

# **Merrillville Intermediate School**



## **Title 1 School-Wide School Improvement Plan**

**2019-2020**

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<b>Schoolwide Plan Components – Checklist</b>		
	<b>Required Components of a Title I, A Schoolwide Plan</b>	<b>LEA Review</b>
1	A comprehensive needs assessment of the whole school	<a href="#">P. 5</a>
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 strengthens the core academic program</li> <li>▫ Increases 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> <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>	<a href="#">P. 13</a>
3	Highly qualified teachers in all core content area classes	<a href="#">p.19</a>
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	<a href="#">P. 21</a>
5	Strategies to attract high-quality teachers to this school	<a href="#">P. 23</a>
6	Strategies to increase parental involvement, such as literacy services <b>6a.</b> Description how the school will provide individual academic assessment results to parents <b>6b.</b> Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	<a href="#">P. 24</a>
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 preschool program	<a href="#">p.26</a>
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 student achievement	<a href="#">P. 27</a>
9	Activities and programs at the school level to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement are provided with effective, timely additional assistance	<a href="#">P. 13, p. 29</a> and <a href="#">p. 37</a>
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	<a href="#">P. 27</a>

10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	
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## **Description of the School**

The town of Merrillville is the twenty-fifth largest community in Indiana. It is located approximately one mile south of Gary, Indiana, and twenty-eight miles southeast of Chicago, Illinois. Merrillville is part of Lake County, which is the second largest county in the state of Indiana. Merrillville covers just over thirty- three square miles of the total six hundred and twenty-seven square miles of Lake County. The Merrillville Community School Corporation consists of all of Ross Township, which includes Merrillville as well as parts of the cities of Hobart and Crown Point.

Merrillville's ethnically diverse population of approximately 34,871 citizens enriches the community. The population is comprised of 12.3% Caucasian, 61.2% African-American, 20% Hispanic, and 5.4% Multi-racial, and 1.1% from other ethnic groups. This primarily residential community consists of citizens that are economically and socially middle class with a low percentage of residents at the high or low end of the economic and social spectrums. Many residents earn a living from the businesses located along the Route 30 corridor, in the neighboring cities, or commuting to Chicago and its surrounding suburbs. The town of Merrillville has an average family income of forty thousand dollars.

The Merrillville Community School District consists of one high school, one middle school, one intermediate school, and five elementary schools. The total student population is approximately 6,400 students. Merrillville Intermediate School reorganized in 2001-2002 and is a school for fifth and sixth graders. The school underwent a twenty-two million dollar renovation program and currently contains all the fifth and sixth graders in the Merrillville School Corporation.

Merrillville Intermediate School was originally built in 1971 and presently houses a student population of approximately 1000 fifth and sixth grade students. Our student population is comprised of various ethnic and cultural backgrounds. The ethnic population consists of 12.7% Caucasian, 62% African-American, 19.1% Hispanic, and 4.8% Multi-racial.

One Principal, one Associate Principal, one Assistant Principal, one Dean of students, 1.5 social workers, one full-time nurse, seven full-time special education teachers, 10 Para-professionals, forty-one academic teachers, seven allied arts teachers, and fourteen support staff serve the school. In accordance with the Safe Schools principles, two full-time non-uniformed security personnel are also present. Tabletop crisis planning sessions keep the administration and crisis team abreast of emergency planning and real-life situations. Keeping students after school and having activities that are safe are important to the school and community. MIS presently houses an after school Boy's and Girl's Club open to MIS students and a few elementary students. Students receive a snack and participate in various character-building and social activities.

Merrillville Intermediate School prides itself in making strides in providing students a well rounded school environment. This includes making the MIS parents part of the family of our school community. It starts with the beginning of school year with orientations for each grade and Open House Night. In November, parent conferences are held one on one with the

teacher or team. Parents are encouraged to participate in as many school activities in which they are able. The PTO promotes open parent communication and participation within the school environment. Extracurricular activities continue to promote positive social interaction among the Intermediate age level student. Various clubs are offered such as Student Council, PEARLS, and STAND. Academic Clubs include the Spellbowl and Math Bowl teams. The Arts do not go unnoticed. Choir, Band, and Orchestra contribute to numerous students participating in concerts and contests sponsored by the Indiana State School Music Association. Students also broaden their educational horizons by taking field trips to concerts and various other curriculum trips such as the Challenger Space Center, Merrillville Planetarium, STARBASE and Chicagoland museums and cultural centers.

### **Mission and Vision Statement: Merrillville School Corporation**

#### Vision

Every Child. Every Day. Whatever It Takes.

#### Mission Statement

- Creates quality learning experiences by setting standards that engage students to reach their highest potential.
- Provides learning environments that are enhanced through meaningful relationships that give students a global perspective
- Empowers students to believe they can be successful

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### **Comprehensive Needs Assessment**

The goals set forth in the 2019-2020 SIP are based on data obtained from the Comprehensive Needs Assessment. Both math and reading goals were based on the data shown below. An analysis of the data indicates a need for increasing the low proficiency rates with an emphasis on Math performance as well as reduction of suspensions and referrals.

### **Academic Data - Math**

<b>5th Grade: Istep+: Math (% of Students)</b>			
<b>Year</b>	<b>DNP</b>	<b>P</b>	<b>P+</b>
15-16	47	37	16
16-17	37	38	24
17-18	36	44	20

<b>5th Grade: ILEARN: Math (% of Students)</b>				
<b>Year</b>	<b>Above</b>	<b>At</b>	<b>Near</b>	<b>Below</b>
18-19	24	27	27	22

<b>6th Grade: Istep+: Math (% of Students)</b>			
<b>Year</b>	<b>DNP</b>	<b>P</b>	<b>P+</b>
15-16	50	37	12
16-17	48	33	17
17-18	45	35	20

<b>6th Grade: ILEARN: Math (% of Students)</b>				
<b>Year</b>	<b>Above</b>	<b>At</b>	<b>Near</b>	<b>Below</b>
18-19	24	29	25	23

<b>Special Education: Istep+: Math (% of Students)</b>		
<b>Grade</b>	<b>DNP</b>	<b>P</b>
5th	62.1	37.9
6th	78.8	21.2

<b>Special Education: ILEARN Math (% of Students)</b>				
<b>Year</b>	<b>Above</b>	<b>At</b>	<b>Near</b>	<b>Below</b>
5th	9	3	22	66
6th	10	7	23	59

<b>5th: ISTEP+ Applied Skills Average 2017-2018 (% of Students)</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>
Algebraic Expression	43	22	30
Computation	32	54	11
Geometry and Measurement	43	36	19
Math process	25	38	21

