Maple Ridge Elementary

School Improvement Plan

and

Comprehensive Needs Analysis

2021-2022

Table of Contents

School Profile

School, Community, and Education Programs

Maple Ridge Elementary (MRE) is a K-6 building that opened in August 2002. Maple Ridge is a part of the South Madison Community School Corporation (SMCSC) with a current student population of 795 students. The school is located in the southern part of Madison County and services areas of Fall Creek Township and Green Township. The areas encompass parts of the towns of Pendleton and Ingalls, as well a small portion of the town of Lapel, which annexed some of the property located in South Madison's boundaries in 2014. The community, with a land area of approximately 112 square miles, is experiencing minor fluctuations in student enrollment. Student attendance within the school corporation exceeded 4400 and was 4486 for the September 2019 ADM count.

- Maple Ridge has 88 staff members which include: administrators (2), office staff (2), counselor (1), nurse (1), teachers (31), resource teachers (4), resource assistants (9), special area teachers (4), instructional assistants (9), Title I assistants (4), Interventionists (2), Instructional Coach (1), E-learning/Media Specialist (1), custodians (5), cafeteria staff (5) and Kids Connection staff (4).
- The student to adult ratio at Maple Ridge is 9:1. The student to teacher ratio is 20:1. The average class size is 24 students per classroom.
- The Free and Reduced Lunch Program services approximately 39% of Maple Ridge students.

School's Beliefs:

- Do what is best for the children.
- Embrace new ideas promoting academic, social, and emotional growth.
- Utilize technology and teaching practices to broaden horizons.
- Establish life-long learning for every individual.
- Promote a safe, caring, and bully-free educational environment.

School Name: Maple Ridge Elementary School

School Number: 5064

Street Address: 8537 S 650 West

City: Pendleton

Zip Code: 46064

COMPREHENSIVE NEEDS ASSESSMENT

For implementation during the following years: 2021-2024

Principal: Valerie Steger	
Telephone: 765-778-3818 x4001	Email: vsteger@smcsc.com

Superintendent: Dr. Mark Hall	
Telephone: 765-778-2152	Email: mhall@smcsc.com

Contact for Grants: Dr. Laura Miller	
Telephone: 765-778-2152	Email: lmiller@smcsc.com

This is an initial three (3) year plan. **Yes**	This is a review/update of a plan currently in use. **No**

This school is identified as the following by the federal government: **Not identified as any of the following TSI, ATSI, CSI**

(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. **Maple Ridge Elementary is not a TSI school. No student groups are identified as underperforming.**

This school receives Title IA funding. **Yes**   Is the school's Title I program **S**choolwide or **T**argeted **A**ssistance? **Schoolwide**
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE ---

Schools that are required to conduct a comprehensive needs assessment (CNA) prior to developing a school improvement plan (SIP). The committee at Maple Ridge 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.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Valerie Steger	Principal	**Both CNA and SIP**	Math Leadership Team, Reading Leadership Team, MTSS, Social Emotional Learning Team, Safety Committee
Luke Bremer	Assistant Principal	**Both CNA and SIP**	Math leadership Team, Reading Leadership Team, Dyslexia Committee, Social Emotional Learning Team, Safety Committee
Jill Mohr	Instructional Coach	**Both CNA and SIP**	Reading Leadership Team, Math Leadership Team ,Dyslexia Committee
Chris Brown	5th Grade Teacher	**Both CNA and SIP**	Math Leadership Team
Joel Westman	Music Teacher	**Both CNA and SIP**	
Maria Holden	3rd Grade Teacher, Parent	**Both CNA and SIP**	Parent and Family Engagement
Heather Snodgrass	Kindergarten Teacher	**Both CNA and SIP**	Social Emotional Learning Team, Reading Leadership Team, Math Leadership Team
Heidi Moore	2nd Grade Teacher	**Both CNA and SIP**	Dyslexia Committee
John Lord	PTO President	**Both CNA and SIP**	Parent and Family Engagement
Dr. Laura Miller	Assistant Superintendent	**CNA**	Math Leadership Team, REading Leadership TEam, MTSS, Social Emotional 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. Maple Ridge Elementary's vision, mission, and goals align with the district's strategic plan.

District Vision: Success for all students.

School Vision: Maple Ridge Elementary is dedicated to the success of students, staff, parents, and community. We will accomplish this by providing a welcoming, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

District Mission:

School Mission:

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.

"One Team, One Mission: Success for All Students"

District Goals:

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, SMCSC 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.

Maple Ridge 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 Maple Ridge Elementary support the district's vision, mission and goals. Additionally, Maple Ridge Elementary will delve into directives from the Department of Education and Federal and State legislation to revise this plan accordingly each year.

SECTION A: Review Essential Information

Core Element 1: Curriculum

Description and Location of Curriculum
Maple Ridge Elementary utilizes the Indiana Academic Standards as a curricular framework. These standards can be viewed through the South Madison Community School website. Curriculum committees meet on a regular basis to ensure that any necessary revisions are made to the curriculum. This process includes researching best practices, participating in professional learning communities, and developing lessons and activities that incorporate differentiated instruction. The curriculum committees have created curriculum maps. Curriculum maps are accessible to all teaching staff through Google shared folders and drives.

Career Awareness and Career Development Curriculum
Maple Ridge Elementary implements employability skills through our Career Awareness and Development Curriculum in a variety of ways, including BizTown, 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.

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

Subject	Grade	Resource		Tier	Description		
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	
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-4	BrainPop and BP Jr.	Yes	Tier 1	Online resource provides engaging, age-appropriate learning for Social Studies standards.	Yes	
Social Studies	4	Map Skills, Scholastic	Yes	Tier 1	Workbook resource is a core component of social studies program.	Yes	
Social Studies	5-6	Impact Social Studies, McGraw-Hill	Yes	Tier 1	Textbook and online resources are core component of social studies program.	Yes	X
All subjects	K-6	EdPuzzle	Yes	Tier 1	Flexible online tool that provides interactive, visual and auditory learning designed by teachers with built in accountability	Yes	

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
Reading	K-6	Fast ForWord | Reading Assistant	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	
All subjects	K-6	MobyMax	Yes	Tier 1, 2	Differentiated learning for math, ELA, science, and social studies.	Yes	X
Science	K-6	Mystery Science	Yes	Tier 1	Inquiry-based learning through big questions to drive discussion	Yes	X
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	X
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):

- Maple Ridge Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCSC [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

Maple Ridge 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.

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	
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	
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	

Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process.	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
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	

Title I Schoolwide Program Focus
As a Title I Schoolwide School, the school implements programs and activities to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

To ensure students who have difficulty mastering content, the school implements the MTSS Response to Instruction (RTI) model for reading and mathematics. Through this model, 90 minutes of core reading and 60 minutes of core mathematics instruction are provided daily, constituting Tier 1. Tier II and Tier III provide small group intervention to students demonstrating need based on normed assessments, classroom performance, and progress monitoring. Assessments include benchmark (NWEA MAP), dyslexia screener (NWEA Reading Fluency, Rapid Naming, Words Their Way, and My Virtual Reading Coach), ILEARN, and classroom assessments. Students in Tier II will be provided progress monitoring every 2 weeks and Tier III are progress monitored weekly. Currently the school is rolling out Professional Learning Communities (PLC) to provide additional support for student learning. PLCs will expand the conversation and role of ongoing data to ensure student learning and improve instruction, cultivate a collaborative learning environment, and remove barriers to student success through a focus on results.
For students who demonstrate advanced levels of academic achievement, two layers of instruction provide support. First, the school follows the district's High Ability plan and provides HA cluster classrooms for all grade levels. This includes the opportunity for early entrance to kindergarten for students with birthdays between August 1 and October 1. Second, through the RTI model the success block permits teachers to group students for intervention, on-target learning, and accelerated learning. As with instructional achievement needs, this cycle is monitored on a unit of instruction bases, as well as, the annual review for HA students.

