



JONAS E. SALK

ELEMENTARY SCHOOL

We Strive for Excellence

Title 1 School-Wide School Improvement Plan



2019 - 2022

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Documentation of Support by Teachers

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. 7
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. 12
3	Highly qualified teachers in all core content area classes	p.17
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p.20
5	Strategies to attract high-quality teachers to this school	p.22
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.23
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.24
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.24
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. 12 p.28 p.36
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	p.25

10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	
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I. Introduction

A. Community and School Profile

Jonas E. Salk Elementary School is located in the northwest corner of Indiana in the town of Merrillville. Merrillville covers 35 square miles in Lake County and ranks 22nd in community size in the state. It is part of the Gary Metropolitan Statistical Area. It is bordered by Crown Point to the south, Hobart to the east, Gary to the north, and Griffith and Schererville to the west.

Merrillville is primarily a residential community with a population of approximately 35,000. Many residents commute to either the industrial areas of north Lake County, Porter County, or to Chicago for employment. Neighboring Salk School, the median sale prices of homes in the Lincoln Gardens subdivision is \$110,000, and the median sale price of those in the Independence Hill area is \$95,000.

Salk School is one of five public elementary schools in the Merrillville Community School Corporation. The building was constructed in 1960, followed by a series of additions and improvements in 1961, 1963, 1967, 1969, 1982, and 2005. Renovation was completed in 2007 with the addition of 13 new classrooms including two computer labs, science lab, and multi-purpose room.

Salk School has an enrollment of 588 students in grades K- 4. There are 300 boys and 288 girls. 62.7% of the students receive free and reduced lunches. The ethnic background of the students is 19.8% Caucasian, 25% Hispanic, 49.5% African-American, 1% Asian, and 4.7% multi-racial.

Our stability index is 86.34%.

The Merrillville School Corporation reduces overcrowded classrooms in other elementary schools by placing new students in classrooms of another school with fewer students.

Nicholas Petralia is the building principal at Salk Elementary School and Michelle Coughlin is the assistant principal.

There are 28 classroom teachers with an average class size of 20 students in kindergarten through fourth grade.

Fourteen certified employees provide instruction or services in art, physical education, music, Remedial reading, Title 1, support services, speech therapy, and in the learning disabilities of mild and moderate mental handicaps. English services, for the foreign-speaking are provided at Salk Elementary. The Merrillville elementary schools share Math and Literacy Coaches, which Salk uses as needed.

Salk School provides two moderate mentally handicapped classrooms. These are self-contained classrooms. One class serves the primary level students, and the other class serves the

intermediate students. These classes serve all designated students in the Merrillville district. In addition, there is one resource rooms for the LRE teacher, who is full time, serving all grade levels. Jonas E. Salk is a Title 1 school. One Title 1 teacher and six aides serve students that qualify in grades kindergarten through fourth grade. The program includes pullout and push in services. All remedial students receive a double block of reading with both guided reading and Title 1 reading instruction.

The support staff includes two full-time secretaries and one four hour clerk, two computer technology aides, a full-time media clerk, a behavioral/instructional aide, a cafeteria staff of nine, and six custodians. There are eight aides for playground and cafeteria supervision. One full-time teacher aide is responsible for photocopying, laminating, and meeting other various teacher needs. A full-time school nurse is in the building. Six paraprofessionals assist students with special needs.

Salk School continues to house the High Ability program for the elementary schools. Students from each of the five elementary schools are selected at the end of second grade to participate in a self-contained high-ability program in grades three and four. In first and second grade, identified high ability students are cluster grouped within the general education classrooms. Professional development is given to teachers teaching the high ability cluster groups.

In order to keep communication open between parents and staff, we have one parent conference for all parents and another evening is set aside to meet with parents if concerns warrant a meeting. Additional conferences are scheduled on an as-needed basis. Teachers use a weekly Fridge Facts newsletter and classroom websites to inform parents of student homework assignments and other information. Many teachers have implemented technology based methods to communicate with parents. An automated phone system is utilized to send home messages and emails on a weekly basis. Also, PTO meetings provide additional information to parents.

Every day that school is in session, Adventure Club before and after-school extended day care is available.

