

Edgar L. Miller Elementary



Title 1 School-Wide School Improvement Plan

2019-2020

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Schoolwide Plan Components – Checklist		
	Required Components of a Title I, A Schoolwide Plan	LEA Review
1	A comprehensive needs assessment of the whole school	p.6
2	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> ▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program ▫ Increases the amount of learning time ▫ Includes strategies for serving underserved populations ▫ 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 ▫ Address how the school will determine if those needs of the children have been met ▫ Are consistent with and are designed to implement state and local improvement plans, if any 	p.17
3	Highly qualified teachers in all core content area classes	p.21
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p.23
5	Strategies to attract high-quality teachers to this school	p.24
6	Strategies to increase parental involvement, such as literacy services 6a. Description how the school will provide individual academic assessment results to parents 6b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	p.26
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	p.28
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	p.29
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	p.17 p.31 p.39
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	p.29
10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	

Description of the School

Edgar L. Miller Elementary School is one of five public schools serving elementary age children in the Merrillville Community School Corporation. Opened in 1966, it serves the northwest corner of the corporation boundaries. Originally a farm community, Merrillville experienced rapid growth in the 60's and 70's when residents of the steel city of Gary moved south seeking new subdivisions and a touch of country living. Throughout the 80's and 90's, the population remained relatively stable as the town expanded. Farmlands were replaced by subdivisions as the number of households increased. Construction of hotels, restaurants, shopping areas, and recreational centers was on the rise. Light industry also began to appear. When originally opened, Miller serviced both middle and upper-middle level socio-economic groups. Many of the parents were professionals and provided a broad base of support for school activities. Over the years, there has been a significant change in the community's make-up. Older couples are relocating and young families are moving into the district. Included within the Miller boundaries are 2 major apartment complexes that also contribute to the high mobility.

Miller was first opened in 1966 and underwent an extensive renovation and upgrading in 1992. Increased enrollment led to a 6-room addition during 1996. There are currently 24 classrooms, 3 computer labs, a library, a music room, an art room, a science lab, a gym and a cafeteria. As of the fall of 2019, the school is organized in a preK-4 pattern. Full day head start and kindergarten classes are available for all students. The Merrillville Intermediate School is the home for all 5th and 6th graders in the school district.

Mrs. Jennifer Griffin, appointed in 2013, serves as principal. A speech therapist serves on a part-time basis, where a nurse and social worker are available full-time. Miller personnel also include the following:

<u>Certified Personnel</u>		<u>Non Certified Personnel</u>	
General Education	18	Clerical (office, etc.)	5
Title I	1	Food Service	7
Art	1	Custodial	5
Music	1	Cafeteria/Playground	6
Physical Education	1	Behavior Aide	1
Special Education	1	Title I Aide	6
EL	1	NSEC Para	1
Nurse	1	Head-Start aides	4
NISEC/LRE	1		
Master Coach	1		
Family Advocate	1		

Student recognition has evolved over the years. In addition to the Honor Roll for 3rd and 4th graders, an additional club has been created. Students are also recognized monthly for good behavior and perfect attendance. End-of-the-year awards programs are centered at the grade or class level where more personal attention can occur. The P.B.I.S (Positive Behavioral Interventions and Supports) program provides for a wide variety of celebrations that encourage students to follow school procedures. The above are just a few examples of the celebrations that occur at Miller School.

Communication lines are always open through the phone system, e-mail, web sites, school-wide ClassDojo, Twitter, Miller School PTO Facebook page, and monthly newsletters. Phones in every room promote parent/teacher conferencing and voicemail messages can be left for school personnel at any time. Another feature of the phone system allows a message to be sent to the home of every student for special events and in case of school closings, delayed starts, or early dismissals. The Merrillville Community School Corporation and the Miller web sites provide a wealth of information for the entire community. The Skyward Parent Access allows parents to track student information online.

Miller offers services through the Merrillville Community School Corporation's English Learner (EL) program at the elementary level.

In addition, Miller facilities are used by outside groups such as the Little League, Merrillville Girls' Softball, Jr. Pirates Youth Basketball, Merrillville Soccer, Girl Scouts, Cub Scouts, Election Board, etc.

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

Edgar L. Miller Elementary School

Vision We strive to empower Every Learner to reach maximum potential Everyday

Mission Edgar L. Miller Elementary School, in partnership with students, parents, and community, accepts the responsibility to provide a non-threatening atmosphere by focusing on the LIFESKILLS and Lifelong Guidelines. Together we will develop each student's potential academically, emotionally, physically, and socially. We strive to create a learning environment where human diversity is a source of pride and the value of every individual is respected.

LIFESKILLS

Sense of Humor Flexibility Friendship Integrity Responsibility
Perseverance Effort Curiosity Initiative Organization
Common Sense Caring Pride Cooperation Patience
Problem-Solving Resourcefulness Courage

Lifelong Guidelines Active Listening No Put Downs Truthfulness Trustworthiness Personal Best

Comprehensive Needs Assessment

The goals set forth in the 2019-2020 SIP are based on the data obtained from the Comprehensive Needs Assessment. Both Reading and Math goals were based on the data shown below.

