pendleton Elementary provides a range of programs and services to meet these needs. Below is a list of data sources, indicated by the X, that have aided the development of this school improvement plan by analyzing the school's current performance. These data sources informed the Gap Analysis, Root Cause Analysis, and School Improvement Plan.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training	X	Performance Gap Data	X	Performance Gap Data
X	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	X	Approved Testing Accommodations	X	Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
X	Staff Attendance	X	Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		
X	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>					

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

The School Improvement Plan Committee reviewed the core elements in Section A and have found the following as areas needing review:

Core Element 1- Curriculum

Reading/ Language Arts	K-1	SuperKids Reading, Zaner-Bloser	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of the reading program.	Yes	X
Reading/ Language Arts	2-6	Into Reading, HMH	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of the reading program.	Yes	X
Mathematics	K-6	My Vision Math, Pearson	Yes	Tier 1, 2	Textbook and online resources are core components of the mathematics program.	Yes	X
Reading	K-6	My Virtual Reading Coach, MindPlay	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	X
All subjects	K-6	Khan Academy, PLC Lessons	Yes	Tier 1, 2	Differentiated learning for math, ELA, science, and social studies.	Yes	X

Core Element 2- Instructional Program

Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	X
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Core Element 3- Assessment

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	X
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Core Element 4- Coordination of Technology Initiatives

Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	
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Core Element 6- Safe and Disciplined Environment

A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	
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Core Element 8- Review Attendance

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

The committee reviewed each of the items marked above to determine the impact on the goal. The steering committee believes that from reviewing the data in both reading and math that curriculum and/or instruction may be an area of deficit.

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

The school improvement plan will be modified to continue growth of the professional learning communities that will build additional lessons in areas of concern for students not achieving mastery levels.

**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.**

This aligns with the goals.

To consider whether to conduct a Gap Analysis, the committee used the following guiding questions to further review the indicated data sources used to develop this school improvement plan:

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

**Goal 1**

Measurable outcome met?      **No**

Pendleton Elementary will improve student Reading and Writing achievement as measured by ILEARN ELA assessment with a goal of 90% pass rate by Fall of 2023.

Measurable Objective:

Due to the current circumstances with the pandemic, as well as the lack of ILEARN data for the Spring of 2020, our measurable objective was that 80% of students will meet or exceed their individual growth expectation on NWEA in Reading/ELA for the period of Fall 2020 to Spring 2021.

Key Findings and Root Cause for the Goal (strength or area for growth):

NWEA states a typical class would have 60-70% of students reach their projected growth goals. Stronger performance and growth on NWEA align to passing state testing. NWEA’s alignment study projects that students scoring in the 70th percentile and above will be on target to pass ISTEP+. With ILEARN being the new state test, this comparison would also be relevant to ‘meeting proficiency or **above**’ on ILEARN at this time.

Strategy:

We worked within grade-level Professional Learning Communities (PLCs), with the support of district and building administration and Instructional Coaches, to identify groups of students not included in Title I or Special Education services who need additional support.

Evidence of success, including progress monitoring:

Assessment Data- NWEA, Local Assessments; No available data from NWEA EOY(COVID-19)

**If the goal was not met, explain why.**

We were not able to meet the goal due in part to the pandemic. We also did not utilize NWEA end of year tests to check the measurable objective at the end of the year due to several factors and time constraints. One reason, hybrid schooling (and students quarantined throughout the year) as a response to the pandemic, several key pieces of valuable data such as the NWEA end of year assessment were not given/ or utilized to the same level as if a normal year existed. Additionally PLC practices and knowledge rollout happened at a much slower rate than anticipated. Staff will continue to practice best teaching practices and begin to implement the PLC model.

**If the goal was not met, should the school continue to work toward this goal?**

Yes, the committee has determined that the goal should be continued, however modified based on our current data in light of the pandemic..

**Goal 2**

Measurable outcome met? **No**

Pendleton Elementary will improve student Math achievement as measured by ILEARN ELA assessment with a goal of 90% pass rate by Fall of 2023.

**Measurable Objective:**

Due to the current circumstances with the pandemic, as well as the lack of ILEARN data for the Spring of 2020, our measurable objective was that 80% of students will meet or exceed their individual growth expectation on NWEA in Math for the period of Fall 2020 to Spring 2021.

**Key Findings and Root Cause for the Goal (strength or area for growth):**

We were not able to meet the goal due in part to the pandemic. We also did not utilize NWEA end of year tests to check the measurable objective at the end of the year due to several factors and time constraints. One reason, remote schooling (and students quarantined throughout the year) as a response to the pandemic, several key pieces of valuable data such as the NWEA end of year assessment were not given/ or utilized to the same level as if a normal year existed. Additionally PLC practices and knowledge rollout happened at a much slower rate than anticipated. Staff will continue to practice best teaching practices and begin to implement the PLC model.

**Strategy:**

Work within grade-level Professional Learning Communities (PLCs), with the support of district and building administration and Instructional Coaches, to identify groups of students not included in Title I or Special Education services who need additional support.

**Evidence of success, including progress monitoring:**

Assessment Data- NWEA, Local Assessments; No available data from NWEA EOY(COVID-19)

**If the goal was not met, explain why.**

We were not able to meet the goal due in part to the pandemic. We also did not utilize NWEA end of year tests to check the measurable objective at the end of the year due to several factors and time constraints. One reason, remote schooling (and students quarantined throughout the year) as a response to the pandemic, several key pieces of valuable data such as the NWEA end of year assessment were not given/ or utilized to the same level as if a normal year existed. Additionally PLC practices and knowledge rollout happened at a much slower rate than anticipated. Staff will continue to practice best teaching practices and begin to implement the PLC model.

**If the goal was not met, should the school continue to work toward this goal?**

Yes, the committee has determined that the goal should be continued, however modified based on our current data in light of the pandemic..

## SECTION C: Analysis

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>Professional Learning Communities will continue to develop and utilize instruction correlated to priority standards that fill knowledge gaps, and extend instruction. Professional Learning Communities can positively develop teacher efficacy maximizing student learning.</p>	Yes	<p>Data is used in K-4 (none tied to Grades 5-6) for Priority standards at a success rate for only those in Intervention. There is not significant data on those not in intervention for enrichment comparisons.</p>	<p>Data protocols are being used, however it was only in Grades K-4, and not designing curriculum for deeper enrichment led to lower anticipated growth in ELA and Math for average level students. Continued development of coaching opportunities for PLC's, and implementing instruction for all Grades (K-6) not only for intervention but also extending learning opportunities to meet goals.</p>	x	1
<p>Adopted curriculum taught in a structured sequential way will help assess deficiencies that can be addressed immediately (RTI).Curriculum taught in the classroom will be instructed per the district protocols and in our scope and sequence.</p>	Yes	<p>Due to students' in person instruction varying, many lessons were taught repeatedly throughout different time periods to fill in gaps.</p>	<p>Current performance yielded mixed results and data that seemed inconsistent/ not able to triangulate the data.These situations yielding from different delivery systems (in person, hybrid, quarantined, etc.) created many gaps, where teachers had to jump in curriculum to develop mastery. Adhering to corporation guidelines, and finding alternative ways to consistently grow student knowledge, student data will allow for better analyzation of instruction.</p>	x	2
<p>To achieve maximum instruction, a safe and successful school has strong student attendance.</p>	Yes	<p>Current attendance was 91% which was based on both virtual and in person.</p>	<p>While overall attendance is good, due to the pandemic we have had inconsistent in person attendance (with some attendance being virtual one day followed by in person the next) followed by gaps in learning. Moving forward we would like consistent attendance with as much in person instruction as possible to help students continue to grow knowledge.</p>	x	3

**Root Cause Analysis**

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
Improving in-person instruction will help students continue to grow knowledge.	The pandemic has created different gap situations in students' knowledge base. Virtual learning, quarantine learning, and in-person learning had many instructional inconsistencies.
Curriculum designed in PLC's for students with gaps, and not designing curriculum for deeper enrichment lead to lower anticipated growth in ELA and Math for average level students.	Teachers did not have a consistent student base, and had to develop a system of triage in the classroom. The ability for the PLC to focus on a structured scope and sequence along with district protocols will eliminate inconsistencies in student achievement.

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

<b>Possible Funding Sources</b>		
<p align="center"> <b>Title II</b>  <b>Title III</b>  <b>Title IV</b> </p>	<p align="center"> <b>High Ability</b>  <b>Early Literacy</b>  <b>Formative Assessment Grant</b>  <b>HB 1008, ECESC</b> </p>	<p align="center"><b>Education Fund</b></p>

## School Improvement Plan

<b><u>GOAL and Measurable Objective 1</u></b>	<p>Pendleton Elementary will improve student reading achievement and growth as measured by ILEARN.</p> <p>By Spring 2024, seventy percent* (70%) of Pendleton Elementary students will fall at either above proficiency or proficient for their ILEARN score in ELA.*This reflects a growth from scores tested in SY 2020-21.</p>			
<b>Data Checkpoints (dates)</b>	<b>12/17/21</b>	<b>3/11/22</b>	<b>05/20/22</b>	
<b>Evidence at Checkpoints</b>	Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints	Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints	Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints	
<b>Evidence- Based Strategy 1</b>	<b>Continued development, continuation and increased education of Professional Learning Communities (PLCs)</b>		<b>PD Needed: Yes</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>
<b>Action Step 1</b>	Principal/ Grade Level Coordinator Led Grade Level PLC Meeting	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Grade Level PLC Notes
<b>Action Step 2</b>	Grade Level designing lessons utilizing priority standards (RLT), to develop intentional lessons focused for growth	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Mastery level achievement of post tests as evident from data meetings/ growth from NWEA/ growth from MobyMax
<b>Action Step 3</b>	Training/ continuation of learning for Instructional Assistants/ new teachers on PLCs and Intervention/ Lesson Instruction	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Grade Level Coordinator Feedback/ Notes from Instructional Assistants shared at Data Meetings

<b>Evidence- Based Strategy 2</b>	<b>Implementation of research based reading/language arts strategies</b>			<b>PD Needed: Yes</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	Training of SuperKids and HMM protocols	08/2021- 5/2024	Administration	Observations in the classroom of strategies and

	and curriculum			methods utilized in delivery of instruction
Action Step 2	Integration of 2 Reading Interventionists	08/2021- 5/2024	Administration and Grade Level Teachers	Decrease in number of teacher referrals to Interventionist
Action Step 3	Training of Writable	11/2021- 5/2024	Administration and Grade Level Teachers (Grade 2-6)	Improvement in writing, increase peer review scores from BOY to EOY, observations

<b><u>GOAL and Measurable Objective 2</u></b>	<p>Pendleton Elementary will improve student math achievement as measured by ILEARN.</p> <p>By Spring 2024, seventy percent* (70%) of Pendleton Elementary students will fall at either above proficiency or proficient for their ILEARN score in Mathematics. *This reflects a growth from scores tested in SY 2020-21.</p>			
<b>Data Checkpoints (dates)</b>	<b>12/17/21</b>	<b>3/11/22</b>	<b>05/20/22</b>	
<b>Evidence at Checkpoints</b>	<b>Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints</b>	<b>Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints</b>	<b>Data Meetings which include NWEA, MobyMax, Common Assessments, Wellness checkpoints</b>	
<b>Evidence- Based Strategy 1</b>	<b>Continuation and Increased Education of Professional Learning Communities, PLCs</b>			<b>PD Needed: Yes</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	Principal/ Grade Level Coordinator Led Grade Level PLC Meeting	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Grade Level PLC Notes
Action Step 2	Grade Level designing lessons utilizing priority	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Mastery level achievement of post tests as



	standards (MLT), to develop intentional lessons focused for growth			evident from data meetings/ growth from NWEA/ growth from MobyMax
Action Step 3	Training/ continuation of learning for Instructional Assistants/ new teachers on PLCs and Intervention/ Lesson Instruction	08/2021- 5/2024	Eric Schill, Principal, Grade Level Teachers	Grade Level Coordinator Feedback/ Notes from Instructional Assistants shared at Data Meetings
<b>Evidence- Based Strategy 2</b>	<b>Implementation of research based math strategies</b>			<b>PD Needed: Yes</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	Training of Math Talks	08/2021- 5/2024	Administration, Instructional Coach	Observations in the classroom
Action Step 2	Training of MobyMax and Khan Academy	08/2021- 5/2024	Administration	Increased student Usage

**Professional Development Plan**

<b>Professional Development Goal 1</b>	100% of teachers and administrators will participate in ongoing professional development around the PLC process, including high quality interventions, and instructional practices.	<b>Linked SIP Goals Yes</b>
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<b>Possible Funding Source(s)</b>	Title II, General Funds
<b>Evidence of Impact</b>	<p>Implementation of the PLC process</p> <ul style="list-style-type: none"> <li>● Observation/ Education of PLC meetings- Eric Schill, Principal</li> <li>● Teachers will participate in PLC, ILEARN Math and E/LA learning opportunities (which may be conducted through CIESC, ECESC, IDOE, or in house).</li> <li>● Improved academic achievement compared to prior year</li> </ul>
<p>Plan for coaching and support during the learning process:  Coaching plays a key factor in long range implementation and fidelity to the transformation of the learning environment. Pendleton Elementary employs an eLearning Coach who are embedded in the learning environment. Strategies implemented through coaching included modeling, co-teaching, and ongoing professional learning opportunities.</p>	
<p>How will effectiveness be sustained over time?  Pendleton Elementary staff are committed to improving student achievement by focusing on improvement of instruction. The PLC process is not a one and done activity, but a long range commitment by the staff. To maintain effectiveness, the staff is committed to ongoing review of the process, ongoing training on the program, and a commitment to meeting as a grade-level to review student data and discuss instructional plans. This comes with a commitment to training new staff.</p>	

