

Merrillville Community School Corporation



Iddings Elementary School

Merrillville Community School Corporation

2021-2022 School Year

TITLE 1 SCHOOL-WIDE
SCHOOL IMPROVEMENT PLAN

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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. 8
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. 25
3	Highly qualified teachers in all core content area classes	p.32
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p.32
5	Strategies to attract high-quality teachers to this school	p.35
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.36
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.39
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.39
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. 44 p. 47

10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	p.55
10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	

Description of the Community

Homer Iddings Elementary School is a part of the Merrillville Community School Corporation in Merrillville, Indiana. Merrillville is located in the northwest corner of Indiana. It is approximately forty miles from Chicago and one hundred fifty-five miles from Indianapolis. Students attending Merrillville Community Schools live in either the town of Merrillville, Crown Point, Hobart, or in Ross Township.

Merrillville is primarily a residential community of approximately 35,000 people. Population trends show that the town has been growing steadily. The citizens of Merrillville are economically and socially middle class with low percentages of residents at the high or low end of the economic and social spectrums. Many residents earn a living from businesses located along the Route 30 and I-65 corridors. Many residents also commute to Chicago and the surrounding areas. The 7,000 plus students in the corporation are shared among five elementary schools, one intermediate school, one middle school, and one high school. One parochial elementary school and one parochial high school are located within the school district area.

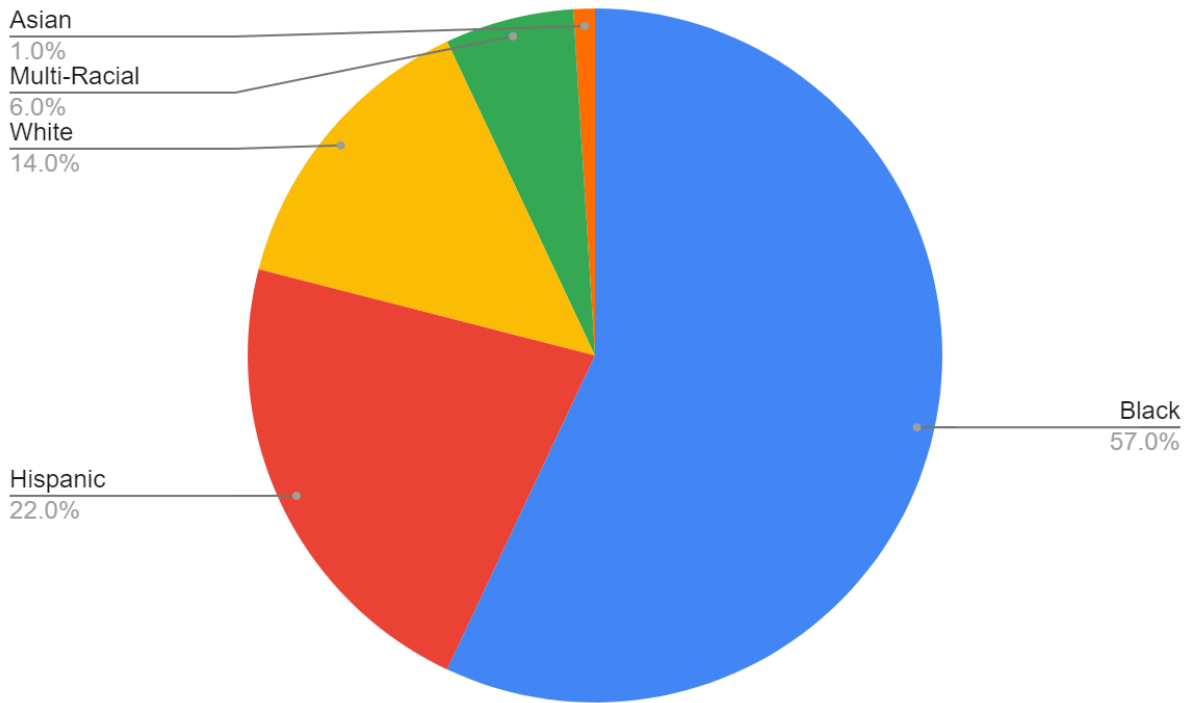
With its proximity to Chicago, Merrillville residents have many opportunities to participate in a variety of recreational and cultural activities which include sporting events, zoos, museums, art galleries, and the like. Also nearby are the Indiana Dunes National Lakeshore and several state and county parks. Within a short distance are institutions of higher learning, including Valparaiso University, Purdue University Northwest, Indiana University Northwest, and Calumet College of St. Joseph. The Merrillville Community School Corporation also has an Adult Education Program.

