



MSD of Pike Township Strategic Initiative

Quadrant One - Curriculum & Instruction Achievement

2019-2020 K-5 Student Academic Growth and Achievement

Vision: All K-5 students will increase academic growth and achievement in Math and Literacy as demonstrated by performance on state and local assessments.

Goal	Baseline Data	Indicators of Success	Timeline	Lead/Support	Evidence/Date of Completion Updates																																							
<p>English/Language Arts By June 1, 2020, improved achievement will be demonstrated by 100% positive(+) percentile point growth at each grade level as measured by the NWEA Reading Fall 2019 - Spring 2020.</p> <p>By June 1, 2020, improved achievement will be demonstrated by 100% positive(+) percentile point growth from one grade level to the next as measured by NWEA Reading Spring 2019 - Spring 2020.</p>	<table border="1"> <tr> <th colspan="3">3-yr. ave./18-19</th> </tr> <tr> <td>K</td> <td>+28</td> <td>+12</td> </tr> <tr> <td>1</td> <td>+20</td> <td>+8</td> </tr> <tr> <td>2</td> <td>-10</td> <td>+6</td> </tr> <tr> <td>3</td> <td>+10</td> <td>+3</td> </tr> <tr> <td>4</td> <td>+3</td> <td>+1</td> </tr> <tr> <td>5</td> <td>+9</td> <td>+2</td> </tr> </table> <table border="1"> <tr> <th colspan="3">3-yr. ave./18-19</th> </tr> <tr> <td>K-1</td> <td>+4</td> <td>-21</td> </tr> <tr> <td>1-2</td> <td>-9</td> <td>-9</td> </tr> <tr> <td>2-3</td> <td>-4</td> <td>-3</td> </tr> <tr> <td>3-4</td> <td>-1</td> <td>-1</td> </tr> <tr> <td>4-5</td> <td>+2</td> <td>-2</td> </tr> </table>	3-yr. ave./18-19			K	+28	+12	1	+20	+8	2	-10	+6	3	+10	+3	4	+3	+1	5	+9	+2	3-yr. ave./18-19			K-1	+4	-21	1-2	-9	-9	2-3	-4	-3	3-4	-1	-1	4-5	+2	-2	<ul style="list-style-type: none"> • District Data Think Tank Meetings (3x's a year) to assess data trends and patterns to adjust district support • Leadership Data Meetings (3x's a year) to assess data trends and patterns to adjust instructional support strategies • Teacher Data Meetings and Professional Learning Community Meetings (PLCs) to create, analyze, & monitor student data and progress (i.e. data walls/data binders) • Each school improvement plan will include action strategies that align to the district strategic plan. • Annual PD will be provided on the use of the 	<p>August 2019 - June 2020</p>	<p>District Administrators - Lead</p> <p>Principals/Assistant Principals - Support</p> <p>District Specialists and Instructional Coaches - Support</p>	
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<p>By June 1, 2020, ELA ILEARN data will reflect an average 2% increase for students as measured by matched cohort data.</p>	<table border="1"> <tr> <th colspan="2"><u>ILEARN Ave</u></th> </tr> <tr> <td>Gr. 3</td> <td>32%</td> </tr> <tr> <td>Gr. 4</td> <td>33%</td> </tr> <tr> <td>Gr. 5</td> <td>37%</td> </tr> </table>	<u>ILEARN Ave</u>		Gr. 3	32%	Gr. 4	33%	Gr. 5	37%	<p>student profile report that can customize student growth targets to address achievement gaps for students performing below the norm</p> <ul style="list-style-type: none"> • Increase PD and support for the use of NWEA resources to focus on skills needed to close achievement gaps (e.g. Learning Continuum and MAP skills) • During the 2019-2020 provide training on how to use ILEARN Standards Report to address below proficiency critical standards during instruction and intervention 																			
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<p><u>IREAD-3</u> By August 1, 2020, 81.3% of all Grade 3 students will pass IREAD-3.</p>	<table border="1"> <tr> <td><u>2017-18</u></td> <td>684/894 = 76.5%</td> </tr> <tr> <td><u>2018-2019</u></td> <td>660/827 = 79.8%</td> </tr> <tr> <td><u>2019-2020</u></td> <td></td> </tr> </table>	<u>2017-18</u>	684/894 = 76.5%	<u>2018-2019</u>	660/827 = 79.8%	<u>2019-2020</u>		<ul style="list-style-type: none"> Administer MAP Reading Fluency for early remediation of foundational reading skills to students that do not perform at benchmark on the IREAD-3 Practice 	<p>August 2019 - August 2020</p>	<p>Missy Burnside - Lead</p> <p>Administrators, Teachers, District Specialists, ICs,</p>										
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		<p>Test.</p> <ul style="list-style-type: none"> ● Provide IREAD-3 parent outreach at each elementary school in the fall of 2019. ● Analyze 2019 IREAD-3 assessment results to guide instruction and support strategies (e.g. success period, after-school tutoring, etc..) ● Utilize IREAD-3 Blueprint to identify specific standards tested for curriculum and instruction planning ● Use online IREAD-3 Practice Test in October and January to determine remediation needs 		<p>and EL Staff - Support</p>	
<p>By June 30, 2020, iRead, will provide appropriate screening, intervention, and progress data for K-2 students that demonstrate difficulty with foundational skills needed for success in reading.</p>		<ul style="list-style-type: none"> ● Oct. 28 - Nov. 15 - iRead diagnostic assessment administered to K-2 students that do not meet designated dyslexia screening benchmarks ● By January 1, 2020. iRead personalized learning path established for students in need of remediation and practice on foundational reading skills. ● RTI Team referral process 	<p>August 2019 - June 2020</p>	<p>Krista Clanin, Dyslexia Specialist - Lead</p> <p>District & Building Administrators - Support</p> <p>Teacher & RTI Team - Support</p>	