Finally, for students identified with specific needs (i.e. special education, English Learner), the district has established programming. Programming for special education provides a continuum of services including consultation, co-teaching, and when appropriate self-contained instruction. Services provided follow research-based protocols for learning and innovative, high-impact learning opportunities through the least restrictive environment.

Core Element 3: Assessment

Beyond the statewide assessments (i.e. ILEARN, IREAD, and I AM), Maple Ridge 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	
NWEA Reading Fluency	K-2	Screener	Online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension	Yes	
aimswebPlus	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	
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	
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	
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	

Check for Understanding, envision Math		Com. Form	In class formative assessment that provides teachers with information to differentiate instruction in an efficient and timely manner.	Yes	
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

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.	No	

Title I Schoolwide Decision-making Process

Teachers, staff, and grade level parent representatives are included in the decision-making process related to the use of academic assessments results for the intent of improving student achievement. Parent representatives are engaged throughout Title I planning meetings. This summer, there was a meeting to write the compact. A meeting in September 2021 to discuss the Title I family events and teacher professional development was held. At these meetings parents and teachers partner to determine the school needs, a variety of ways to engage all parents, and appropriate professional development to help teachers continue to foster open communication with parents.

Teachers within each grade level participate in data meetings to discuss student progress and benchmark results. In this data meeting, teachers, coaches, and administrators determine which students need intervention (Tier II and Tier III) and what intervention should the students participate in to best meet their needs.

Additionally, the SIP team is composed of teachers and parents to aid in determining the overarching goals and implementation strategies for those goals. This process includes annual review and updates, implementation development and review throughout the school year, and reflection on student, class, grade, and school data from a range of resources including assessment and other sources.

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	
A plan is in place to provide in-service training in the use of technology.	Yes	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	
There are established procedures for maintaining technology equipment.	Yes	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	

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

Maple Ridge Elementary implements employability skills through our Career Awareness and Development Curriculum in a variety of ways, including BizTown, 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 (JA/Biztown, 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 supports (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	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	

Core Element 7: Cultural Competency

When considering programming, strategies, and professional development, the demographics of the school are a consideration so as to provide students with the ability to understand, communicate with and effectively interact with people in the community, state, and world. It comprises being aware of one's own perspective and world experience, being open to others views and perspectives, and gaining knowledge of cultural practices around the world. Listed below are the ethnic, racial, language-minority, and socio-economic groups within the school's population. Strategies for inclusion and learning about cultural diversity are explored below. Cultural competency considerations are embedded throughout this document.

	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 at an Indiana school during prior years.

Describe strategies for increasing educational opportunities <u>and</u> 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.

Students have opportunities to learn about a variety of cultures through art and music, as well as, library books, read-alouds, and class novels, which offer 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, as well as classroom newsletters 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 learning, 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?

- Reading Series (Jill Mohr)
- Cultural Awareness Months (Dyan Bays)
- Second Steps Curriculum (Dyan Bays)
- Botvin (Dyan Bays)
- Media Center Book Selection Process (Ryan Cox)
- Video News/Announcements (Joel Westman/Lisa Cron)

Core Element 8: Review Attendance

Reduction of absenteeism is a top priority at Maple Ridge 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.   2020-2021: 97.85%   Three years ago: 7.6%

Attendance Rate for the following school years are: 2020-2021: 97.85%   2019-2020: 95.1%   2018-2019: 95.99%

What may be contributing to the attendance trend?

The attendance rate at Maple Ridge 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 2020-2021 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 Maple Ridge 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 Maple Ridge Elementary School, has a strong overall 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.

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 supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	

Core Element 9: Parent and Family Engagement

How does the school maximize family engagement to improve academic achievement?
Maple Ridge staff and administration believe that parental participation is a highly desired component in the success of our school. On the night before school starts, Maple Ridge 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 Maple Ridge makes continual positive contact with parents. Maple Ridge offers opportunities for Grandparent Involvement in the Fall. Title I Parents events are held for Maple Ridge families throughout the school year. Parent involvement goes beyond the evening events, parents partner with the school to chaperone field trips, work in classrooms, and are 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

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

Maple Ridge 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. Maple Ridge provides a bi-weekly newsletter, School Messenger contacts, emails, and phone calls to disseminate information.

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 Maple Ridge 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). Maple Ridge 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 challenges. 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.

Maple Ridge staff and administration believe that parental participation is a highly desired component in the success of our school. On the night before school starts, Maple Ridge 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 Maple Ridge makes continual positive contact with parents. Maple Ridge hosts a Grandparent's night every fall. Title I Parents events are held for Maple Ridge families throughout the school year. Parent involvement goes beyond the evening events, parents partner with the school to chaperone field trips, work in classrooms, and are available as needed to support our students. Maple Ridge 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. Maple Ridge provides a bi-weekly newsletter, School Messenger 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 an annual Title I meeting at which time the parent-student-school compact is discussed. Parent feedback, as well as other stakeholders, and best practices guide the development and implementation of the schoolwide plan and 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

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

Funds will be coordinated but not consolidated for Title I, Title II, NESP/Title III, and the Education fund. Coordination of funding is managed by the Assistant Superintendent of Elementary Instruction and Curriculum, in consultation with other district and school administrators, the district treasurer, and other educators (e.g. Instructional Coaches, SEL/BX Coach, and Counselors). South Madison is fortunate to have an administrative team that works closely together to coordinate funding from all grants (i.e. federal, state and competitive). Grants are considered and reviewed by multiple staff members including both Assistant Superintendents, Treasurer, and Superintendent, as well as ongoing consultation with building administration, the Director of Special Education, various educational coaches, and educator leadership teams.

Internal controls are established by the Business Manager and based on Indiana laws, district policy, and best fiscal practices. Budgets are established based on School Improvement Plans, the Board of School Trustees Strategic Plan, school report cards, IDOE regulations and programming, and individual department or grade level needs. While each federal grant has its own silo for funding, coordination is maximized to benefit students.

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

The district is aware of the opportunity to consolidate; however, at this time has opted to coordinate programming under the guidance of the district strategic plan, a district comprehensive analysis, school improvement plans, and the Title I schoolwide plan.

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

School leaders have developed a systematic procedure for receiving records regarding students who transfer from Head Start and early childhood education programs that include parental consent. Communication between educators at each level has been established and where appropriate parents are included.

In addition, South Madison belongs to a special education cooperative that provides comprehensive, educational evaluation for children two and a half to five years of age residing within the school district's attendance boundaries. The district's team aides in the transition from these programs to school.

Maple Ridge Elementary offers opportunities for incoming Kindergarten students to tour the building, meet all teachers, sit through some basic lessons, and ride on a bus. All of these activities are viewed by parents and this experience is called Kindergarten Blast Off. Prior to Kindergarten Blast Off, incoming Kindergarten students and their families complete their school registration by attending Kindergarten Round up. This is a time for students to meet teachers, receive a pre-screening of skills, and parents have the opportunity to register their child and turn in all essential paperwork.

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

South Madison diligently endeavors to hire highly qualified teachers who hold appropriate licensure. To this the district strives to provide a competitive salary and benefits package, a family culture environment, and a breadth of opportunity for professional growth. In addition to the hiring practices of a multi-layer interviewing process with a team, including background and reference checks, the district invests heavily in professional development.

