

# Northview Elementary

---

*725 E. North H. Street, Gas City, IN 46933*

*Title I School Wide Plan*



# Schoolwide Planning Team Members

---

## *Mississinewa Community Schools*

### *Northview Elementary School*

| Team Member                    | Name/Position                                    | Email                                |
|--------------------------------|--------------------------------------------------|--------------------------------------|
| Schoolwide Team Chair          | Stephanie Lockwood/Principal/Title I Coordinator | Stephanie_Lockwood@olemiss.k12.in.us |
| Data/Lead Interventionist      | Shannon McPherson/Northview                      | Shannon_Mcpherson@olemiss.k12.in.us  |
| Administrative Representative  | Bruce Smith/Principal Westview                   | Bruce_Smith@olemiss.k12.in.us        |
| Data/Lead Interventionist      | Amanda McLain/Westview                           | Amanda_Mclain@olemiss.k12.in.us      |
| Administrative Representative  | Dawn Jones/Sp.Ed. Director                       | Dawn_Jones@olemiss.k12.in.us         |
| Teacher Representative         | Emily Bainter/Northview                          | Emily_Bainter@olemiss.k12.in.us      |
| Teacher Representative         | Nicole Skeens/Northview                          | Nicole_Skeens@olemiss.k12.in.us      |
| Teacher Representative         | Shana Niverson/Westview                          | Shanna_Niverson@olemiss.k12.in.us    |
| Teacher Representative         | Stacy Wright/Westview                            | Stacy_Wright@olemiss.k12.in.us       |
| Support Service Representative | Michele Stanley/Northview                        | Michele_Stanley@olemiss.k12.in.us    |
| Support Service Representative | Cheryl Mathias/Westview                          | Cheryl_Mathias@olemiss.k12.in.us     |
| Parent Representative          | Brandy Horn                                      | bhornwc@gmail.com                    |
| Parent Representative          | Annie Jones                                      | ajones2415@yahoo.com                 |
| Parent Representative          | Cassie Austin                                    | Claustin22@hotmail.com               |
| Parent Representative          | Katie Krevda                                     | Katie_Krevda@olemiss.k12.in.us       |
| Parent Representative          | Rachel Mowery                                    | Mowery6764_gmail.com                 |
|                                |                                                  |                                      |
|                                |                                                  |                                      |
|                                |                                                  |                                      |

## Components of a Schoolwide Plan

---

| <b>Components of a Schoolwide Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Found on Page #</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 1. A comprehensive needs assessment of the whole school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pages 4 - 7            |
| 2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▪ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li>▪ Use effective methods and instructional strategies that are based on scientifically based research that:               <ul style="list-style-type: none"> <li>▪ Strengthens the core academic program</li> <li>▪ Increased the amount of learning time</li> <li>▪ Includes strategies for serving underserved populations</li> <li>▪ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> </ul> </li> <li>▪ Address how the school will determine if those needs of the children have been met</li> <li>▪ Are consistent with and are designed to implement state and local improvement plans if any</li> </ul> | Pages 7 -10            |
| 3. Highly qualified teachers in all core content area classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Pages 11 - 12          |
| 4. High quality and on-going professional development for teachers, principals, and paraprofessionals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Pages 13               |
| 5. Strategies to attract high-quality, highly qualified teachers to this school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Pages 14               |
| 6. Strategies to increase parental involvement, such as literacy services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pages 15               |
| 6 a. Description how the school will provide individual academic assessment results to parents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pages 16 - 17          |
| 6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Pages 16 - 24          |
| 7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Page 25                |
| 8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of students achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Page 26                |
| 9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Page 27                |
| 10. Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Page 28                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |

## Northview Mission Statement

---

In cooperation with families and the community, the staff at Northview is committed to the students showing growth toward mastery of state standards. The staff is dedicated to the attainment of our learning goals by using best practices and enjoyable educational activities.

## Northview Vision Statement

---

1. To have a safe and clean school
2. To have students wanting to read and learn for a lifetime.
3. To have students and staff enjoy school.
4. To have a school where every student reaches his/her full potential.
5. To have a school in which everyone feels welcome and important.
6. To have educators who are current in the field of professional education.
7. To have student, parents, and educators who are highly motivated toward improving student achievement on state and common core standards.
8. To have a school with open communication between the school and community with a spirit of respect and cooperation.
9. To have a school that promotes curiosity, creativity, and critical thinking.
10. To have a school where everyone is treated with kindness and respect.

## Comprehensive Needs Assessment

---

At the end of the 2008/2009 school year Mississinewa Community Schools reconfigured the two elementary schools making Westview a primary building and Northview an intermediate building. Beginning with the 2009/2010 school year Northview Elementary became a 2-5 building located in Gas City, Indiana. Current enrollment is 710. Northview has an ethnicity population of 95% white, 1.5% black, 4.7% Hispanic, 5.7% Multiracial, and 0.5% Asian. Currently 67.1% of our students participate in our free or reduced lunch program. Northview participates in full inclusion and has inclusion classrooms at each grade level. In addition,

Northview has an emotionally disabled classroom, and two life skills classroom. Northview has a high stability rate at 96.7%. Many of our students have parents who graduated from Mississinewa High School and still live in this community.