<b>5th: ILEARN 18-19 (% of Students)</b>	<b>Above</b>	<b>At/Near</b>	<b>Below</b>
Algebraic Thinking	22	51	27
Computation	24	49	24
Geometry, Measurement, Data Analysis, Stats	17	59	24
Number Sense	26	49	25

<b>6th: ISTEP+ Applied Skills Average 2017-2018 (% of Students)</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>
Number Sense	32	34	32
Geometry and Measurement	62	24	12
Math process	44	23	31

<b>6th: ILEARN 18-19 (% of Students)</b>	<b>Above</b>	<b>At/Near</b>	<b>Below</b>
Algebraic Thinking	22	50	28
Computation	22	50	28
Geometry, Measurement, Data Analysis, Stats	20	59	21
Number Sense	27	51	22

### Spring 2018-2019

<b>I READY Math % Student Proficiency</b>	<b>5th</b>	<b>6th</b>
Overall	60	54
Number Operation	66	60
Algebra	58	57
Measurement/Data	68	63
Geometry	58	51

### Fall of 2019-2020

<b>I READY Math % Student Proficiency</b>	<b>5th</b>	<b>6th</b>
Overall	22	31
Number Operation	25	31
Algebra	27	27
Measurement/Data	34	40
Geometry	25	33

**Academic Data - ELA**

<b>5th Grade: Istep+ ELA (% of Students)</b>			
Year	DNP	P	P+
15-16	51	38	11
16-17	42	43	14
17-18	37	47	16

<b>5th Grade: ILEARN: ELA</b>				
Year	Above	At	Near	Below
18-19	13	34	25	27

<b>6th Grade: Istep+ ELA (% of Students)</b>			
Year	DNP	P	P+
15-16	43	44	13
16-17	36	46	16
17-18	30	51	19

<b>6th Grade: ILEARN: ELA</b>				
Year	Above	At	Near	Below
18-19	17	37	29	17

<b>2017-2018 Special Education: Istep+ ELA (% of Students)</b>		
Grade	DNP	P
5th	74.1	25.9
6th	75.0	25.0

<b>2018-2019 Special Education: ILEARN ELA (% of Students)</b>				
<b>Year</b>	<b>Above</b>	<b>At</b>	<b>Near</b>	<b>Below</b>
5th	0	9	16	76
6th	1	16	33	49

<b>5th Grade: 2018-2019 ILEARN ELA (% of Students)</b>	<b>Above</b>	<b>At/Near</b>	<b>Below</b>
Key Ideas and Textual Support/Vocabulary	21	90	19
Structural Elements and Organization/Connection of Ideas/Media Literacy	18	70	12
Writing	23	58	19

<b>6th Grade: 2018-2019 ILEARN ELA (% of Students)</b>	<b>Above</b>	<b>At/Near</b>	<b>Below</b>
Key Ideas and Textual Support/Vocabulary	19	62	19
Structural Elements and Organization/Connection of Ideas/Media Literacy	14	65	21
Writing	19	58	23

### Spring 2018-2019

<b>IREADY ELA Proficiency (% of Students)</b>	<b>5th</b>	<b>6th</b>
Overall	41	39
Vocabulary	40	41
Comp: Lit	51	44
Comp: Infor Text	39	39

**Fall of 2019-2020**

<b>IREADY ELA Proficiency (% of students)</b>	<b>5th</b>	<b>6th</b>
Overall	26	29
Vocabulary	21	25
Comp: Lit	33	35
Comp: Infor Text	26%	32%

<b>SRI: 2018-2019 Spring Proficiency (% of students)</b>	<b>5th</b>	<b>6th</b>
Below Basic	7	7
Basic	20	26
Proficient	43	32
Advanced	30	35

<b>SRI 2019-2020 Fall Proficiency (% of students)</b>	<b>5th</b>	<b>6th</b>
Below Basic	20	15
Basic	38	38
Proficient	30	25
Advanced	12	22

### **Attendance Data**

In studying the attendance data over two years, the data shows that intentional and purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade , by trimester, and the averages are shown below. An action plan and goals were developed to target the low percentages and reduction of chronic student absences.

<b>Average Attendance Rate (2018-2019)</b>				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	96.65	94.91	96.07	95.49
6th	96.38	94.86	95.98	95.42

<b># of students with 2 per Trimester or more of absences (2018-2019)</b>				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	213	249	218	226.66
6th	216	295	243	251.33

### **Behavior Data**

The number of referrals and suspensions continues to be an area of focus . Plan focuses on reducing the number of referrals as well as reducing the number of students with 2+ incidents that result in a suspension.

<b># of Referrals (2018-2019)</b>				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	438	511	638	574.5
6th	512	476	582	529

<b># of ISS/OSS (2018-2019)</b>				
Grade	Trimester 1	Trimester 2	Trimester 3	Total
5th	71	89	115	275
6th	64	82	140	286

An analysis of the 2018-2019 data led to the following observations and conclusions:

**Successes**

- Growth on i-Ready in 2018-2019 in Math.
- SRI: Less than 7% of students were below basic on Spring SRI test
- High percentage of students meeting one year's growth on i-Ready

**Areas of Weakness**

- # of ISS/OSS
- Low percentage of special education students were at/near proficiency on ILEARN
- Low percentage of students meeting stretch growth for i-Ready

### Implementation of Schoolwide Reform Strategies

**FOCUS AREA ELA:** The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.

**August 2020 MEASURABLE OUTCOME:** Each grade level will increase proficiency rate by 5%.  
**5th: 52% 6th: 59%**

<b>Focus Area</b>	<b>ILEARN ELA Proficiency</b>	
<b>Root Cause</b>	<b>We did not use high leverage strategies and use data to drive instruction.</b>	
<b>Data Based Rationale</b>	<b>5th Istep+ Pass Rates:</b> <ul style="list-style-type: none"> <li>● 15-16: 49%</li> <li>● 16-17: 57%</li> <li>● 17-18: 63%</li> <li>● ILEARN: 47%</li> </ul> <b>6th Istep+ Pass Rates:</b> <ul style="list-style-type: none"> <li>● 15-16: 57%</li> <li>● 16-17: 62%</li> <li>● 17-18: 69%</li> <li>● ILEARN: 54%</li> </ul>	
<b>Research-Based Goal</b>	<b>Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. WIN time will be implemented to differentiate instruction based on academic needs of students.</b>	
<b>Evidence-Based Intervention</b>	<b>Description:</b>  <b>Provide professional development, coaching, and data analysis of student performance. Learning strategies for Implementation during instruction and ways to differentiate instruction to meet the needs of all students.</b>	<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b> <input type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk	

#### Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Integration of high yield strategies to differentiate instruction based on data.	Administrators Instructional Coach Teachers	formative and summative data including i-Ready, SRI, CFA	Monthly /3x a year
Implementation of WIN time.	Students will receive targeted instruction based on need (data). Flexible grouping and focused instruction.	Teachers, aides, coaches,	formative and summative data including i-Ready, SRI, CFA, lesson plans	Monthly /3x a year
Data Meetings by teacher, teams, and staff	Meetings held to evaluate data, proficiency and growth and creation of strategies and plans to meet	Administrators Instructional Coach Lead Teachers	Data notes	Every 2-3 weeks

	the needs of all students.			
Focus Area Math: The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
August 2020: MEASURABLE OUTCOME: Student will increase proficiency rate by 5% or more each year. 5th: 54% 6th: 52%				
Focus Area	ILEARN Math Proficiency			
Root Cause	We did not use high leverage strategies and data to drive instruction.			
Data Based Rationale	<p>5th Istep+ Pass Rates:</p> <ul style="list-style-type: none"> <li>● 15-16: 53%</li> <li>● 16-17: 62%</li> <li>● 17-18: 64%</li> <li>● ILEARN: 49%</li> </ul> <p>6th Istep+ Pass Rates:</p> <ul style="list-style-type: none"> <li>● 15-16: 49%</li> <li>● 16-17: 50%</li> <li>● 17-18: 55%</li> <li>● ILEARN: 47%</li> </ul>			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. WIN time will be implemented to differentiate instruction based on academic needs of students.			
Evidence-Based Intervention	<p>Description:</p> <p>Provide professional development, coaching, and data analysis of student performance. Learning strategies for Implementation during instruction and ways to differentiate instruction to meet the needs of all students.</p>	<p>Core Component (if applicable)</p> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group (for focused data analysis)	<p>Choose all that apply</p> <input type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk			
<b>Professional Development Plan</b>				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Integration of high yield strategies to differentiate instruction based on data during WIN.	Administrators Instructional Coach Teachers	formative and summative data including i-Ready, SRI, CFA	Monthly /3x a year
Implementation of WIN time.	Students will receive targeted instruction based on need (data). Flexible grouping and focused instruction.	Teachers, aides, coaches,	formative and summative data including i-Ready, SRI, CFA, lesson plans	Monthly /3x a year
Data Meetings by teacher, teams, and staff	Meetings held to evaluate data, proficiency and growth and creation of strategies and plans to meet the needs of all	Administrators Instructional Coach Lead Teachers	Data notes	Every 2-3 weeks

	students.			
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**Focus Area Attendance:** The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.

**August 2020 MEASURABLE OUTCOME: 80% or more of our identified chronic absentee students will improve their attendance rate by 3%**

<b>Focus Area</b>	<b>Attendance</b>		
<b>Root Cause</b>	<b>Small population of students exhibit chronic absenteeism</b>		
<b>Data Based Rationale</b>	<b>101 Students in 5th and 6th grade were chronically absent. (2018-2019)</b>		
<b>Research-Based Goal</b>	<b>A specific schedule and process are used to monitor processes.</b>		
<b>Evidence-Based Intervention</b>	<b>Description: Compulsory Attendance Law</b>	<b>Core Component (if applicable)</b> <input checked="" type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level	
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b> <input type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk		

**Professional Development Plan**

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Plan for monitoring created	Set up a plan to monitor chronic students	Dean Attendance Clerk	Plan is in place	September 1, 2018
Data meetings	Weekly data meetings will be held to analyze student absences and tardies.	Dean Attendance Clerk Social Worker	Data meeting notes	Weekly
Interventions -check-ins -incentives	When student absences are increasing, investigate the cause.	Dean Attendance Clerk Social Worker	Documentation of interventions, attendance of students	Weekly
Implement the MCSC Truancy program with fidelity.	Parent contacts, letters, and citations will be issued	Dean Attendance Clerk Social Worker	documentation of implementation	Weekly

**Focus Area Behavior:** The following is based on a Comprehensive Needs Assessment Data

<b>Dashboard that disaggregated data by subgroups and focus areas.</b>				
<b>June 2020 MEASURABLE OUTCOME: 9% or less of our population will have two or more offenses that earned a suspension.</b>				
<b>Focus Area</b>	<b>Behavior</b>			
<b>Root Cause</b>	<b>Students lack self-regulation of their own behavior and are receiving multiple ISS/OSS for these behaviors.</b>			
<b>Data Based Rationale</b>	<b>14% of our students in 2017-2018 had two or more incidences 10.5% of our students 2018-2019 that had two or more incidences of offenses that earned a suspension.</b>			
<b>Research-Based Goal</b>	<b>The school community supports a safe, orderly and equitable learning environment</b>			
<b>Evidence-Based Intervention</b>	<b>Description:</b>  <b>Implementation of Trauma/Brain strategies, restorative practices, PBIS, and targeted Interventions (Tier 3).</b>	<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b> <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
<b>Professional Development Plan</b>				
<b>Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Professional Development	Focused PD on how stress and trauma impact the brain and restorative practices.	Admin Social Workers Brain Trauma trainers teachers, staff	Number of restorative practices conducted.	Yearly
Classroom Meetings (Pirate Power) with a focus on neuroscience for kids and implementation of brain-aligned strategies.	Teachers will conduct Pirate Power with fidelity using Educational Neuroscience and use brain aligned strategies in their classroom and interventions with discipline.	Teachers, staff	Reduction in behavior referrals.	monthly
	Description of Action	Person	Evidence of	Date to

Action Steps		Responsible	Success	Evaluate
Monitor Discipline referrals and provide interventions (PBIS Tier 2)	PBIS committee meets monthly to look at data and determine school needs	PBIS team Admin Social Workers	Meeting notes Discipline data	monthly
Targeted Behavior Interventions	Alternative School and repeat ISS/OSS offenders will participate in targeted mentoring and intervention groups.	PBIS Admin Social Workers	Discipline data of targeted students	monthly
Parent Information	Provide information to parents relevant to student behavior and development	PBIS Admin Social Workers	Information copies	monthly