After-school programs, such as Young Rembrandts, Merrillville Jr. Pirate basketball, ISTEP tutoring, Girls on the Run Club, Let Me Run, Math Bowl and Spell bowl are held in the evenings.

B. Accomplishments

Accomplishments of Jonas E. Salk Elementary School include:

Exemplary Progress/Letter Grade A:

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

The Exemplary Progress/Letter Grade A is a reflection of student performance on Indiana State Standardized Tests.

Four Star School Designation:

- 2011-2012
- 2012-2013
- 2013-2014

Four Star School Designation is given to schools within the top 25th percentile in two ISTEP-Plus-based categories. Additionally a qualifying school must have earned an “A” in the state’s accountability system and be accredited by the Indiana Department of Education.

Blue Ribbon School:

- 2013

The Blue Ribbon Award honors either high performing or schools that have improved student achievement to high levels, especially among disadvantaged students.

COSEBOC Award:

- 2013

COSEBOC is the only national education organization of practitioners solely focused on promoting the educational success of boys and young men of color. COSEBOC works with all schools – preK-12th grade; public, charter and private; coed and single gender. COSEBOC connects research, policy and practice and is a learning community for school leaders.

Family Friendly School Designation:

- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

The Family Friendly Schools Designation focuses on addressing the academic, physical, emotional and social needs of students while providing the needed resources and fostering the active involvement of their families through schools and the community. It is a State recognition program for schools that excel in the involvement of families and communities in their children’s education.



II. Statement of Vision and Mission

Jonas E. Salk Vision Statement

Salk School is a safe and welcoming environment where everyone abides by the Pirate Code by being responsible, respectful, safe, and kind. Researched based best practices are used for both instructional and behavioral purposes. These strategies will close the achievement gap while facilitating highest student achievement.

Belief Statements

- We believe it is our job to facilitate students to become independent learners and thinkers.
- We believe that education should be interesting and fun.
- We believe in teaching all students the necessary skills to be successful both in school and in life.
- We believe in building positive relationships with the entire Salk family.
- We believe in providing a safe, caring place to learn.

Jonas E. Salk Mission Statement

In collaboration with parents and community, we will:

- Create a respectful, supportive, and safe environment
- Assist students in the mastery of academic standards
- Prepare students to be responsible and productive citizens

Merrillville Community School Corporation Mission and Vision Statements

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

Comprehensive Needs Assessment

Academic Data

Overall, our 3rd grade academic data has remained constant over the last two years while our 4th grade data has seen a slight decline from 2017 to 2018. We have developed an action plan that outlines how we will increase our overall mastery percentage and proficiency. **ILEARN Scores report the percent of students at/near or above proficiency.**

Grade 3: Mathematics Standards % Mastery				
Standard	ISTEP Spring 2017	ISTEP Spring 2018	ILEARN Reporting Category	ILEARN Spring 2019
#1-Number Sense	61.08	60.99	Algebraic Thinking & Data Analysis	80
#2-Computation	61.68	57.45	Computation	83
#3-Algebraic Thinking/Data Analysis	63.47	63.83	Geometry & Measurement	83
#4-Geometry/Measurement	64.07	63.83	Number Sense	81
#5-Mathematical Process	61.68	59.57		

Grade 3: English/Language Arts Standards % Mastery				
Standard	ISTEP Spring 2017	ISTEP Spring 2018	ILEARN Reporting Category	ILEARN Spring 2019
#1-Reading Literature	74.85	70.21	Key Ideas & Textual Support/Vocabulary	78
#2-Reading Nonfiction and Media Literacy	78.44	72.34	Structural Elements and Organization/Connection of Ideas/Media Literacy	81
#3-Writing Genres, Writing, and Research Process	77.25	78.01	Writing	75
#4-Writing: Conventions of Standard English	77.84	75.18		

Grade 4: Mathematics Standards % Mastery				
Standard	ISTEP Spring 2017	ISTEP Spring 2018	ILEARN Reporting Category	ILEARN Spring 2019
#1-Number Sense	75.83	62.50	Algebraic Thinking & Data Analysis	85
#2-Computation	75.83	63.12	Computation	82
#3-Algebraic Thinking/Data Analysis	77.50	63.12	Geometry & Measurement	83
#4-Geometry/Measurement	75.00	65.00	Number Sense	79
#5-Mathematical Process	60.83	61.88		