<b>Professional Development Goal 2</b>	100% of teachers and administrators will participate in ongoing professional development in Math and ELA curriculum and instruction.	<b>Linked SIP Goals Yes</b>
<b>Possible Funding Source(s)</b>	Title II, General Funds	
<b>Evidence of Impact</b>	<ul style="list-style-type: none"> <li>● Observations from the classrooms</li> <li>● Increased student usage with certain programs</li> <li>● Improved academic achievement compared to prior year</li> </ul>	
<p>Plan for coaching and support during the learning process:  Coaching plays a key factor in long range implementation and fidelity to the transformation of the learning environment. Pendleton Elementary employs an eLearning Coach who are embedded in the learning environment. Strategies implemented through coaching included modeling, co-teaching, and ongoing professional learning opportunities.</p>		
<p>How will effectiveness be sustained over time?  Pendleton Elementary staff are committed to improving student achievement by focusing on best practices and continued training of curriculum and instruction.</p>		



## Appendix: School Data

<b>Reading Intervention Data</b>			
	Reading Intervention Success Rate K-4 2020-2021	% Students had Growth in MobyMax Benchmark for Grade Level	
Kindergarten Reading Mastery of intervention	66%	N/A	
1st Grade Reading Mastery of intervention	86%	56%	
2nd Grade Reading Mastery of Intervention	79%	50%	
3rd Grade Reading Mastery of Intervention	87%	60%	
4th Grade Reading Mastery of Intervention	50%	33%	
	% of Students Involved in Intervention that Grew in NWEA (Quartile)*	% of Students Involved in Intervention that Stayed the Same in NWEA (Quartile)*	% of Students Involved in Intervention that Dropped in NWEA (Quartile)*
Kindergarten Reading Students in Intervention	N/A	N/A	N/A
1st Grade Reading Students in Intervention	19%	37%	44%
2nd Grade Reading Students in Intervention	26%	55%	19%
3rd Grade Reading Students in Intervention	21%	47%	32%
4th Grade Reading Students in Intervention	26%	61%	13%

\* This shows the students who were involved in at least one intervention and the outcome (if a student stayed in the same 25% from the beginning of the year assessment, as compared with the middle of the year assessment).

# Math Intervention Data

	Math Intervention Success Rate K-4 2020-2021	% Students had Growth in MobyMax Benchmark for Grade Level	
Kindergarten Reading Mastery of intervention	75%	N/A	
1st Grade Reading Mastery of intervention	97%	43%	
2nd Grade Reading Mastery of Intervention	82%	100%	
3rd Grade Reading Mastery of Intervention	73%	55%	
4th Grade Reading Mastery of Intervention	55%	20%	
	% of Students Involved in Intervention that Grew in NWEA (Quartile)*	% of Students Involved in Intervention that Stayed the Same in NWEA (Quartile)*	% of Students Involved in Intervention that Dropped in NWEA (Quartile)*
Kindergarten Reading Students in Intervention	N/A	N/A	N/A
1st Grade Reading Students in Intervention	19%	52%	29%
2nd Grade Reading Students in Intervention	25%	60%	15%
3rd Grade Reading Students in Intervention	26%	32%	42%
4th Grade Reading Students in Intervention	23%	50%	27%

## Intervention Analysis

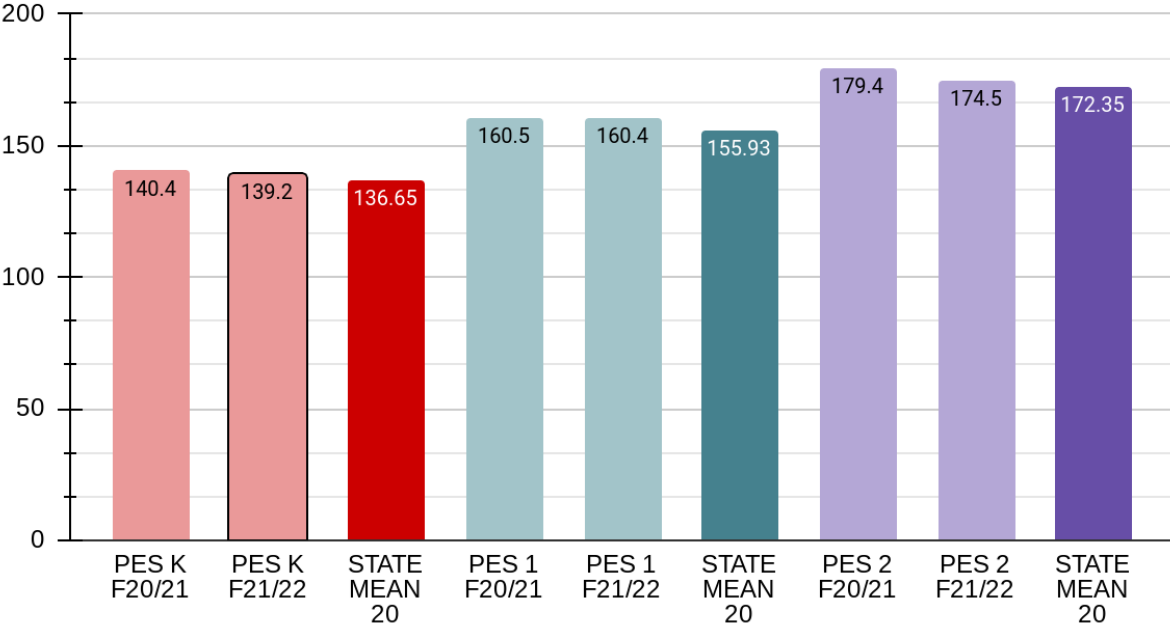
For students who were placed in intervention for the 2020-2021 school year, students gained a stronger mastery in reading and math as evidenced from the above data. While math intervention success rate (growth demonstrated through passing the exit test) was higher than reading, both interventions helped students gain a stronger level of mastery for the priority standards that were assessed. We could not determine a correlation between NWEA and intervention, but believe this is due to measurement of different items, yielding that data is not comparable. Overall, all grades were successful with strengthening different students with mastery level understanding of priority standards. Most importantly, students were identified earlier and given help in an area of need, and if not successful had additional steps to help their understanding/ growth including but not limited to skills screener/ referral to special education.

	2020	2019	2018	2017	2016
Indiana State Grade	B	B	B	B	C
Federal Grade	B Meets Expectations	B Meets Expectations	B		

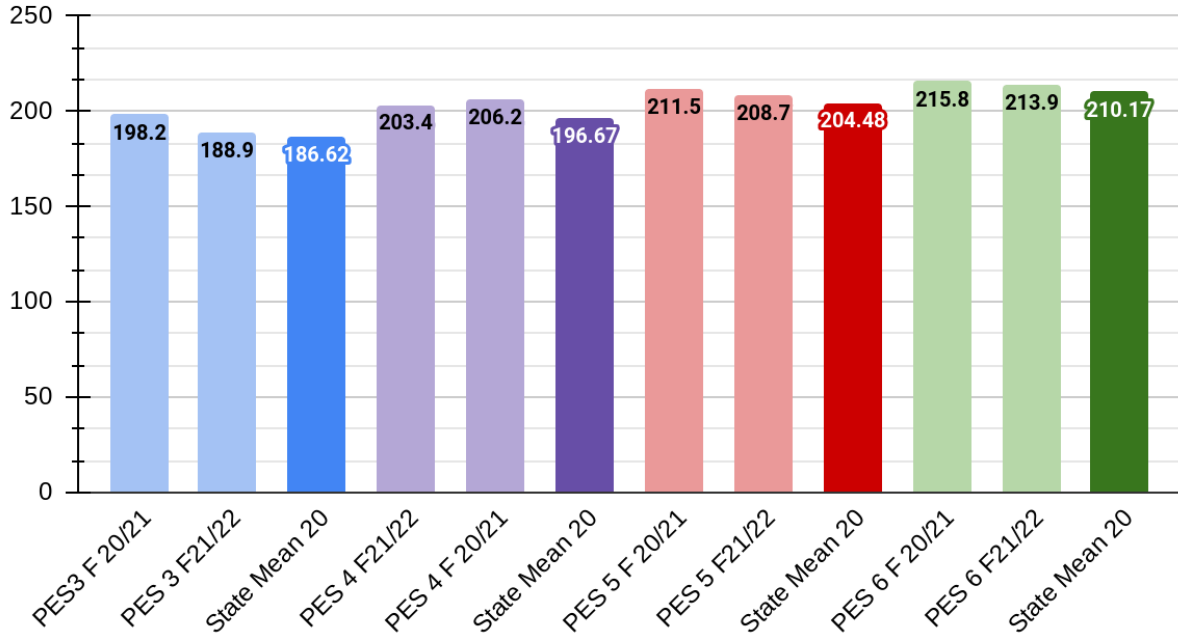
**Federal and State Grade Analysis**

Pendleton Elementary has met the expectations from the Federal Report Card the last three years it was measured. Pendleton Elementary has maintained a B (Meets Expectations) as evidenced on the State Report Card for the last four years.

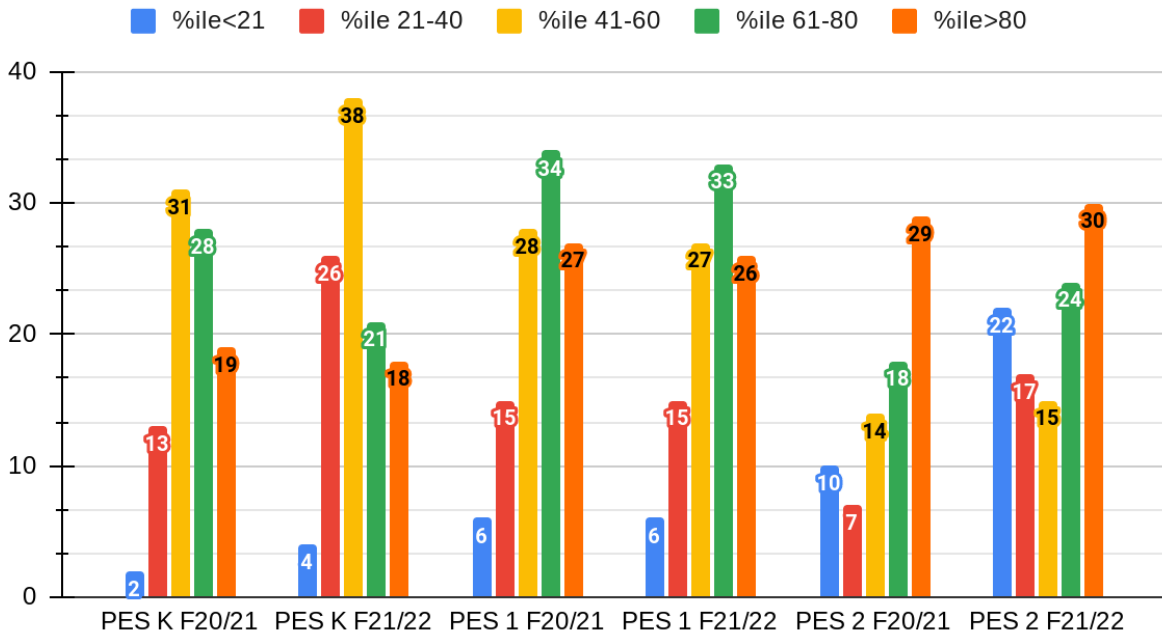
NWEA Reading Percentages: PES vs State Mean Gr. K-2



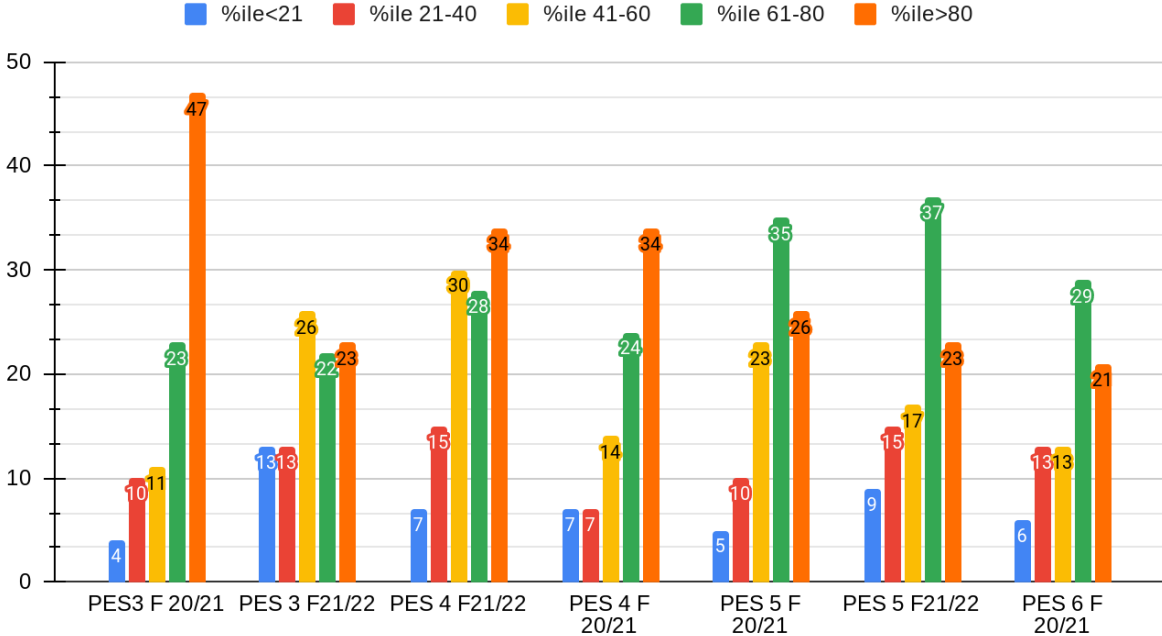
## NWEA Reading Percentages PES vs Indiana Mean Gr. 3-6