Academic Data

ISTEP 2017-2018 Language Arts Results

**2018-2019 New ILearn Assessment

2017-2018 ELA ISTEP		
Grade	DNP	PASS%
3	36.9	63.1
4	31.8	68.2
School Average	34.4	65.6

2018-2019 ELA ILEARN		
Grade	DNP	PASS%
3	59	41
MCSC Average	59	41
State Average	54	46
4	52	48
MCSC Average	56	44
State Average	55	45
School Average	55	45

Grade 3" English/Language Arts Standards % Mastery		
ILEARN Reporting Category	2019-2020	2020-2021
#1-Key Ideas and Textual Support/Vocabulary	80	
#2-Structural Elements/Media Literacy	80	
#3-Writing	69	

Grade 4 English/Language Arts Standards % Mastery		
ILEARN Reporting Category	2019-2020	2020-2021
#1-Key Ideas and Textual Support/Vocabulary	81	
#2-Structural Elements/Media Literacy	76	
#3-Writing	70	

Third Grade ELA 4 year trends		
	DNP	PASS
2015-2016	26.0	74.0
2016-2017	26.7	73.3
2017-2018	36.9	63.1
2019-2020	59	41
School Average	37.15	62.85

Fourth Grade ELA 4 year trends		
	DNP	PASS
2015-2016	29.2	70.8
2016-2017	39.2	60.8
2017-2018	31.8	68.2
2018-2019	52	48
School Average	38.05	61.95

2017-2018 Math ISTEP+		
Grade	DNP	PASS
3	47.7	52.3
4	37.1	62.9
School Average	42.4	57.6

2018-2019 Math ILEARN		
Grade	DNP	PASS%
3	34	66
MCSC Average	45	55
State Average	42	58
4	38	62
MCSC Average	56	54

State Average	47	53
School Average	36	64

Third Grade Math 4 year trends		
	DNP	PASS
2015-2016	43.1	56.9
2016-2017	52.9	47.1
2017-2018	47.7	52.3
*2018-2019	34	66
School Average	44.4	55.6

Fourth Grade Math 4 year trends		
	DNP	PASS
2015-2016	47.7	52.3
2016-2017	40.2	59.8
2017-2018	37.1	62.9
*2018-2019	38	62
School Average	40.75	59.25

IREADY Reading % of Student Placement Distribution by Grade 2016-2017 (Spring)

Grade	% On and above	% Below Level
Kindergarten	77	23
First Grade	75	25
Second Grade	43	57
Third Grade	62	38
Fourth Grade	47	53

IREADY Reading % of Student Placement Distribution by Grade 2017-2018 (Spring)

Grade	% On and above	% Below Level
Kindergarten	89	11
First Grade	61	39
Second Grade	61	39
Third Grade	66	34
Fourth Grade	45	55

IREADY Reading % of Student Placement Distribution by Grade 2019-2020

Grade	% On and above Fall	% Below Level Fall	% On and above Spring	% Below Level Spring
Kindergarten	12	88		
First Grade	20	80		
Second Grade	13	87		
Third Grade	25	75		
Fourth Grade	26	75		

IREADY Math % of Student Placement Distribution by Grade 2016-2017 (Spring)

Grade	% On and above	% Below Level
Kindergarten	61	39
First Grade	63	37
Second Grade	46	54
Third Grade	51	49
Fourth Grade	73	27

IREADY Math % of Student Placement Distribution by Grade 2017-2018 (Spring)

Grade	% On and above	% Below Level
Kindergarten	82	18
First Grade	49	51
Second Grade	56	44
Third Grade	53	47
Fourth Grade	72	28

IREADY Math % of Student Placement Distribution by Grade 2019-2020

Grade	% On and above Fall	% Below Level Fall	% On and above Spring	% Below Spring
Kindergarten	8	92		
First Grade	10	90		
Second Grade	7	93		
Third Grade	0	100		
Fourth Grade	27	73		

Grade Average WIDA Score											
Gr.	Listening 16-17	Listening 17-18	Speaking 16-17	Speaking 17-18	Reading 16-17	Reading 17-18	Writing 16-17	Writing 17-18	Overall 16-17	Overall 17-18	Avg.
K		3.95		3.6		2		2		2.6	2.83
1	2.9	4.8	2	3.15	1	4.1	1.7	2.6	1.5	3.2	2.695
2	5.8	4.55	2.3	3.29	3.94	4.75	2.49	3.91	3.47	4.1	3.86
3		5.26		3.21		4.5		4.06		4.05	4.216
4	4.32	5.43	3.25	4.23	4.4	4.5	3.77	4.23	3.82	4.46	4.241
School Average	4.3	4.8	2.5	3.496	3.1	3.97	2.7	3.4	2.9	3.7	

Grade Average WIDA Score								
Gr.	Listening 18-19	Speaking 18-19	Reading 18-19	Writing 18-19	Oral Lang 18-19	Literacy 18-19	Comp. 18-19	Avg.
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	6.0	2.9	3.1	2.6	4.0	2.8	4.6	3.2
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	5.2	2.7	5.5	3.5	3.5	4.1	5.5	4.3
4	6.0	3.6	4.8	4.2	4.6	4.4	5.4	4.7
School Average	5.7	3.1	4.5	3.4	4.0	3.8	5.2	

***First Grade scores reflect one student**

***Third Grade scores reflect 4 students**

***Fourth Grade scores reflect 6 students**

Attendance-2017-2018.2018-2019

In studying the attendance data, the data shows that intentional and purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade and trimester. An action plan and goal were developed to target the low percentages.