Beyond a range of evidence-based professional development activities that are provided to meet the personalized professional development, all teachers new to South Madison participate in an induction academy prior to the start of school and are supported through mentoring. Since the quality of a teacher is one of the most important school-level factors in student achievement (Marzano, 2003, Rivkin, Hanushek, Kain, 2005) and induction programs have been shown to support effective practices for new teachers (Feiman-Nemser, 2001; Ganser, 2002), an induction program is a critical component of a solid start to a career at South Madison. Additionally, exemplary teachers mentor new teachers. The district has shifted from a mentor-mentee approach to a mentoring team approach. Based on educator retention and induction programming research and end-of-the-year feedback from previous new teachers, the multi-layer approach includes an induction program, curriculum alignment mentors who are highly qualified teachers and whose instruction aligns best with the new teachers, and highly qualified district/building coaches to provide a wealth of resources for the teacher who is new to South Madison.

Highly Qualified Instructional Staff

Staff Name	Assigned Class/Subject	Licensure/Certification
Steger, Valerie	Principal	Building Level Administrator General Elementary
Bremer, Luke	Assistant Principal	Building Level Administrator Elementary Primary Generalist Elementary Intermediate Generalist
Bays, Dyan	School Counselor	School Counselor English-Secondary
Mohr, Jill	Instructional Coach	General Elementary
Cox, Ryan	Media and eLearning Specialist	General Elementary Computer
Prather, Miranda	SEL/BX Coach	General Elementary Learning Disabled MIld intervention
Foster, Amber	Grade K Teacher	Elementary Generalist
Miller, Sarah	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Snodgrass, Heather	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Wilkins, Amanda	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Wright, Molly	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Bricker, Genesis	Grade 1 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Cox, Keeley	Grade 1 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist

Diedrich, A Kirsten	Grade 1 Teacher	General Elementary Science
Ray, Amy	Grade 1 Teacher	General Elementary
Bollman, Belinda	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Moore, Heidi	Grade 2 Teacher	General Elementary
Reed, Elizabeth	Grade 2 Teacher	Elementary Generalist
Reth, Meaghan	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Reading
Sutton, Jennifer	Grade 2 Teacher	General Elementary
Burt, Emily	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist MIld intervention
Corn, Sheila	Grade 3 Teacher	General Elementary
King, April	Grade 3 Teacher	General Elementary
Ezell, Allison	Virtual Teacher	Elementary Primary Generalist
Holbert, Angela	Grade 4 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Summerall, Bradi	Grade 4 Teacher	Elementary Generalist
Brown, Christopher	Grade 5 Teacher	General Elementary
Hessler, Brytni	Grade 5 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Oliver, Brian	Grade 5 Teacher	General Elementary
Habben, Doug	Grade 6 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Hunter, Hayley	Grade 6 Teacher	Elementary Generalist Language Arts Teachers of English Learners
Paulsen, Emily	Grade 6 Teacher	Elementary Intermediate Generalist

		Elementary Primary Generalist MIld intervention
Turner, Allison	Grade 6 Teacher	General Elementary
Waters, Kendra	Grade 6 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Cron, Lisa	Art Teacher	Visual Arts
Snyder, Ashley	Computer Teacher	Elementary Intermediate Generalist Elementary Primary Generalist MIld intervention
Westman, Joel	Music Teacher	Instrumental and General Music Vocal and General Music
Rehmer, Elizabeth	Speech Pathologist	Speech Pathologist Sp/Lang Path
Barkdull, Alisa	Teacher Special Ed	General Elementary Learning Disabled MIldly Mentally Handicapped Seriously Emotionally Handicapped
Cunningham, Michelle	Teacher Special Ed	General Elementary MIldly Mentally Handicapped
Hauser, Sara	Teacher Special Ed	Learning Disabled MIldly Mentally Handicapped

Highly Qualified Paraprofessional Staff

Paraprofessional's Name:	Assignment:	Indicator of HQ Status
Laura Bordenkircher	General Ed IA	college
Kylie Cunningham	Title 1	Bachelors of Science Degree

Sharli Davidson	Title 1	college
Tessa Denen	Resource IA	college
Alicia Dotts	Resource IA	Needs to take Praxis
Leah Dummel	Title 1	Associate degree
Tizrah Ellett	Gen Ed IA	Associate degree
Jacqueline Gardner	Resource IA	Passed the Praxis ParaPro Exam
Reagan Goss	Media Assistant	2 years of college
Kelli Green	Resource IA	Bachelor degree
Kimberly Helmer	Title 1	Bachelor degree
Misty Hiatt	General Ed IA	college
Christy Keesling	Resource IA	1000 hrs. experience
Nicole Kuckewich	Title 1	Bachelor degree
Alyssa Kummick	Resource IA	college
Suzanne Kunz	Gen Ed/Fitness IA	Professional development, +1000 hrs work w/children
Aubree Lanman	Virtual/EL IA	Bachelor Degree
Raeanna Leever	Resource IA	College
Marta Nunley	Adult Support	Passed the Praxis ParaPro Exam
Tracy Oler	Adult Support	Professional development, +1000 hrs work w/children
Lauren Simpson	Title 1 IA	college
Suzanne Slyford	Resource IA	1000 hours experience
Michelle Thompson	Gen Ed IA	Associate degree
Kailey Whitaker	Gen Ed IA	Associate degree

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, Maple Ridge 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)		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	X	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		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community	**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**					
X	Staff Attendance						

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

Core Element #	Core Element	Item
1	SuperKids Reading, Zander- Bloser	Textbook, readers, and online resources are core components of reading program.
1	Reading/Language Arts	Textbook, readers, and online resources are core components of reading program.
1	Impact Social Studies, McGraw-Hill	Textbook, readers, and online resources are core components of social studies program.
1	My Virtual Reading Coach, Mindplay	Evidence- based online reading program that differentiates instruction based on student data.
1	Moby Max	Differentiated learning for math, ELA, science, and social studies.
1	Mystery Science	Inquiry-based learning through big questions to drive discussion.
2	Instructional Program	The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.
2	Instructional Program	A variety of instructional strategies are employed to meet diverse learning needs of students.
2	Instructional Program	Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.

2	Instructional Program	Teachers work collaboratively to support and refines instructional effectiveness (e.g. with feedback, coaching, etc.)
3	Reading and math series assessments	In class formative assessment that provides teachers with timely information to differentiate instruction.
6	Safe and Disciplined Environment	Practices are in place to develop and maintain a positive school climate between staff, students, and families.
6	Safe and Discipline Environment	A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.

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 area that the committee believes will impact the goals the most is a focus on curriculum and instruction in reading and math. The school is in the process of professional learning community implementation which will focus on curriculum, instruction, assessment, and best practices. This practice will also focus on remediation and enrichment opportunities for students.

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 revised to continue growth of the professional learning communities that will address concerns with curriculum, assessment, and support means for staff and st;udents.

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.

Step 2: Evaluate Progress on Current School Goals

Goal 1   Measurable outcome met?   No

Maple Ridge Elementary will improve student reading achievement and growth as measured by NWEA.

Measurable Objective:
By Spring 2023, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Reading projected growth goal. Currently an average of 47% of students are meeting or exceeding his or her growth goal on his or her NWEA Reading.

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 a relatively new state test, this comparison would also be relevant to 'meeting proficiency or above' on ILEARN at this time.

Strategy:
By working within grade level Professional Learning Communities (PLC's), and with the support of district and building administration as well as Instructional Coaches, the staff is able to coordinate and develop strategies for the teaching and assessing of the Indiana Academic Standards with an intentional focus on subgroups containing standards and/or students with the greatest area of growth needed.

Evidence of success, including progress monitoring:
NWEA COY (Covid-19)

If the goal was not met, explain why.