## HQ aide Information

Last Name	First Name	Position	Category	HQ Qualification
Tucker	Phoebe	Nurse Clerk/Typist	I-Secretarial	N/A
Kistingner	Pat	Secretary to Principal	I-Secretarial	N/A
Qualkinbush	Denise	Intermediate Library Coordinator	I-Secretarial	ParaPro
Austin	Mary	Lunchroom Aide	IV-Student Sup.	N/A
Saberniak (Woodworth)	Angela	Sec to Asst Principals	I-Secretarial	N/A
Spicknall	Beth	Technology Lab Coordinator	I-Secretarial	N/A
Cassity	Nia	Detention Aide	IV-Student Sup	N/A
Rhodes	Sheila	RTI Aide	V-Support Pers.	94 hrs higher ed
Johnson	Rosandra	Instructional/Behavior Aide	V-Support Pers.	124 hrs higher ed
Hayes	Shaquell	Title 1 Aide	V-Support Pers.	Bachelors
Henderson	Eric	PEP Aide	V-Support Pers.	Para Pro
Stevens	Theresa	Receptionist	I-Secretarial	N/A
Gregory	Joyce	Teacher Aide	II-Support Pers.	N/A
Smith	Michelle	Café Aide	IV-Student Sup	N/A
Torres	Nancy	ESL Aide	V-Support Pers.	Associates
Buenrostro	Alexis	Title 1 Aide	V-Support Pers.	55 hrs higher Ed
Chicoine Mitchell	Kate	Main Office Secretary/Clerk	I-Secretarial	N/A



## HQ Teacher Information

LAST NAME	FIRST NAME	LICENSE SUBJECT	GRADE LEVEL	EXP. DATE	ASSIGNMENT
Augustyn	Andrew	Rules 2002 Government & Citizenship, Historical Perspectives, Sociology	Middle/High		Instructional Coach
Baldwin	Victoria	General Elementary	1-6 7/8 nd	6/23/2026	GR 5 SCI/LA
Blue	Jordan	Elem Generalist REPA3 - emergency permit	K-6		6th
Bonick	Kendall	Elem Generalist & Reading REPA	K-6		6th
Brady	Lisa	General Elementary 1-6 7/8 non depart	1-6,7/8nd	4/23/2019	READING
Brazil	Rachel	Rules 2002 Elementary/Intermediate Generalist & Business Ed MS/HS	Gr. 6/Lang Arts	5/22/2022	Temp Coaching Cadre
Carden	Kristina	Elementary Generalists/ Mild Intervention	K-6 P-12	5/16/2019	Gr 5
Case	Callie	Elementary Generalists	K-6	7/31/2020	Gr 6
Casteel	Joanne	general elementary 1-6 7/8 non depart learning disabled minor k-12	1-6;7/8nd	7/25/2023	GR 5 MATH/LA
Cervantes	Antonio	Elementary Generalist	K-6	6/30/2019	5th Math/Science
Choi	Kimberly	Elementary Generalists	K-6	4/1/2019	Gr 5
Cole	Bobi Lynn	health & safety 7-12 (minor) physical education, all grades (major)	all grade	6/5/2020	PHYSED GIRL
Cook	Jaleesa	Elem Gen/Mild Intervention REPA	K-6	10/28/2019	5th
Davalos	Fanny	Elem Gen K-6 & Mild Intervention P-12	P-12	7/17/2019	Gr 6
Dinkins	Laura	Rules 2002 Instructional Initial - General Music/Band	Gr. 5-6	7/22/2020	Music
Ewing	Michael	Rules 2002 Elementary/Intermediate	Gr. 5 Math	8/4/2020	Title 1 Math
Gentilcore	Amanda	Rules 2002 Reading/Mild Interv/Generalist	Elem/Intermediate	8/1/2023	Gr 5 Science/Math
Gurnak (Porzuczek)	Jamie	Rules 2002 Elem/Int/Primary/Sociology	Elem/Middle/Jr./High	4/9/2020	Gr. 6 Engl/LA
Halliar	Casandra	Instrumental & General Music REPA 3	P-12		Music
Hawkins	Kendra	Elementary Generalist REPA3	K-6		5th
Herbert	Kimberly	general elementary	1-6; 7/8 nd	6/9/2021	GRADE 6
Hightower	Erica	General Elementary 1-6 7/8nd	1-6 7/8nd	8/10/2023	GRADE 6
Hinkel	Michelle	general elementary	1-6; 7/8 nd	6/19/2019	GRADE 6
Issa	Furdose	Elementary Generalist REPA 3 Emergency Permit	K-6		6th
Jones	LaTrice	Elem/Intermediate/Primary Generalist	Elem/Prim/int	8/4/2020	6th
Kent	Joy	Rules 2002 Elementary /Intermediate Primary, Mild Inter/Elem/Int/Prim	Elemen/Prim/Int	7/28/2020	Gr. 5 Math
Kuipers	Megan	Elem Generalist/Early Childhood REPA	K-6/P-3	4/9/2020	6th
Laird	Nicole	Elementary Primary Intermediate Generalist Mathematics Middle School/Junior High	Elem/Int - middle	6/4/2028	Dean
Lawson	Judith	English 9-12 ESL K-12, ELA5-9 Rules 46-47, REPA	K-12		ESL
Levin-DiFlore	Julie	Elementary/Intermediate Generalist, Psychology	Gr. 6/Lang Arts	4/20/2022	Lang Arts/Soc Stud

Mason	Darrion	Elementary Generalist REPA	K-6		PEP Instructor
McLaughlin	Christine	Rules 2002 Reading Elem/Prim/Interm, Business Ed HS, Elem/Prin/Interim Generalist	Elem/Prim/Inter/HS	4/7/2023	6th Gr Math
Millies	Anna	Elem/Prim/Interim Generalists Rules 2002	Elem/Prim/Int		6th
Miner	Christine	Elem/Prim/Interim Generalists, Reading Rules 2002	Elem/Prin/Int	6/6/2023	6th
Moore	Jessica	Elem Gen & Mild Intervention REPA3	K-6		6th
Murcek	Cathryn	Elem Gen & Mild Intervention REPA3	K-6		6th
Pendleton	Sherri	Rules 2002 Elementary/Mild Int	Elemen/Prim/Int	8/12/2019	Gr. 6 Math
Raketic	Yvonne	Rules 46-47 Visual Arts	all grades	6/10/2019	GR 6 ART
Robles	Yasmin	Elem Gen & Mild Intervention REPA	K-6		5th
Rogers	Kacey	Elem/Prim/Interim Generalists Rules 2002	Elem/Prim/Int		5th
Schulte	Bradley	general elementary 1-6 7/8 nd; learning disabled (minor) k-12; PE P-12	1-6,7/8 nd	4/15/2021	GRADE 5
Shaw	Lori	General Elementary Rules 46-47 1-6 7/8 Non-Dept	1-6 7/8 Non-Dept	4/19/2024	5th Grade
Shelton-James	Brooke	Elem Gen REPA 3	K-6	7/5/2021	Gr 5
Struzik	Samantha	Rules 2002 Elementary/Intermediate	Gr. 6 Lang/Arts	7/18/2019	Language Arts
Wallington	Angela	Elem Generalists REPA	K-6	8/3/2022	5th
Wells	Angela	Elementary Generalists REPA	K-6	5/3/2019	5th
Wright	Rebecca Ann	general elementary 1-6 7/8 non departmental	1-6 7/8 nd	6/12/2023	GRADE 6

## **Professional Development**

Merrillville Community School Corporation is devoting professional development programs in support of data driven decision making in order to drive curriculum and instructional decision making with alignment of all systems. This work will support the implementation of data driven decision making at the classroom, school, and district levels. This work will drive curriculum and instructional alignment.