Description of the School and the Educational Programs

Merrillville Community Schools consists of one high school, one middle school, one intermediate school, and five elementary schools. Iddings School opened in 1963 and continues to be one of the largest elementary schools in the State of Indiana. Currently there are five hundred and forty students who attend Iddings School. There are forty-three regular classrooms, a gymnasium, a multipurpose room, one cafeteria, two music rooms, two art rooms, one science lab, four computer labs, one media center, and four small conference rooms/offices. The staff of Iddings School consists of thirty-six certified staff members and thirty eight non-certified staff members.

1 Principal	1 Assistant Principal
23 Classroom Teachers	1 Art Teacher
1.2 Music Teacher	1.2 Physical Education Teacher
1 Remedial Reading Teacher	1 Instructional Coach
2 LRE Special Education Teachers	1 ESL Teacher
1 Speech/Language Pathologist	1 Social Worker
1 Reading/Math Interventionist	1 Family and Communication Engagement Specialist
1 Nurse	2 Secretaries
1 Media Aide	1 Computer Lab Aide
4 Title I Aides	1 Copy Aide
2 Instructional/Behavior Aide	4 Lunchroom Aides
4 Playground Aides	6 Custodians
8 Food Service Personnel	1 Special Education Aide
1 Head Start Lead Teacher	2 Head Start Classroom Aides
1 Head Start Program Assistant	1 Head Start Family Advocate

Iddings student body is very diverse and ethnically mixed. Our current student body is 14% White, 57% Black, 22% Hispanic, 6% Multi-racial, and 1% Asian or Pacific Islander. Sixty-one percent of our students are on free or reduced lunch.



Iddings School offers extracurricular activities for our students. These activities include Student Council, Girls on the Run, Math Bowl, Science Bowl, Spell Bowl, and Young Rembrandts Art club. Fine Arts are an important part of our educational program. Students perform twice a year in a program for their families and other community members.

Homer Iddings Elementary School also hosts an active PTO. PTO meetings are held one evening per month. Our PTO sponsors many activities, which include book fair, family nights, fundraisers, popcorn days and various student programs. The Iddings Staff also hosts a Meet and Greet night before school begins in August. Additionally Parent-Teacher Conferences are held in November. Spring Parent-Teacher Conferences are held in the Spring for at risk students.

Many community groups utilize Iddings School. These groups include the Girl Scouts and various sports leagues. Adventure Club before and after school care is also housed at Iddings.

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.

Iddings School Mission

The staff of Iddings School together with the parents and community defines our mission:

- To empower our students to become lifelong learners who actively strive to meet the state academic standards.
- To guide students to be responsible and to make socially acceptable decisions.
- To encourage the development of students' academic, creative, emotional, physical and social abilities by providing a safe, positive, respectful environment.

Comprehensive Needs Assessment

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve their level of student achievement. School improvement plans are selective, strategic plans based off of the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

Merrillville Community School Corporation (MCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that Merrillville Community School Corporation (MCSC) traveled through in the development of their plans. All the district's administrators gathered for two-full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard, which included the following data points: attendance, behavior, English language proficiency, observation and academic data. School teams dug through attendance data by semester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspensions, reviewed averages and numbers of indicators identified in all 8 areas of Marzano's evaluation rubric, and analyzed ISTEP+, iReady (K-6), NWEA (7-8), graduation rate.

Academic Data

The following charts display the passing percentages from the ISTEP assessments for 2017 - 2018 school year and ILEARN passing percentages for the 2019- 2020 school year and the 2020-2021 school year.

3rd Grade Math		
YEAR	DNP	PASS
17-18	44%	56%
19-20*	48%	52%
20-21	77%	23%

4th Grade Math		
YEAR	DNP	PASS
17-18	31%	69%
19-20*	48%	52%
20-21	80%	20%

3rd Grade ELA		
YEAR	DNP	PASS
17-18	36%	64%
19-20*	56%	44%
20-21	77%	23%

4th Grade ELA		
YEAR	DNP	PASS
17-18	26%	74%
19-20*	53%	47%
20-21	79%	21%

* Indicates the change from ISTEP to ILEARN

Percentages indicate proficiency on iReady assessments. Proficiency is defined as at or above grade level.