NWEA Reading growth was measured from Fall 2020 to Winter 2021. During this time period 47% of students met their reading goal. This was a decrease from the prior year of 59% of students reaching their goal. The committee agrees that this goal still needs to be maintained due to the effects of the global pandemic and academic success on students. With the PLC process being implemented in math only, the committee would like to continue this process, including a reading PLC implementation in January 2022 to see the impact.

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

Goal 2   Measurable outcome met?   No

Maple Ridge Elementary will improve student math achievement and growth as measured by NWEA.

Measurable Objective:
By Spring 2023, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Math projected growth goal. Currently an average of 48% of students are meeting or exceeding his or her growth goal on his or her NWEA Math.

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 a relatively new state test, this comparison would also be relevant to 'meeting proficiency or above' on ILEARN at this time.

Strategy:
By working within grade level Professional Learning Communities (PLC's), and with the support of district and building administration as well as Instructional Coaches, the staff is able to coordinate and develop strategies for the teaching and assessing of the Indiana Academic Standards with an intentional focus on subgroups containing standards and/or students with the greatest area of growth needed.

Evidence of success, including progress monitoring:
NWEA EOY (Covid-19)

If the goal was not met, explain why.

NWEA Math growth was measured from Fall 2020 to Winter 2021. During this time period 48% of students met their reading goal. This was a decrease from the prior year of 60% of students reaching their goal. The committee agrees that this goal still needs to be maintained due to the effects of the global pandemic and academic success on students. With the PLC process being implemented in math in September 2021, the committee would like to continue work on this goal to see the impact of action steps.

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

SECTION C: Analysis

Gap 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
On the NWEA assessment, 70% of students will meet their growth goal in reading.	Yes	On the NWEA reading assessment, 48% of students met their growth goal.	This growth goal was a comparison of Fall 2020 to Winter 2021 scores, not from Fall to Spring. Our lowest growth achieving grades on this data collection period were: Kindergarten, 4th Grade, 5th grade, and 6th grade who all had growth rates below the 48% average. Maple Ridge Elementary would like 70% of students at each grade level to meet their growth goal on NWEA Reading.	x	1
On the NWEA assessment, 70% of students will meet their growth goal in math.	Yes	On the NWEA math assessment, 47% of students met their growth goal.	This growth goal was a comparison of Fall 2020 to Winter 2021 scores, not from Fall to Spring. Our lowest growth achieving grades on this data collection period were: Kindergarten, 4th Grade, and 5th grade who all had growth rates below the 47% average. Maple Ridge Elementary would like 70% of students at each grade level to meet their growth goal on NWEA Math. The implementation of the PLC process will add another layer of support on this content area for reteaching, enrichment, and most importantly improving best teaching practices.	x	1
Maple Ridge will meet a 97% attendance rate for all students.	Yes	2020-2021: 97.8%	Maple Ridge Elementary has not met this attendance rate largely due to the global pandemic. With the district adopting masking policies and	x	3

		2019-2020: 95.1% 2018-2019: 95.99% 2017-2018: 96%	updated Department of Health quarantine guidance, more students are able to attend in-person schooling on a regular basis.		
Professional Learning Communities will prioritize standards and utilize best practices in teaching in order to provide enrichment, remediation, and ultimately a collaborative equitable approach to educating all students.	Yes	Data is starting to be used in all grades to identify priority standards and determine students needing enrichment activities and opportunities for remediation.	The 2021-2022 school year begins a gradual implementation of the PLC process in Math. There is still room for growth as professionals and areas of this process that need additional refinement and streamlining.	x	2

Root Cause Analyses

Identified Priorities from Previous Chart	List Root Cause(s)
On the NWEA assessment, 70% of students will meet their growth goal in reading.	The Covid-19 Global Pandemic has created gap areas in the knowledge of students. Due to inconsistencies with a variety of learning formats (in person, virtual, hybrid, or quarantine) student exposure and mastery of content has been varied and has affected student achievement. Additionally, a need for consistency in curricular structure has led to an increased need for processes to guarantee a viable consistent curriculum.
On the NWEA assessment, 70% of students will meet their growth goal in math	The Covid-19 Global Pandemic has created gap areas in the knowledge of students. Due to inconsistencies with a variety of learning formats (in person, virtual, hybrid, or quarantine) student exposure and mastery of content has been varied and has affected student achievement. Additionally, a need for consistency in curricular structure has led to

	an increased need for processes to guarantee a viable consistent curriculum.

SECTION D: School Improvement Plan and Professional Development Plan

Possible Funding Sources		
Title IA Title II Title III Title IV	High Ability Early Literacy Formative Assessment Grant HB 1008, ECESC	Education Fund

School Improvement Plan

GOAL and Measurable Objective 1	Maple Ridge Elementary will improve student reading achievement and growth as measured by NWEA. By Spring 2024, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Reading projected growth goal. Currently an average of 47% of students are meeting or exceeding his or her growth goal on his or her NWEA Reading.			
Data Checkpoints (dates)	October 1, 2021	January 5, 2022	May 6, 2022	
Evidence at Checkpoints	Growth Scores on beginning of year NWEA	Growth Scores on middle of year NWEA	Growth Scores on end of year NWEA	
Evidence- Based Strategy 1	Research based, PLC strategy implementation. The Reading PLC process will allow for consistency with teaching practices, and development of enrichment and intervention practices.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	To expand grade level collaboration and improve overall instruction teachers and administration will continue learning about the PLC process and	August 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Leaders Jill Mohr, Instructional Coach	Discussion and planning for Reading PLC implementation. Pilot PLC occurring with teachers of at a

	implement it in Reading.			
Action Step 2	To expand grade level collaboration and improve overall instruction, professional learning communities, PLCs, implementation will begin.	January 2022- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal	Building procedures are established for the Reading PLC process by administration and the leadership team through monthly meetings.
Action Step 3	Grade levels will utilize the PLC Reading process to create common assessments and develop opportunities for enrichment and remediation.	January 2022- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Leaders Grade Level Teachers Jill Mohr, Instructional Coach	Improved understanding of student interventions, common assessments and data that can be utilized for remediation and enrichment.
Evidence- Based Strategy 2	To expand knowledge of best teaching practices and create fidelity with ELA schoolwide implementation, grade levels will receive ongoing training.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	MRE teachers will build their knowledge base of Recipe for Reading Strategies and regularly implement these strategies for improvement in Phonemic knowledge	August 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Jill Mohr, Instructional Coach Special Education Teachers Grades K-2 Teachers Instructional Assistants supporting Grades K-2	Observable implementation of RFR strategies daily. Improved knowledge base of phonemic strategies
Action Step 2	MRE teachers will	August 2021- May 2022	Valerie Steger, Principal	Students in Grades 2-6 have

	implement Writable to improve writing and allow peer review.		**Luke Bremer, Assistant Principal** **Grade 3-6 Writing Teachers** **Ryan Cox, MeL Coach** **Jill Mohr, Instructional Coach**	**improvement in Writing and experience in peer review.**
Action Step 3	**MRE teachers will utilize the reader's workshop model in their reading instruction.**	**August 2021- May 2022**	**Jill Mohr, Instructional Coach** **Valerie Steger, Principal** **Luke Bremer, Assistant Principal**	**Observable implementation of Readers' Workshop.** **Improved knowledge base of each students reading level, strengths, and opportunities for growth**