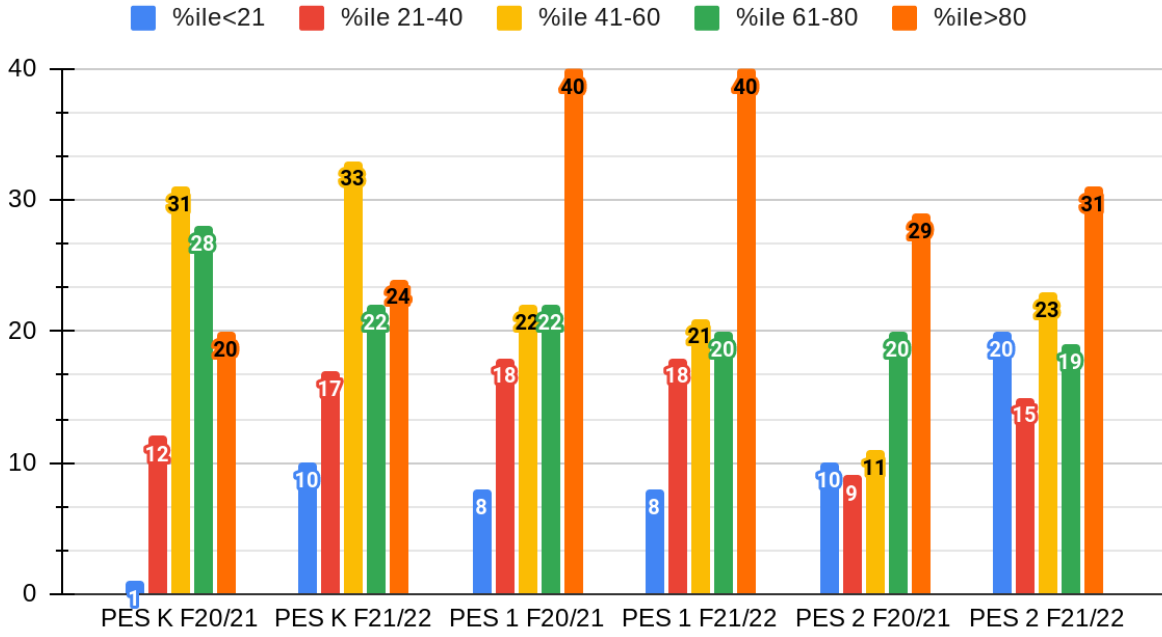
## Overall NWEA Reading Percentages Gr. K-2