		will be used for students not making adequate progress on iRead			
<p><u>Literacy Framework</u> By June 2020, the literacy framework will be supported with established curriculum maps in preparation for full implementation in 2020-2021.</p> <p>During the 2019-2020 school year, the literacy framework will be practiced* with the reading adoption throughout all elementary schools.</p> <p><i>*Practice is defined as developing instructional practice from what was learned through the repeated use of one or more components of the literacy framework in the classroom. Instructional practices should be progressive, adding components so that by the end of the year teachers are using all components of the literacy framework.</i></p>		<ul style="list-style-type: none"> • Monitor the implementation of curriculum maps to assess and adjust pacing, content, and common assessments • Use teacher feedback to identify areas of the reading framework where PD is needed • Guided Reading practiced as described within the Reading Framework during 2019-2020 school year • Guidance documents (i.e. rubrics) created and utilized for consistent implementation practices 	August 2018 - August 2020	<p>District Administrators - Lead</p> <p>Administrators - Support</p> <p>CIPD Team, ICs, Teachers, EL Staff - Support</p>	
<p><u>Enduring Principles of Learning</u> (formerly Six Standards for Effective Pedagogy) IUPUI and Pike Township will coordinate evidence-based professional development of the Six Standards Coaching</p>		<ul style="list-style-type: none"> • Year 1 Coaching Cycles (7) completed and Year 2 Coaching Cycles are scheduled for 2019-2020 • Professional Development Workshop Year 1: Coaches, Administrators, and 	June 2018 - August 2019	<p>Cindy Huffman/ - Co-Lead</p> <p>Trach Swinton - Co-Lead</p> <p>Administrators, Teachers, District</p>	

<p>Model.</p> <p>IUPUI and Pike Township will collaborate to recruit and prepare high quality teachers of English Language Learners.</p> <p>Develop a progressive plan to implement Six Standards for Effective Pedagogy training throughout all elementary school staff.</p>		<p>Teachers Introduction, June 11-15, 2018 Year 2: Coaches and Teachers Advanced, June 10-14, 2019 Year 3: 38-40 Additional Teachers Introduction, June 15-19, 2020</p> <ul style="list-style-type: none"> ● Coaching Workshops All instructional coaches attended a 3-day coaching workshop ● Year 1: <u>June 18-20, 2018</u> Year 2: <u>August 8-12, 2019</u> Year 3: Not confirmed ● Monthly instructional coaches meeting held to consult with IUPUI Expert Coach, debrief coaching cycles, and refine coaching activities ● During the Fall of 2019, a cohort of teachers begin ENL certification at no cost to the teacher 		<p>Specialists, ICs, and ELL Staff - Support</p>	
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Quadrant One - Curriculum and Instruction Achievement

2019-2020 Grades 6-12 Student Academic Growth and Achievement

Vision: All middle school students will increase academic growth and achievement in Math and Literacy as demonstrated by performance on state and local assessments.