Average Attendance Rate							
Grade	Tri 1 17-18	Tri 1 18-19	Tri 2 17-18	Tri 2 18-19	Tri 3 17-18	Tri 3 18-19	Average
K	97.6		94.6		95		94.8
1	97.9		95.07		96.53		95.8
2	97.46		95.43		96.82		96.125
3	97.3		94.77		95.32		95.045
4	98		96.33		96.38		96.355
	97.652		95.24		96.01		95.625

School Averages: # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	122	101
Trimester 2	222	172
Trimester 3	185	145
Yearly Average	176.3333333	139.3333333

Grade K Average # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	19	20
Trimester 2	38	38
Trimester 3	32	30
Yearly Average	29.66666667	29.3333333

Grade 1 Average: # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	22	19
Trimester 2	49	27
Trimester 3	38	25
Yearly Average	36.33333333	23.66666666

Grade 2 Average: # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	25	22
Trimester 2	46	31
Trimester 3	38	25
Yearly Average	36.33333333	26

Grade 3 Average: # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	26	26
Trimester 2	42	46
Trimester 3	38	38
Yearly Average	35.33333333	36.66666667

Grade 4 Average: # of students with 2 per Trimester or more absences		
Trimester	17-18	18-19
Trimester 1	30	14
Trimester 2	47	30
Trimester 3	39	24
Yearly Average	38.66666667	22.66666667

Discipline Data

Using Restorative practices, PBIS framework, and mindful practices, the number of suspensions, both in school and out, were reduced significantly during the 2017-2018 school year.

Continuing to find ways to reduce suspensions in order to help students achieve greater success is a priority in the current plan. This year's plan focuses on reducing the number of student suspensions.

# of Referrals							
Grade	Trimester 1 17-18	Trimester 1 18-19	Trimester 2 17-18	Trimester 2 18-19	Trimester 3 17-18	Trimester 3 18-19	Average
K	23	14	18	21	29	30	22.2
1	44	17	14	40	35	54	34
2	48	60	65	98	133	90	82.3
3	91	48	75	66	91	44	69.16
4	64	29	46	37	60	36	45.333
Total	270	168	218	262	348	684	

# of ISS							
Grade	Trimester 1 17-18	Trimester 1 18-19	Trimester 2 17-18	Trimester 2 18-19	Trimester 3 17-18	Trimester 3 18-19	Average
K	0	0	0	0	0	2	.333
1	0	0	0	1	1	4	1
2	0	4	1	3	2	3	2.166
3	0	1	0	1	4	4	1.6666
4	0	3	0	0	1	1	.833333
Total	0	8	1	5	8	14	

# of OSS							
Grade	Trimester 1 17-18	Trimester 1 18-19	Trimester 2 17-18	Trimester 2 18-19	Trimester 3 17-18	Trimester 3 18-19	Average
K	0	1	1	2	1	3	1.333
1	3	0	4	0	1	1	0.019
2	2	0	1	9	7	6	4.1666
3	2	2	12	3	7	6	5.3333
4	9	1	16	0	9	2	6.16666
Total	22	4	29	14	25	18	

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

Successes

- Math growth in grades 3 and 4
- Analysis of school data prompts grade level team interventions (high rigor CFA/spiral review)

Areas of Weakness

- Scores dropped in ELA in grades 3 and 4
- Third grade scores very low in ELA and Math
- Weakness in writing skills

Root Causes

- Low rigor
- Need new Reading curriculum
- Transition of state assessments
- Implementation of several resources

Action Plan (Detailed plan can be seen in the goals)

- Common Formative Assessment analysis bi-weekly
- ILEARN PD-understanding the rigor required-grades K-4
- Common performance tasks in Math and ELA
- Ensure every student is meeting minimum number of iReady software pathway minutes each week in Math and ELA
- Use of Standards Mastery in grades 2-4
- Creative teaming in grades K, 2 &3

Focus Area: English/Language Arts

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2020 MEASURABLE OUTCOME: Each grade level will increase proficiency rate by 5%				
Focus Area	ILEARN ELA Growth			
Root Cause	Based on ELA data, historical data shows that there has been a lack of data to drive instruction or high yield strategies.			
Data Based Rationale	Third Grade data: <ul style="list-style-type: none"> ● 2014-2015 75.3% pass rate ● 2015-2016 74% pass rate ● 2016-2017 73.3% pass rate ● 2017-2018 66% pass rate ● *2018-2019 41% pass rate (ILEARN) Fourth Grade data: <ul style="list-style-type: none"> ● 2014-2015 76% pass rate ● 2015-2016 70% pass rate ● 2016-2017 60.8% pass rate ● 2017-2018 67% pass rate ● *2018-2019 48% pass rate (ILEARN) 			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) <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)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Video PD will be provided by the Instructional coaches for teachers to view.	Administrator Instructional Coach	Data for the scale rating will increase in iObservation	Monthly
Marzano Evaluation Tool has been altered to focus on High Yield Strategies.	Focused evaluations will include specific high yield strategies.	Administrator	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data and growth	Teachers, coach, administrator	Small group and differentiated instruction.	Monthly