In 2008/2009 school year second grade teachers voted to also include the state sponsored mClass reading and math benchmark assessments as part of their assessment tools. In addition to the ISTEP+, Northview teachers voted to have students in grade 3 through 5 participate in the Acuity online assessments administered three times a year. These assessments were given until the end of the 2014-2015 school year. After our students completed the ISTEP+ in the spring of 2015, Northview staff felt a strong need to evaluate other assessment programs that better aligned with the new Indiana Academic Standards. This evaluation process began in the fall of 2015. Teachers voted to begin implementing NWEA and Skills Navigator with students in grades 2-5 in October of 2015 with the first test administration taking place in December of 2015. The NWEA test will be administered a second time in May of 2015. We will also administer the Star Reading Assessment and ISTEP+ for the 2015/2016 school year. For students who perform well on the above-mentioned standardized assessments and in the classroom, Mississinewa's high ability coordinator will administer a cognitive ability assessment to determine if a student has high ability potential. For the 2016/2017 school year, in addition to the Cogat, these students will take the Iowa Achievement Test.

Through the analysis of the previous year's data we have been able to identify specific areas of great success and those areas that continue to be of concern. At the beginning of the

2013/2014 school year 71% of our second grade students reached benchmark in reading as assessed by mClass Dibels Next, 10% were strategic, and 19% were intensive. At the end of the 2013/2014 school year 75% of our second grade students were at benchmark, 9% were strategic, and 16% were intensive. In addition, in the beginning of the 2013/2014 school year 47% of our students tested above grade level in TRC, 12% were at grade level, 17% were strategic, and 24% were intensive. In the end of the 2013/2014 school year, 55% of our second grade students tested above grade level in TRC, 13% were at grade level, 20% were strategic, and 12% were intensive. With this information Northview will continue with the current Schoolwide plan for the 2015/2016 school year. The initial benchmark assessments along with progress monitoring for the first semester of the 2014/2015 school year has shown significant gains for our at-risk student population. We will continue to work with our 2<sup>nd</sup> grade students through interventions and classroom instruction as we implement the NWEA and Skills Navigator in the 2015/2016 school year. The NWEA and Skills Navigator will replace mClass and will be administered twice during the 2015-2016 school year.

The 2013/2014 administration of Acuity showed Northview's third grade class having an average score of 64% for language arts and 73% for math in the first assessment. The last administration of Acuity for third grade showed an increase in both language arts and math with average scores being 67% for language arts and 76% for math. Fourth grade began the year with an average score of 69% for language arts and 69% for math. Fourth-grade scores in language arts decreased by 2% for an average score of 67% for the end of the year. Math scores increased 10% with the average score being 79% for the last assessment. Fifth grade beginning of year average score was 72% for language arts and 64% for math. The end of the year data

for Acuity showed an increase of 1% to 73% in language arts. Math showed a 10% increase for an average score of 74%. Northview has shown significant gains in the area of math. Reading comprehension, story analysis, and writing are still areas of struggle. In the 2014/2015 school year we are conducting a teacher survey over reading and writing K-12 to gather information as we evaluate our curriculum. Curriculum writing for English/Language Arts began in the summer of 2015. Teacher evaluations, evaluation of the Spring 2015 ISTEP+, and the new Indiana Academic Standards prompted a need to evaluate and update the English/Language Arts and Math Curriculums K-12. The Spring 2015 ISTEP+ scores for 3<sup>rd</sup> grade for Northview showed a pass percentage of 74% for Language Arts, which is 3% higher than the state average and a 66% pass rate, which was 5% higher than the state average. 4<sup>th</sup> grade Language Arts had a pass rate of 65%, which was 3% below the state average and the Math pass rate was 57%, which was 7% lower than the state average. 5<sup>th</sup> grade Language Arts pass rate was 67%, which was 4% above the state average and Math was 74%, which was 7% above the state average. The ISTEP+ for spring 2015 pass rates for Northview were below pass rates for the 2014 test. We understand that a difference in the standards being tested were more rigorous. The data allowed us to see the need for curriculum review and update in the areas of reading, language arts and math to ensure that the new Indiana Academic standards are reflected throughout our curriculum. We did see areas of strength in 3<sup>rd</sup> and 5<sup>th</sup> grade language arts and math with pass rates above the state average and concerns with the 4<sup>th</sup> grade falling below.

In 2015/2016 school year the mainstreaming of our school's assessment in grades 2-5 with the implementation of NWEA and Skills Navigator we will have a better indicator of our

students areas of strengths and weaknesses. These indicators will also play an important role in the evaluation of our curriculum from year to year.

During the 2015/2016 school year individual teachers and administrators met in ESP and Rtl meeting to discuss student progress on NWEA, Star, and progress monitoring to develop individual student Rtl plans to address student academic needs. In addition to the above referenced assessments, the planning team also analyzed ISTEP+ data for the 2014/2015 school year. All of the information gathered is used to help plan for areas of concern for each student.