Goal	Baseline Data	Indicators of Success	Timeline	Lead/Support	Evidence/Date of Completion EOY Updates
<p>English/Language Arts</p> <p><u>NWEA</u> By June 30, 2020, the percent of students, per grade level, that will meet or exceed grade level norm as measured by Spring Reading NWEA will increase by 3%.</p> <p>Decrease the number of students, per grade level, in the low quintile achievement band, as measured by Spring Reading NWEA, by 3%.</p> <p><u>ILEARN</u> Student achievement by cohort group in English/Language Arts and Reading will increase by</p>	<p><u>NWEA Data</u> 2018-2019 1584/2527 62.7%</p> <p><u>ILEARN Data</u> (162 days) 6th grade 34%</p> <p>7th grade 34%</p> <p>8th grade 31%</p>	<ul style="list-style-type: none"> School leadership NWEA Data Meetings (3x's a year) to assess data trends and patterns to adjust academic assessment benchmarks and instructional practices. Teacher Data Meetings and Professional Learning Community Meetings (PLCs) to create, analyze, and monitor student data (i.e. data walls/data binders) to monitor student progress Minimum of (3) professional development opportunities will be provided to principals and teachers in the use of data to inform instruction and monitor student achievement and growth 	<p>August 2019- June 2020</p>	<p>-District Administrators</p> <p>-District Specialists</p> <p>-School Administrative Teams</p> <p>-Instructional Coaches</p>	<p>NWEA Data Action Plans and Results</p> <p>Quintile Band Data Reports</p> <p>ILEARN Student Scores</p>

<p>2% as measured by the 2020 ILEARN assessment.</p>		<ul style="list-style-type: none"> • Each school improvement plan will include goals that align to the district strategic plan • Increase PD and support for the use of Standards Based Instruction and Assessment • District Data Think Tank Meetings (3x's a year) to assess data trends and patterns to adjust district support • During the 2019-2020, provide training on how to use ILEARN Standards Report and resources to address below proficiency critical standards during instruction and intervention 			
<p>Math</p> <p><u>NWEA</u> By June 30, 2020, the number of students that will meet or exceed grade level norm as measured by Spring Math NWEA will increase by 3%.</p> <p>Decrease the number of students in the low quintile achievement band, as measured by Spring Math NWEA by 3%.</p> <p><u>ILEARN</u> Student achievement by cohort group in Math will</p>	<p><u>NWEA Data</u> 2018-2019 1433/2529 56.7%</p> <p><u>ILEARN Data</u> (162 days) 6th grade 26%</p> <p>7th grade 24%</p> <p>8th grade 19%</p>	<ul style="list-style-type: none"> • Leadership Data Meetings (3x's a year) to assess data trends and patterns to adjust the benchmarks based on Pike norms • Teacher Data Meetings and Professional Learning Community Meetings (PLCs) to create, analyze, and monitor student data (i.e. data walls/data binders) to monitor student progress • Minimum of (3) professional development opportunities will be provided to principals and teachers in the use of data to inform instruction and monitor 	<p>August 2019- June 2020</p>	<p>-District Administrators</p> <p>-District Specialists</p> <p>-School Administrative Teams</p> <p>-Instructional Coaches</p>	<p>NWEA Data Action Plans and Results</p> <p>Quintile Band Data Reports</p> <p>ILEARN Student Scores</p>

<p>increase by 2% as measured by the 2020 ILEARN assessment</p>		<p>student achievement and growth</p> <ul style="list-style-type: none"> • Each school improvement plan will include goals that align to the district strategic plan • Increase PD and support for the use of Standards Based Instruction and Assessment • District Data Think Tank Meetings (3x's a year) to assess data trends and patterns to adjust district support • During the 2019-2020, provide training on how to use ILEARN Standards Report and resources to address below proficiency critical standards during instruction and intervention 			
<p>Literacy Framework Develop a progress plan for full implementation of the literacy framework by June 30, 2020.</p>	<p><u>ILEARN Data</u> <u>(162 days)</u></p> <p>6th grade 34%</p> <p>7th grade 34%</p> <p>8th grade 31%</p>	<ul style="list-style-type: none"> • 100% of instructional coaches and teachers of reading will attend literacy framework professional development (PD, coaching cycles) throughout the year • Walk-Through form will be created and used by administrators to provide teacher feedback • MOY and EOY Gains Analysis Reports used to monitor and evaluate implementation progress 	<p>August 2019- June 2020</p>	<p>-Dr. Tyra Seldon, consultant</p> <p>-District Administrators</p> <p>-District Specialists</p> <p>-School Administrative Teams</p> <p>-Instructional Coaches</p>	<p>Walk-Through Form</p> <p>Coaching Cycle Notes</p> <p>Gains Analysis Reports</p>