### Overall NWEA Reading Gr 3-6

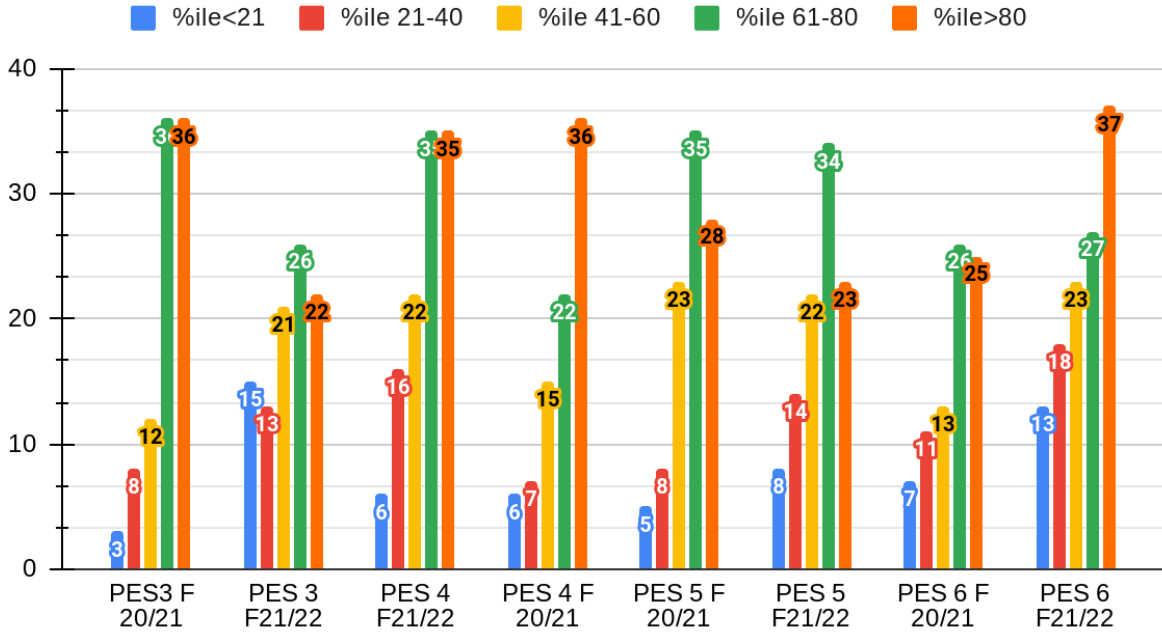


### Vocabulary NWEA Reading Percentages Gr. K-2

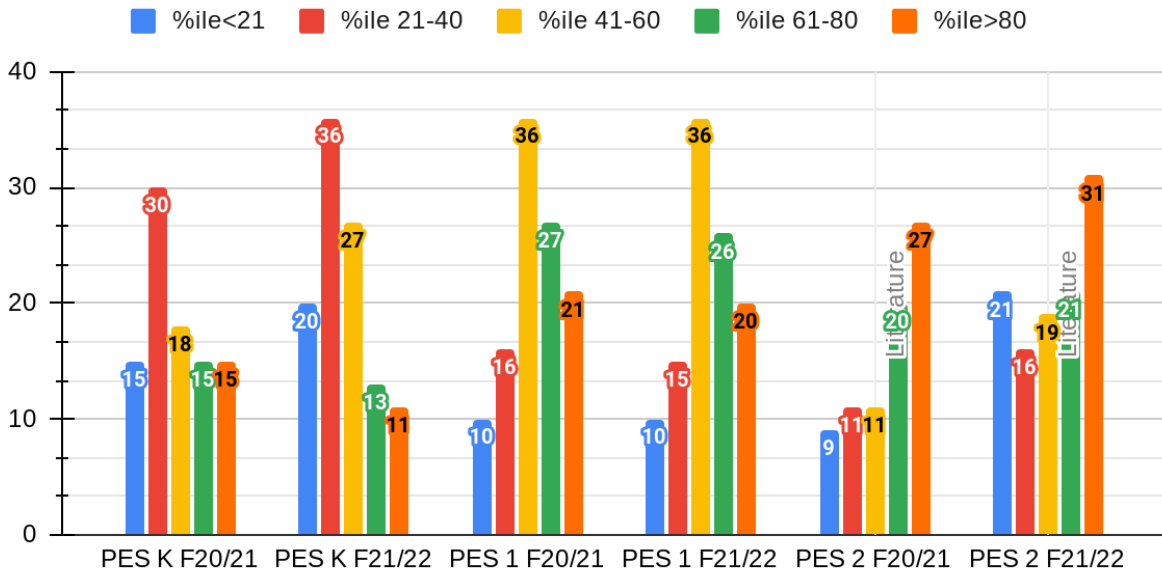




## Vocabulary NWEA Reading Percentages Gr. 3-6

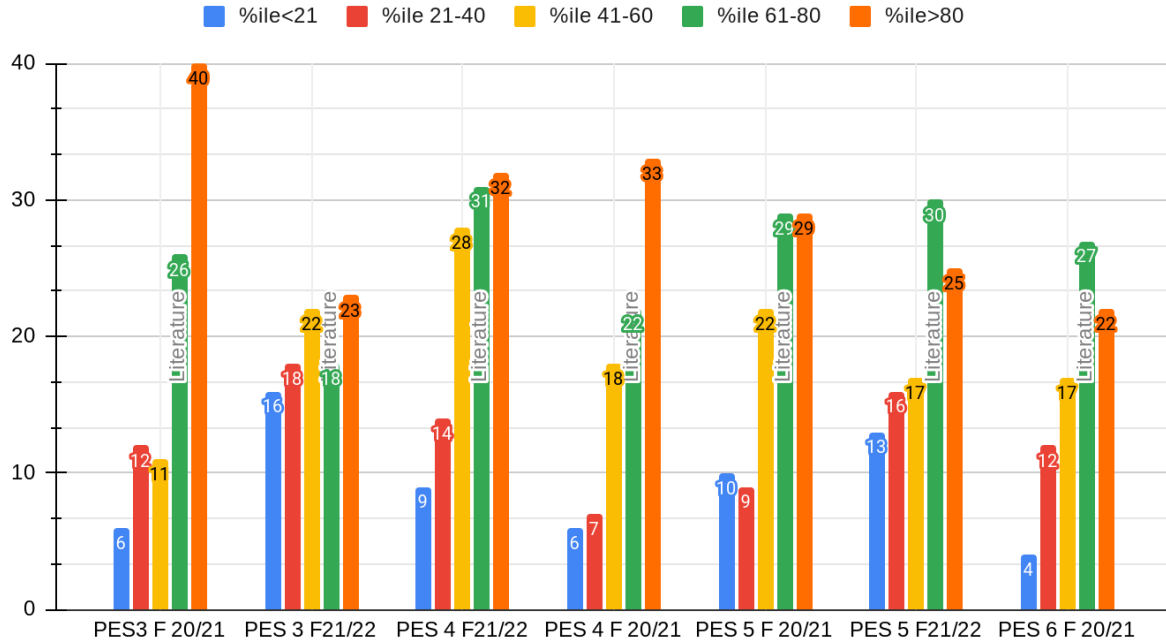


## Writing NWEA Reading Percentages Gr. K-2

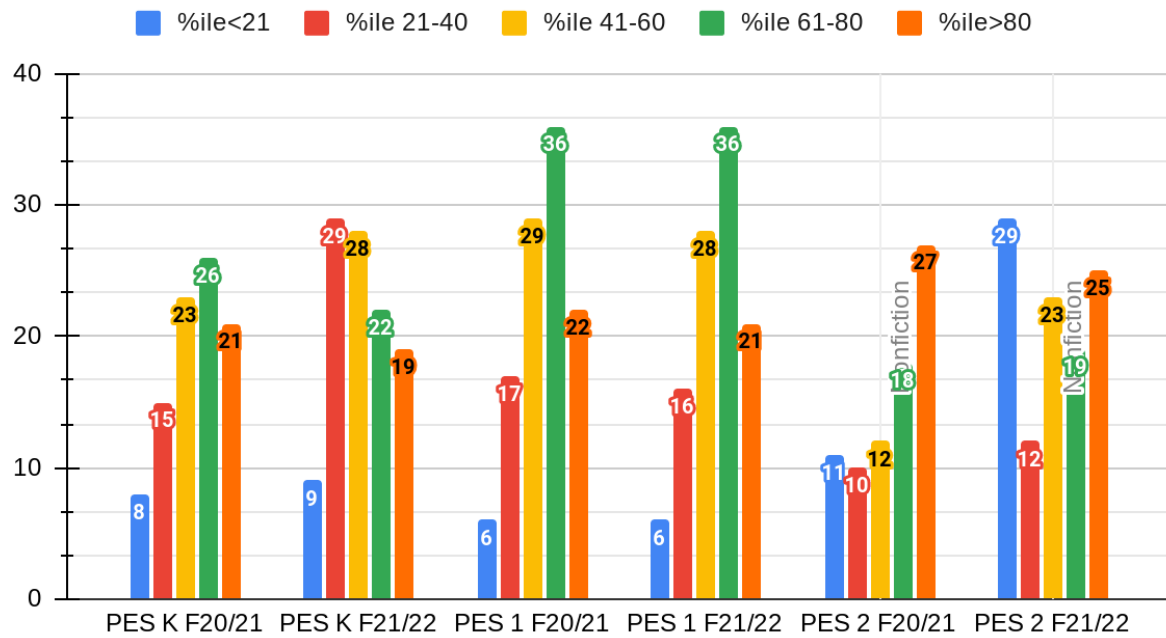


NWEA READING/Writing

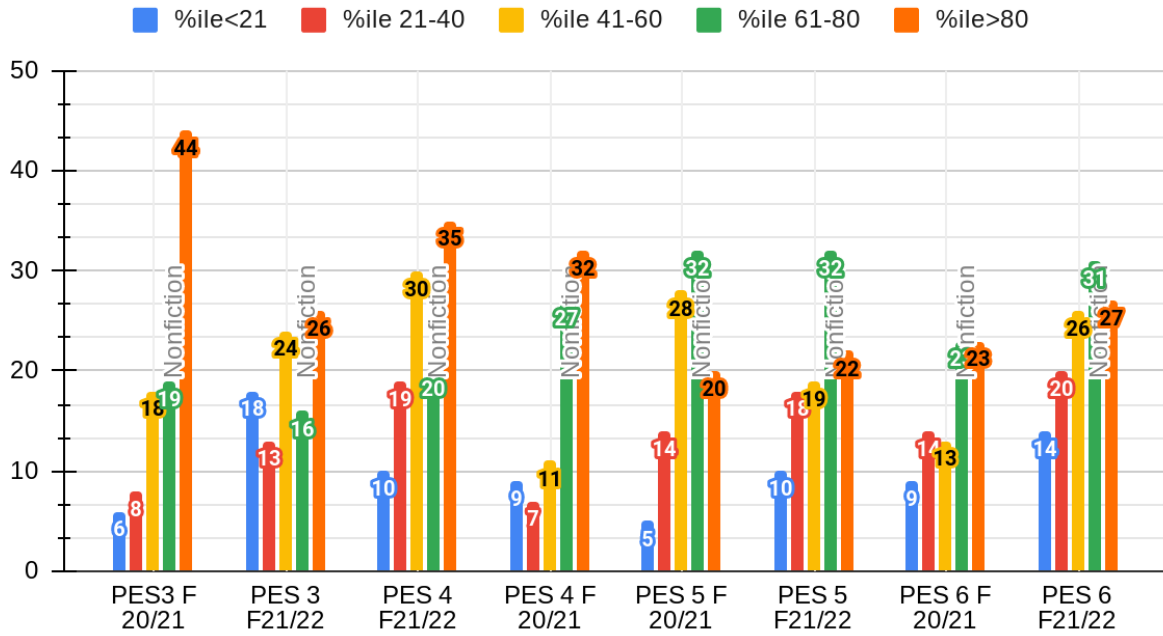
## Writing NWEA Reading Gr 3-6



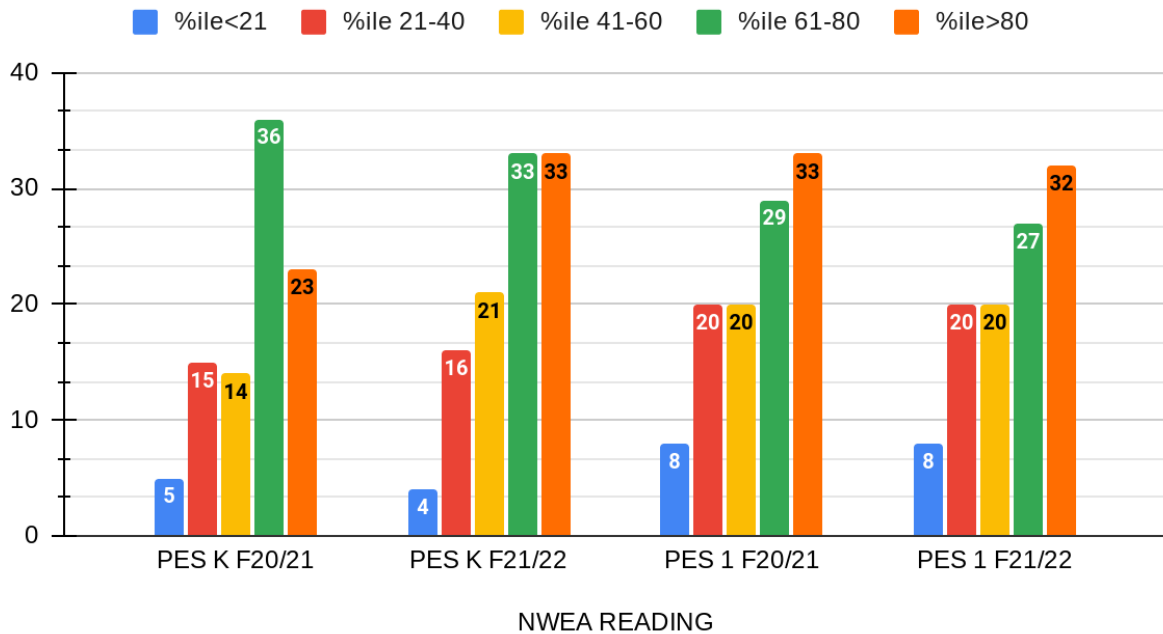
## Foundations NWEA Reading Gr. K-2



## Foundations NWEA Reading Gr. 3-6



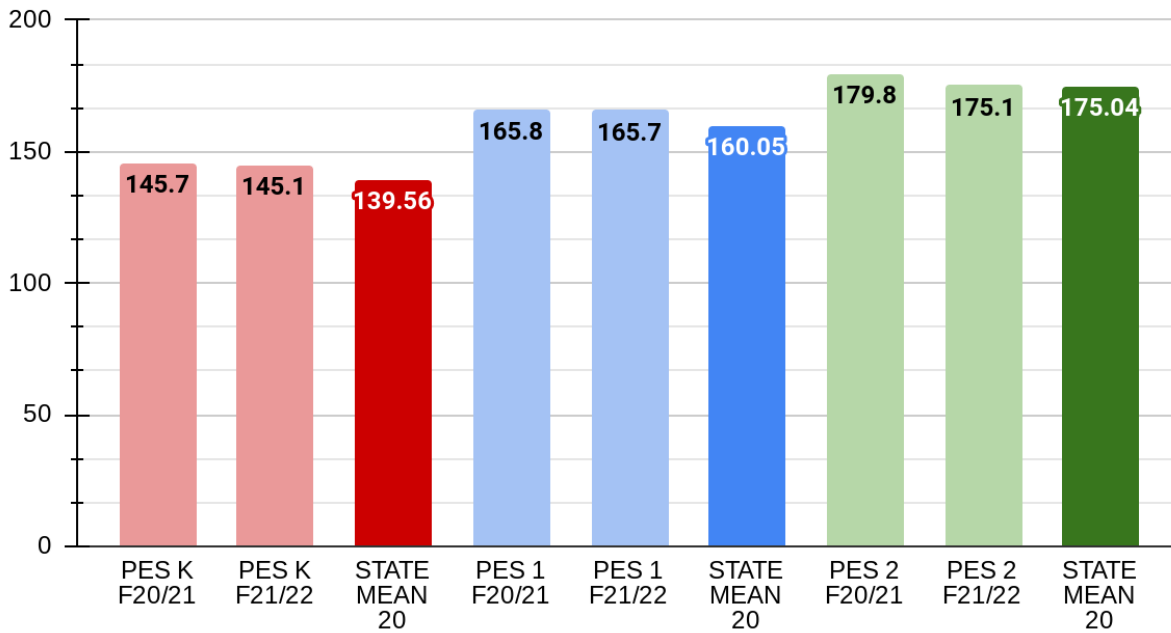
## Literature & Nonfiction NWEA Reading Gr. K-1

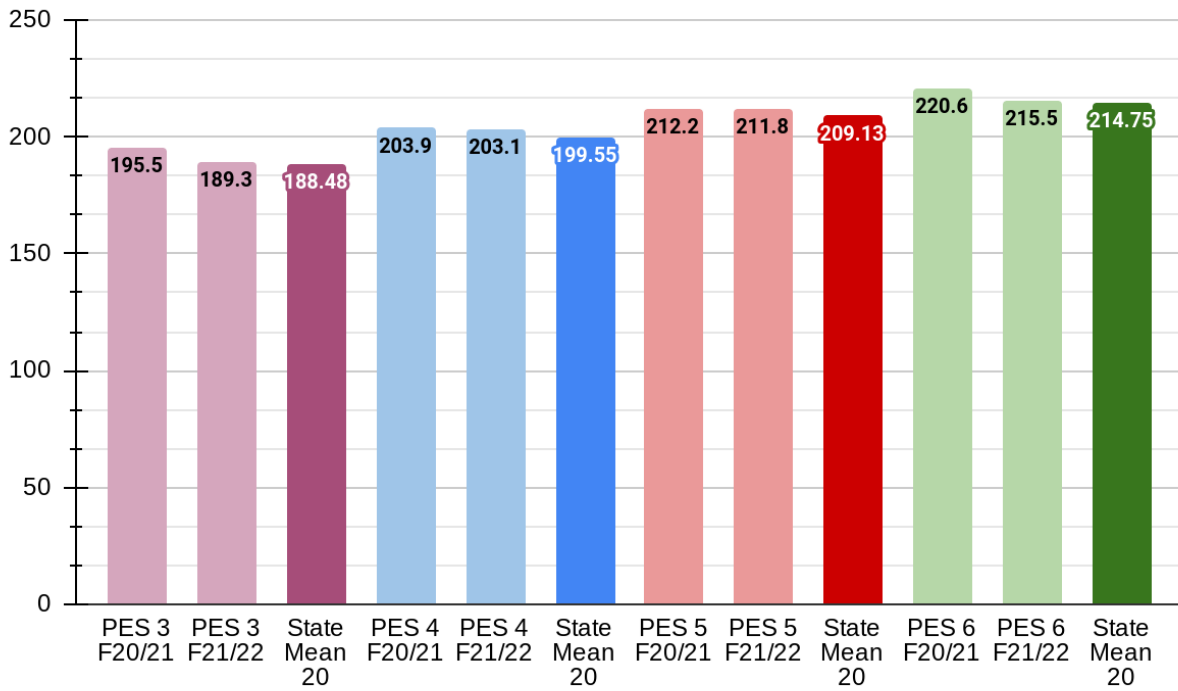


### NWEA Reading Analysis

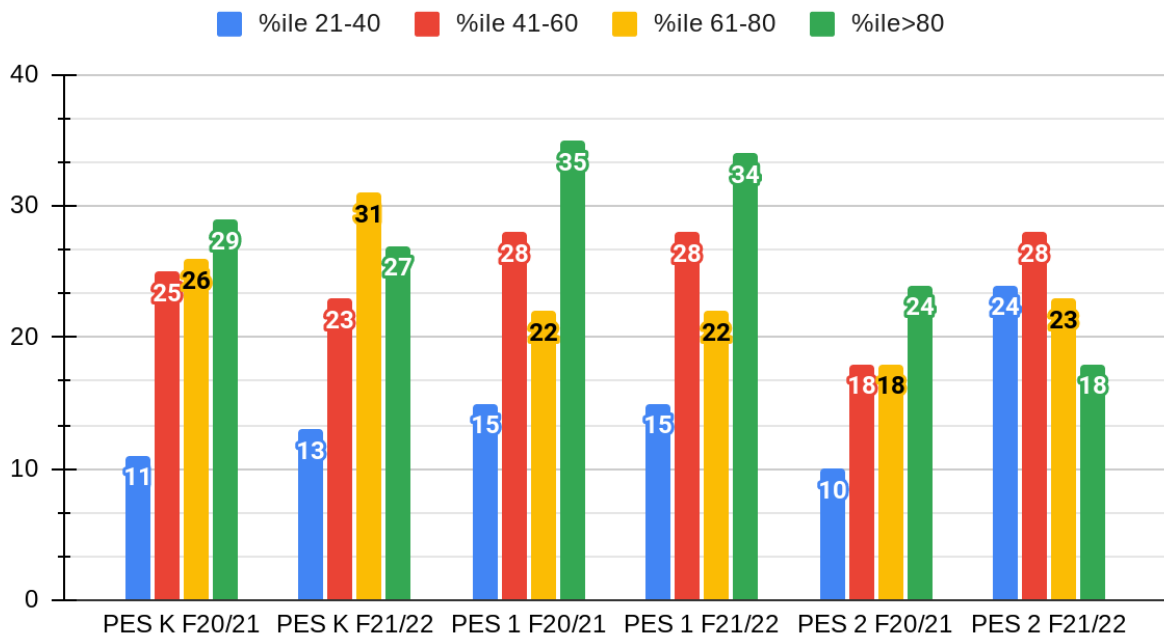
Comparing the NWEA Reading Data from Fall 20/21 to Fall 21/22 the areas of Reading Foundations and Vocabulary increased in the percent of students scoring in the three lower percentiles (Lo, Lo Avg, Avg) over five percent at each grade level except First Grade (which is not a desired result- as this shows more need). While the data for the two higher percentiles (HiAvg, Hi), across most grade levels is consistent (little percentage difference) from Fall 20/21 to Fall 21/22 in the Reading Foundations and Vocabulary data. The data reflects Literature and Non-Fiction is a strength in Kindergarten, First and sixth, while grades three, four and five are a weakness. In reviewing the data for RIT score by grade level Females in kindergarten, second, fourth, fifth, and sixth grades were higher than males. (This would follow the National norm)