Focus Area: Mathematics

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2020 MEASURABLE OUTCOME: MEASURABLE OUTCOME: Each grade level will increase proficiency rate by 5%.				
Focus Area	iLEARN Math Growth			
Root Cause	Based on Math data, historical data shows that there has been a lack of growth due to no fidelity in curriculum instruction.			
Data Based Rationale	Third Grade Data: <ul style="list-style-type: none"> ● 2014-2015 49.3% pass rate ● 2015-2016 56.9% pass rate ● 2016-2017 47.1% pass rate ● 2017-2018 52% pass rate ● *2018-2019 66% pass rate (ILEARN) Fourth Grade Data: <ul style="list-style-type: none"> ● 2014-2015 56% pass rate ● 2015-2016 58.5% pass rate ● 2016-2017 59.8% pass rate ● 2017-2018 61% pass rate ● *2018-2019 62% pass rate 			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) <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)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Video PD will be provided by the Instructional coaches for teachers to view.	Administrator Instructional Coach	Data for the scale rating will increase in iObservation	Monthly
Marzano Evaluation Tool has been altered to a new Focused model	Focused evaluations will include specific high yield strategies.	Administrator	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data and growth	Teachers, coach, administrator	Small group and differentiated instruction.	Monthly

Focus Area: Attendance

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2019 MEASURABLE OUTCOME: If Miller Elementary School consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols, then Miller students will achieve a 97.5% plus attendance rate.				
June 2022 MEASURABLE OUTCOME				
Focus Area	Attendance			
Root Cause	A targeted population of students exhibit chronic absenteeism.			
Data Based Rationale	In the 2018-2019 School year, Miller Elementary School had an average of 9.4%.			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: The Merrillville School Corporation attendance/truancy policy Merrillville Truancy Court	Core Component (if applicable) <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		
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input 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
Run attendance data weekly and analyze unexcused absences and tardies	Each Friday team will meet to analyze student absences and tardies.	Administrator Dean Social Worker	Consistency and running reports and analysis of data.	Weekly
Following MCSC truancy program with fidelity	Parent contact will be made prior to 5 unexcused absences/tardies. Letters will be sent home at 5 and 9 days of unexcused attendance. After 9 days, parents will receive notice to attend truancy court.	Attendance secretary, social worker, administrator	Documentati on of letters and conferences.	Weekly

Focus Area: Behavior

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2020 MEASURABLE OUTCOME: Reduce the percentage of ISS and OSS referrals by 3%				
Focus Area	Behavior			
Root Cause	A substantial number of students are receiving ISS/OSS referrals due to extreme behaviors.			
Data Based Rationale	2018-2019 7% of students received at least 1 ISS/OSS.			
Research-Based Goal	The school community supports a safe, orderly, and equitable learning environment.			
Evidence-Based Intervention	Description: The implementation of Trauma/Brain strategies, restorative practices, PBIS, and targeted interventions (Tier 3).		Core Component (if applicable) <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	
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Focused PD on how stress and trauma impact the brain and restorative practices.	<ul style="list-style-type: none"> Admin Social Workers Brain Trauma trainers 	Data from observations and walk-thrus of strategies being used. Reduction in behavior referrals.	monthly
Monitor Discipline referrals and provide interventions (PBIS Tier 2)	PBIS committee meets monthly to look at data and determine school needs	<ul style="list-style-type: none"> PBIS team Admin Social Workers 	Meeting notes Discipline data	monthly
Parent Information	Provide information to parents relevant to student behavior and development	<ul style="list-style-type: none"> PBIS Admin Social Workers 	Information copies	monthly

Highly Qualified Paraprofessionals Information

<u>HQ Information</u>	<u>Name</u>	<u>Position</u>	<u>Hire Date</u>
76 hours college credit	Adler, Christina	Title I Reading Aide	1/27/14
ParaPro	Reese-Taylor	Title I Reading Aide	1/7/19
Associate Degree	Brown, LaNette	Title I Reading Aide	1/4/16
ParaPro	Faught, Eileen	Title I Reading Aide	8/16/17
Bachelor Degree	Love, Atashua	Title 1 Reading Aide	9/5/17
ParaPro	Sebastian, Rebecca	Title I Reading Aide	1/7/19
ParaPro	Sanford, Alicia	Library Aide	5/2/19
ParaPro	Fles, Denise	Behavior Aide	5/2/19

Highly Qualified Teacher Information

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>LICENSE SUBJECT</u>	<u>GRADE LEVEL</u>	<u>EXP. DATE</u>	<u>License #</u>	<u>DEG LEVEL</u>	<u>ASSIGNMENT</u>
Naspinski	Kimberly	general elementary; reading (minor)	1-6; 7/8 nd	5/19/2026	1462929	BACH +15	GRADE 4
Sanchez	Margaret	general elementary Rules 46-47	1-6; 7/8 nd	4/29/2023	1347458	MAST +30	GRADE 3
Shoback (Butler)	Lynn	general elementary (kindergarten endorsement)	1-6	4/23/2023	1266546	MAST	GRADE 1
Pryde (Mebert)	Dustie	kindergarten-primary	1-6; 7/8 nd	7/28/2020	1026071	BACH +15	GRADE 3
Rosinski (Jalk)	Patricia	general elementary 1-6 7/8 nd; (learning disabled k-12; MiMH minor k-12) (kdg endors)(driver/traffic/safe ed endors 9-12)	1-6,7/8 nd	2/14/2022	1455568	BACH +36	FD KDG
Blaszcyk	Toni	general elementary (kindergarten endorsement)	1-6; 7/8 nd K	5/29/2022	1419715	MAST	Dean
Coppolillo(Falin)	Kimberly	Visual Arts	k-12	7/7/2025	1151256	MAST	ART
Hornyak	Michelle	General Elementary	1-6,7/8 nd	6/14/2022	1407337	BACH	GRADE 2