Grade 4: English/Language Arts Standards % Mastery				
Standard	ISTEP Spring 2017	ISTEP Spring 2018	ILEARN Reporting Category	ILEARN Spring 2019
#1-Reading Literature	75.83	68.12	Key Ideas & Textual Support/Vocabulary	84
#2-Reading Nonfiction and Media Literacy	77.50	66.88	Structural Elements and Organization/Connection of Ideas/Media Literacy	81
#3-Writing Genres, Writing, and Research Process	74.17	65.62	Writing	76
#4-Writing: Conventions of Standard English	74.17	67.50		

IREADY Math % of Student Proficiency by Grade 18-19 Spring

Grade	% On or Above Level	% Below Level
Kindergarten	71	29
First Grade	73	27
Second Grade	59	41
Third Grade	54	46
Fourth Grade	71	29

IREADY Reading % of Student Proficiency by Grade 18-19 Spring

Grade	% On or Above Level	% Below Level
Kindergarten	87	13
First Grade	84	16
Second Grade	72	28
Third Grade	72	28
Fourth Grade	48	52

IREADY Math % of Student Proficiency by Grade 19-20 Fall

Grade	% On or Above Level	% Below Level
Kindergarten	13	87
First Grade	7	93
Second Grade	10	90
Third Grade	15	85
Fourth Grade	24	76

IREADY Reading % of Student Proficiency by Grade 19-20 Fall

Grade	% On or Above Level	% Below Level
Kindergarten	18	82
First Grade	19	81
Second Grade	29	71
Third Grade	47	53
Fourth Grade	33	67

Attendance Data

In studying the attendance data over two years, the data show that intentional and purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade, by month, and the monthly averages for both years are shown below. An action plan and goal were developed to target and raise the attendance percentages. Our attendance rate overall has remained constant for the last two years.

Month	2017-2018	2018-2019
September	97.92	97.58
October	97.17	97.03
November	96.76	95.80
December	96.05	96.43
January	95.81	95.37
February	95.34	96.66
March	96.28	95.74
April	97.33	96.23
May	96.23	96.58
Total School Year	96.54	96.38

Behavior Data

The number of suspensions, both in school and out, increased slightly during the 2018-2019 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 students that receive in and out of school suspension as well.

	2017-2018	2018-2019
Conference with Parent	86	87
Bus Suspension	25	29
Combination Lunch/Recess Detention	232	331
In-school Suspension	36	64
Out of School Suspension	64	88
Lunch Detention	75	157
Recess Detention	187	282
Isolation	11	6

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	ISTEP+/ILEARN ELA Growth			
Root Cause	ELA data shows inadequate growth from 3rd to 4th grade.			
Data Based Rationale	<p>ISTEP+ 2015-2016</p> <ul style="list-style-type: none"> · 3rd Grade: 76.3% Pass · 4th Grade: 78.2% Pass <p>ISTEP+ 2016-2017</p> <ul style="list-style-type: none"> · 3rd Grade: 78.7% Pass · 4th Grade: 75.8% Pass <p>ISTEP+ 2017-2018</p> <ul style="list-style-type: none"> · 3rd Grade: 73.4% Pass · 4th Grade: 68.7% Pass <p>*ILEARN 2018-2019</p> <ul style="list-style-type: none"> 3rd Grade: 46% Proficiency 4th Grade: 54% Proficiency 			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence- Based Intervention	<p>Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take iReady diagnostic assessments 3 times a year to monitor the effectiveness of instructional strategies.</p>	<p>Core Component (if applicable)</p> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" 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
Provide Professional development on Marzano’s High Leverage Strategies	Video PD will be provided by the coaches for teacher to view.	Principal, 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 certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meeting by grade level	Grade levels will meet with coach or administrator to evaluate data and growth.	Teachers, Coach, Administration	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: Each grade level will increase proficiency rate by 5%.