After conducting the comprehensive needs assessment for Northview Elementary the planning committee has determined student achievement as Focus Area #1, Curriculum and Instruction as Focus Area #2.

| Priority Focus Areas for Data Collection                  | Key Questions                                                                                                                                                                                                  | Data Collection Methods                                                     | Name of Instruments                                              | Data Collection Subcommittee                        | Timelines                                                                                                                       |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus Area #1</b><br><b>Student Achievement</b>        | How do we ensure all students, regardless of background, are given opportunities to be successful students?                                                                                                    | Implementing common assessments and progress monitoring student performance | NWEA<br>Skills Navigator<br>Star<br>Easy CBM<br>ISTEP+           | Stephanie Lockwood<br>Shannon McPherson<br>Teachers | 2016/2017<br>School year<br>Benchmark to be given beginning, middle, and end of year<br>Progress monitoring throughout the year |
| <b>Focus Area #2</b><br><b>Curriculum and Instruction</b> | Have we aligned our curriculum to allow for student growth across grade levels? Do we implement research based strategies to support students as they work to become proficient in Indiana Academic Standards? | Implementing common assessments and progress monitoring student performance | NWEA<br>Skills Navigator<br>Star<br>Easy CBM<br>ISTEP+<br>Survey | Stephanie Lockwood<br>Shannon McPherson<br>Teachers | 2016/2017<br>School year<br>Benchmark to be given beginning, middle, and end of year<br>Progress monitoring throughout the year |



# Implementation of Schoolwide Reform

---

Northview began to implement RtI in the 2008/2009 school year. Through the process it became evident how important it was to have the mindset of teaching students, not grade levels. The idea that all Northview students were the responsibility of all Northview staff members became the focus. The goal became, all teachers would support all students, regardless of current performance level, to help them show growth. We knew if we supported students at their instructional level, implemented scientifically research based interventions, and tracked their progress, we would be successful in helping student grow and make progress towards mastering grade level standards. As we talked with teachers we heard concerns of making sure interventions were implemented consistently and with fidelity. They expressed concerns for the need of professional development in the areas of research based interventions, data collection and analysis, and differentiated instructional practices. We knew some teachers struggled with how to practically and pragmatically put this philosophy of individual learning plans into practice. Through our comprehensive needs assessment we knew we needed to reevaluate how we supported our students with Individual Education Plans. The urgency for the reevaluation became evident as we worked with RtI. Teacher's believed once a student was identified it was a special education teacher's responsibility to provide accommodations and modifications. This provided few opportunities for interventions. Through this process the idea of reorganization of special services and the implementation of intervention specialist for Northview and Mississinewa Community Schools was born.

**Intervention Specialist** – Beginning with the 2009/2010 school year, Northview Elementary had an intervention teacher for each second grade, third grade, and fourth/fifth grade class. Currently, Northview has two intervention teachers that oversee and guide a team of paraprofessional in working to provide students with needed interventions. The interventionist teachers are highly qualified, licensed teachers with specific training in the areas of:

- Response to Intervention
  - Differentiated Instruction
  - Data collection and analysis
  - Scientifically research based interventions and instruction
  - Academic interventions and behavior interventions
1. Northview’s intervention teachers support classroom teachers as they work towards progress for **all** students. Intervention teachers will develop lesson plans and interventions at a student’s instructional level. Students needing additional support will have supplemental language arts/math instruction during the day.
  2. Intervention teachers work and collaborate with classroom teachers to help strengthen the core academic program. Specifically, each interventionist and the job coach will work as teacher leaders to help support classroom teachers as they work to strengthen the core curriculum in both reading and math.
  3. Students identified as being at risk, as measured by NWEA, Skills Navigator, Easy CBM, Stars, and/or ISTEP+ will be given additional support in the classroom and supplemental language arts/math instruction. This additional time will focus on specific deficiencies and instruction will be designed to implement research-based

- interventions to help support the student as he/she works toward proficiency of the identified skill.
4. Data will be collected and analyzed throughout the school year to ensure all students are receiving the services needed to become successful, proficient students. In addition, emphasis will be put on progress monitoring to help teachers and interventionist identify those students who are responding to interventions and instruction and those who need additional support. Data for specific groups will be collected to ensure all populations are being served.
  5. Interventionists work with classroom teachers and students each day. Our high ability coordinator will take on the role of the high ability interventionist and work with teachers assigned to students identified as high ability and students identified as high ability. A greater concentration of interventionist work with our low achieving students and the teachers assigned to those students to ensure every student is given many opportunities to show growth and become proficient at grade level standards.
  6. Collaboration time will be built into teachers and interventionists' schedules to allow time to discuss student progress. Progress monitoring will be implemented with consistency and fidelity as needed for each individual student. Data analysis will be conducted on a regular basis and changes will be made to the student's learning plan as needed based on the data. Student progress will be expected as measured by NWEA, Skills Navigator, Easy CBM, Stars, and ISTEP+. When progress is not visible a meeting will be held that will include the teacher, interventionist, administrator,

and parents to look at a new plan. Meetings will be scheduled 6 times throughout the school year to discuss student progress.