Sanders	Jacqueline	general elementary 1-6 7/8 non departmental kdg endorsement	1-6/78			BACH	Grade 4
Govert	Denise	general elementary 1-6 7/8 non departmental kdg endorsement	1-6 7/8 nd	4/18/2022	1335105	BACH +36	FD KDG
Barsich	Heather	General Elementary 1-6 7/8nd learning disabled (minor K-12)	1-6,7/8 nd	5/17/2027	1538388	Masters	GRADE 4
Anderson	Allision	General Elementary 1-6 7/8 nd	1-6 7/8nd	3/25/2020	1577966	BACH	GRADE 2
Velasquez	Eileen	Elementary, Intermediate Primary Generalist	elementary/int	5/17/2022	1576219	BACH	GRADE KDG
Ducre	Lenore	General Elementary 1-6 7/8 nd	1-6 7/8 nd	2/18/2020	1573389	BACH	GRADE 1
Pulphus	JoAnn	Preschool Generalist, Elementary, Intermediate Primary Generalist	Pre/ele/int	3/28/2021	1578432	BACH	GRADE 4
Decker	Erin	General Elementary 1-6 7/8 nd Reading 9/21/2015	1-6 7/8nd	4/24/2020	1574415	BACH	GRADE 2
Sliwa	Zachary	Health and Physical Education all school	all grade	6/28/2019	1408341	BACH	PHYSICAL ED
Perez	Laurie	Rules 46-47 General Elementary	elem	6/13/2021	1525779	BACH	GRADE 3
White	Teresa	Rules 46-47 General Elementary/Reading	1-6 7/8 non dept	5/2/2021	1429346	BACH	Title I
O'Mahoney	Stephanie	Vocal/General/Instrumental Music REPA	P-12	5/4/2020	10164466	Bachelor	Music

Professional Development

Merrillville Community School Corporation (MCSC) 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.

Miller Professional Development Calendar 2018-19

08/29/19	Team Collaboration/Marzano presentation
09/05/18	Dojo Training
09/12/18	Marzano/ISTEP+ Trends/Culture of Excellence
09/19/18	Dyslexia/Autism Training
09/26/18	Setting Norms/Marzano cont.
10/03/18	Promoting Positive Culture and Relationships
10/10/18	EL training/Anti-bullying, McKinney Vento
10/17/18	Test Taking Strategies
10/24/18	Building Positive Relationships
10/31/18	
11/07/18	PTC Preparation
11/14/18	PTC-No School
11/21/18	
11/28/19	Thanksgiving
12/05/18	
12/12/18	
01/09/19	
01/16/19	
01/23/19	
01/30/19	
02/06/19	
02/13/19	
02/20/19	
02/27/19	
03/05/19	
03/12/19	

03/19/19	
03/26/19	
04/09/19	
04/16/19	
04/23/19	
04/30/19	
05/07/19	
05/14/19	
05/21/19	class lists
05/28/19	

Plan 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 and attend mentor training designed and presented by the Northwest Indiana Educational Service Center. 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. In addition, all teachers are involved in professional development sessions utilizing a positive behavior in schools (PBIS) approach to support instructional efforts.

Teacher Mentoring Program

The Miller administrators meet with the teachers every Thursday afternoon from 2:15-3:15 pm to provide professional development opportunities and strategies for instructional improvements and promoting positive culture and relationships. 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 coach. If required, release time is provided for new teachers to observe grade level and/or reading staff.

Miller's Parental Participation

Although parents are a vital asset to any school, parent involvement at Miller has diminished over the past years as evidenced by the number of parents actively participating in P.T.O. and volunteering at school. This may be partially due to the increase in single parent households, working parents, and a high mobility rate. The majority of parents/guardians do support Parent-

Teacher Conferences, Open Houses, music programs, and school-wide activities. A very small but active P.T.O. plans and coordinates activities to enhance the educational experience for Miller students. These include:

- Regular monthly meetings where business is discussed and activities are planned
- Annual fundraisers to support different activities and programs for Miller students
- Assisting the office personnel as needed
- Arranging for special assemblies and events throughout the school year
- Members of the Miller Continuous Improvement Council Representative to the Corporation Advisory Committee
- Chaperone field trips and assist at classroom events

Beginning in the 2016-17 school year, Miller offered opportunities for parents to become more involved at school. A Parent Power Hour was created. On Thursday's, parents are given the opportunity to visit the classrooms to assist with students academically. This partnership allows parents to see first-hand the academic expectations of students and offer assistance where needed.

Additional Parental Activities

Listed below are some of the additional activities that involve parents of Miller Elementary Students.

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).
- As an attempt to increase parent involvement and communication, "Cookies and Conversations" was adopted at Miller during the 2018-2019 academic year. This time is designated for the administrative staff (Principal, Dean, Social Worker) to share information as it pertains to Miller School, but also gives families and opportunity to ask questions, share ideas, and collaborate with other families.
- Homework Information - Homework assignment sheets and/or notebooks go home on a daily basis.
- Teacher Letters & Calendars- Teacher letters/calendars go home informing parents of projects, events and schedules in the classroom on a monthly basis
- School Newsletters are available monthly on the Miller website and sent to families via email.