IREADY 2018 - 2019 Language Arts Data Kindergarten Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level	21	77	93
Phonological Awareness	31	72	92
Phonics	24	68	89
High-Frequency Words	21	66	93
Vocabulary	37	68	86
Comprehension: Literature	38	76	91
Comprehension: Informational Text	40	75	90

IREADY 2019 - 2020 Language Arts Data Kindergarten Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level	20	64	N/A
Phonological Awareness	25	61	N/A
Phonics	24	62	N/A
High-Frequency Words	15	57	N/A
Vocabulary	25	53	N/A
Comprehension: Literature	36	64	N/A
Comprehension: Informational Text	27	62	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

IREADY 2020 - 2021 Language Arts Data Kindergarten Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level		76%	
Phonological Awareness		77%	
Phonics		73%	
High-Frequency Words		69%	
Vocabulary		73%	
Comprehension: Literature		78%	
Comprehension: Informational Text		74%	

IREADY 2018 - 2019 Language Arts Data 1st Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level	27	57	81
Phonological Awareness	41	70	87
Phonics	25	52	77
High-Frequency Words	46	78	94
Vocabulary	25	45	72
Comprehension: Literature	36	54	77
Comprehension: Informational Text			

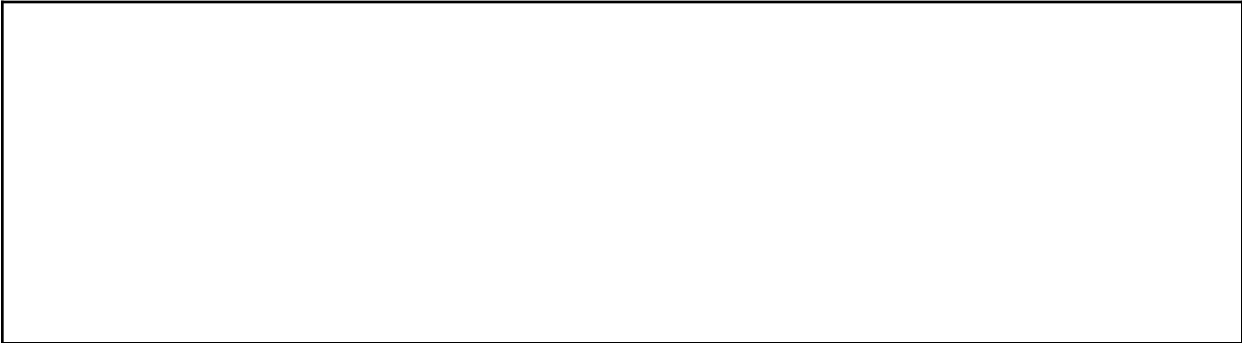
**IREADY 2019-20 Language Arts Data
1st Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level	16	53	N/A
Phonological Awareness	38	57	N/A
Phonics	21	48	N/A
High-Frequency Words	45	74	N/A
Vocabulary	16	44	N/A
Comprehension: Literature	24	52	N/A
Comprehension: Informational Text	23	48	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

**IREADY 2020 - 2021 Language Arts Data
1st Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level		40%	
Phonological Awareness		50%	
Phonics		39%	
High-Frequency Words		66%	
Vocabulary		47%	
Comprehension: Literature		50%	
Comprehension: Informational Text		45%	



**IREADY 2018 - 2019 Language Arts Data
2nd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level	42	62	81
Phonological Awareness	87	98	99
Phonics	30	46	64
High-Frequency Words	80	93	94
Vocabulary	39	50	61
Comprehension: Literature	45	66	83
Comprehension: Informational Text	44	68	78

**IREADY 2019-20 Language Arts Data
2nd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level	31	63	N/A
Phonological Awareness	80	88	N/A
Phonics	23	45	N/A
High-Frequency Words	75	89	N/A
Vocabulary	18	48	N/A
Comprehension: Literature	34	64	N/A
Comprehension: Informational Text	33	59	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2

**IREADY 2020 - 2021 Language Arts Data
2nd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level		42%	
Phonological Awareness		85%	
Phonics		35%	
High-Frequency Words		78%	
Vocabulary		47%	
Comprehension: Literature		46%	
Comprehension: Informational Text		45%	