## Highly Qualified Teachers

---

| Teachers Name<br>Classroom | Core Content Area   | Grade Level           | Qualification Method |
|----------------------------|---------------------|-----------------------|----------------------|
| Branock, Cheryl            | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Fuqua, Lori                | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Hendey, Kara               | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Bainter, Emily             | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Slater, Kris               | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Kenworthy, Elayne          | General Education   | 2 <sup>nd</sup> Grade | 100 points on Housse |
| Maine, Morgan              | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Head, Shelby               | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Scholz, Courtney           | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Walton, Tracy              | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Working, Heather           | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Guyre, Nancy               | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Croaff, Sherri             | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Giannotti, Micaella        | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Bougher, Ericka            | General Education   | 3 <sup>rd</sup> Grade | Praxis II            |
| Frantz, Katie              | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Vetor, Pam                 | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Raef, Angie                | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Fulda, Jon                 | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| McKenzie, Teresa           | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Larson, Dawnelle           | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Liperti, Tiffany           | General Education   | 5 <sup>th</sup> Grade | Praxis II            |
| Scott, Alysha              | General Education   | Art/Music             | Praxis II            |
| Budde, Rachel              | General Education   | 2 <sup>nd</sup> Grade | Praxis II            |
| Corn, Abbie                | General Education   | 5 <sup>th</sup> Grade | Praxis II            |
| Skeens, Nicole             | General Education   | 4 <sup>th</sup> Grade | Praxis II            |
| Worrell, Karen             | General Education   | 5 <sup>th</sup> Grade | Praxis II            |
| Moore, Jennifer            | General Education   | 5 <sup>th</sup> Grade | Praxis II            |
| Toevs, Dave                | General Education   | 5 <sup>th</sup> Grade | Praxis II            |
| Hodson, Fred               | Physical Education  | K-12                  | Praxis II            |
| Neal, Shelly               | Art/Music Education | K-12                  | Praxis II            |
| Spencer, Tracy             | Speech/Lang         | BS & MA               | Praxis II            |
| McPherson, Shannon         | High Ability        | 1st - 6th             | Praxis II            |
| Linn, Kaitlin              | Special Education   | Life Skills Classroom | Praxis II            |
| Goshert, Taylor            | Interventionist     | Sp Ed Multi Cat       | Praxis II            |
| Barnes, Kaley              | Special Education   | ED Classroom          | Praxis II            |
| Armes, Carolyn             | Paraprofessional    | 2-5                   | Praxis II            |
| Cason, Casey               | Paraprofessional    | Life Skills           | Associate Degree     |

|                        |                   |                                  |                      |
|------------------------|-------------------|----------------------------------|----------------------|
| Coleman, Tracy         | Paraprofessional  | 3rd                              | Praxis II            |
| Brown, Lisa            | Paraprofessional  | 4 <sup>th</sup> /5 <sup>th</sup> | Praxis II            |
| Hussong, Mendy         | Paraprofessional  | 2-5                              | 93 Credit Hours      |
| Maine, Shelly          | Paraprofessional  | 2-5                              | Praxis II            |
| Wakeman, Karah         | Paraprofessional  | 4 <sup>th</sup> /5 <sup>th</sup> | Bachelor's Degree    |
| Jones, Annie           | Paraprofessional  | 2-5                              | Associate Degree     |
| Sherron, Ruth          | Paraprofessional  | 3rd                              | Praxis II            |
| Strong, Sharon         | Paraprofessional  | 2-5                              | Praxis II            |
| Taylor, Becky          | General Education | 2-5                              | Praxis II            |
| Fiebig, Marilyn        | Paraprofessional  | 4 <sup>th</sup> /5 <sup>th</sup> | Bachelor's Degree    |
| Martin, Joan           | Paraprofessional  | 2-5                              | Bachelor's Degree    |
| Hoosier, Stacy         | Paraprofessional  | 2-5                              | Praxis II            |
| Hangbers, Sherri       | Paraprofessional  | sp needs                         | Bachelor's Degree    |
| Sutherland, Judy       | Paraprofessional  | 4 <sup>th</sup> /5 <sup>th</sup> | Bachelor's Degree    |
| McDaniel, Janelle      | Paraprofessional  | sp needs                         | Bachelor's Degree    |
| Wilson, Corey          | Paraprofessional  | ISD                              | Bachelor's Degree    |
| Lewis, Tinaeah         | Paraprofessional  | 2-5                              | Bachelor's Degree    |
| Schmalzreid, Elizabeth | Paraprofessional  | 2-5                              | Bachelor's Degree    |
| Peterson, Colleen      | Paraprofessional  | 2-5                              | Praxis II            |
| Jones, Kim             | Paraprofessional  | 2nd                              | Praxis II            |
| Webb, Ruth             | Paraprofessional  | Deaf Interpreter                 | Cert. Deaf & Hearing |
| Miller, Christine      | Paraprofessional  | 2-5                              | Bachelor's Degree    |
| Fults, Gina            | Paraprofessional  | 2-5                              | Praxis II            |
| Burke, Karen           | Life Skills       | All Grades                       | 100 points on Housse |