### NWEA MATH: MEAN RIT Grades K-2

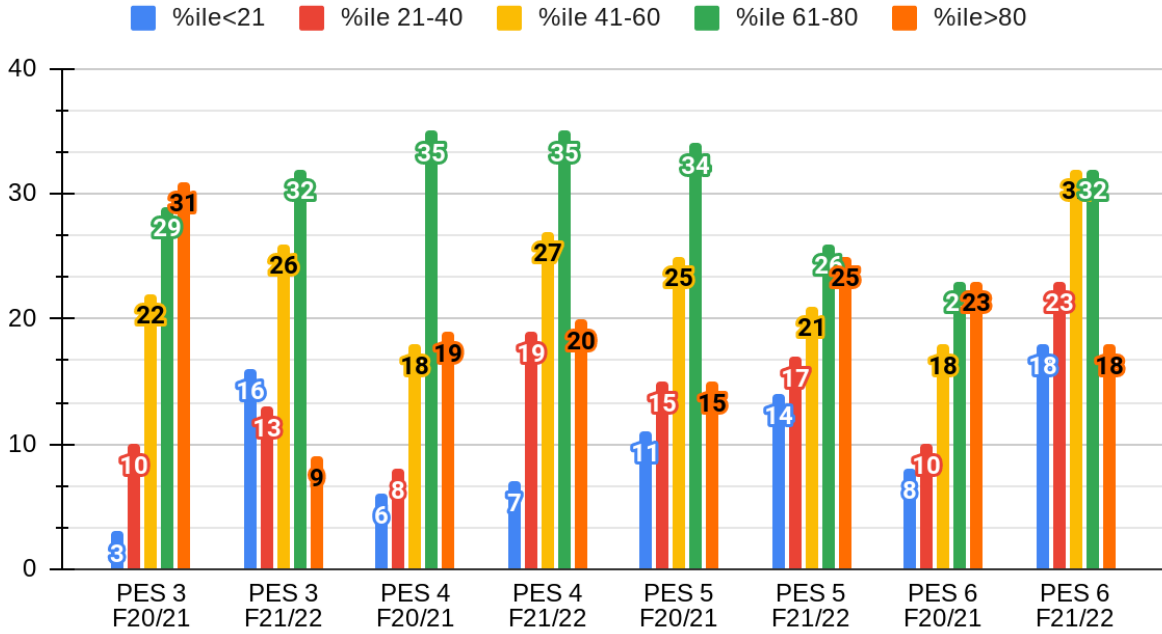




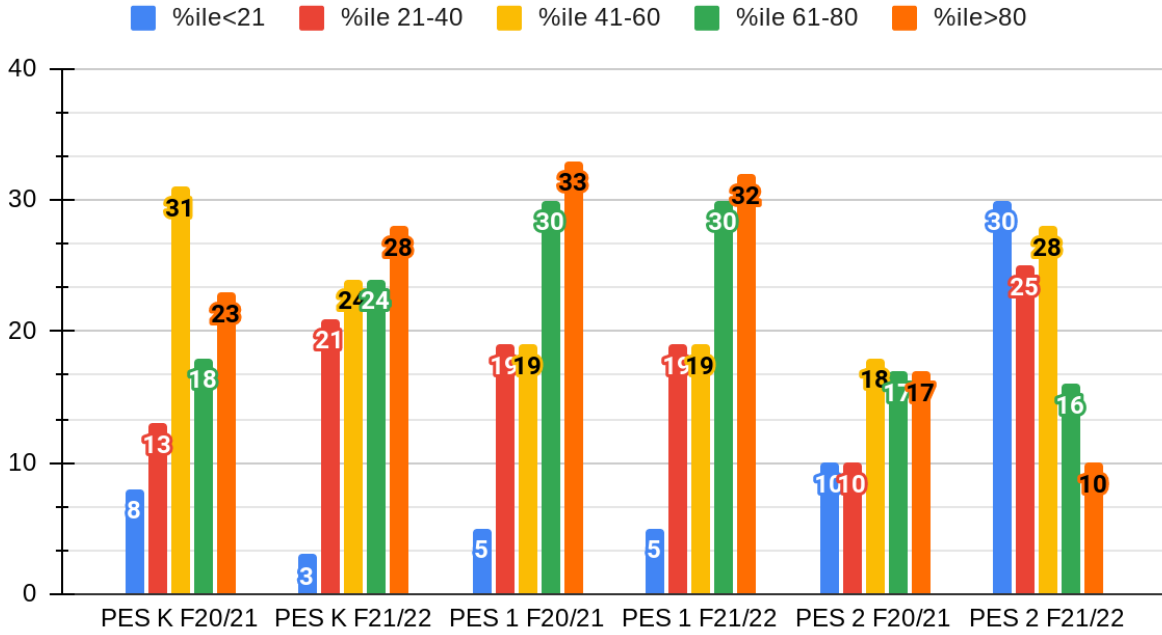
### Overall NWEA Math Percentages Gr. K-2



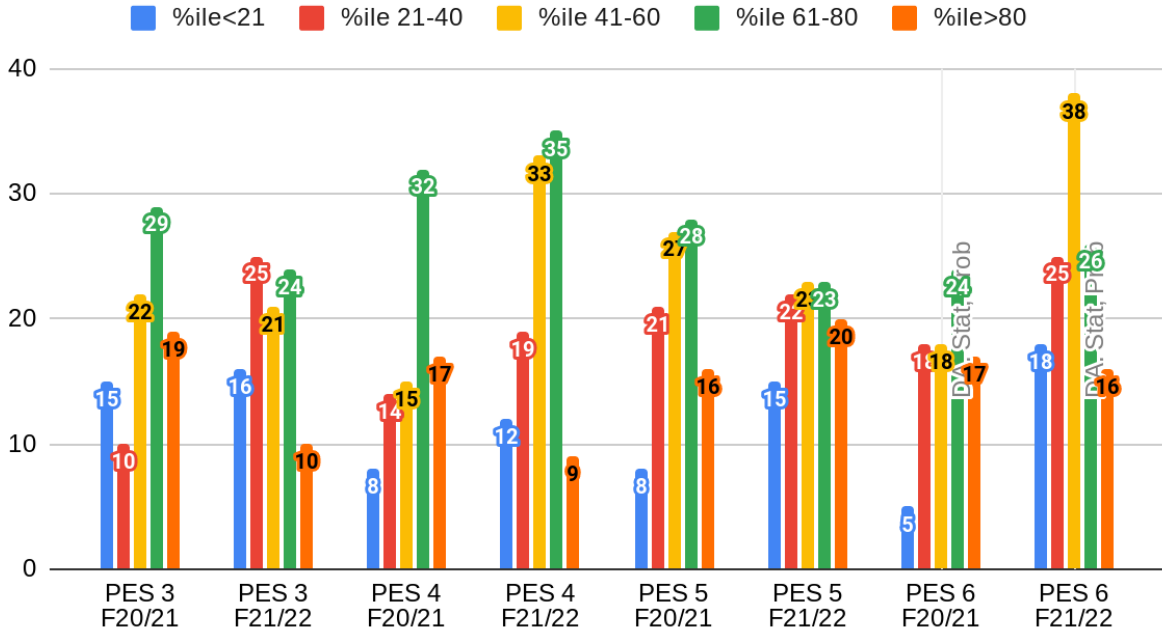
### Overall NWEA Math Percentages Gr. 3-6



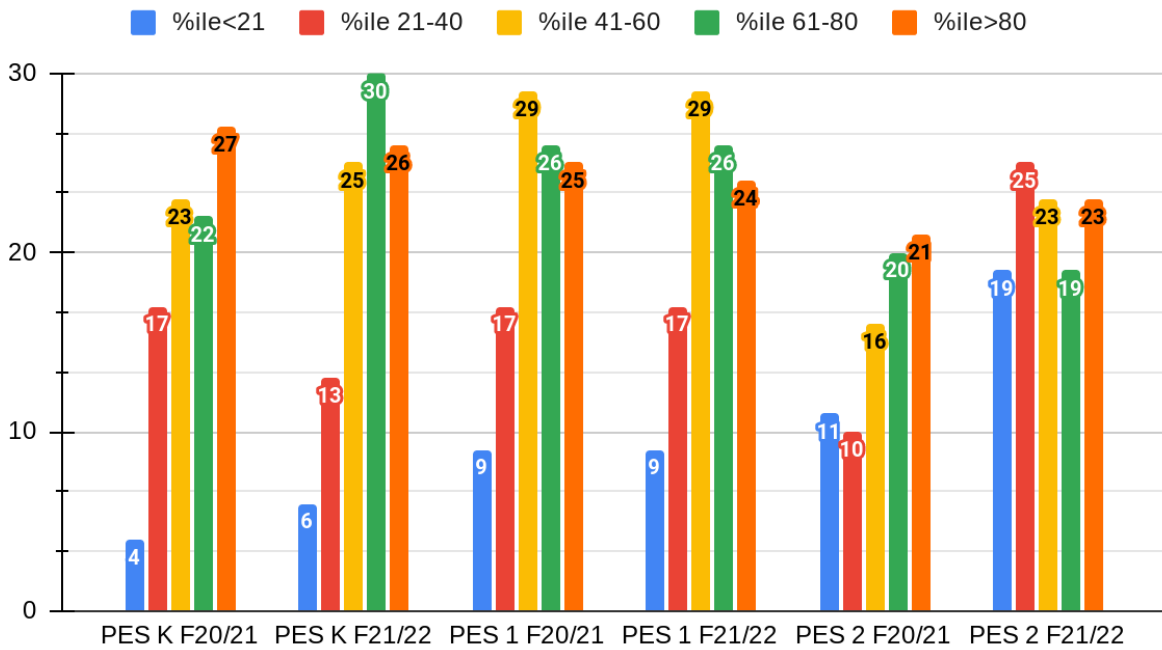
### Computation NWEA Math Percentages Gr. K-2



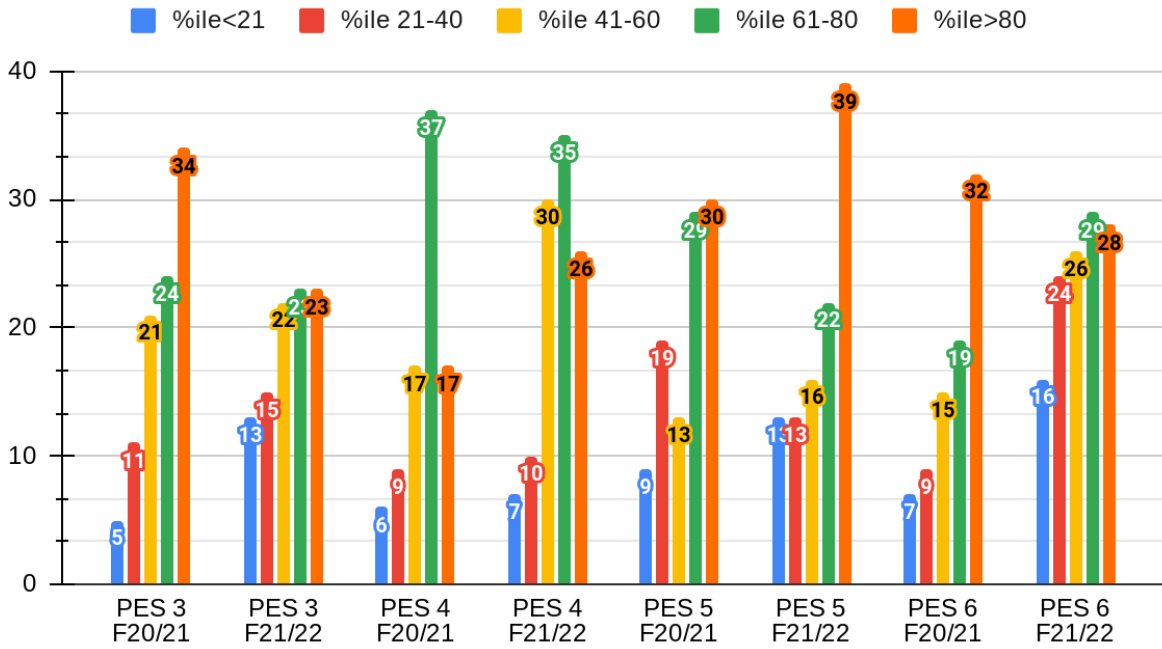
## Computation NWEA Math Percentages Gr. 3-6



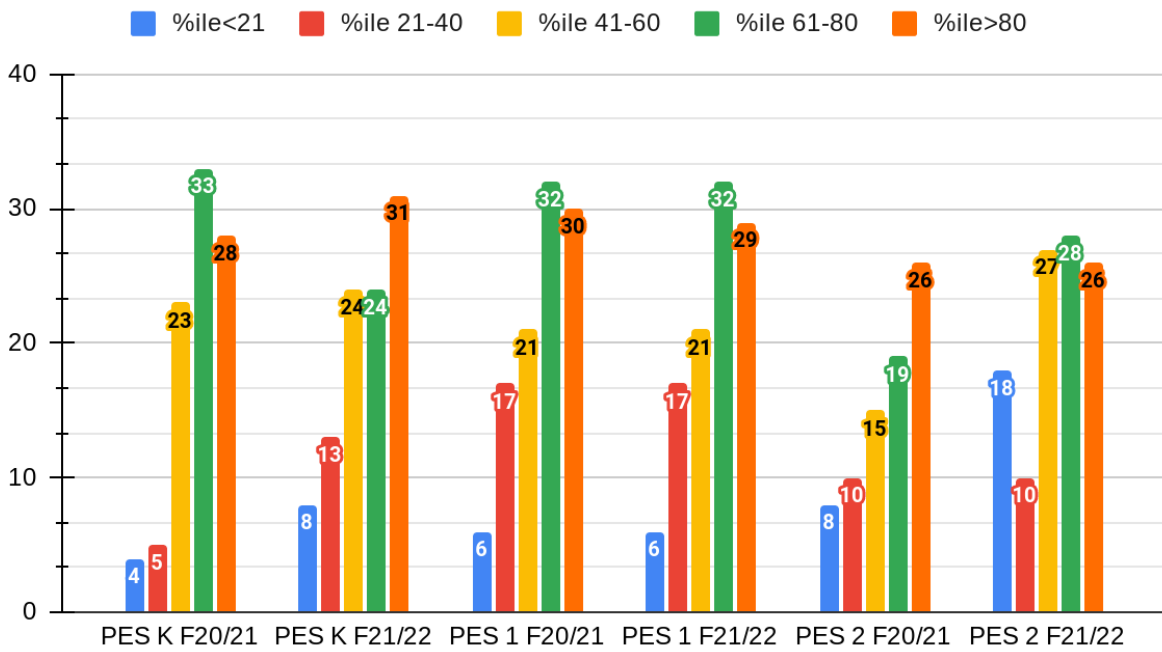
## Number Sense NWEA Math Percentages Gr. K-2