- 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 Miller 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
 - Online resources & support at <http://www.mvsc.k12.in.us/titlei>
- 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.
- Via Miller's [website](#), parents receive communication via Skyward, school messenger, and our Homework Hotline.

Parental Notification of Individual Academic Assessment Results

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of IREAD-3/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 complete a parent survey at the end of the school year, to help us assess the current plan. The results of the survey will contribute to revisions we make in the plan for the next 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.
- Miller 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.

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

- The 4th grade students are visited by Merrillville Intermediate School administrators in the Spring.
- An informational letter written by a Merrillville Intermediate student
- Fourth grade students are identified for ELL, G/T and SPED programs prior to the transition to Merrillville Intermediate School.
- Parents are informed of the curricular and co-curricular offerings at Merrillville Intermediate School.
- We have a standard process for the transferring of information in the cumulative folders between levels.
- Back to school orientation is held in the summer prior to the school session.

Opportunities for Staff to be Included in Assessment Decisions

At Miller, certified teachers participate in analysis of student achievement data in small groups. Each grade level has weekly collaboration meetings to discuss assessments. 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. Our action plans address weekly collaboration time for each grade level team of teachers. The staff also participate in school data meetings bi-weekly during professional development. Grades 2-4 will also be giving common prompts in both reading and math once a month during the second semester. These will be scored collaboratively in order to plan instructional next steps.

Description of how Title I funds will be coordinated with local, state, and federal funding programs:

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 a Title I teacher and paraprofessionals. The Title I funded teacher 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

School Improvement Grants and 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.

Curriculum Location and Description

The Merrillville Community School Corporation follows the Indiana Academic Standards for all academic areas including Math, Science, Social Studies, English/Language Arts, Technology, Art,

Music, and Physical Education. Representation on curriculum design committees includes teachers and administrators from all levels. All Merrillville Community Schools Curriculum Maps are posted on our district website for stakeholders to view. There are also detailed curriculum maps for reading and math that can be found in the MCSC Google drive. In addition to copies of the curriculum being available at our school each fall, each grade level provides parents with a timeline of when their child will be learning each standard.

Merrillville Community School Corporation: Kindergarten through Fourth Grade

Kindergarten:

This curriculum includes developmentally appropriate activities that introduce students to essential skills in language arts and mathematics. Staff provides additional experiences in a variety of other areas including: personal growth, social skills, and creativity. The curriculum is based on the Indiana Academic Standards.

Grades One through Grade 4

In grades one through four, the curriculum reflects Indiana Academic Standards for each grade level in the following areas:

- Language Arts
- Mathematics
- Social Studies
- Science/Health and Safety
- Fine Arts in Music and Visual Arts
- Physical Education

In language arts, the curriculum is delivered in a balanced approach, which includes reading instruction, student selected reading, phonics and vocabulary development, writing development, and speaking and listening skills. Mathematics includes number sense, computation, algebra and functions, geometry, measurement, and problem solving. Students are also exposed to career awareness and other practical experiences, including an introduction to the use of technology.

Assessment Instruments

- ILEARN will be in place this year, replacing ISTEP+. This state-wide assessment is given once a year to measure student progress on the Indiana State Standards for grades 3-4.
- IREAD3 is a state-wide assessment given in March to all 3rd grade students. There is a summer assessment for students not passing the March assessment.

- IREADY reading and math is taken 3 times a year to monitor growth and overall proficiency. This also includes an ongoing Standards Mastery assessment. This is a short assessment given every other week.
- DIBELS is a school-wide assessment given three times a year that measures basic early literacy skills and reading fluency.
- Pre-Kids is given to kindergartners to assess kindergarten readiness skills.
- Scholastic Reading Inventory is a tool to determine a child's reading Lexile.
- Benchmark Literacy is a reading series (K-4) that provides teachers with the tools needed to benchmark or level each student's reading ability.
- Running Records are used to determine individual reading levels. (Fountas and Pinnell).
- Common Formative Assessments are district math tests designed for students to take at the end of each quarter.

Include Needs of All Learners

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

The High Ability program is housed at Salk Elementary School for students in K-4. High ability clusters are offered at each grade in each elementary school.

Students in grades K-4 are placed in appropriate instructional situations. Northwest Indiana Special Education Cooperative, or NISEC, is a special education cooperative sponsored Merrillville Community Schools and other surrounding school corporations. NISEC is responsible for meeting the provisions of IDEA and Indiana Rule Article 8, 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 Miller Elementary School.

General educators at Miller work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided by NISEC at include: psychological evaluations; speech therapy, language and hearing services; Least Restrictive Environment (LRE) program, occupational and physical therapy, and related services.

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 (ILP). Small group pull out instruction targets the areas of language acquisition and English Language Development. EL staff support classroom teachers implementation of WIDA standards into grade level content.

Safe and Disciplined Learning Environment

In order to secure a safe and disciplined learning environment, MCSC has implemented the Positive Behavior Interventions and Support (PBIS) program throughout the district. The PBIS program builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. The key focus areas of the program include: prevention- based School wide systems of positive behavior support, data-based decision-making for instruction of behavior and academics, and wraparound planning for students with complex emotional and behavioral needs and their families.