# High Quality Professional Development

---

Based on the comprehensive needs assessment, the committee has decided Northview Elementary should focus on providing on-going professional development for teachers, principals, and paraprofessionals in the areas of RtI, differentiated instruction, curriculum mapping, and data collection and analysis. Northview implemented RtI in the 2008/2009 school year and has experienced a high level of success. Currently, all teachers participate in quarterly ESP (evaluation of student progress) meetings. The principal and/or Title I Administrator facilitate these meetings. Classroom teachers, along with grade level interventionist attend to discuss the progress of each student. During these meetings a recommendation for a more formal RtI meeting is made for those students failing to make adequate progress. All students, including high ability, general education, and special education students who fail to make progress are brought to an RtI meeting. During this time a committee of educators and support personnel develop a learning plan for the student that includes research based interventions and data collection. Teachers are given specific interventions and training on how to implement the intervention. The Title I Administrator, the Interventionist, or the School Psychologist provides training for implementation of the interventions.

In June of 2009, teachers, paraprofessionals, and principals participated in summer training in the above referenced areas. The training is designed to be ongoing and targeted as needed. Training will include implementation of strategies and interventions in the classroom and during RtI. Teachers will also have time allotted to them to discuss the areas of data collection and data based decision-making.

In September all paraprofessionals attended professional development that outlined the duties of the paraprofessional. Professional development for paraprofessionals will continue throughout the year to help with progress monitoring and expectations. Teachers also attended several professional development workshops on the implementation on NWEA and how we will use NWEA in the classroom and as a school. Along with the professional development teachers were provided times to work with other teachers at their grade level on interventions and evaluating data. Northview has begun the process of evaluating Language arts curriculum and will begin on Math curriculum in the 2016/2017 school year.

## Strategies to attract high-quality, highly qualified teachers to this school

---

Northview has a unique advantage in the area of attracting high-quality, highly qualified teachers. Northview has two highly respected universities as neighbors. Both Taylor University and Indiana Wesleyan University have renowned Education programs. Mississinewa Community Schools has built relationships with both universities and has the pleasure of hosting many practicum and student teacher placements. Northview receives many inquiries from newly licensed teachers graduating from both universities. We have been fortunate in our ability to attract and hire some of the best and brightest from both Taylor and IWU as a result of student teaching placements. The candidates fall in love with our schools and our community. We believe we are a forward thinking district and offer many outstanding

programs for our students and our teachers. This belief is justified when we consider the number of quality applicants we receive for each opening the school posts. In addition to our university contacts, Northview posts openings on our school website and on the IDOE website.

## Strategies to increase parental involvement, such as literacy services

---

Through our Title I and parent information meetings we have gained greater knowledge of what our parents need and want in order for them to become more involved. In many of our parent surveys, parents have expressed a need for more opportunities to learn how to help their students. With these requests we will provide more information to parents in the 2016/2017 school year in the following areas:

- ISTEP+, NWEA, and IRead 3
- Indiana College and Readiness Standards
- Helping struggling students/challenging high ability students
- How to navigate our website/Links to academic resources on the district/school website
- PowerSchool
- Services offered in the community
- Services available for families with students with Special Needs.
- Northview will incorporate a Literacy Fair and dinner in October and a Math Fair and dinner in February to bring parents and students in the building. We will also utilize this



time to provide parents information/training on state standards, reading/math skills, technology we are currently using in the classrooms, and ideas on various activities that they can work on at home with their student. We provided these events for the first time and they were huge successes. We had over 400 people participate at both events. Parental feedback was in favor of continuing similar events and Northview will host a Literacy Fair and Math Fair in the 2016/2017 school year.

- Northview will also communicate academic information to parents through newsletters and the reading connection Newsletter that we will begin sending home during the 2015-2016 school year. Northview will continue to send home the Reading Connection and the Home School Connect Newsletters during the 2016/2017 school year.

# Mississinewa Community Schools

## Title I Parent Involvement Policy

---

Mississinewa Community School District intends to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. Indiana City School Board will distribute this policy to parents of students participating in the Title I program.

### **Policy Guideline**

Mississinewa Community Schools agrees to implement the following requirements for Title I Parent Involvement.

Involve parents in jointly developing our districts local plan under section 1112 and in the process of school review and improvement under section 1116.

- An annual district Title I meeting will be held in the spring of each year. The meeting will consist of parents and school staff members that will review the current Title I programming, parent involvement policies, procedures, curriculum, and resources and its effectiveness in increasing student achievement. The committee will determine the effectiveness of the program and revise the program to improve areas of weakness. The committee will discuss current curriculum initiatives and assess current programming in the schools. The committee will then divide into school groups to review and revise each individual school's plan.

Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- Mississinewa Community School District will provide support to the Title I committee as they meet throughout the year to plan and discuss parental involvement activities that will help to increase student achievement in the schools.