Focus Area	ISTEP+/ILEARN Math Growth			
Root Cause	Math data shows inadequate growth from 3rd to 4th grade.			
Data Based Rationale	<p>ISTEP+ 2015-2016</p> <ul style="list-style-type: none"> · 3rd Grade: 74.8% Pass · 4th Grade: 71.4% Pass <p>ISTEP+ 2016-2017</p> <ul style="list-style-type: none"> · 3rd Grade: 65.2% Pass · 4th Grade: 75.0% Pass <p>ISTEP+ 2017-2018</p> <ul style="list-style-type: none"> · 3rd Grade: 60.43% Pass · 4th Grade: 65.3% Pass <p>*ILEARN 2018-2019</p> <ul style="list-style-type: none"> · 3rd Grade: 57% Proficiency · 4th Grade: 55% Proficiency 			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	<p>Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take iReady diagnostic assessments 3 times a year to monitor the effectiveness of instructional strategies.</p>	<p>Core Component (if applicable)</p> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" 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 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
Provide Professional development on Marzano's High Leverage Strategies	Video PD will be provided by the coaches for teacher to view.	Principal, 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 certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meeting by grade level	Grade levels will meet with coach or administrator to evaluate data and growth.	Teachers, Coach, Administration	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.

2019 MEASURABLE OUTCOME: If Salk Elementary consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols, then students will achieve a 97% attendance rate.

Focus Area	Attendance			
Root Cause	A small population of students exhibit chronic absenteeism.			
Data Based Rationale	In the 2017-2018 Salk Elementary achieved an attendance rate of 96.7%.			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: Compulsory Attendance Law Weekly Attendance Report Truancy Court Data	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 checked="" 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
New Student Orientation and registration at school	Parents invited to school and informed of district attendance policy	Administration Secretaries	Parent and student attendance at meeting	August
Communicate with parents and students the MCSC Attendance policy at Open House and Beginning of the Year Information	Handouts of attendance literature during back to school gatherings	Administration Secretaries Teachers	Parent and student attendance at meeting	August
Run and analyze monthly attendance reports and data	Gathering and reviewing attendance reports	Administrators, Attendance Clerk, Social Worker	Increase in student attendance targeting chronic absenteeism	Monthly
Implement with fidelity the MCSC Truancy Court program.	Track and record student attendance data	Administrators, Attendance Clerk, Social Worker	Student and parents will receive assistance the Truancy Court program	Ongoing

Promote consistent attendance	Having a drawing at the end of each trimester for students who achieved at/or above 95% attendance	Attendance Clerk, Administration	Number of students who are eligible to enter drawing will increase each trimester	Mid-Nov. End of February, End of May
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Focus Area: Behavior

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

2019-2022 MEASURABLE OUTCOME: Drop ISS/OSS percentage by 1%. Each academic school year.

Focus Area	Major Infractions ISS and OSS	
Root Cause	Student ISS and OSS infractions increased during the third trimester.	
Data Based Rationale	In 2017-2018 Salk Elementary saw an overall drop in ISS/OSS infractions. However, during the third trimester ISS/OSS infractions increased from first and second trimester.	
Research - Based Goal	Teachers hold high expectations for all students behaviorally and revisit monthly behavior data throughout the school year.	
Evidence - Based Intervention	Review Monthly Discipline Data (PBIS) Create School Wide Discipline Plan Build in PBIS Expectation and review throughout the year School Wide Discipline Plan	Core Component (if applicable) X 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
New Student Orientation	Go over and cover behavioral expectations for Salk students.	Administration	Parent and Student Attendance	August
1 st day Teacher Meeting/90 Minute Meeting	Teacher will be informed on PBIS matrix and expectations	Administration Teaching Staff	Teachers have a good grasp of PBIS expectations and carry those into their classroom. Teachers will be informed on behavior matrix and expectations.	August
Professional development in Restorative Practices	Staff will receive training on effective Restorative Practices	PBIS committee	Decrease in ISS/OSS infractions	Ongoing
Monthly PBIS committee meetings to monitor discipline data	School PBIS committee will meet monthly to analyze and discuss referrals and ways to decrease them	PBIS committee	Monthly infraction data and HUG data	Ongoing