GOAL and Measurable Objective 2	Maple Ridge Elementary will improve student math achievement and growth as measured by NWEA. By Spring 2024, seventy percent (70%) of Maple Ridge students will meet or exceed his or her current NWEA Math projected growth goal. Currently an average of 48% of students are meeting or exceeding his or her growth goal on his or her NWEA Math.		
Data Checkpoints (dates)	**October 1, 2021**	**January 5, 2022**	**May 6, 2022**
Evidence at Checkpoints	**Growth Scores on beginning of year NWEA**	**Growth Scores on middle of year NWEA**	**Growth Scores on end of year NWEA**
Evidence- Based Strategy 1	**Research based, PLC strategy implementation. The Math PLC process began in September 2021, which allows for consistency with teaching practices, and development of enrichment and intervention practices.**		**PD Needed: Yes**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible** **Evidence of Success**

Action Step 1	To expand grade level collaboration and improve overall instruction, professional learning communities, PLCs, implementation will begin for Math.	August 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Coordinators Jill Mohr, Instructional Coach	Common Assessments, Agenda, and Student data are documented and shared with administration for accountability.
Action Step 2	Grade Level Coordinators and Interventionists will work hand in hand to determine the support needed in each grade level and students that are receiving enrichment or remediation.	September 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Coordinators Jill Mohr, Instructional Coach	Data tracking through monthly PLC meetings, evidence shown through post-test scores.
Action Step 3	At least one person per grade level will lead a math intervention along with interventionists and instructional assistants.	November 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Coordinators Jill Mohr, Instructional Coach	Grade Level Coordinator and Interventionist feedback shared at PLC meetings and/or in the agenda.
Evidence- Based Strategy 2	Implementation of research based math strategies with targeted subgroups based on need.			PD Needed: Yes
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Training/Discussion of research based math intervention and enrichment.	September 2021-May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal Jill Mohr, Instructional Coach	Improved understanding of math intervention strategies.
Action Step 2	Implementation of research based math strategies for intervention	October 2021- May 2022	Valerie Steger, Principal Luke Bremer, Assistant Principal	Observation and Documentation of strategy implementation. Increases

	and enrichment.			in growth measures.
Action Step 3	**Refinement of knowledge of Pearson envision math series. Analysis and selection of math book adoption.**	**Spring 2022**	**Valerie Steger, Principal Luke Bremer, Assistant Principal Grade Level Coordinators**	**Improved understanding of Pearson envision.** **Selection of math series for 2022.**

Professional Development Plan

Professional Development Goal 1	100% of Maple Ridge Elementary teachers and administrators will participate in ongoing professional development to include curriculum and instruction in ELA and Math as well as PLC implementation.	**Linked SIP Goals** Yes
Possible Funding Source(s)	Title I, Title II, General Funds	
Evidence of Impact	● Implementation of the PLC process in Math and ELA ● Monthly PLC meetings ● Grade level Common assessments developed through the PLC process ● Improved academic achievement compared to 2020-2021 school year	
Plan for coaching and support during the learning process: Maple Ridge Elementary School employs an Instructional Coach and an eLearning Coach. These individuals are embedded in the learning environment and work with all staff, including teachers, Instructional Assistants, and Interventionists offering a plethora of training opportunities. Strategies used by coaches include modeling, co-teaching, and ongoing professional development opportunities. Their vast knowledge of the school building, grade levels, and staffing allows for a proactive approach to opportunities for growth.		

How will effectiveness be sustained over time?
Maple Ridge elementary staff are committed to improving student achievement by focusing on improvement of instruction. The PLC process has been thoroughly researched and this year began with Math implementation. Reading implementation will take place in the second semester. The staff at Maple Ridge have been committed to the PLC process along with ongoing training and committed to meeting as grade levels to make instructional and curricular decisions for students.

Appendix: School Data

Math Data

Projected Proficiency Summary Report (NWEA Math- ILEARN Math)

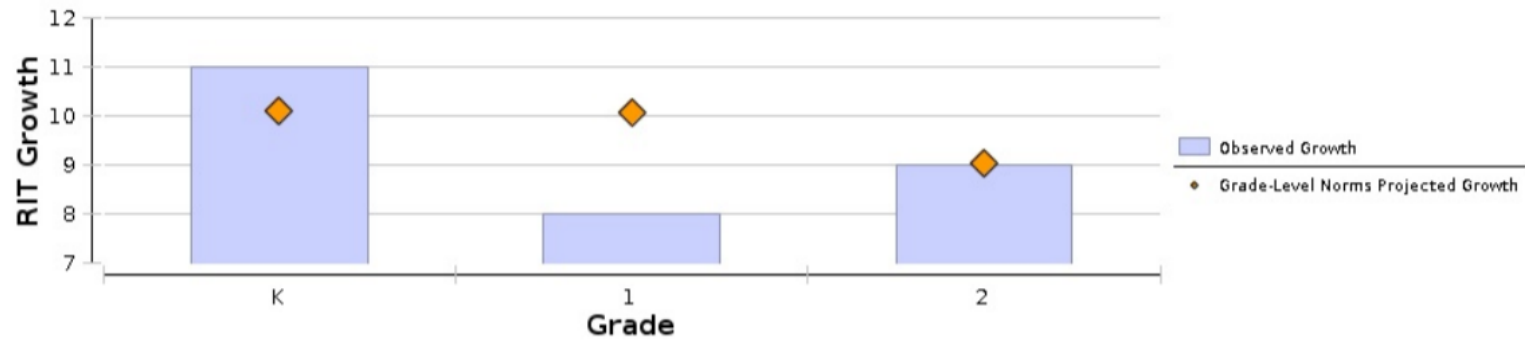| Grade Level	Student Count	Below Proficiency Count	Below Proficiency Percent	Approaching Proficiency Count	Approaching Proficiency Percent	At Proficiency Count	At Proficiency Percent	Above Proficiency Count	Above Proficiency Percent
2nd Grade	111	20	18%	35	31.5%	40	36%	16	14.4%
Grade 3-6	433	100	23.1%	130	30%	134	30.9%	69	15.9%

From the Beginning of the year NWEA Math assessment, 46.8% of students in Grades 3-6 are projected 'At Proficiency' or 'Above Proficiency' on ILEARN Math. 50.4% of current second graders meet this same projection.

Maple Ridge Elementary K2

Math: Math K-12

Grade (Winter 2021)	Total Number of Growth Events‡	Fall 2020			Winter 2021			Growth		Grade-Level Norms				Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	72	145.1	8.8	85	155.8	10.9	86	11	0.9	10.1	0.46	68	72	46	64	69
1	85	165.4	9.2	82	173.1	9.6	69	8	0.6	10.0	-1.63	5	85	29	34	37
2	79	179.2	12.5	76	188.2	11.9	76	9	0.6	9.0	-0.03	49	79	46	58	51