### **PD Calendar 2019-2020**

<b>Date</b>	<b>Math</b>	<b>ELA</b>	<b>Sci/Soc St. (6th)</b>	<b>Allied Arts</b>	<b>WIN Planning</b>
August 29	Marzano Focused Teacher Model				
Sept. 5	iReady Data Digs				
Sept. 12	EL Strategies				
Sept. 19	Marzano Focused Teacher Model				
Sept. 26	Anti-Bullying Training. McKinney Vento, Mandatory Reporting				
October 3	Strategy vs resources: Group vs Team; Collaboration vs Cooperation (use a "problem child" with the protocol of problem solving) Card Activity				30 minutes
October 10	Strategy vs resources: Group vs Team; Collaboration vs Cooperation (use a "problem child" with the protocol of problem solving) Card Activity				30 minutes
October 17	Strategy vs resources: Group vs Team; Collaboration vs Cooperation (use a "problem child" with the protocol of problem solving)				30 minutes
October 24	Speed dating sharing of strategies				
October 31	Targeted Strategy Focus				
Nov. 7	PT Conferences NO PD				
Nov.14	Targeted Strategy Focus				30 minutes
November 21	Targeted Strategy Focus				30 minutes
November 28	Technology				
Dec. 5	Targeted Strategy Focus				30 minutes
Dec. 12	Targeted Strategy Focus				30 minutes
Dec 20	Team Building				
January 9	Targeted Strategy Focus				30 minutes

January 16	Technology	
January 23	Data: Schoolwide	
January 30	Targeted Strategy Focus	30 minutes
February 6	Targeted Strategy Focus	30 minutes
February 13	Targeted Strategy Focus	30 minutes
February 20	Technology	
February 27	Targeted Strategy Focus	30 minutes
March 5	Targeted Strategy Focus	30 minutes
March 12	Targeted Strategy Focus	30 minutes
March 19	Technology	
March 26	Targeted Strategy Focus	30 minutes
April 9	Targeted Strategy Focus	30 minutes
April 16	ILEARN Last Review	
April 23	Targeted Strategy Focus	30 minutes
April 30	Targeted Strategy Focus	30 minutes
May 7	Curriculum mapping 2020-2021	
May 14	Curriculum mapping 2020-2021	
May 21	Planning for 2020-2021	
May 28	Planning for 2020-2021	

### **Strategies to Attract Highly Qualified Teachers**

The Merrillville Community School Corporation attracts qualified teachers by:

- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers
- Providing opportunities for observing and student teaching placements
- Advertising in local and national publications.

In addition, the Corporation incorporates a multi-tiered application, interview and evaluation process that strives to initially select the most qualified individuals from the pool of available candidates. Once employed the Corporation offers continued support to new staff members which includes:

- An orientation week prior to the start of the year
- New teacher staff development
- The assignment of a mentor

### **District Teacher Mentoring Program**

Teachers new to the Merrillville School Corporation are assigned a mentor. The Mentor program is a two-year program that prepares individuals to meet certification requirements in the State of Indiana. A portfolio, from the individual's content area, is one of the culminating requirements of the program.

### **MIS Mentoring Program**

The MIS administrators meet with the teachers every Thursday afternoon from 1:40-3:15 PM to provide professional development opportunities and strategies for instructional improvements. Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional opportunities for in-school mentoring include working with the school's instructional coach. If required, release time is provided for new teachers to observe grade level and/or reading staff.

### **Strategies to increase parental involvement**

The Parent-Teacher Organization partners with our staff to provide an integral role in the culture and climate at MIS. PTO meetings are held monthly to share events at MIS, parental involvement opportunities, and monthly updates of happenings at school. Every meeting, the budget from the school's PTO fundraiser, is shared. Parents have opportunities to share ideas and ask questions at the PTO meeting.

Parent communication occurs in many ways. All teachers use Class Dojo to communicate with parents on academic and behavior performance. Weekly phone messages from the Principal gives parents insight of upcoming events for the week. Monthly newsletters, Twitter, as well as updated information on the school's webpage, is used to increase parent communication and involvement at MIS.

Strategies to Increase Parental Involvement:

- Parent workshops will be provided including food for families. Parents will be encouraged to attend so that they may learn ways to become more involved in the school and how to assist their child at home with schoolwork. DOJO reward coupons as well as other incentives will be provided to increase attendance.
- Family Nights will be held to encourage family engagement. Fun nights, such as Engineering Nights and Bingo, will be used to create a welcoming school environment.
- The social worker will hold parent sessions throughout the year to assist families in learning more about our school and how they can support their child at home.
- Parent-Teacher Conferences are held yearly.
- Parents will be invited to visit their child's classroom demonstrating a school-home partnership to the child.

### **Additional Parental Activities**

Listed below are some of the additional activities that involve parents o MIS Students.

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).
- MIS Family Involvement Policy - This policy outlines opportunities for family involvement. Both the compact and family involvement policy are distributed to families in August for their review and signed copies are collected (see Appendix).
- Homework Information - Assignment books, as well as use of Class Dojo, is used to communicate homework to parents.
- Open House/Back to School Night - Parents are invited to learn about daily routines and expectations in their child's classroom. This takes place at the beginning of the school year.

- Title I Annual Meetings - Meetings offered at three times of the day will be held no later than October 1st of each school year. In addition to being informed of MIS's school's participation in Title I and family's rights to be involved, families will receive written information about the Title I Program that includes:
  - Information about Title I programs such as an explanation of the selection process and samples of tests used to determine eligibility for Title I service
  - A description and examples of the curriculum and materials used to improve reading and math skills
  - Forms of academic assessment used to measure student progress and how schools are identified for improvement
  - Clarification of proficiency levels students are expected to meet
  - Family rights to request meetings to participate in decisions relating to the education of their child
- A Title I Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Math Facts, Technology & Internet Resources
- Parent Volunteers\* - Parents volunteer for field trips, class projects/centers in the classroom, Field Day, PTO sponsored events. \*Parents and volunteers must now go through criminal history/background check participation.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Parents receive communication via Skyward and school messenger

### **Reporting Individual Academic Results**

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of ISTEP+/ILEARN results will be sent to each student's home
- An optional parent conference regarding results will be offered to any parents needing further explanation.
- November Parent/Teacher Conferences
- All parents have access to Skyward. This electronic record contains all students' data in real time and can be checked by a parent.
- In the SWP parents are encouraged to be actively involved to improve Language Arts and Math achievement for their children.