**IREADY 2018 - 2019 Language Arts Data
3rd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level	50	68	84
Phonological Awareness	100	100	100
Phonics	41	72	89
High-Frequency Words	99	97	99
Vocabulary	40	52	66
Comprehension: Literature	54	68	75
Comprehension: Informational Text	50	61	75

**IREADY 2019-20 Language Arts Data
3rd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Reading Level	50	66	N/A
Phonological Awareness	100	100	N/A
Phonics	52	73	N/A
High-Frequency Words	97	97	N/A
Vocabulary	35	54	N/A
Comprehension: Literature	55	58	N/A
Comprehension: Informational Text	40	66	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

IREADY 2020 - 2021 Language Arts Data 3rd Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level		53%	
Phonological Awareness		---	
Phonics		55%	
High-Frequency Words		91%	
Vocabulary		49%	
Comprehension: Literature		57%	
Comprehension: Informational Text		44%	

IREADY 2018-2019 Language Arts Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level	26	47	52
Phonological Awareness	100	100	100
Phonics	74	85	89
High-Frequency Words	98	100	100
Vocabulary	22	35	49
Comprehension: Literature	33	53	59
Comprehension: Informational Text	32	51	51

Due to the COVID-19 pandemic, students were not assessed during Window 3 during the 2019 - 2020 school year.

IREADY 2019-20 Language Arts Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level	29	45	N/A
Phonological Awareness	100	100	N/A
Phonics	75	89	N/A
High-Frequency Words	99	99	N/A
Vocabulary	27	41	N/A
Comprehension: Literature	38	51	N/A
Comprehension: Informational Text	26	54	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

IREADY 2020 - 2021 Language Arts Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Reading Level		30%	
Phonological Awareness		---	
Phonics		81%	
High-Frequency Words		97%	
Vocabulary		38%	
Comprehension: Literature		38%	
Comprehension: Informational Text		31%	

IREADY 2018 - 2019 Mathematics Data Kindergarten Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level	12	59	88
Number & Operations	15	56	81
Algebra & Algebraic Thinking	16	41	84
Measurement & Data	16	59	81
Geometry	40	66	88
IREADY 2019 - 2020 Mathematics Data Kindergarten Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level	11	37	N/A
Number & Operations	14	34	N/A
Algebra & Algebraic Thinking	15	35	N/A
Measurement & Data	16	37	N/A
Geometry	34	55	N/A
IREADY 2020 - 2021 Mathematics Data Kindergarten Formative Assessment Data			
Overall Math Level		61%	
Number & Operations		56%	
Algebra & Algebraic Thinking		49%	
Measurement & Data		53%	
Geometry		67%	
IREADY 2018-2019 Mathematics Data 1st Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level	12	42	78
Number & Operations	17	47	71
Algebra & Algebraic Thinking	22	65	82
Measurement & Data	22	52	75

Geometry	41	51	66
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**IREADY 2019-2020 Mathematics Data
1st Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Math Level	9	34	N/A
Number & Operations	12	34	N/A
Algebra & Algebraic Thinking	19	59	N/A
Measurement & Data	16	43	N/A
Geometry	22	44	N/A

**IREADY 2020-2021 Mathematics Data
1st Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Math Level		26%	
Number & Operations		38%	
Algebra & Algebraic Thinking		43%	
Measurement & Data		29%	
Geometry		28%	

**IREADY 2018-2019 Mathematics Data
2nd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Math Level	14	42	75
Number & Operations	27	61	89
Algebra & Algebraic Thinking	30	56	76
Measurement & Data	28	45	78
Geometry	29	48	74

**IREADY 2019-2020 Mathematics Data
2nd Grade Formative Assessment Data**

Strand	Window 1	Window 2	Window 3
Overall Math Level	11	39	N/A
Number & Operations	16	53	N/A

Algebra & Algebraic Thinking	19	51	N/A
Measurement & Data	26	45	N/A
Geometry	25	47	N/A
IREADY 2020-2021 Mathematics Data 2nd Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level		31%	
Number & Operations		48%	
Algebra & Algebraic Thinking		38%	
Measurement & Data		34%	
Geometry		40%	
IREADY 2019-2020 Mathematics Data 3rd Grade Formative Assessment Data			
Overall Math Level	3	33	N/A
Number & Operations	13	39	N/A
Algebra & Algebraic Thinking	22	56	N/A
Measurement & Data	25	44	N/A
Geometry	11	24	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

IREADY 2020 - 2021 Mathematics Data 3rd Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level		14%	
Number & Operations		27%	
Algebra & Algebraic Thinking		25%	
Measurement & Data		24%	
Geometry		13%	

IREADY 2018 - 2019 Mathematics Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level	27	49	68
Number & Operations	41	62	82
Algebra & Algebraic Thinking	39	61	70
Measurement & Data	45	61	68
Geometry	34	42	63

Due to the COVID-19 pandemic, students were not assessed during Window 3 during the 2019 - 2020 school year.