Math: Math K-12

First grade did not meet the projected growth in NWEA math.
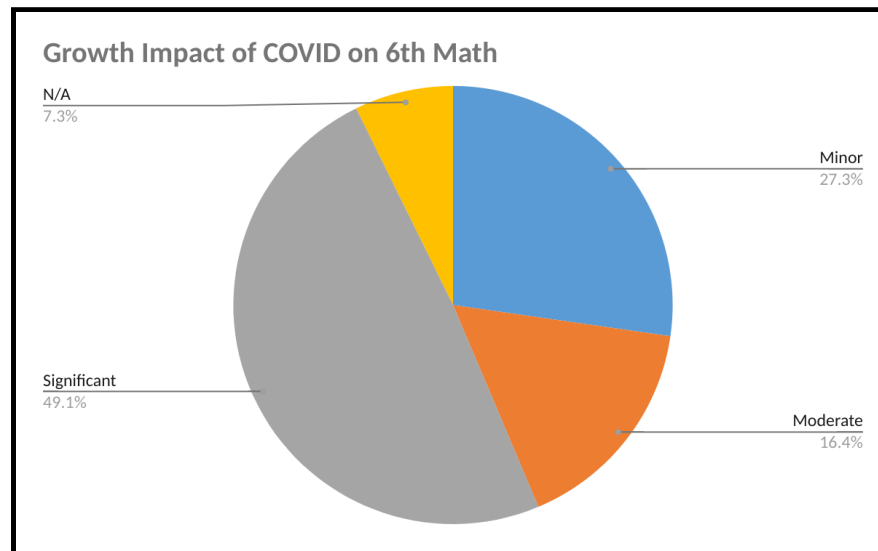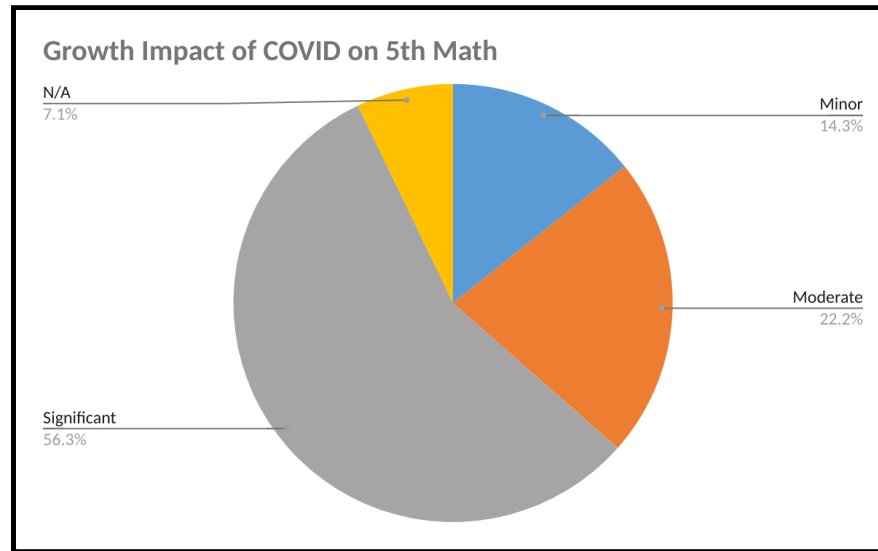
Maple Ridge Elementary 36

Math: Math K-12

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2020 | | | Winter 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	80	191.4	12.1	69	198.2	12.5	62	7	0.5	7.8	-0.86	20	80	38	48	44
4	78	205.0	8.2	79	208.7	9.9	65	4	0.6	6.7	-2.65	1	78	28	36	25
5	96	212.8	13.7	69	216.1	13.2	57	3	0.6	5.8	-1.85	3	96	35	36	31
6	79	217.1	13.5	62	222.0	14.6	62	5	0.7	4.9	0.01	50	79	44	56	59

Math: Math K-12

Legend: Observed Growth; Grade-Level Norms Projected Growth
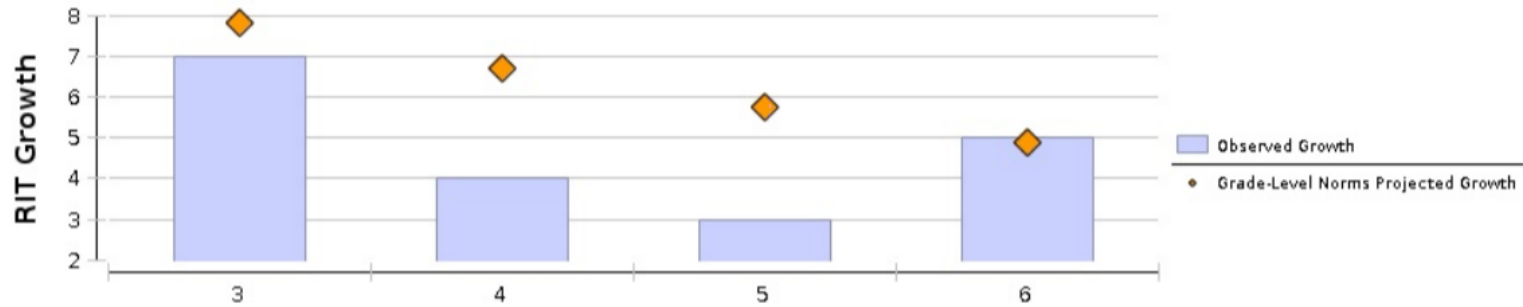
Grades 3,4, and 5 did not meet their projected growth goal in NWEA Math.

Growth Impact of COVID on 5th Math

N/A
7.1%

Minor
14.3%

Moderate
22.2%

Significant
56.3%

Growth Impact of COVID on 6th Math

N/A
7.3%

Minor
27.3%

Significant
49.1%

Moderate
16.4%

The impact that Covid 19 had on growth on ILEARN mathematics in grades 5 and 6 is illustrated above. At each grade level, the majority of students were significantly impacted by learning loss during the pandemic.

ILEARN- Math (Grades 3-6) Comparison of 2019 vs 2021 (Covid Impact) from source document

ILEARN Grades 3-6 Math 2019
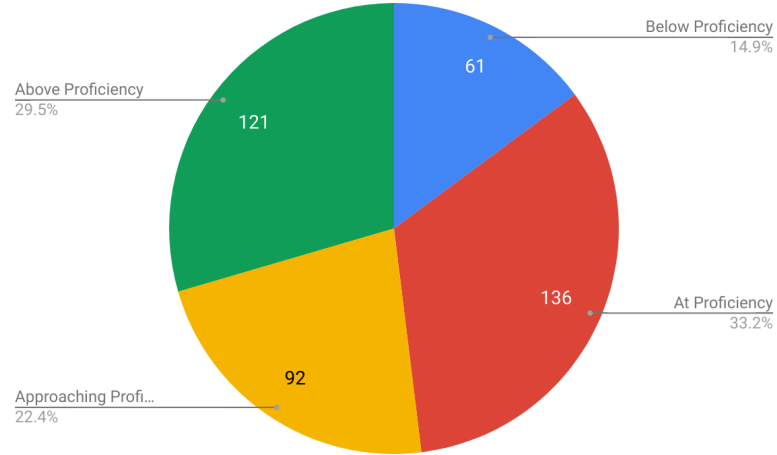
ILEARN Grades 3-6 Math 2021
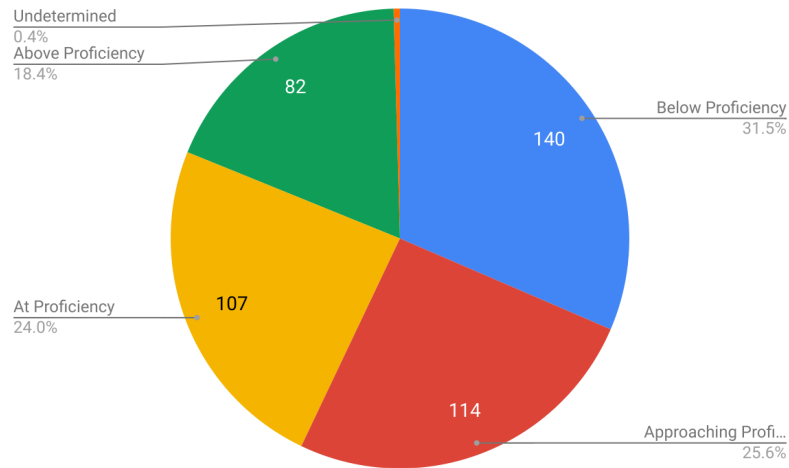
A comparison of student achievement data on ILEARN Grades 3-6 Mathematics in 2019 compared to Grades 3-6 ILEARN Mathematics in 2021 shows the student population nearly doubled in below proficiency scores and decreased by 10% in above proficiency.