Number Sense NWEA Math Percentages Gr. 3-6

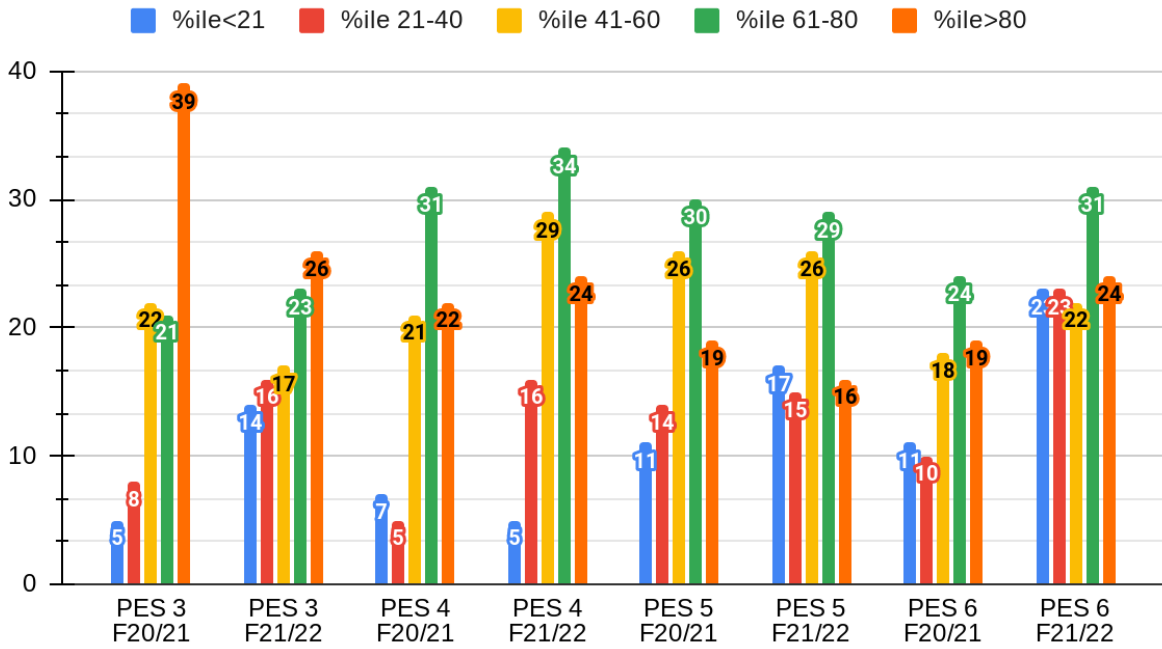


Geometry, Measurement, & Data: NWEA Math Percentages Gr. K-2

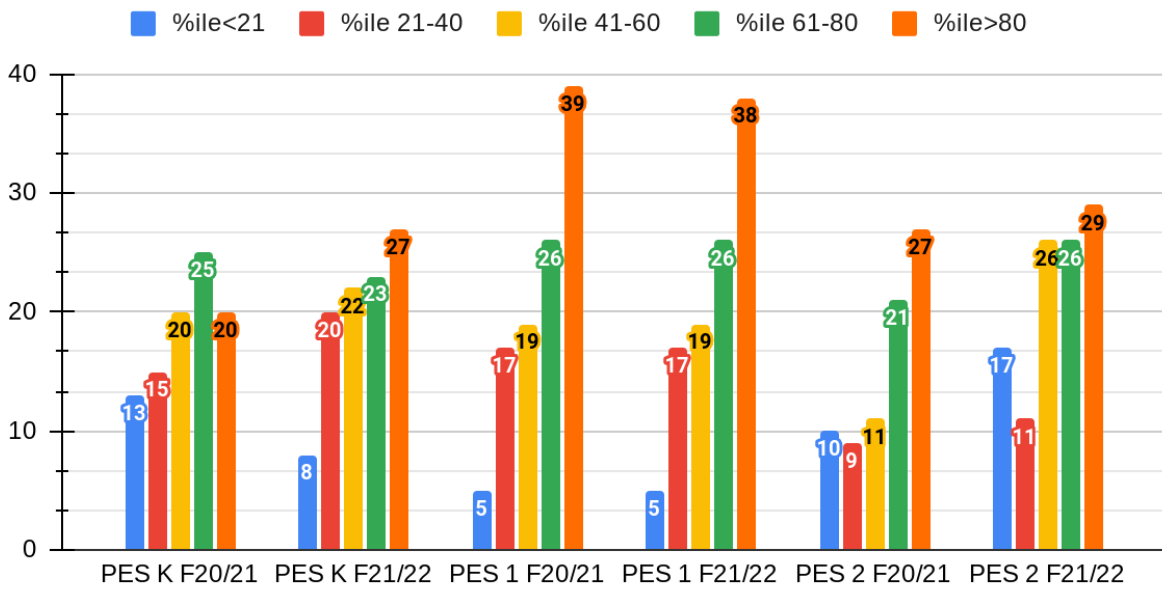




Geometry, Measurement, & Data: NWEA Math Percentages Gr. 3-6

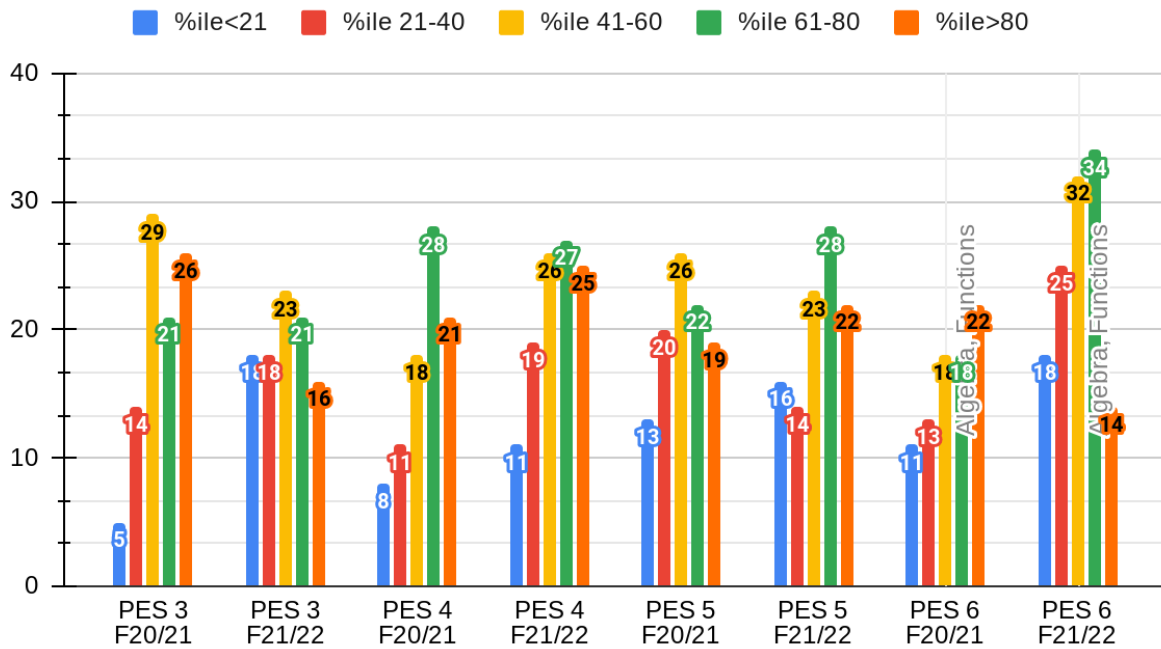


Algebraic Thinking: NWEA Math Percentages Gr. K-2



NWEA MATH

## Algebraic Thinking: NWEA Math Percentages Gr. 3-6

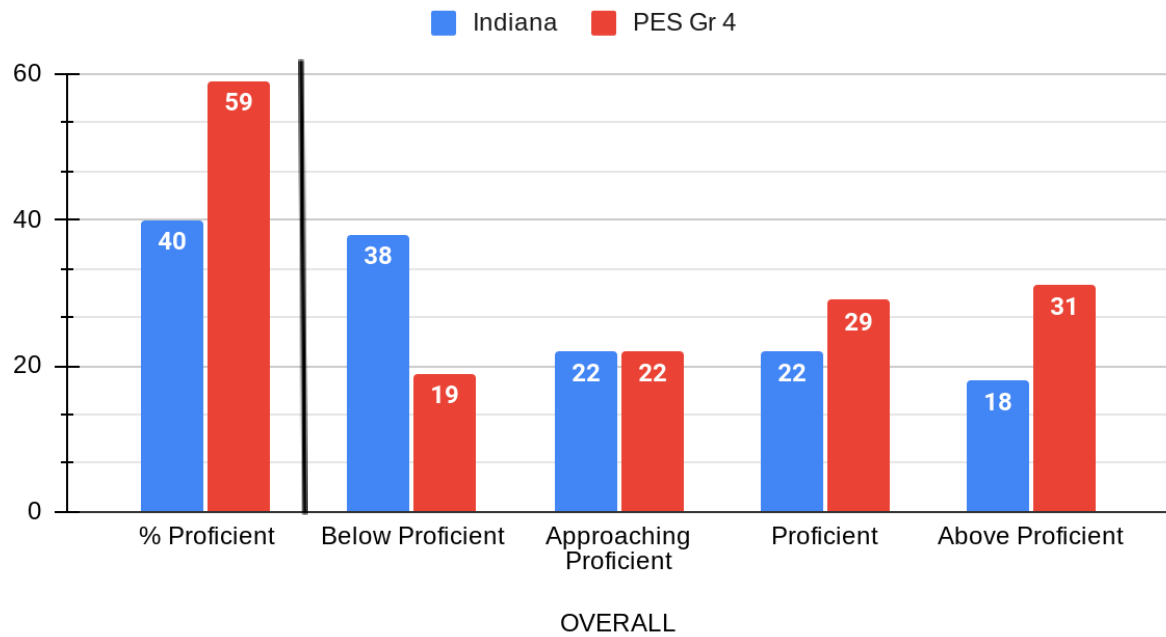


### NWEA Math Analysis

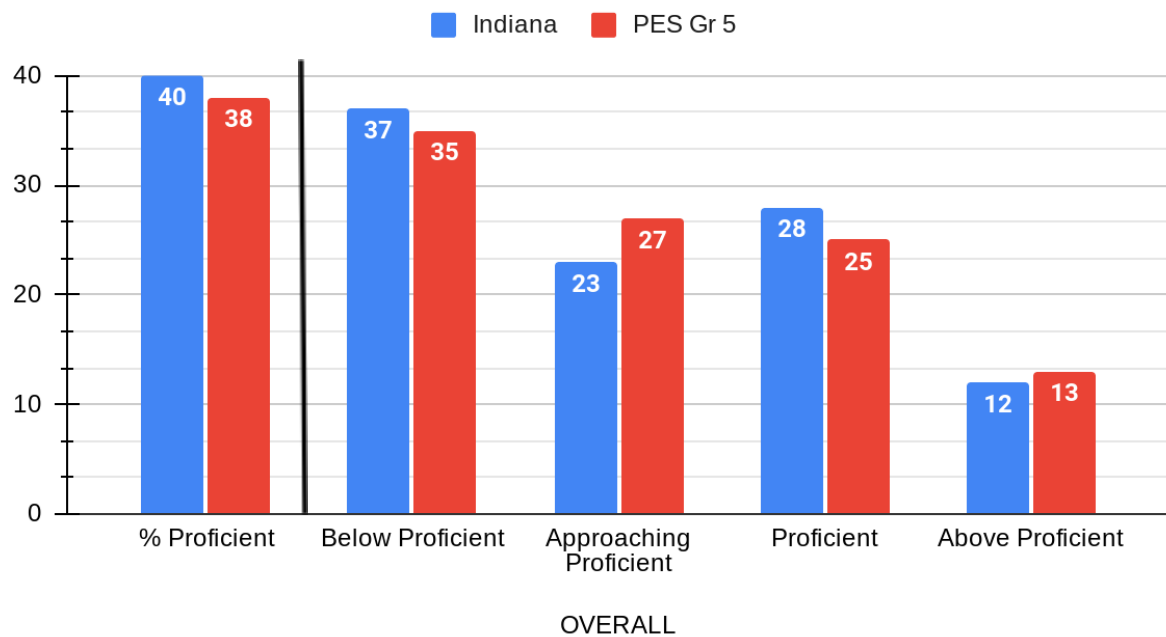
The NWEA Math data for second grade reflects in the percentile range of 0-60 (Lo, LoAvg, Avg) for Overall Math Percentage, Computation, and Number Sense a 10 percent increase from the Fall 20/21 to Fall 21/22 in the number of students scoring in these percentiles. In the areas of Geometry, Measure & Data, and Algebra skills, in that percentile range of 0-60, at least a 5 percent increase of the number of students scoring in that range is reflected for the second grade. The data reflects in the percentile range of 0-60 in fourth and sixth grade during the Fall 20/21 to Fall 21/22, an increase of 10 percent of students in most areas of Overall Math Percentage, Computation, Number Sense, Geometry, Measure & Data and Algebra Skills. Third grade data in the percentile < 21 (Lo) shows an increase of 10 percent or more of students in all areas of Overall Math Percentage, Number Sense, Geometry, Measure & Data and Algebra Skills, while Computation was almost equal during the Fall 20/21 to Fall 21/22 testing. Comparing the RIT scores by grade level the Males in first, second, third and fifth had a higher score than the females. (This would follow the national norm)

ELA iLEARN: Grade Level Proficiency vs State of Indiana Percentages Grades 3-6 Test Year 2020-2021