## **Parental Involvement in Revision of the Schoolwide Plan**

- Parents will be informed in the fall of the plan, through a school brochure. New parents will be given the brochure as they arrive to our school. Information will be provided to parents in their language.
- Parents will be continuously informed of our school's progress of the plan at PTO meetings throughout the school year.
- Parents will be invited to a Spring Parent Input Meeting to discuss parent input. At this meeting, an agenda will be created to outline the step by step review of the schoolwide plan. Sign in sheets will be collected as a record of parent attendance and minutes will be taken to document participation.

## **Pre-K to K and 4th to 5th Grade Transition Plans**

Students who are transitioning from PreK to K are afforded:

- The opportunity to visit their new school.
- Transition conferences are held for SPED students who are transitioning to Kindergarten.
- Each Elementary holds Kindergarten Round-Up and Parent/Student Orientation days.
- At registration, families receive a *Kindergarten Welcome Packet* containing educational resources and supplies to help prepare their child for Kindergarten.
- Head Start and area preschools are invited to participate in Kindergarten Round-up and to set up transition meetings with the Kindergarten teachers.
- A representative from the district presents at monthly Head Start Parent University events to provide training and distribute educational resources and supplies to help prepare children for Kindergarten.
- We have a standard process for the transferring of information in the cumulative folders between levels.

## **4th to 5th Grade Transition Plans**

Students transitioning from 4th to 5th grade are afforded:

- The MIS Principals visit each elementary to introduce themselves and the expectations of MIS.
- MIS brochure is provided to 4th grade students prior to summer.
- An incoming 5th grade information day session is held in August prior to the start of school. Students and parents can come and visit the school.
- Fourth grade students are identified for ELL, G/T and SPED programs prior to the transition to Merrillville Intermediate School.
- We have a standard process for the transferring of information in the cumulative folders between levels.

## **Opportunities for Staff to Be Included in Assessment Decisions**

At MIS, the CIC team meets on a monthly basis. The CIC is a leadership team of teachers, staff, and parents that provides input for the MIS School Improvement plans. Surveys of staff are also used on various topics of consideration for academic and behavior improvement of our students. Certified teachers are expected to participate in analysis of student achievement data both individually and in small groups. Edulastic is primarily used for both formative and summative assessments. Teachers receive immediate results and can adjust instruction based on needs of students. Each grade level has weekly collaboration meetings to discuss assessments and curriculum. This information is utilized to discuss improvement of student achievement and to analyze student assessment data and use this information to create flexible remediation and enrichment groups for both Math and Language Arts. The staff also participates in school data meetings on Thursdays during the designated professional development.

## **Coordination/Integration of Funding**

### **Local Programs**

Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title 1 funding will be used to supplement staffing needs by providing Title I teachers and paraprofessionals. Title I funded teachers and paraprofessionals provide small group learning opportunities in the areas of math and reading during the school day. Title 1 funds are used to extend learning opportunities, including tutoring and/or summer programming. Funding will also be used to provide transportation for our extended time learning activities. Title 1 funding will be used to supplement school family involvement activities.

### **State Programs**

Technology grants align with our Title 1 funds. The money received from these state grants will be used to provide professional development for high leverage instructional practices as well as using technology to implement those strategies in the classroom.

### **Federal Programs**

Title 1 funding will coordinate closely with our Title II and Title IV monies. Through our professional development, we will train teachers in high leverage instructional strategies as well as develop curriculum for both extended day learning and instructional videos and learning opportunities for our parents. Title III money will also align with our Title 1 funding to include professional development in high leverage EL strategies.

## **Description and Location of Curriculum**

Consistent throughout the Merrillville Community School Corporation is curriculum for all academic areas including mathematics, science, social studies, language arts, allied arts, and technology. The curriculum for each subject area is based in the Indiana Academic Standards. Copies of the standards are available on the corporation website with links to the IDOE standards page. Each teacher is provided with a copy of the standards and curriculum map for their content area. Teachers and administrators work collaboratively to design the curriculum maps that are aligned to state standards and ILEARN blueprints. Curriculum maps are tweaked regularly based on formative data from classroom assessments, i-Ready diagnostic assessments, and other anecdotal information from student performance.

### **Courses Offered**

Math	Honors Math	ELA
Science	Social Studies	Choir
Band	Orchestra	Music
Physical Education	Art	Honor ELA

## **Assessment Instruments**

- ILEARN will be in place this year, replacing ISTEP. This statewide assessment is given once a year to measure student progress on the Indiana State Standards.
- IREADY reading and math is taken 3 times a year to monitor growth and overall proficiency. This includes an ongoing Standards Mastery assessment.
- SCHOLASTIC READING INVENTORY is a tool used to determine a child's reading Lexile
- COMMON FORMATIVE ASSESSMENTS are school tests aligned based on standards

## **Description of Special Services**

Merrillville Community Schools meets the needs of all learners through our high ability, Title I, special education and EL programs.

Students in 5th and 6th are placed in appropriate instructional situations. There are two honors teams, that house the identified High Ability students.

Northwest Indiana Special Education Cooperative, or NISEC, is a special education cooperative sponsored by Merrillville Community Schools and other surrounding school corporations. NISEC is responsible for meeting the provisions of IDEA and Indiana Rule Article 7, which deal with the education of students with disabilities. This includes administering, supervising, coordinating, and providing special services for all children in the Northwest Indiana area, including the students of Merrillville Intermediate School.

General educators at MIS work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided by NISEC at MIS include: psychological evaluations; speech, language and hearing services; Least Restrictive Environment (LRE) programs, and occupational and physical therapy. More restrictive classrooms include the Emotionally Handicapped, Autistic, and Intense are also programs at MIS.

EL staff work in conjunction with classroom teachers to support English Language Learners as they work toward meeting goals set forth in their Individual Learning Plan. Small group pull out and push in instruction targets the areas of language acquisition and English Language Development. EL staff support classroom teachers implementation of WIDA standards into grade level content.

## **Title 1 Status**

In the fall of 2019, Merrillville Intermediate School will be a school-wide Title 1 building. Title 1 staff provide additional support for students furthest from meeting state standards. Small group instruction will be provided during W.I.N. time. Students are identified for additional reading and math assistance through multiple assessment measures.