Highly Qualified Paraprofessionals Information

Bachelor Degree	Maja Nikolov	Elem Title I Aide	Salk -TAS	12/4/17
Associate Degree	Mia Myles-Caldwell	Elem Title I Aide	Salk -TAS	8/16/17
Bachelor Degree	Lisa Crabtree	Elem Title I Aide	Salk -TAS	(8/20/14) *back to Title I 2/17/16
Bachelor Degree	Anna Zahora	Elem Title I Aide	Salk -TAS	8/24/16
75 hrs college credit	Laura Mattioli	Elem Title I Aide	Salk-TAS	3/9/16
85 hrs college credit	Lisa Tul	Elem Title I Aide	Salk-TAS	9/5/17

Highly Qualified Teacher Information

LAST NAME	FIRST NAME	LICENSE SUBJECT	GRADE LEVEL	License #	DEG LEVEL	ASSIGNMENT
Antich (Ahrens)	Vicki	general elementary	1-6; 7/8 nd	1118174	BACH+1 5	GRADE 1
Basile	Helaine	general elementary (computer endorsement k-12)	1-6; 7/8 nd	1287391	BACH+1 5	GRADE 1
Matthews	Renee	general elementary; reading (minor) science (minor) 1-6 7/8 nd	1-6; 7/8 nd	1507489	BACH+3 6	REMREADING
Downham	Ladd	physical education (health & safe 5-12 & coaching k-12 endorsement)	k-12	1250903	BACH +15	PHYSED BOY
Brown	Carrie	general elementary (computer k-12/reading 1-6 7/8 nd endorsement)	1-6; 7/8 nd	1251315	BACH	GRADE 1
Norris	Jamie	general elementary; reading (minor) (kdg endorsement)	1-6; 7/8 nd	10025014	BACH+1 5	FD KDG
Kerr	Christine	general elementary 1-6; 7/8 nd; MIMH, LD K-12 (minors)	1-6,7/8 nd	1081898	BACH	GRADE 3
Andrews	Jan	General Elementary Learning disabled (minor k-12) Kindergarten	1-6,7/8 nd	1499780	BACH+3 6	KDG

		Endorsement (K)				
Hull	Rachel	General Elem 1-6 7/8 Non Dept Kindergarten Endorsement	1-6 7/8	1369926	MAST	Grade 1
Williams	Lori	General Elementary 1-6 7/8 nd	1-6 7/8 nd	1540406	BACH	GRADE 4
Falls	Sandra	General Elementary 1-6 7/8nd Reading P-12	1-6 7/8nd	1557403	BACH	GRADE 3
Harrell	Heather	General Elementary, Kindergarten Endorsement	K 1-6 7/8 nd	1543637	BACH	GRADE 4
Ullrich	Kathlene	Rules 2002 Elementary, Intermediate, Mild Intervention	Ele, Int	1582676	BACH	Grade 3
Halkias	Hara	Rules 2002 General Elementary/Interm ediate/Mild Intervention	k elem/int	1586444	MAST	Grade 2
Bobbitt	Anna	Rules 2002 Elementary/Inter Reading P-12	Elem/Int/Prim/ P-12	1615378	BACH	Gr. 2
Harder	Christine	Rules 2002 Elementary/Interm ediate	Elementary/In t	1595273	BS	Gr. 2
Beason (Govert)	Madeline	Rules 2002 Elementary/Interm ediate Reading High Ability	Elementary/In t	1607511	BS	Gr 3
Falls	Jennifer	Elementary/Interm ediate Generalist	Elem	10025120	30/BS	Gr. 1
Cueller	Kristen	Rules 2002 Instructional Initial - Elementary/Interm ediate	KDG	1622212	BACH	Kindergarten
Spudic	Amanda	REPA Elementary Generalist K-6, High Ability P-12	Gr. 4	10083398	BACH	Gr. 4