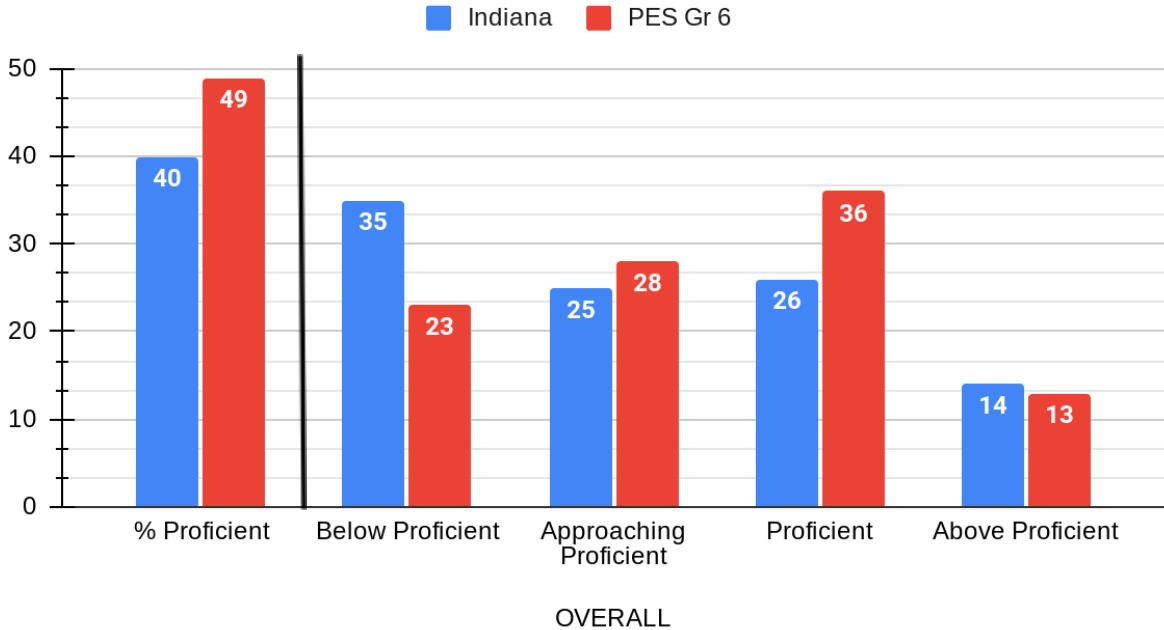
ELA ILEARN: Indiana vs PES Grade 4



ELA ILEARN: Indiana vs PES Grade 5

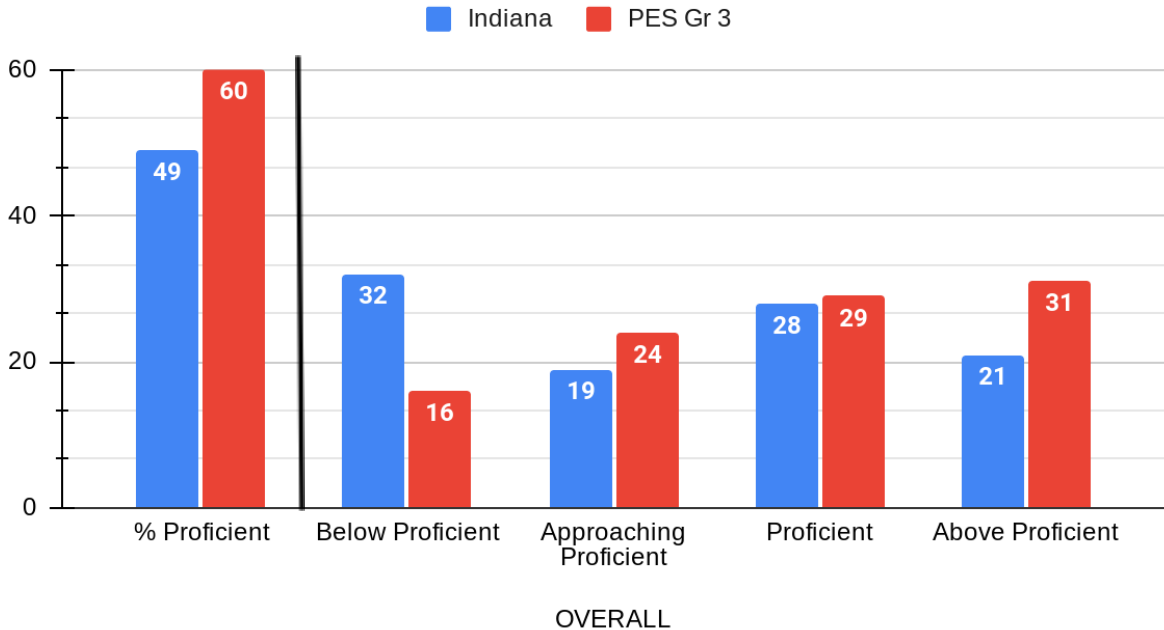


### ELA ILEARN: Indiana vs PES Grade 6

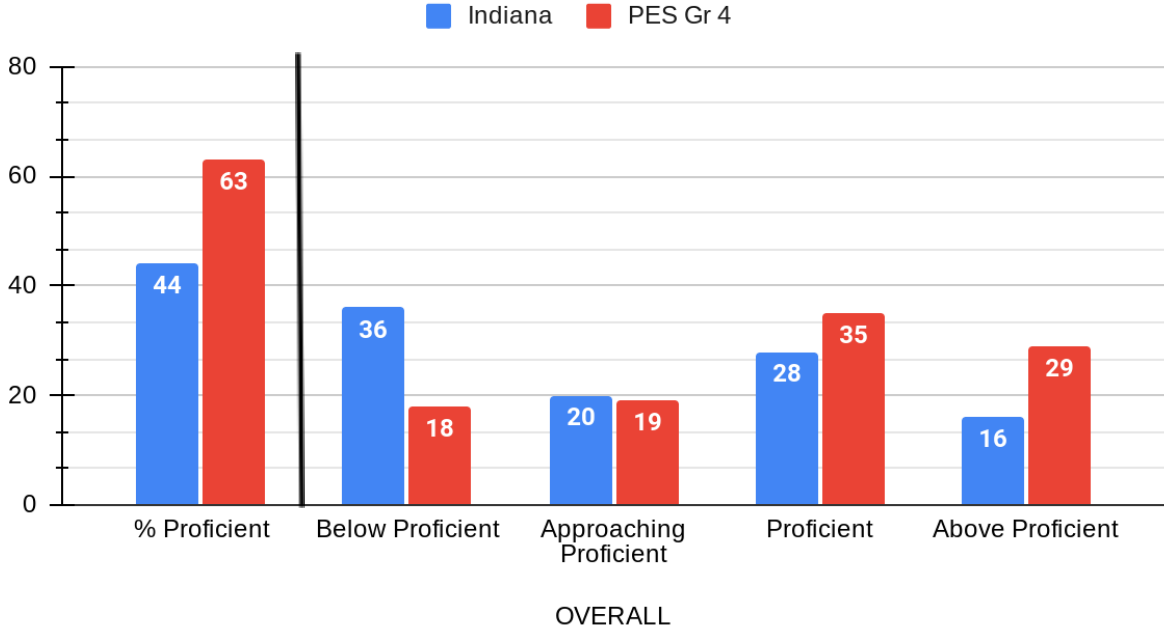


### Math iLEARN: Grade Level Proficiency vs State of Indiana Grades 3-6 Test Year 2020-2021

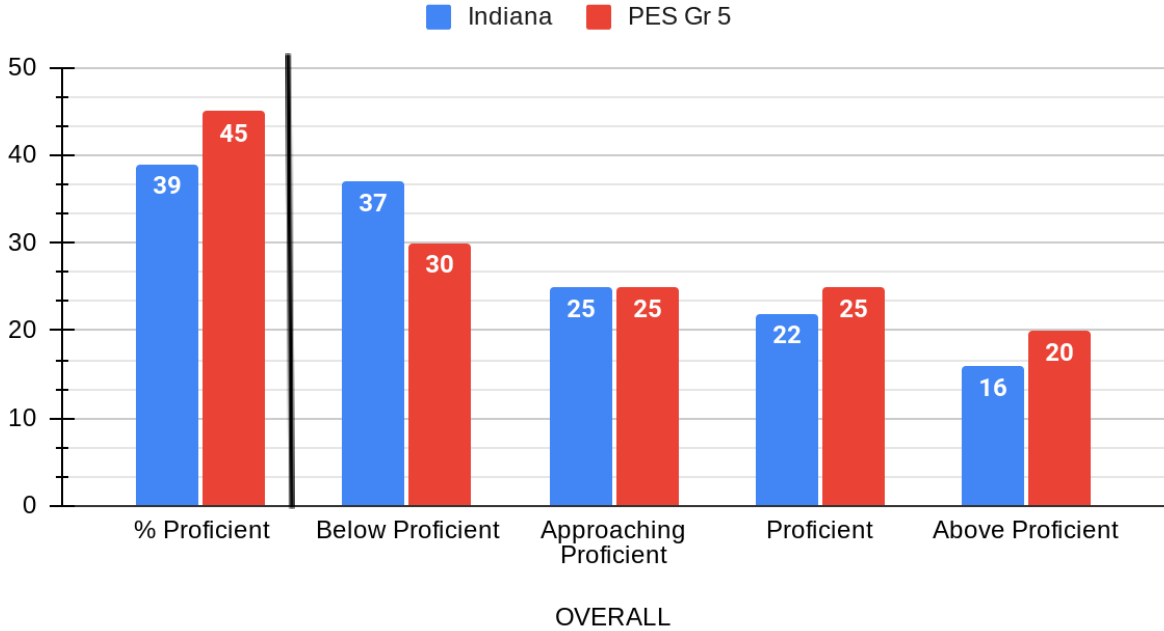
#### MATH ILEARN: Indiana vs PES Grade 3