## **Safe and Disciplined Learning Environment**

Merrillville Community School Corporation has adopted a school safety plan to ensure the existence of a safe and disciplined learning environment in all school buildings. All school personnel are responsible for ensuring the safety and positive learning environment intended for all students at Merrillville Intermediate School. Administrators and social workers are fundamental partners in supporting the staff at MIS with designing, implementing, evaluating, and continually enhancing programs and policies which help foster those positive tenets of character education that promote respect, safety, and optimal learning conditions for all students. Towards this end, two full time security officers are on duty until late past school dismissal time. There is a full time resource officer from the Merrillville Police Department available within minutes of the school. All MIS students and staff must wear photo IDs. All visitors are registered into the building to provide for appropriate visitation during pass time, using the “Raptor” system. Cameras are installed both inside and around the outside of the building for security. All buses carry video cameras to monitor discipline problems.

A Merrillville Intermediate School Student Handbook is given to each student and his/her parents. This handbook contains reasonable discipline rules. Parents and students must sign a form stating that they have reviewed the handbook.

MIS uses the PBIS (Positive Behavioral Interventions and Support) framework to implement a positive behavior program schoolwide and create a positive school culture. Students are trained at the beginning of the year and at times throughout the year on school wide expectations for positive behaviors. A rewards system is in place to provide incentives to students for meeting expectations.

In addition, every classroom teacher at MIS in conjunction with his/her students create classroom rules and regulations ensuring that students can learn in disciplined learning environments. Expectations and rules are shared with parents. Pirate Advisory time is implemented daily. Social-emotional lessons, as well as college/career lessons are taught during this time. Emergency guideline posters are in all classrooms. Fire, tornado, and lockdown drills-timed and recorded-are practiced regularly with the students to ensure universal safety.

Students are offered a healthy breakfast before school starts each day, as well as a nutritional daily lunch. Teachers may opt to take students out for recess as weather permits. Students also get 12 weeks of PE with certified PE teachers. Social worker programs help MIS meet state curriculum requirements for health, safety, and wellness for this age group.

## **Technology as a Learning Tool**

The Merrillville Community School Corporation continues to integrate effective instructional technology to improve teaching and learning across the district. Technology professional development for teachers include, but limited to:

- Differentiated professional development focused on learning first, technology second to include:
  - Opportunities for technology cadre members and instructional coaches to attend various technology conferences to increase their knowledge and understanding;
  - Job embedded training by both internal (coaches and cadre members) and external instructional technology experts;
  - Catalog of instructional technology training sessions held both during the school day and after hours'
  - Technology bootcamp (summer 2019)

Merrillville Intermediate School is 1:1 Chromebooks. Currently, each teacher is provided with a laptop and iPad. Teachers use devices for instructional purposes to project through Apple TVs and use for right then data tracking. All students use technology daily both for consumption and creation. Google Classroom is utilized in every classroom. Programs, such as i-Ready, MindPlay, Ascend Math, Atlas Reading, Pearson online, are used for differentiation. Teachers and students use Nearpod and Flocabulary to supplement curriculum. Edulastic is used for formative assessment. STEM activities are integrated both in the classroom as well as in the new Makerspace using:

- Makey Makey
- Sphero
- Little Bits
- Stem Units created by Tech Cadre

## **Cultural Competency**

With a diverse student population, cultural competency is a daily focus at M.I.S. Through our Pirate Power Classrooms meetings, a focus on acceptance of others, diversity, anti-bullying, character traits, and communication are all incorporated within our lessons. Teachers are also aware of the instructional materials used with our students to reflect the diversity within our building. Bias awareness is also a part of our Professional Development with teachers through our Brain Institute, Child Protective Service training, and PBIS work. Teachers also participated in a 6-week study circle focused on cultural competency.

**Appendix**

# Merrillville Intermediate School

## School-Family Compact

Dear MIS Family Member,

The Merrillville Community School Corporation and the families of the students participating in activities, services, and programs funded by Title I and Every Student Succeeds Act (ESSA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement, as well as the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

### School Responsibilities

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Students receive small group instruction of Indiana Academic Standards that focuses on the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension and/or math skills such as fact fluency and problem solving.
- Hold Family-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Fall conferences will be held as scheduled by the district. **Reading and Math Intervention Teachers will be available on this day as well.**
- Provide families with frequent reports on their child's progress.
  - Student progress will be reported at the middle and end of each grading period.
  - Families may receive online access to their child's grades through Skyward. Contact the school for more information.
- Provide families with reasonable access to staff and opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
  - Teachers are available to meet with families either before or after school and during the school day by appointment.
  - Families may participate in school activities and observe their child's classroom by letting the teacher know 24 hours in advance.
  - Families may view video-taped lessons.
- Provide families with opportunities to reserve Family materials, games and books through the Family Resource center. Provide several workshops throughout the year for families.

## Suggested Family Involvement

*We, as families, will support our child's learning in the following ways:*

1. Make sure my child attends school each day and arrives on time, barring illness.
2. Make sure homework is completed and my child is reading each night for at least 20 minutes.
3. Monitor amount of television and video game time for my child.
4. Participate, as appropriate, in decisions relating to my child's education.
5. Promote positive use of my child's extracurricular time.

## Suggestions for the Student

1. Do my homework everyday and ask for help when needed.
2. Read at least 20 minutes every day outside of school time.
3. Give my family member, or guardian, all notes and information that I receive.
4. Work hard and cooperate with teachers while in school.
5. Follow all school rules.

## STAFF

Mrs. Bonin – Principal  
Sean Hudson – Assistant Principal  
Brett Wartman – Assistant Principal  
Mrs. Brady – Title I Reading Specialist  
Mr. Ewing - Title I Math Teacher  
Ms. Shaw - Title I Reading Specialist

Spr. 09 Family Input Meeting - No Revisions  
Spr. 10 Family Input Meeting –include family suggestions  
Spr. 11 Family Input Meeting–include family suggestions  
Spr. 12 Family Input Meeting –include family suggestions  
Spr. 13 Family Input Meeting–include family suggestions  
Spr. 14 Family Input Meeting –include family suggestions  
Spr. 15 Family Input Meeting–include family suggestions  
Spr. 16 – Change to Family Compact  
Spr. 17 – ESSA  
Spring 18 - Math  
Spring 19: conferences

## Merrillville Intermediate School Family Involvement Policy

The staff at MIS supports the Family involvement goals of Title I and encourages the regular participation by MIS Families in all aspects of the program. The education of children is viewed as a cooperative effort among the families, school, and community. In this policy, the word “Family” also includes guardians and other family members involved in supervising the child’s learning.