IREADY 2019 - 2020 Mathematics Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level	15	50	N/A
Number & Operations	29	72	N/A
Algebra & Algebraic Thinking	32	63	N/A
Measurement & Data	32	46	N/A
Geometry	13	24	N/A

Due to the COVID-19 pandemic, students were only assessed during Window 2 during the 2020 - 2021 school year.

IREADY 2019 - 2020 Mathematics Data 4th Grade Formative Assessment Data			
Strand	Window 1	Window 2	Window 3
Overall Math Level		25%	
Number & Operations		59%	
Algebra & Algebraic Thinking		40%	
Measurement & Data		34%	
Geometry		24%	

Attendance

Iddings Attendance Data 2018 - 2019							
Average Attendance Rate							
Grade	Trimester 1		Trimester 2		Trimester 3		Average
K	96.18		94.66		95.09		95.33
1	96.22		95.08		96.11		95.84
2	96.92		97.71		96.25		96.29
3	97.36		95.24		95.66		96.11
4	97.28		96.09		96.32		96.75
	96.81		95.36		95.98		96.07

Iddings Attendance Data 2019-2020							
Average Attendance Rate							
Grade	Trimester 1		Trimester 2		Trimester 3		Average
K	96.70		92.31		N/A		94.4
1	95.25		95.2		N/A		97.31
2	96.45		95.36		N/A		94.77
3	92.04		90.4		N/A		90.98
4	96.04		96.22		N/A		95.95
	96.28		95.05		N/A		95.53

Iddings Attendance Data 2020 - 2021

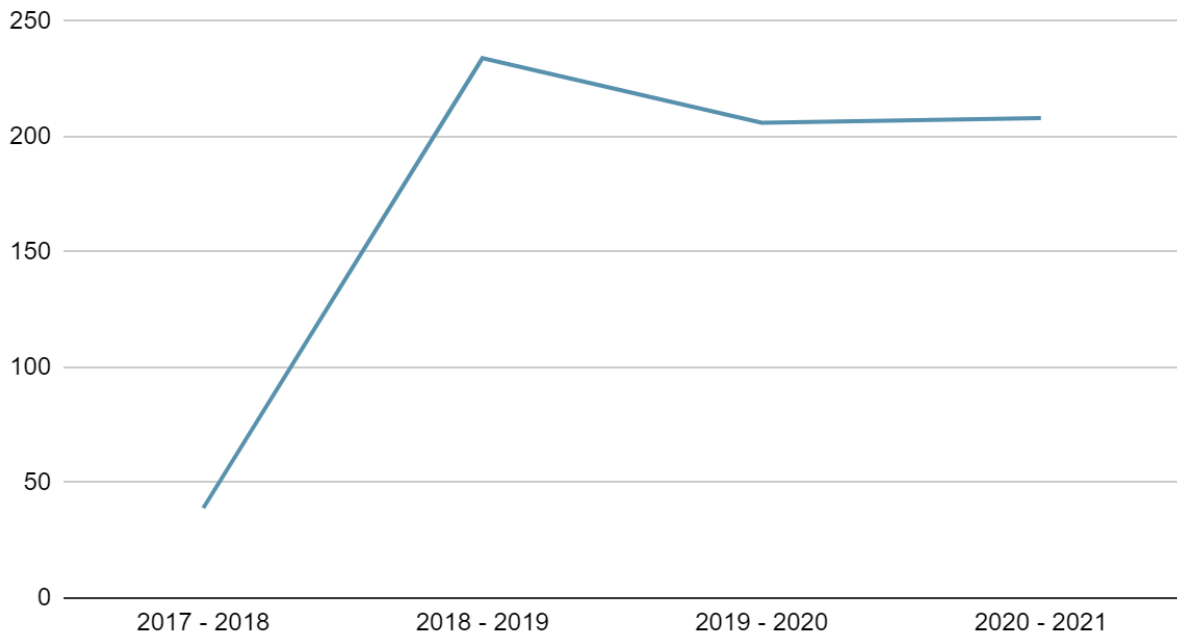
Average Attendance Rate

Grade	Trimester 1		Trimester 2		Trimester 3		Average
K	93.83		93.31		93.30		93.71
1	96.12		94.00		91.97		93.90
2	96.50		95.10		92.71		95.05
3	95.20		93.10		90.91		93.56