Wszolek	Casey	Rules 46-47 - General Elementary-K-3	Elementary	1536822	BACH	KDG
Kutkowski	Melissa	REPA 3 Instrumental/Vocal/ General Music	P-12	10167620	Masters	Music
Dublak	Natalie	Elem Gen K-6, Mild Intervention P-12 REPA	K-12	10180869	Bachelor	Gr 4
Pera (was Kagebein)	Megan	Elem Generalists REPA	K-6	10187050	Bachelor	Kindergarten
Carrillo	Trisha	Elem/Prim/Inter Generalist Rules 2002	Elem/Prim/Int	12922676	Bachelor	Kindergarten
Hudak	Melissa	General Elem Rules 46-47	1-6 7/8 Non-Dept	12593915	Bachelor	4th Grade
Dravet	Jeralyn	Elem Generalist/Mild Intervention REPA	K-6	15714322	Bachelor	3rd Grade
Cline	Matthew	Elem/Intermediate/ Primary Generalist Rules 2002	Elem/Int/Prim	10022098	Bachelor	3rd
Piper	Laura	Elementary Generalist REPA 3	K-6	10226614	Bachelor	Temp 3rd High AbilityA
Hetler	Marisela	Elem Gen & Mild Intervention REPA	K-6	10104486	Bachelor	4th
Susko	Sara	Elem Gen & Mild Intervention REPA	K-6	10186153	Bachelor	2nd
Ciupak	Maureen	Visual Arts Rules 2002 & Mathematics REPA	All schools/5-9	1612837	Bachelor	Art
Campos	Paulina	Elem Generalist & Mild Intervention REPA	K-6	10069051	Masters	2nd
Geile	Tracey	REPA Elementary Generalist	K-6	10130858	BACH	ESL Teacher
Rassbach	Tamara	Rules 46-47 General Elem, REPA Building Level Administrator	1-6 7/8 Non Dept	1557239	Masters	Instructional Coach

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.

Salk Professional Development Calendar 2019-2020

08/29/19	Marzano Training
09/05/18	ILEARN Data and Playbook
09/12/18	Schoolwide Norms
09/19/18	Schoolwide Norms
09/26/18	iReady Data Dig
10/03/18	Anti Bullying Training
10/10/18	Playbook/MEF
10/17/18	ELL/Grade Level Team Time
10/24/18	Team Time/Data
10/31/18	Tech Training
11/07/18	PTC Preparation
11/14/18	PTC-No School
11/21/18	Strategies vs Resources, Collaboration vs Cooperation, Group vs Team
11/28/19	Thanksgiving
12/05/18	Team Time/Data
12/12/18	Team Time/Data
01/09/20	Team Time/Data
01/16/20	Tech Training
01/23/20	Team Time/Data
01/30/20	Team Time/Data
02/06/20	Team Time/Data
02/13/20	iReady Data Dig

02/20/20	iReady Data Dig
02/27/20	Tech Training
03/05/20	Team Time/Data
03/12/20	Team Time/Data
03/19/20	Team Time/Data
03/26/20	Tech Training
04/09/20	Team Time/Data
04/16/20	Team Time/Data
04/23/20	Tech Training
04/30/20	Team Time/Data
05/07/20	Team Time/Data
05/14/20	Team Time/Data
05/21/20	class lists
05/28/20	Last PD

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

At Salk Elementary we meet with the teachers every Thursday afternoon from 2:15-3:15 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 coach and reading teachers. If required, release time is provided for new teachers to observe grade level and/or reading staff. Each teacher new to Salk is paired with a veteran teacher, and they attend a monthly support meeting.

Salk Elementary School Parental Participation

Parents are a vital asset to the school in providing educational support, survey data, and fund-raising projects that benefit the children as well as the teachers and staff. Money raised through fundraising efforts is used for student programs and initiatives. These funds provide the Scholarship Fund for Salk Elementary, rewards for Students of the Month, assemblies for students, Family nights, and other activities. The PTO will organize a variety of school-wide activities for the 2018-2019 school year. Monthly PTO meetings are held.

Parent volunteers assist with a variety of activities throughout the school year. These activities include:

- Fundraisers
- Book Fairs
- Family Fun Nights
- Popsicles with Principals
- Open House
- Kindergarten Registration
- Monster Bash
- Annual Student/Guardian Dance
- Carnival Night
- Craft Night

Parental Notification of Individual Academic Assessment 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 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.
- Salk 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

Salk students transitioning from 4th to 5th grade are afforded:

- The MIS Administration comes over to meet with 4th grade students in the Spring.
- A video from Merrillville Intermediate student about the Intermediate School.
- 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 Salk, 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 every other Thursday during the designated professional development.

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.