Mississinewa Community Schools helps to build the schools' and parents' capacity for strong parental involvement by providing parents with:

- Information on Indiana College and Career Readiness Standards from the IDOE website and publications will be shared with parents
- Information on academic assessments used to measure student progress and proficiency levels that students are expected to meet. (NWEA, Stars, and Easy CBM) These assessments are also discussed at the annual Title I meeting. NWEA reports will be sent home that show reading and performance levels. These reports will indicate

whether a student is performing below, at, or above grade level. These reports will include information on how to read the reports and suggestions to help the student achieve academic success.

- Provide access to information through PowerSchool, links on the parent portal of the district/school website.
- Individual schools will provide information at Open House, Title I annual meeting, individual parent teacher conferences, newsletters, teacher emails and contact information, and invitations to events.
- The school district with the assistance of its schools and parents, will educate its teachers, student services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions, and in how to implement and coordinate parent programs and build ties between parents and schools.
- The school district will ensure that information related to the school and parent programs, meetings, and other activities that encourage and support parents to more fully participate in the education of their children as in language that parents understand. This will include providing materials and training to help parents work with their children to improve their academic achievement (e.g., literacy training, technology use).
- Parents will be provided opportunities to provide feedback to the school about programs and services such as curriculum committees, parent-teacher organizations, and school improvement teams.
- Parents will be provided links on the website to resources and games, take-home activities provided by teachers, and through the parent portal on PowerSchool.
- A school staff that is committed to communicating with parents. Teachers provide newsletters, student progress and reading reports to keep parents updated on student progress. Teachers are rated on parent communication as part of their evaluation.
- A shared expectation that parents can request academic, emotional, and social support for the improvement of student achievement. This includes but is not limited to request for conference with teacher and/or principal.
- The school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Provide other reasonable support for parental involvement activities as parents may request.

Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Special Needs Pre-school.....

- There are four orientation sessions held in March for students wanting to attend preschool. Entering students participate in Brigance Age Level Testing for placement

screening. Preschool students and families participate in Family Fridays that occur four times a year.

- Any child that receives early intervening services through First Steps is referred to the Office of Exceptional Education by their 30 month of age. A transition meeting is held with the parent, First Steps Coordinator, and the Director of Exceptional Education to review the child's progress and inform the parent of their rights. It is the obligation of the Local Education Agency, Mississinewa Community Schools, to have evaluated, Case Conferenced, and offered Special Education Services to the family prior to the child's third birthday if the child is found eligible for the areas of disability according to Article VII. Services vary dependent on the child's needs and goals along with what the family prefers and can include Special Needs Preschool (half-day), Full Day Preschool, or walk-in services that are included in the child's Individual Education Plan.
- Once a child that is preschool age (3-5) is found eligible for Special Education services and signed permission is granted by the family, the Office of Exceptional Education will invite the family to trainings and case conferences. The family is always contacted via phone or email to schedule case conferences, and notices are also mailed home to families. Various training and information meetings occur throughout the year including Autism Parent Support Group Meetings and Family Fun Nights. This information is shared with families via newsletters that are handed out by their child's Teacher of Record, mailed home, advertised within the building and in the community.

Conduct the involvement of parents, annual evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of the schools served with Title I, Part A funds, including –

- Mississinewa School District Title I program will conduct, with the involvement of parents, and annual evaluation of the content and effectiveness of the parental involvement policy to improve the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- The Title I Parent Team will review and update Mississinewa Title I Evaluation/Needs Assessment. Schools may utilize this form for evaluation of the district and the school program. Results will be sent to the district office and the data from the evaluations will be discussed at the annual Title I program evaluation meeting held each spring with parents and school representation and will be included in the planning for the parent

policy the following year. Results will also be shared with parents at the fall school meetings, and plans may be updated to include new activities to meet the identified needs.

## **PARENT NOTIFICATIONS**

As required by No Child Left Behind, the following information is to be shared annually with parents. The distribution of this document shall serve as a formal notification to parents regarding these issues.

## **RIGHT TO REQUEST INFORMATION**

Each parent of a student in a Title I school has the right to request information about the professional qualifications of the student's teacher(s) and any teacher assistants who serve the student. The administrative office at the child's school upon request will provide this information. The school will also provide this notice to all parents.

## **PARENT NOTIFICATION REGARDING NON-HIGHLY QUALIFIED TEACHERS**

No Child Left Behind (federal education law) requires us to notify the parent when a teacher who is not qualified teaches your child for four consecutive weeks. If this occurs, your child's school will send home a letter giving you information regarding your child's teacher.

## **EXPECTATIONS FOR PARENTAL INVOLVEMENT**

Mississinewa Community Schools intended that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop Title I program plan and suggest modifications in the process for school review and improvement.

Any comments indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I application for Grant to the Indiana Division of Compensatory Education.

The Title I program must be designed to assist the students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Mississinewa School Board. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

## **SCHOOL POLICY**

Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. This policy must be updated annually.

A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Central Office.

## **REFERENCES**

Section 1118 of *No Child Left Behind Act* (NCLB) of 2001

<<http://www.nochildleftbehind.gov>>

# Complaint Procedures

---

Any parent/guardian of a student enrolled in Mississinewa Community Schools Title I Program, or student eighteen (18) years of age or older may file a complaint if they are dissatisfied with the Title I Program.