Iddings Behavior Data

	2017-2018	2018-2019	2019-2020	2020-2021
Positive Referrals	39	234	206	208

Positive Referrals



Successes

- Percentage of proficiency on ISTEP for both 3rd and 4th grade improved from the .
- Analysis of scores prompted action by each grade.

Areas of Weakness

- ILearn scores were very low in comparison to Spring of 2019
- The percentage of non proficiency on IREAD was greater this year than previous years.

Root Causes

- Low rigor
- Lack of best practices in instruction
- Culture of teaching and learning cycle
- Virtual learning for beginning of the 20/21 school year

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

- Student goal-setting
- CFA data analysis-identify standard reteach in small groups
- ILEARN PD-understanding the rigor required-ALL grade levels
- Common performance tasks in math and ELA-scoring using the rubric, analyzing, and planning next steps
- Ensure every student is meeting minimum number of IReady software pathway minutes each week
- Data driven PD

Implementation of Schoolwide Reform Strategies

After conducting the root cause analysis, each school identified 4 smart goals in the areas of attendance, behavior, academics and/or graduation. Once the smart goals were identified, school teams created objectives, data based rationales, strategies, activities, target groups and actions steps. Each action step identified person(s) responsible, evidence of success, and dates for review. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders, it will increase learning and academic achievement for all the students of Merrillville Community School Corporation.

Focus Area – iReady ELA Growth

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

June 2022 MEASURABLE OUTCOME: If Iddings Elementary School focuses effective instruction based on informal and formal observations and student learning data, then each grade level will achieve at least 70% of students will be on or above grade level when taking the final iReady diagnostic test.

Focus Area	ISTEP+ ELA Growth	
Root Cause	Historical data illustrates a lack of growth in the area of ELA.	
Data Based Rationale	See data in SIP Plan	
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 a year to monitor the effectiveness of the 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	

Link to Data Dashboard - Iddings English / Language Arts: [Data Link](#) Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Coach or Principal lead PD will focus on instructional strategies	Instructional Coaches	The data for the scale rating of the observed high-yield instructional strategies will increase in iObservation	Monthly
Marzano Evaluation Tool	Marzano Evaluation Tool has been altered to focus on high yield instructional strategies	Administrators	The data for the frequency of observed high-yield instructional strategies will increase in iObservation	Monthly
Data Meetings	Grade levels will meet with the instructional coach or administrator to evaluate data and growth	Teachers Instructional Coaches Administrators	Small group and differentiated instruction	Monthly