C. Description and Location of Curriculum

The curriculum for language arts, math, social studies, science, art, music, and physical education will be based on the Indiana College and Career Ready Standards for the 2018-19 school year.

The Balanced Literacy Framework is the curriculum framework used for English Language Arts. A 90 minute uninterrupted block of reading includes Reader's Workshop and Language/Word Study. An additional 30 minutes focuses on Writer's Workshop. An Instructional Coach provides on-going professional development for all teachers as needed. All students receive small group instruction at their instructional reading level as well as whole group instruction on grade level. Phonics and vocabulary are taught during the Word Study block as well as materials from Benchmark Literacy, the adopted reading program. Third and fourth grade teachers implement the Intermediate Model for Balanced Literacy. Non-negotiables have been developed to align our expectations for the ELA framework. The allied arts teachers implement Literacy Standards into their curriculum, too. Kindergarten through fourth grade will implement the Indiana College and Career Ready Standards. Benchmark Literacy reading series will support our framework.

Inquiry Math is the curriculum framework used for Math. All K-4 staff members will receive Inquiry support from colleagues and corporation math coaches as needed. Non-negotiables align our expectations for the Math framework. Doors24, Mountain Math, IREADY, as well as Fast Math/Rocket Math are used as supplemental components to the adopted math curriculum. Daily problem solving is mandated in grades 1 through 4. Using data from formative assessments, all grades implement remediation both within the classroom and as a grade level. The Indiana College and Career Ready Standards will be followed. Every grade level has a math curriculum map based on standards and Inquiry lessons. Common spiral assessments are implemented at all grade levels. Copies of the curriculum maps are located in the classroom, central office of the Merrillville School Corporation, the office of Salk School, and the Merrillville Corporation website. Updated copies are distributed as needed.

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 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.

D. Assessment Instruments (2018-2019)

The Indiana ILEARN is given to all third and fourth grade students. The IREAD test is given to all third grade students. The IREADY diagnostic assessments are given to all students K-4. The data will be used for remediation, enrichment, and instructional guides. CogAT and IREADY will be used for High Ability identification in grades 2 and 4. ISTAR is used to evaluate MOMH students in grades 3-4.

Reading Running Records are completed 3 times a year for all students. The Fountas and Pinnell Benchmark kits are used to find both the instructional and independent reading levels of students. A data wall is kept in the literacy book-room. The data wall provides a quick view of student progress and is used to make instructional decisions for the classroom, Title 1, and RTI.

Universal screening of all students is conducted 3 times a year. A variety of tests are used to identify students for Title 1 reading services. These tests include the Pre-Kids, Dibels, SRI, IREADY math and reading diagnostic assessments and Benchmark pre and post assessments. Progress monitoring assessments include Dibels, Easy CBM, and informal running records. This data will provide information to identify areas of strength and weaknesses for both individuals and classrooms. Interventions will be provided for those students at-risk. Fast Math and/or Rocket Math will be used to track progress in math facts.

IREADY includes online instruction in math. Students will consistently log on for 45 minutes weekly. Doors24 is a supplemental math program available for all students in grades K-4.

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 meets the needs of all learners through our high ability, Title I, special education and EL programs. Our High Ability program is housed at Salk Elementary School for students 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 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 Salk Elementary School.

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

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.

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.

Salk'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 place interventions in place. Interventions used are preferential seating, sticker charts, rewards, behavior plans, and mentoring. Approximately 20 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 at least twice 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.

Technology Initiatives

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 desktop PC equipped with HP Probooks, Internet access, and email as well as a device. Each teacher also has a password-protected folder located on the school corporation main server. Along with teachers having access to their own PC, Salk School is equipped with 4 PC labs, each containing 31 student workstations, a laser printer, a scanner 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. Our kindergarten through second grade students have one to one iPads. Our third and fourth grade students have one to one chrome books.

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.