ELA Data

Projected Proficiency Summary Report (NWEA Reading- ILEARN ELA)

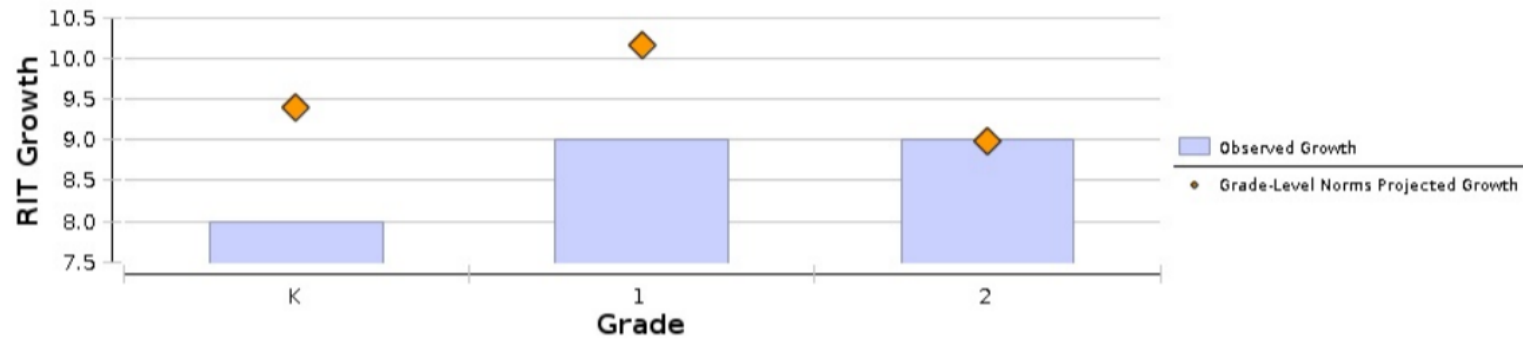| Grade Level	Student Count	Below Proficiency Count	Below Proficiency Percent	Approaching Proficiency Count	Approaching Proficiency Percent	At Proficiency Count	At Proficiency Percent	Above Proficiency Count	Above Proficiency Percent
2nd Grade	114	30	26.3%	42	36.8%	30	26.3%	12	10.5%
3-6	435	95	21.6%	124	28.2%	144	32.8%	76	17.3%

From the Beginning of the year NWEA Reading assessment, 50.1% of students in Grades 3-6 are projected 'At Proficiency' or 'Above Proficiency' on ILEARN Reading. 36.8% of current second graders meet this same projection.

Maple Ridge Elementary K2

Language Arts:
Reading

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2020 | | | Winter 2021 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	72	140.7	9.1	78	148.2	11.3	65	8	0.9	9.4	-1.36	9	72	31	43	39
1	85	160.5	10.6	80	169.7	9.4	74	9	0.8	10.2	-0.66	25	85	44	52	47
2	79	180.6	16.8	90	189.5	15.7	89	9	0.8	9.0	-0.06	48	79	47	59	58

Language Arts: Reading

Grades K and 1 did not meet the NWEA projected growth in reading.

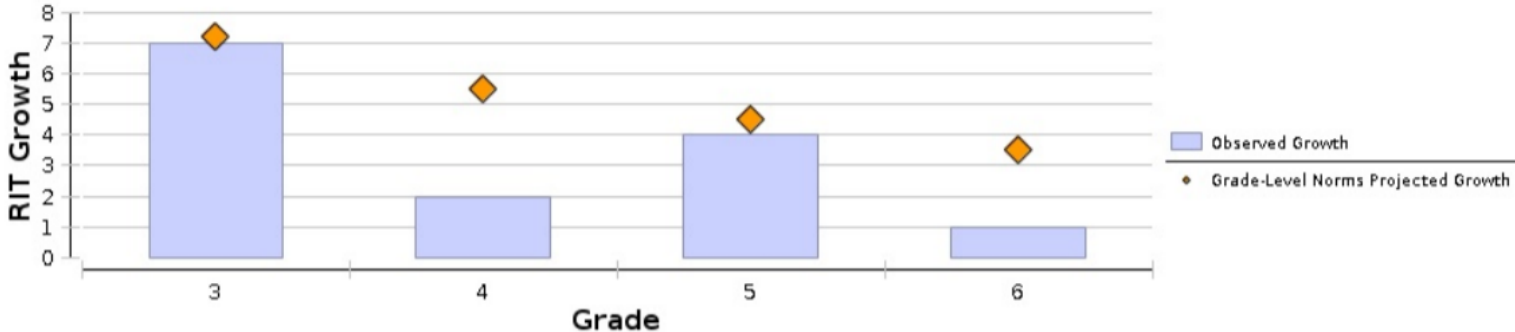**Language Arts (Reading) Data**

Maple Ridge Elementary 36

Language Arts:
Reading

| Grade (Winter 2021)	Total Number of Growth Events‡	Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	80	190.3	16.0	70	197.5	16.4	69	7	1.0	7.2	0.01	50	80	45	56	55
4	77	206.6	12.7	92	209.0	10.8	82	2	1.0	5.5	-2.62	1	77	27	35	28
5	94	209.0	13.7	74	212.8	13.1	70	4	0.8	4.5	-0.62	27	94	44	47	46
6	79	214.2	14.8	71	215.4	15.4	59	1	1.0	3.5	-2.32	1	79	32	41	39

Language Arts: Reading

Grades 4, 5, and 6 did not meet the projected growth in NWEA reading.

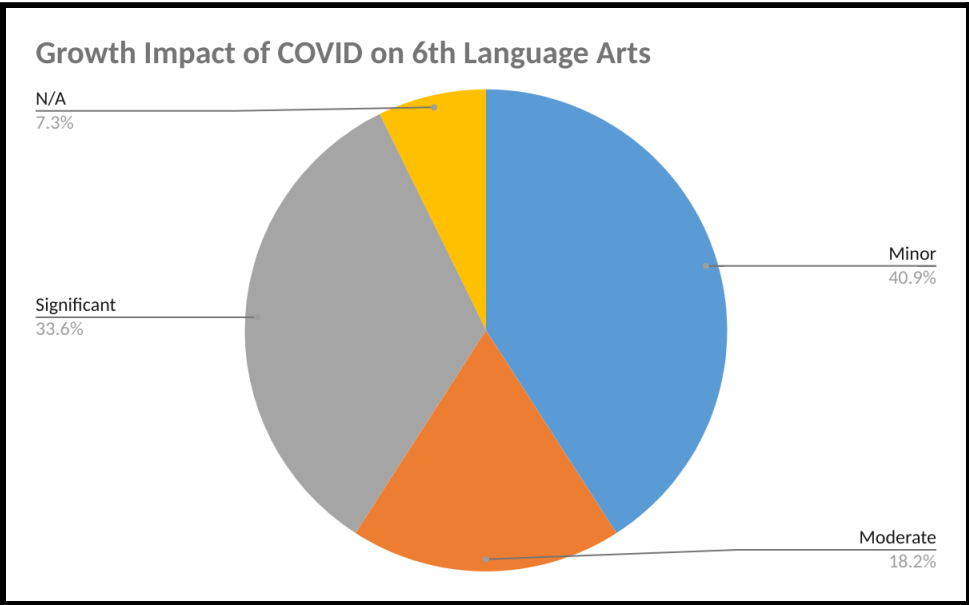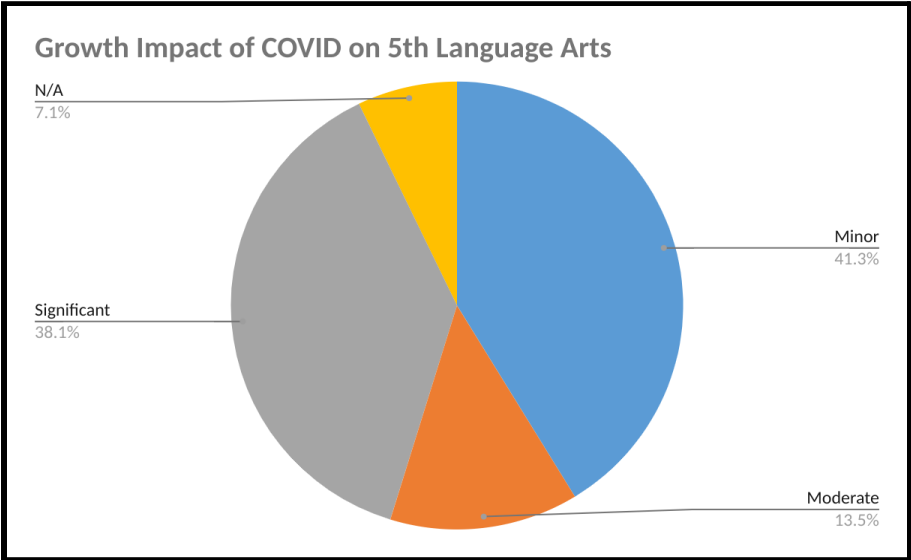**ILEARN- ELA (Grades 3-6) Comparison of 2019 vs 2021 (Covid Impact) from source document**