Miller's PBIS Leadership team meets monthly to celebrate success, solve problems, and make decisions based on analyzed data and identification of needs. The leadership team works with teachers at each grade level to create interventions to put into place. Interventions used are mindful practice, restorative circles, preferential seating, sticker charts, rewards, behavior plans, and mentoring. Approximately 40 students check in and out daily with an adult member to offer another layer of support to those students who need it. The PBIS teams meet once each month to disaggregate data and service students and teachers within our school.

Our staff has participated in ongoing professional development to deepen their understanding of the brain and dysregulation. An amygdala section has been set up in each classroom as well to allow students the opportunity to regulate their brains. There is also a centralized amygdala room for students who need to process with a member of the school crisis team.

PBIS Team Members Secondary/Universal:

Jennifer Griffin.	Toni Blaszczyk	Nancy Fleming	Eileen Velasquez
Lenore Ducre'	Allison Anderson	Peg Sanchez	Laurie Perez
Dustie Pryde	JoAnn Pulphus	Trisha Rosinski	Lynn Shoback
Michelle Hornyak	Kim Naspinski		

Technology as a Learning Tool

The Merrillville Community School Corporation continues toward the goal to integrate effective instructional technology to improve teaching and learning across the district. This year's activities include, but are not 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 member) and external instructional technology experts;
 - Catalog of instructional technology training sessions held both during the school day and after hours;
 - Summer (2019) technology boot camp.

Currently each teacher is provided with a laptop equipped with Windows 2010 Professional, Internet access, and e-mail as well as an ipad and a laptop. Each teacher also has a password-protected folder located on the school corporation main server. Along with teachers having access to their own PC, Miller School is equipped with 3 PC labs, each containing 30-32 student workstations, a laser printer, and a projector. Each workstation is connected to the corporation server via an Ethernet connection, providing fast access to the Internet and to the students' personal password-protected folder located on the server.

All student workstations are equipped with Windows 2000 Professional. Every student has access to an assigned ipad in all grades. These devices enhance learning and provide students with the opportunity to collaborate, communicate, create, and think critically. Miller has also been provided with a Virtual Reality kit equipped with 10 goggles, pre-loaded Google Expeditions, which will allow students (led by teacher) to take virtual field trips without leaving the classroom.

Cultural Competency

The PBIS Model encourages and supports culturally responsive environments throughout MCSC. This initiative is funded by a federal special education development grant (SPDG). The PBIS-IN collects quantitative data through surveys and accesses our school data throughout the school year. The data collected is used for research purposes and associated publications and grant reports. All participant individually-identifiable information is kept confidential and protected to the fullest extent of the law. This information is useful to our school in documenting the effectiveness of our PBIS program for the school board, parents and the community. Professional development sessions throughout the year will include culturally responsive training for staff.

In the area of special education, we are not only providing resource services for individualized and small group instruction at students' levels, but we will be providing more general education classroom time to students to provide them with exposure and instruction of grade level standards. We will be adjusting our special education schedules to accommodate this goal.

Our cultural competency goals are as follows:

- Teachers will earn information and skills that they can use in their classroom to benefit all students, including those from diverse backgrounds.
- Teachers will learn about best practices in education through research, observation and attendance at workshops and will synthesize this knowledge into their instruction.
- Teachers will collaborate with one another to improve instructional methods so that the individual learning needs of students will be met.

Teachers have spent six weeks in district-led study circles which focuses on developing cultural competency.

Appendix



The Merrillville Community School Corporation and the families of the Miller 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 work together to improve student academic achievement. It is also understood that this compact indicates how the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

1. Provide high quality curriculum and focused instruction in a supportive and effective learning environment that enables Title I students to meet the State's student academic achievement standards as follows:

- The school will provide small group instruction of Indiana Academic Standards that focuses on the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Additional support is provided in the area of math fact fluency and problem solving strategies

2. Hold Parent-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement

- The school will hold fall conferences, as scheduled by district. **Title I teachers will be available on this day to clarify what areas students struggle with, and how to best work to improve these skills.**

3. Provide families with frequent reports on their child's progress

- The Title I Progress Report specifying what areas need to be addressed will be distributed in January and June.

4. Provide parents reasonable access to staff

- Teachers are available to meet with parents either before or after school and during the school day by appointment. Frequent contact via email at twhite@mvsc.k12.in.us and phone 650-5303 x 6327 is encouraged.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Parents are encouraged to attend events scheduled during the school day and may volunteer and participate as described in the Merrillville Community School Corporation Elementary Handbook

Suggested Family Involvement

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

1. Ensure students arrive at school on time and encourage good attendance
2. Review notes and information that my child brings home and make sure that homework is completed
4. Attend events hosted by the school as a way to participate in decisions relating to my child's education
5. Promote positive use of my child's extracurricular time by monitoring the amount of television my child watches

Suggestions for the Student

1. Do my homework everyday and ask for help when needed
2. Read at least 10-40 minutes everyday outside of school time
3. Give my family all notes, information, and tests that I receive
4. Work hard and cooperate with teachers while in school

Mrs. Jennifer Griffin, Principal
Mrs. Terri White, Title I Teacher

No Revisions – Spr. 09 Family Input Meeting
Revisions – Spr. 10 Family Input Meeting
Revisions – May 2010 Monitoring
Revision –February 2011 Monitoring
Revisions – Spr. 11 Family Input Meeting
Revisions – Spr. 12 Family Input Meeting
Revisions – Spr. 13 Family Input Meeting
Revisions – Spr. 14 Family Input Meeting
Revisions – Spr. 15 Family Input Meeting
Revisions – Spr. 16 change "parent" to family"
Revisions – Spr. 17 Family Input Meeting
Spr 18 –no revisions
Spring 19 - conferences