Any such complaint must be filed in writing within a reasonable period of time after the alleged incident explaining the complainant's dissatisfaction. The complaint must fully state the facts giving rise to the complaint, and the remedy that is being sought.

In implementing and administering this Policy, the parties' rights of confidentiality will be respected and preserved consistent with the school's legal obligations.

## **Step One:**

The complaint shall be submitted to the Title I Director, who shall investigate the circumstances of the complaint. The Title I Director shall make a report of his/her findings of fact and conclusions within ten (10) school days and shall send a copy of the report to the complainant.

## **Step Two:**

If the complaint has not been resolved to the satisfaction of the complainant, he/she may appeal the report of the Title I Director to the Superintendent of Mississinewa Community Schools within five (5) school days of receipt of the report. After investigation and within ten (10) school days of receipt of the appeal, the superintendent shall affirm, reverse or modify the report of the Title I Director in writing and shall send a copy of his/her decision to the complainant and the Title I Director.

## **Step Three:**

If the complaint has not been resolved in Step Two to the satisfaction of the complainant, he/she may appeal to the Board of School Trustees within five (5) school days of receipt of the decision in Step Two. The Board shall conduct an informal hearing to review the Complaint. The Board shall give each party at least five (5) school days notice of its meeting. The meeting shall be scheduled within fifteen (15) days of receipt of the appeal. The Board shall affirm, reverse or modify the report issued under Step Two at the next public Board meeting after the meeting at which the informal hearing takes place.

# Northview Parent Involvement Policy

## Schoolwide Program

---

Northview Elementary intends to follow the parental policy guidelines in accordance with No Child Left Behind Act of 2001 as listed below. Northview Elementary School will distribute this policy to parents of students participating in the Title I program and be updated periodically.

- Convene an annual meeting – an annual parent information meeting will be held each year in the month of August. Such meeting will include an overview of Parents Right to Know, Home/School compact, current programs, and partnerships.
- Explain the requirements and the rights of the parents to be involved – A copy of the Parents Right to Know will be included in the program packet and be reviewed during the meeting. A question and answer session will follow in addition to a survey distributed requesting additional feedback.
- Offer a flexible schedule of meetings – meetings and parent development opportunities will be offered both before, during, and after school.
- Involve parents in an organized, ongoing, and timely way to plan, review, and improve programs – Parents will be invited to parent committee meetings in the spring to review Home/School compact, discuss programs and policies, offer suggestions, and make recommendations for following year.
- Parents will be provided information regarding their student in a timely manner. Every student will be part of PowerSchool. Parents can access students' grades, lunch menus, notes for parents, and teacher comments any time via the Internet. The school website will post a monthly newsletter.
- Parents will be provided a description and explanation of curriculum to be used: Specifically, K-5 teachers will be using Rigby, Literacy by Design as a reading curriculum. Teachers in grades 3-5 will use leveled readers from Fountas and Pinnell during the 90-minute reading block.
- Students will have three benchmark assessments during the school year. In addition, teachers will progress monitor each student based on individual academic needs. Students in grades 2-5 will participate in the NWEA assessment, Skills Navigator, Stars, IRead 3 (3<sup>rd</sup> grade only) and ISTEP+. Students falling below benchmark will be progress monitored bi-weekly. Students meeting benchmark will be progress monitored monthly.
- Parents will be given benchmark expectations for their student and a report will be provided showing student performance.



- Parents will be given opportunities to attend meetings throughout the year to discuss possible programs and to offer suggestions. Parents will be part of Title I, program, textbook adoption, and School Improvement Plan committees. Parents will also be given opportunities to participate in case conferences and parent-teacher conferences
- Parent involvement activities will be offered at Northview Elementary School. The content of these activities will be based upon the needs of parents and school improvement goals. Material is also provided home through newsletters and teachers make request to parents to be actively involved and available to help in the classrooms.
- Northview works with local organizations and churches to host Kids Hope in our school. Mentors are partnered with at risk students.
- Northview Elementary School uses staff meetings, email correspondence, grade-level meetings, and teacher professional development to share information and educate staff on how to build ties between home and school.

Coordinating and integrating, as appropriate, parent involvement with Head Start, Even Start, Parents as Teacher Programs, and public preschool programs.

- There are four orientation sessions held in March for students wanting to attend preschool. Entering students participate in Brigance Age Level Testing for placement screening. Preschool students and families participate in Family Fridays that occur four times a year.
- Any child that receives early intervening services through First Steps is referred to the Office of Exceptional Education by their 30 month of age. A transition meeting is held with the parent, First Steps Coordinator, and the Director of Exceptional Education to review the child's progress and inform the parent of their rights. It is the obligation of the Local Education Agency, Mississinewa Community Schools, to have evaluated, Case Conferenced, and offered Special Education Services to the family prior to the child's third birthday if the child is found eligible for the areas of disability according to Article VII. Services vary dependent on the child's needs and goals along with what the family prefers and can include Special Needs Preschool (half-day), Full Day Preschool, or walk-in services that are included in the child's Individual Education Plan.
- Once a child that is preschool age (3-5) is found eligible for Special Education services and signed permission is granted by the family, the Office of Exceptional Education will invite the family to trainings and case conferences. The family is always contacted via phone or email to schedule case conferences, and notices are also mailed home to families. Various training and information meetings occur throughout the year including Autism Parent Support Group Meetings and Family Fun Nights. This information is shared with families via newsletters that are handed out by their child's Teacher of Record, mailed home, advertised within the building and in the community.