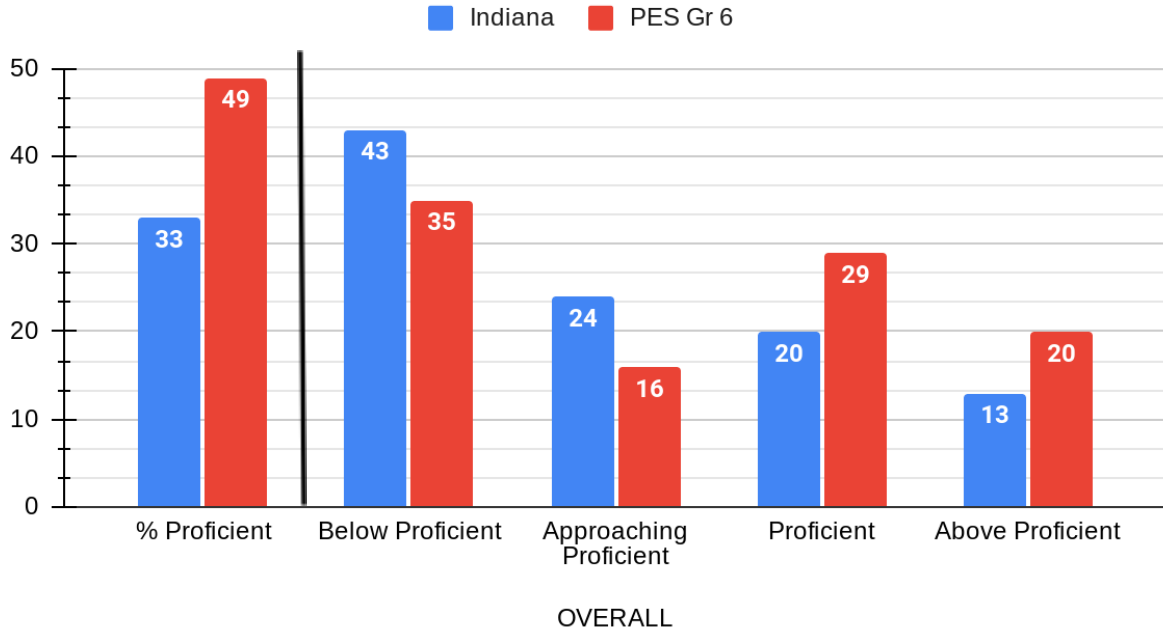
### MATH ILEARN: Indiana vs PES Grade 4



### MATH ILEARN: Indiana vs PES Grade 5



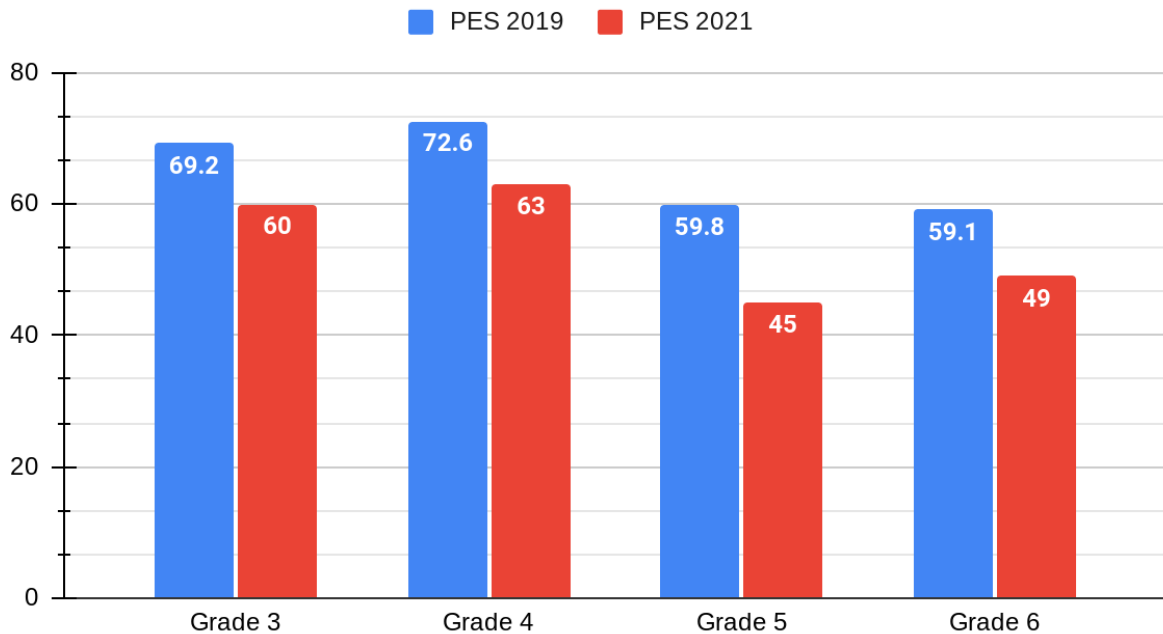
## MATH ILEARN: Indiana vs PES Grade 6



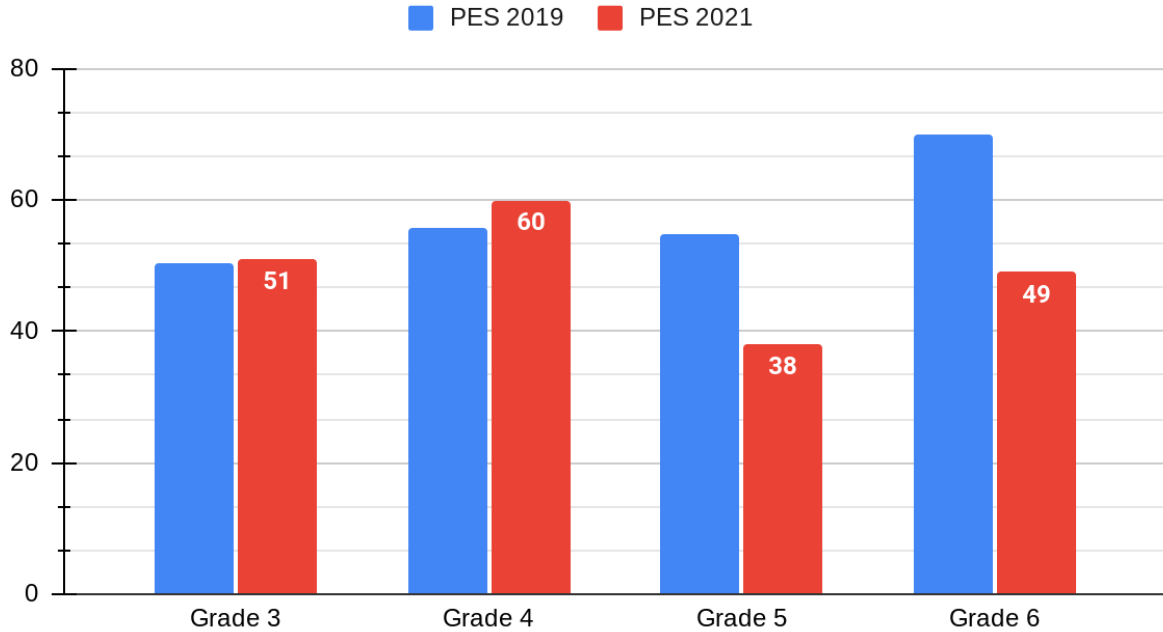
### ILEARN Analysis

In review of the data, the ILEARN scores that were proficient or above proficient for both Language Arts and math are consistently above the state average in most grade levels. The areas where the scores dropped were between 4th grade Language Arts and Math and 5th grade Language Arts and Math.

## ILEARN Math Comparison



## ILEARN Reading Comparison



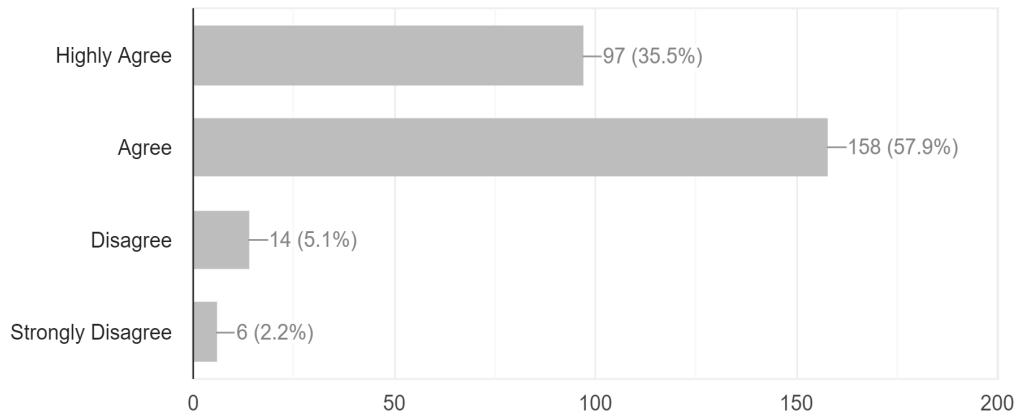
### **ILEARN 2019 vs. 2021 Comparison**

The comparison of ILEARN from pre-pandemic to during the pandemic is a telling sign of many concerns. While 3rd and 4th grade did slightly better in the current year for ELA only (which we believe was attributed to the interventions in place), 5th and 6th grade did lower in both ELA and math, and 3rd and 4th grade did lower in math. The Pendleton Elementary steering committee believes inconsistent learning practices affected student achievement, which is attributed to gap knowledge.

## PARENT RESPONSES

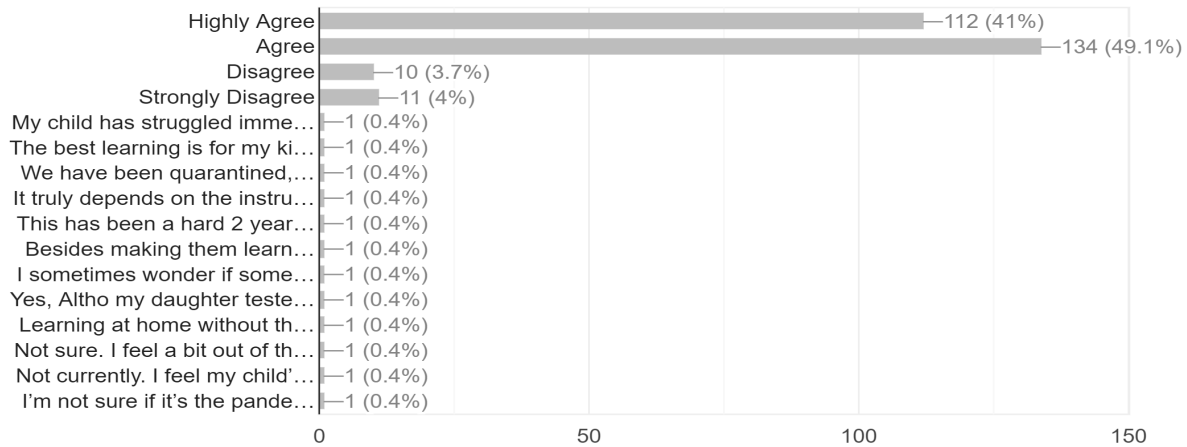
I feel there are resources available to me/ my child(ren), or structures in place to help my child(ren) if needed.

0 / 273 correct responses



I currently feel Pendleton Elementary School is providing great instruction and learning opportunities for my child(ren).

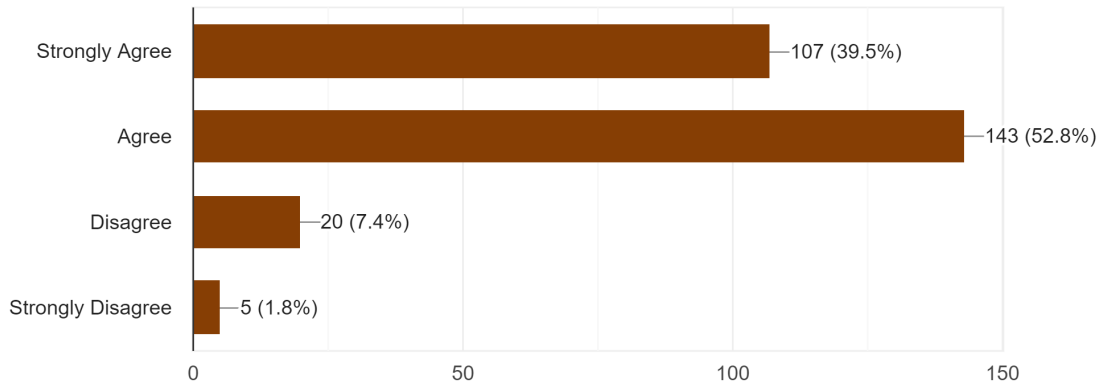
0 / 273 correct responses





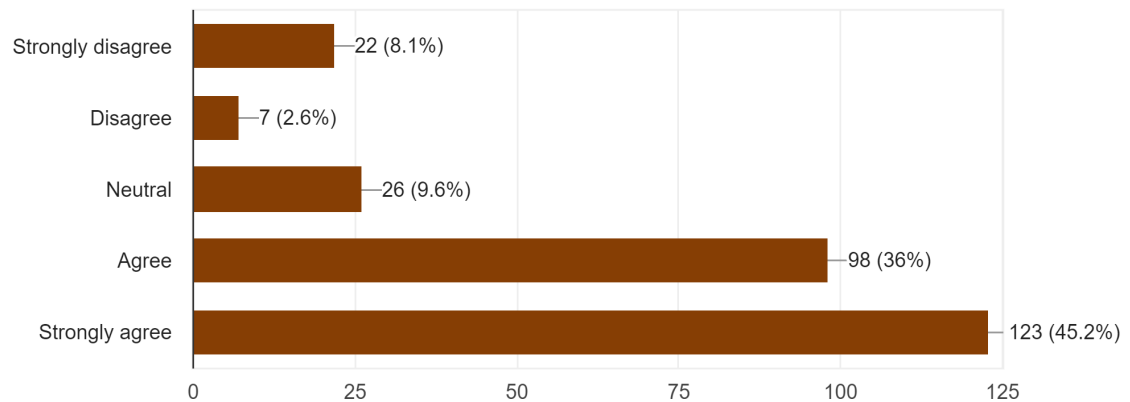
I currently feel my child(ren)'s academic work after school is reasonable.

271 responses



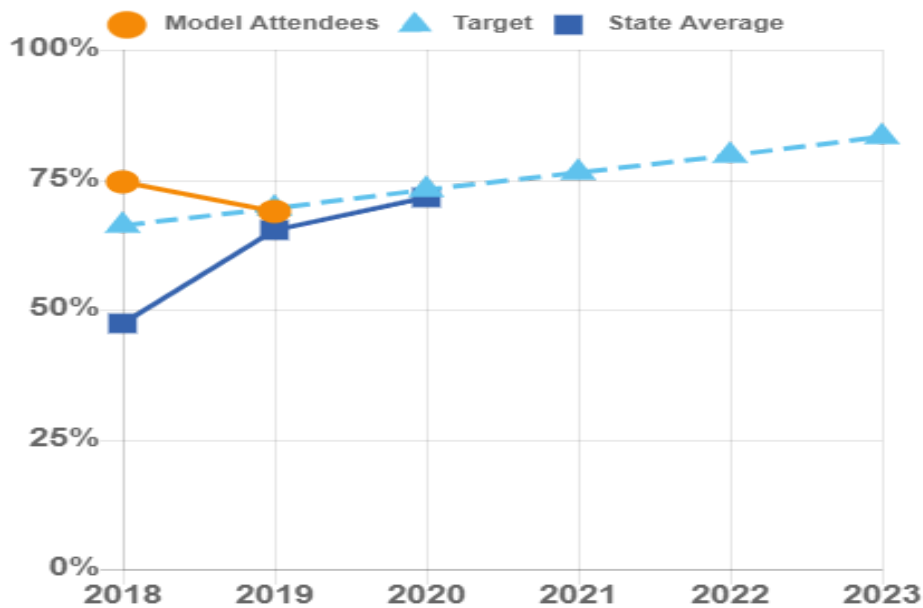
I feel like my child(ren)'s teacher/administrator/school has open and consistent communication with me.

272 responses



### **Parent Responses**

The surveys from a recent climate survey completed by parents yielded the perceptions that parents felt support structures exist, communication is consistent, instruction and curriculum are strong, after school work is reasonable. The last graph responses were intentionally derived to be in a different order to help assure an accurate reflection of perception by members of our community.



Student Attendance (ESSA changes)						
	2018-2019		2019-2020		2020-2021	
	PES	State	PES	State	PES	State
Model Attendance	74.6	47.3	69	65.3	Not measured yet	71.5
Persistent Attendance	62.7	62.8	53.1	61.9	Not measured yet	Not measured yet
Improved Attendees	17.5	17	19.5	18.3	Not measured yet	Not measured yet
Chronic Absenteeism	3.4	8.7	6	13.7	4	11.4

### **Attendance Analysis**

The first chart is based on guidance prior to 2018, where PES consistently met the corporation goal of 97%, and exceeded the state average. The next graph shows the attendance guidance under Every Student Succeeds Act (ESSA) from 2018-2020. Data shows (1) consistent years of model attendance above the state average, (2) persistent attendance mixed, (3) improved attendees higher than state average attendance, and (4) chronic absenteeism lower than the state average. The final graph shows a target growth over a four year period for Pendleton Elementary in respect to attendance. The data shows a drop in 2019 which falls just below the target. With the current environment, this outcome would continue to demonstrate the strength

of the school attendance policy. It is believed that even in the light of the pandemic, our model target attendance rate will still be above the state average, as our district elementary percentage for attendance rate was 91% last year.