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 learn 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 are spending five weeks in district-led study circles which focus on developing cultural competency. Cultural Competency is part of our daily life at Salk Elementary. Diversity of our school population allows us to bring respect and understanding to all human beings daily. Instructional strategies, such as turn and talk, collaborative grouping, and student sharing of thoughts and ideas bring a variety of ideas from all cultures to the classroom. Teachers use reading materials from various cultures through Interactive Read Alouds, Shared Reading, and Guided Reading. The Social Studies curriculum and standards allow for students to be exposed to a variety of cultural differences throughout the year. Our PBIS model of being respectful, responsible, and safe includes lessons on understanding differences and similarities. Throughout the curricula, students are exposed to diversity through stories, music, videos, etc. Classrooms participated in various research and Internet activities studying famous black Americans. In October, during Bullying Week, activities took place about accepting differences in others. Our school social worker coordinates classroom discussions about bullying. Teachers continue the cultural competency effort in their classrooms by using a variety of trade books that highlight various cultures.

Appendix

Salk Salk Elementary School School-Family Compact

Dear Salk Families,

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

1. 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.
 - Additional support is provided in the area of math fact fluency and problem solving strategies
2. 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, for grades K-4. 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.
 - Student progress will be reported at the middle and end of each grading period.
 - The Title I Progress Report specifying what areas need to be addressed will be distributed in January and June.
 - Families may receive online access to their child's grades through Skyward. Contact the school for more information.
5. Provide families opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

Families 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. Make sure my child attends school each day and arrives on time, barring illness.
2. Make sure that homework is completed and my child is reading each night for at least 20 minutes.
3. Monitor the 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 everyday outside of school time.
3. Give my families, or guardian, all notes and information that I receive.
4. Work hard and cooperate with teachers while in school.
5. Follow all school rules.

Nicholas Petralia, Principal
Michelle Coughlin, Assistant Principal
Sandy Falls, Title I Teacher

Spr. 09 Family Input Meeting - No Revisions
Spr. 10 Family Input Meeting –include family suggestions
Spr. 11 Family Input Meeting–include family suggestions
Revision – Fall 2013 Orientation Meeting
Revision – Fall 2014 re: conferences
Revision: Nov. 2014 Math
Revision Fall 2015: Math 180 and conferences
Spr. 16 – Change to Family Compact
Spr. 17 – ESSA
Spr. 18 - No Changes
Spring 19: conferences

Salk Elementary School Family Involvement Policy



The staff at Salk 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, families, guardians and other family members involved in supervising the child's learning.

To fulfill the requirements of family involvement, families of children enrolled in the Title I 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 Salk school's participation in Title I and family's rights to be involved, they 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 services
 - A description and examples of the curriculum and materials used to improve reading 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
- ❖ Two family teacher conferences allowing families to meet with teachers to discuss their child's progress. **Title I teachers are available to explain how to monitor student progress and understand report cards.** 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 Salk Title I teacher, Mrs. Sandy Falls through email sfalls@mvsc.k12.in.us or phone 650-5304 (Ext. 6418).

- ❖ A Spring Family Child Event, 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 families 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, Fluency, Math and Writing.

To further build family involvement, Salk 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 - eliminate reading on p.1

Title I Program Description

The Title I Reading Intervention Program serves students in K-4 through a 2 tiered 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 three to four times a week. Level II 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 grades 2-4 through a two tier 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 or pull out setting for 30 minutes up to 2 times a week. Level II instruction is conducted by a teacher-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, Salk 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 (Local Education Agency)

The LEA will provide feedback on the Salk'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 Salk by providing sufficient Title I funds received through the SEA.

Responsibilities of the SEA (State Education Agency)

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:

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: *Kristina L Shultz* Date *9/26/19*

Printed Name	Group you are representing	Staff Signature	Date
Karin Brown	office	<i>Karin Brown</i>	9-24-19
Helaine Baile	First	<i>Helaine Baile</i>	9-24-19
Hara Halkias	2nd	<i>Halkias</i>	9-24-19
Jamie Norris	Kindergarten	<i>Jamie Norris</i>	9-25-19
Kathlene Ullrich	3rd	<i>Ullrich</i>	9-25-19
Lori Williams	4th	<i>Lori Williams</i>	9/25/19
Ladd Dourson	PE	<i>Ladd Dourson</i>	9/25/19
Nicholas Petralis	Principal	<i>NP</i>	9/26/19
Renee Matthews	teacher	<i>Renee Matthews</i>	9/26/19
Michelle Coughlin	Asst. Principal	<i>Michelle Coughlin</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.