ILEARN Grades 3-6 ELA 2019
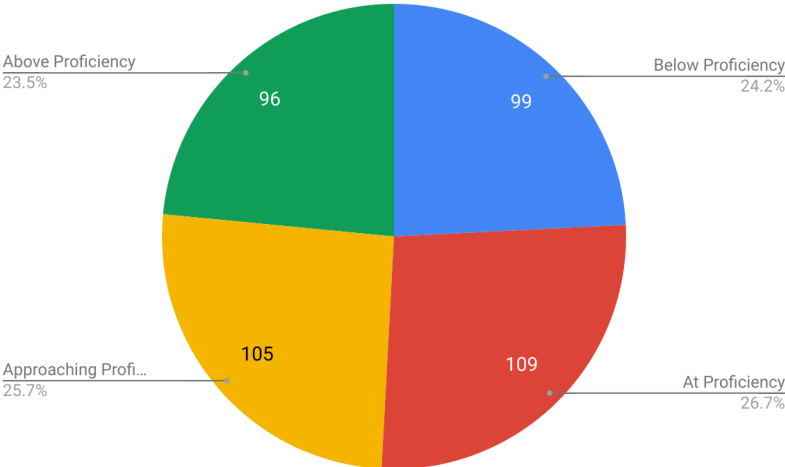

ILEARN Grades 3-6 ELA 2021
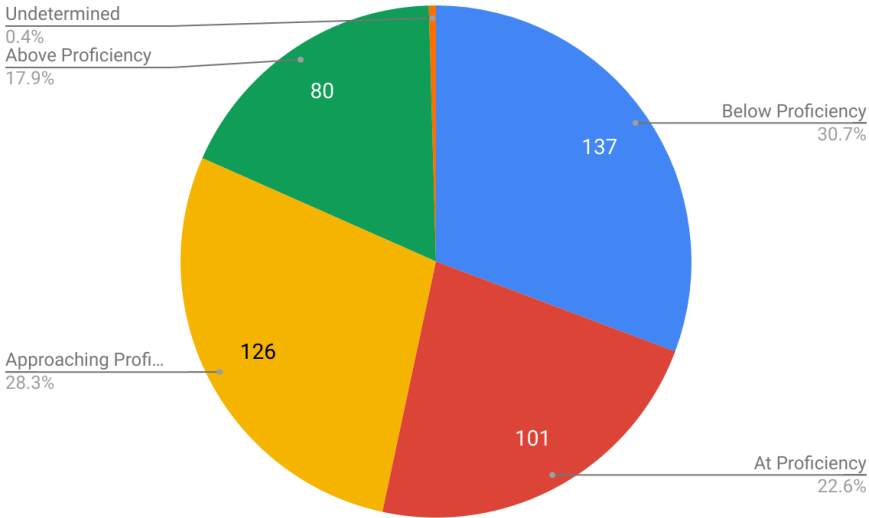
A comparison of student achievement data on ILEARN Grades 3-6 ELA in 2019 compared to Grades 3-6 ILEARN ELA in 2021 shows the student population increased by 6% in below proficiency scores and decreased by 6% in above proficiency.

Growth Impact of COVID on 5th Language Arts

N/A
7.1%

Minor
41.3%

Significant
38.1%

Moderate
13.5%

Growth Impact of COVID on 6th Language Arts

N/A
7.3%

Minor
40.9%

Significant
33.6%

Moderate
18.2%

The impact that Covid 19 had on growth on ILEARN ELA in grades 5 and 6 is illustrated above. At each grade level, the majority of students had a minor learning loss during the pandemic.

3rd Grade IREAD Passing Rates- 2019 vs 2021- Data pulled from Comparison Spreadsheet
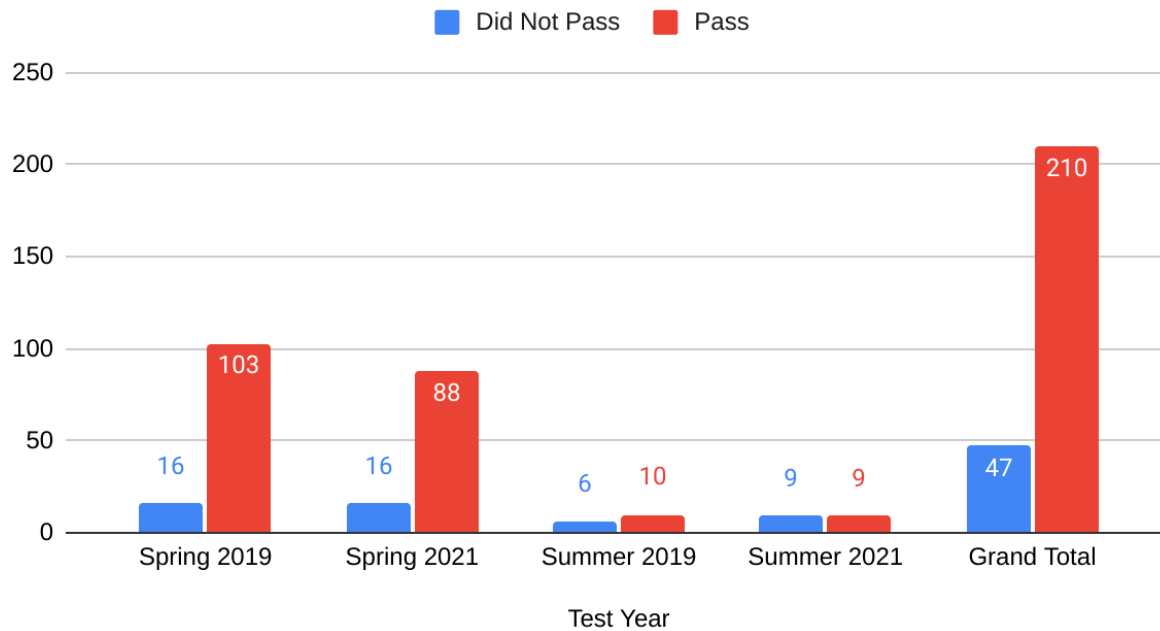
A decrease in passing rates was observed in Spring 2021 compared to Spring 2019. Remediation efforts and summer retesting were found to be 50% effective in Summer 2021 compared to 37.5% effective in Summer 2019.