Miller Elementary School Family Involvement Policy



The staff at Miller Elementary School actively works to meet the family involvement goals of Title I, build relationships, and encourage family participation in all aspects of the program. The education of children is viewed as a partnership between the school, parents, guardians and other family members involved in supervising the child's learning. To fulfill requirements of the family involvement, families of children enrolled in the Title I Reading and/or Math Program shall be invited to participate in the following events:

- ❖ Annual morning and evening meetings, held no later than October 1st of each school year. In addition to being informed of Miller school's participation in Title I and family's rights to be involved, they will receive written information about the Title I Reading and/or Math 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 services
 - A description and examples of the curriculum and materials used to improve reading and/or 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
 - Online resources & support at <http://www.mvsc.k12.in.us/titlei/>
- ❖ A 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, Technology & Internet Resources, Math Skills and Strategies.

- ❖ A Parent Teacher Conference **where Title I teachers are available to explain how to monitor student progress and understand the Title 1 report.** Suggestions will be provided to help families improve academic achievement of their children. Individual student information is also available throughout the school year from the Miller Reading Specialist, Mrs. Terri White through email twhite@mvsc.k12.in.us or phone 219-650-5303 x 6327.
- ❖ A Spring Family Input Meeting, held no later than May 1st of each school year. This meeting will provide families with an opportunity to assist in the planning, review and improvement of the Title I program for the next school year. Family suggestions will also be used to determine how the Title I staff can provide useful resources in a format and language that parents can understand.
- ❖ 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: Phonics, Vocabulary Comprehension and Fluency.

To further build family involvement, Miller School will be involved in the following initiatives:

- ❖ Staff training in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build 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 families may request.

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.

No Revisions – Spr. 09 Family Input Meeting
 Revisions – Spr. 10 Family Input Meeting
 Revisions – May 2010 Monitoring
 Revision –February 2011 Monitoring
 Revisions – Spr. 11 Family Input Meeting
 Revisions – Spr. 12 Family Input Meeting
 Revisions – Spr. 13 Family Input Meeting
 Revisions – Spr. 14 Family Input Meeting
 Revisions – Spr. 15 Family Input Meeting
 Revisions – Spr. 16 change “parent” to family”
 Revisions – Spr. 17 Family Input Meeting
 Spr 18 –no revisions
 Spring 19 - no revision

Title I Status

Miller Elementary School has been a Target-Focused building. The Title I staff provides additional support for students furthest meeting state and district standards. Small group instruction is provided in the classroom (push-in) and outside the classroom (pull-out) outside the 90 minute reading block and during the 90 minute math block. Students are identified for additional reading and math assistance through multiple assessment measures given to every student.

The Title I Reading Intervention Program serves students in K-4 through a 2-leveled approach. The Level I reading program consists of 90 minutes of daily whole group and small group instruction delivered solely by the classroom teacher. It is in this setting that reading benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II reading instruction is provided to the Title I eligible students identified with reading difficulties as evidenced by the selection process. These Title I students receive supplemental small group instruction provided in a pull out or push in setting for 30 minutes per day. Instruction is conducted by a teacher or supervised paraprofessional. Results of progress monitoring and benchmarking assessments are reported to parents.

The Title I Math Intervention Program serves students in K-4 through a 2-leveled approach. The Level I math program consists of daily whole group instruction delivered solely by the classroom teacher. It is in this setting that math benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II math instruction is provided to the Title I eligible students identified with math difficulties as evidenced by the selection process. These Title I students receive supplemental small group instruction provided in a push in setting for 30 minutes per day. Level II instruction is conducted by a classroom teacher-directed and supervised paraprofessional. Results of math benchmarking assessments are reported to parents.

Responsibilities of the School, the LEA, and the SEA

Responsibilities of the School

The school, Miller Elementary, 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 the Miller's 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 school improvement plan. The LEA will provide assistance to the Principal and Staff of Miller by providing sufficient Title I funds received through the SEA.

Responsibilities of the SEA

State resources from the IDOE website will be used in the schoolwide planning process. The SEA will provide technical or other assistance as requested. Assistance may include workshops, consultation with grant specialists and review of the schoolwide plan.

Documentation of Support by Teachers

Documentation of Support by Teachers

SCHOOL: Edgar L. Miller Elementary

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
Jennifer Griffin	administrator	<i>Jennifer Griffin</i>	9-25-19
Denise Govert	Kindergarten teacher	<i>Denise Govert</i>	9-25-19
Laurie Perez	First Grade Teacher	<i>Laurie Perez</i>	9/25/19
Erin Decker	Second Grade Teacher	<i>Erin Decker</i>	9-25-19
Laura Farver	Third Grade Teacher	<i>Laura Farver</i>	9-25-19
Heather Barsich	Fourth Grade Teacher	<i>Heather Barsich</i>	9-25-19
Kim Coppelillo	Specials Teacher (Art)	<i>Kim Coppelillo</i>	9-25-19
Sheretta Williams	Clerical	<i>Sheretta Williams</i>	9-25-19
	Parent		



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.