To fulfill the requirements of Family involvement, all MIS families shall be invited to participate in the following events:

- A Fall Orientation meeting, held no later than October 1<sup>st</sup> of each school year. In addition to being informed of online resources and support at <http://www.mvsc.k12.in.us/TitleI/>, Families will receive written information about the Title I Reading Program that includes:
  - An explanation of the yearly testing process and selection of students for the reading and math intervention program
  - A description and explanation of the curriculum in use in the classroom
  - Forms of academic assessment used to measure student progress and how schools are identified for improvement
  - Proficiency levels students are expected to meet
  - Family Rights to request information about the qualifications of teachers and paraprofessionals in their school
- Family Fun Night, held no later than December 1<sup>st</sup> of each school year. This training session for families will provide guidance in how families can assist in the education of their children at home. Topics may include one or more of the following:
  - Reading Comprehension
  - Fluency
  - Vocabulary
  - Math
- ❖ A Family teacher conference allowing families to meet with teachers to discuss their child’s progress. **Title I teachers will also be available to explain how to monitor student progress and understand report cards.**
- ❖ A Spring Family and Child Event, held no later than May 1<sup>st</sup> of each school year. This meeting will provide families with an opportunity to evaluate the design, development, and operation of the Title I program for the next school year. This event will also serve to provide guidance in how families can assist in the education of their children at home.
- Use of the Title I Family Library. These resources will provide families ways to work with their children at home. Available materials cover the following areas:

- o Reading Comprehension
- o Fluency
- o Phonics
- o Vocabulary
- o Math

To further build Family involvement, Merrillville Intermediate School will be involved in the following initiatives:

- Staff training in:
  - o the value and utility of contributions of families
  - o how to reach out to, communicate with, and work with families as equal partners
  - o implementing and coordinating Family programs
  - o building ties between families and the school
- Coordinating and integrating Family involvement strategies under Title I with strategies under other programs such as Head Start, Reading First, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.
- Other reasonable support for Family involvement activities as requested.

All children and youth in foster care are categorically eligible for Title I, whether or not they live in a Title I, Part A school attendance area, attend a Title I school, or meet the academic standards required for eligibility.

J. Stewart 09/08  
 No Revisions – Spring 09 Family Input Meeting  
 Revisions – Spring 10 Family Input Meeting  
 Revisions - May 2010 Monitoring  
 Revisions – February 2011 Monitoring  
 Revisions – Spring 11 Family Input Meeting  
 No Revisions – Spring 14 Family Input Meeting  
 Revision; Fall 2014 re: conferences  
 Revision; Fall 2015 re: conferences  
 Spr. 16 Family  
 Spring 17: NA  
 Spring 18: Math  
 Spring 19: No revisions

## **Title I Program Description**

The Title I Language Arts support program serves 5<sup>th</sup> and 6<sup>th</sup> grade students who have shown weakness in the area of reading and are in need of more intensive intervention. In order to determine eligibility for the supplemental language arts program, Iready and Reading Inventory data in the areas of reading comprehension and vocabulary will be analyzed. After a review of the data, students are ranked and selected for services.

Students who are most at risk will participate in a language arts pull out program facilitated by a Title I teacher and Highly Qualified paraprofessionals. The pull out program will occur 4 times a week and will consist of an additional 45 minute small group guided reading session.

The Title I Math support program serves 5<sup>th</sup> and 6<sup>th</sup> grade students who have shown weakness in the area of math and are in need of more intensive intervention. In order to determine eligibility for the supplemental math services, Iready student test data will be analyzed. After a review of the data, students are ranked and selected for services.

Students who are most at risk in 5<sup>th</sup> and 6<sup>th</sup> grade will participate in a math pull out program facilitated by a Title I teacher and Highly Qualified paraprofessionals. The pull out program will occur 5 times a week and will consist of an additional 45 minute small group math skill review session.

## **W.I.N. Time (Whatever I Need)**

Using data disaggregated from classroom, team, and grade level, all students will participate in W.I.N. time. Instruction will be differentiated based on the needs of students. Students will be grouped according to the need during a 60 minute daily scheduled time. Teams and teachers will partner together to plan for instruction both through remediation and enrichment. Professional development time will be used to analyze assessment data and instructional practices. Additional technology resources, such as Mindplay and i-Ready, will be used to provide additional interventions and extending the learning day.

## **Responsibilities of the School, the LEA, and the SEA**

### **Responsibilities of the School**

The school, Merrillville Intermediate School, will be responsible for arranging meetings with school staff, parents, and the LEA to review and revise the School Improvement Plan. The school will also be responsible for implementing all aspects of the plan.

### **Responsibilities of the LEA**

The LEA will provide feedback on MIS School Improvement Plan. The review process will include completion of the Schoolwide Plan Components Checklist. Guidance will be given to the principal and staff to ensure full implementation of the plan. The LEA will provide assistance to the Principal and Staff of MIS by providing sufficient Title 1 funds received through the SEA.

### **Responsibilities of the SEA**

The SEA will provide technical and other assistance as requested by MIS. That assistance can include Spring and Fall Administrative Workshops, application assistance workshops, and an opportunity to request School Support Teams.

### Documentation of Support by Teachers

**SCHOOL: Merrillville Intermediate School**

I, Tina Shultz, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned School.

Signature: *Tina Shultz* Date: 10/2/19

Printed Name	Group you are representing	Staff Signature	Date
Jody Casteel	Teachers	<i>Jody Casteel</i>	9/26/19
Amanda Gentilcore	Teachers	<i>Amanda Gentilcore</i>	9/26/19
Sherri Pendleton	Teachers	<i>Sherri Pendleton</i>	9/26/19
Belinda Ortiz	Teachers	<i>Belinda P. Ortiz</i>	9/26/19
Victoria Baldwin	Teachers	<i>Victoria Baldwin</i>	9/26/19
Fanny Davalos	Teachers	<i>Fanny Davalos</i>	9/26/19
Bobi Cole	Teachers	<i>Bobi Cole</i>	9-26-19
Nikki Laird	Teachers	<i>Nikki Laird</i>	9-26-19
Rebecca Wright	Teachers	<i>Rebecca Wright</i>	9-26-19
Steven Kerr	Parent	<i>Steve Kerr</i>	9-26-19
Kara Bonin	Admin	<i>Kara Bonin</i>	9-26-19
Brett Wartman	Admin	<i>Brett Wartman</i>	9/26/19
Sean Hudson	Admin	<i>Sean Hudson</i>	9/26/19



## IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative Signatures

**Used ONLY When Exclusive Representative Signs Once For ALL Schools.**

Corporation Number	4600
Corporation Name	Merrillville Community School Corporation

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Nicholas G. Brown, Ed.S.
Superintendent Signature	
Date Signed	10-2-2019

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Tina Shultz
Exclusive Representative Signature	
Date Signed	10/2/19

This signed form should be kept on file at the district office AND copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

**It is NOT necessary to return this form to the Indiana Department of Education.**