MSD of Pike Township Strategic Initiative

Quadrant One - Curriculum & Instruction Technology Integration



2019-2020 Technology Integration

Vision: Pike teachers enhance instruction through high-quality learning opportunities that are relevant, purposeful, and integrated in technology.

Goal	Indicators of Success	Timeline	Lead/Support	Evidence/Date of Completion
Annually, the Technology Team will adjust teachers outcomes as needed	<ul style="list-style-type: none"> Survey of teacher to plan for the future technology integration goals. Complete (although will be updated annually) FAQ document and Tools and Apps document 	Fall 2019- June 2020	Lead: Technology Committee Todd Riker Supports: Mary Kay Hunt Lena Darnay Cindy Huffman	Teacher outcomes adjust for current year. Ongoing updates throughout the year as needed
100% of teachers will demonstrate progress towards annual technology integration outcomes for educators . Look fors for technology integration established to assist administrators with technology integration	<ul style="list-style-type: none"> Evidence of teacher technology integration outcomes will be monitored by walk throughs, teachers observations, lesson plans, etc. District will provide the principals an informal evaluation of staff members' integration as seen by district integrators Principals will use the teacher outcome/student outcomes and the Look Fors in Technology Integration to informally evaluate the staff Teachers complete a self-reflection in Technology integration. Teachers create a measurable goal 	Fall 2019- June 2020	Lead: Building Principals/Asst. Principals Supports: Mary Kay Hunt Lena Darnay Digital Teacher Leaders Brian Kearns	

	<ul style="list-style-type: none"> • Multiple opportunities will provide differentiation and choice to support teacher professional development plans at the district and school level • Tiered professional development for teachers; K-12, principals, instructional Assistants at district and school level 		<p>Sherry Shelton will create a teacher survey for self reflection.</p>	
<p>100% of Pike's teachers will be provided annual professional development to support the integration of technology.</p>	<ul style="list-style-type: none"> • Teachers with new display technology will receive training on how to utilize the display for instructional purposes this continues for any new employees • Professional development opportunities will be provided throughout the school year in various formats • Teachers will be offered professional development during annual ElevatED conference • Teachers will be provided choice professional development sessions aligned to technology integration outcomes • eLearning task force will monitor the practice days for digital learning • Each school provides technology professional development for staff members • Technology integrator and training specialist will provide days they will be in the schools 	<p>Fall 2019- June 2020</p>	<p>Lead: Building principals & Assistant Principals-</p> <p>Support: Mary Kay Hunt Lena Darnay Brian Kern Librarians Digital Leaders</p>	

<p>By June 30, 2020 student outcomes for technology integration will be implemented.</p> <p>Look fors for technology integration developed fall 2018 designed for gradual release: I do, we do, you do concept</p>	<p>to offer support to teachers</p> <ul style="list-style-type: none"> ● Professional development is provided to support teachers in implementing student outcomes ● Continued communication to parents about digital learning and the utilization of technology integrated into teaching and learning. With the assistance of Sarah Dorsey the district will continue to feature the learning on district social media sites. ● Principals communicate digital learning expectations with parents during events and communication media. ● District will provide: <ul style="list-style-type: none"> ○ Uniform message for teachers and principals ○ Digital Learning expectations, goals, and vision ● Plan for Choice PD sessions that target student technology usage and integration at the district and school level ● Technology Integration Strand in ElevatED ● Utilization of Look fors to evaluate the effective usage of technology integration ● District will develop How to's for for schools to share with their parents to provide access to: <ul style="list-style-type: none"> ○ Canvas and digital tools 	<p>Fall 2019 - June 2020</p>	<p>Leads: Building Principals & Assistant Principals</p> <p>Supports: Mary Kay Hunt Lena Darnay Brian Kern Sarah Dorsey</p>	
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