Ensuring, to the extent possible, that information sent home is in a language and form parents can understand.

- Northview Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle and high schools.

- Northview Elementary School currently works with the following community-based organizations and businesses to encourage partnerships: Department of Child Services, Grant County Probation, Kids Hope, Gas City Fire Department, Gas City Library, Brookhaven Church, Family Services, We Care, Life Center Counseling, and Township Trustees – Well

#### **RESPOND TO ANY PARENT SUGGESTION AS SOON AS PRACTICALLY POSSIBLE**

Building level and Central Office Administration handle parent suggestions, concerns, and request for information from parents. Documentation of request, concern, or suggestions will be kept on file at Central Office along with the resolution.

Any comments indicating parent's dissatisfaction with the school Title I program must be collected and submitted along with the Title I application for Grant to the Indiana Division of Compensatory Education.

#### **SCHOOL-PARENT COMPACT**

Northview Elementary School provides each parent a school-parent compact that outlines what each party is to do to support student achievement are given to each family. Signed copies are kept on file in the school office.

# Plans for assisting preschool children in the transition from early childhood programs

---

Mississinewa Community Schools houses a half-day Special Needs Preschool, one classroom of full-day, 3 year old students, and 3 classrooms of full-day, 4 year old students. At the beginning of the 2015/2016 school year, Mississinewa Community Schools had a total enrollment of 92 preschool students.

Preschool teachers work with kindergarten teachers to make the transition from Preschool to Kindergarten as smooth as possible. Teachers utilize a curriculum consisting of both play and academics. Throughout the year, Preschool students are exposed to centers, basic school-related procedures, socialization, and even formal assessments. To encourage increased parent involvement, Family Fridays are held once every nine weeks.

Because Preschool is housed at the elementary building students are exposed to the school environment at an early age. Preschool students have a weekly library, gym and computer time. Preschool students eat lunch in the school cafeteria.

For all incoming preschoolers and currently enrolled 3-year-old students, several sessions of roundup are held in mid-March. Likewise, four sessions of Kindergarten roundup are held in April. During these roundups, parents are introduced to the school, staff, as well as the registration process. Students are also given academic screenings and introduced to the kindergarten teachers. In early August, an Ice Cream Social is held where both parents and students are given a tour of the school to help ease the anxiety of transition into Preschool and/or Kindergarten.

## Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to improvement of student achievement

---

The administrative team at Northview understands and respects the value of teacher input in the decision making process. Prior to implementing NWEA, Skills Navigator, Easy CBM, and Stars grade level meetings were held to get teacher input. Teachers voted for every assessment used at Northview.

Northview teachers gave their input and suggestions in the schoolwide planning process. Teacher input has resulted in the change from a learning lab environment to the interventionist servicing students in the classroom. After reviewing the ISTEP+ Spring 2015 results and seeing a need to align curriculum and classroom instruction to the new Indiana Academic Standards teachers in grades 2-5 voted to implement NWEA and Skills Navigator in the 2015/2016 school year. Teachers believed that for the school to go to one assessment would benefit student learning both in the classroom and with interventions. Teachers also agreed that Skills Navigator would be utilized during the day to help all students move forward academically. Teachers were provided training on NWEA in the fall of 2015 and winter of 2016. This training covered how to read NWEA reports, how to utilize the program to drive instruction, and how to use the data to provide interventions. Teachers were also given professional development days during the 2014/2015 school year to create classroom assessments that followed the Indiana College and Career Readiness Standards. This professional development continued through the 2015/2016 school year as teachers worked on updating curriculum in Reading/Language Arts and math. The plan is that days will also be provided to teachers during the summer of 2016 and the 2016/2017 school year.

Administrators at Northview will conduct bi-weekly grade level meetings to listen to concerns, comments, and ideas from teachers. Teachers at Northview fully understand the schoolwide plan as they developed it. Rtl and ESP meetings will be conducted throughout the year 2016/2017 school year. RTI meets every 6 weeks and ESP meetings are held 3 times a year to discuss student data and academic progress.

# Activities and programs at the school level

---

A classroom teacher, interventionist, and support staff will support every student at Northview Elementary. Students failing to meet benchmarks as measured by district common assessments will receive additional instruction in the areas of language arts and math. Interventionist and a job coach are provided to assist teachers and help strengthen the core academic program and support them in the area of differentiated instruction. They are also utilized to help students with their academic needs. The interventionist oversees the paraprofessionals that also work directly with our students. Students will be progressed monitored on a regular basis.

Each student at Northview will have a daily computer time. Students will be working on either Skills Navigator or Tickets to Read on a regular schedule.

# Coordination and integration of funds

---

We understand we can combine federal, state, and local funds, however, the planning committee has decided to decline to combine funds.