Focus Area – iReady Math Growth

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2022 MEASURABLE OUTCOME: If Iddings Elementary School focuses effective instruction based on informal and formal observations and student learning data, each grade level will achieve at least 45% of students will be on or above grade level when taking the final iReady diagnostic test.				
Focus Area	ISTEP+ Math Growth			
Root Cause	Historical math data illustrates inadequate growth.			
Data Based Rationale	See data in SIP plan			
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 classroom observations and post-conferences. Students will take iReady diagnostic assessments three times a year to monitor the effectiveness of the 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			
Link to Data Dashboard - Iddings Math: Data Link Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Coach or Principal lead PD will focus on instructional strategies	Instructional Coaches	The data for the scale rating of the observed high-yield instructional strategies will increase in iObservation	Monthly
Marzano Evaluation Tool	Marzano Evaluation Tool has been altered to focus on high yield instructional strategies	Administrators	The data for the frequency of observed high-yield instructional strategies will increase in iObservation	Monthly
Data Meetings	Grade levels will meet with the instructional coach or administrator to evaluate data and growth	Teachers Instructional Coaches Administrators	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 2022 MEASURABLE OUTCOME: If Iddings Elementary School consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols, then the student attendance rate will reach 96%.				
Focus Area	Attendance			
Root Cause	A target population exhibit chronic absenteeism			
Data Based Rationale	In the 2016-2017 school year, Iddings Elementary School had an average attendance rate of 94.46%. In the 2017-2018 school year, Iddings Elementary School had an average attendance rate of 95.96%. In the 2018 - 2019 school year, Iddings Elementary School has an average attendance rate of 96.07%. In the 2019 - 2020 school year, Iddings Elementary School has an average attendance rate of 95.91%. In the 2020 - 2021 school year, Iddings Elementary School has an average attendance rate of 95.60%.			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: Compulsory Attendance Law MCSC Attendance Policy Truancy Court Data	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			
Link to Data Dashboard - Iddings Attendance Data Link				
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Attendance policy will be shared with parents at Open house	Email the newsletter All-call to parents about the newsletter	Administrators Social Worker Teachers	Parents will sign off on the attendance policy	Virtual
School newsletter will have a focus on the importance of attendance	Email a monthly newsletter highlighting the importance of regular attendance All-call to parents about the newsletter	Principal	Newsletter posted on the school's website	Monthly
Meet with the attendance committee to monitor collection of data	Weekly attendance data Telephone call logs Attendance letter logs	Attendance Committee	Attendance rates decreasing	Monthly
Telephone calls and letters sent to parents for students with 5 days of absences	Telephone calls and letters sent to parents for students with 5 days of absences based on the attendance policy	Social Worker Attendance Secretary	Google doc listing all of the parents contacted	Ongoing

Focus Area – Behavior

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2022 MEASURABLE OUTCOME: If Iddings Elementary School implements PBIS initiatives and Restorative Practices, the number of positive referral telephone calls will increase by 5% each year. For the 2021 - 2022 school year, the positive referral goal is 218.				
Focus Area	Behavior			
Root Cause	Tracking positive referrals was a new implementation for the 2017-2018 school year. Clear expectations were not given as baseline line data needed to be collected. During the 2020 - 2021 school year, we experienced the COVID-19 pandemic. We were virtual for the first 2 trimesters.			
Data Based Rationale	In 2017-2018, Iddings Elementary School reported 39 positive referrals. In 2018-2019, Iddings Elementary School reported 234 positive referrals. In 2019-2020, Iddings Elementary School reported 206 positive referrals. In 2020 - 2021, Iddings Elementary School reported 208 positive referrals.			
Research-Based Goal	The school community supports a safe, orderly and equitable learning environment			
Evidence-Based Intervention	Description: Positive referrals will be tracked and charted monthly.	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 type="checkbox"/> High-Risk			
Link to Data Dashboard - Iddings Behavior plan Data Link				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Teachers complete a positive referral form.	Teachers complete a positive referral form. The administrators or teachers call home for a Good News Call of the Day	Teachers/ Administrators	Anecdotal	5/21
Monitor monthly referrals	Look at the monthly referrals and see if referrals are going down compared to last year.	PBIS Team		5/21

Highly Qualified Paraprofessional Information

HQ Information	Name	Position	Building/ Program Type	Hire Date
87 hours college credit	Emily Ameling	Elem Title I Aide	Iddings-TAS	8/21/19
Bachelor Degree	Debra Barlow	Elem Title I Aide	Iddings-TAS	9/07/17
48 hrs college credit	Elaine Mendez	Elem Title I Aide	Iddings-TAS	3/24/14
ParaPro	Christianne Vega	Elem Title 1 Aide	Iddings - TAS	11/15/18
ParaPro	Latisha Beatty	Library Coordinator	Iddings-TAS	11/27/06
76 hours college credit	Jennifer Alexander	Secretary to the Principal	Iddings-TAS	11/27/17
54 hours college credit	Saundra Crayton	Instructional/Behavior Aide	Iddings-TAS	8/14/19
116 hours college credit	Katrina Johnson	Instructional/Behavior Aide	Iddings-TAS	9/03/19

Highly Qualified Teachers Information 2020/2021

LAST NAME	FIRST NAME	LICENSE SUBJECT	Expiration	License #	Assignment
Augustyn	Catherine	Elementary / Intermediate Generalist Rules 2002	7/16/2025	1586815	2nd Grade
Cicero	Shannon	Kindergarten/Early Childhood Rules 46-47	4/13/2023	10217762	Kindergarten
Coppolillo	Kimberly	Visual Arts Rules 46-47	7/7/2025	1151256	Art
Coveris	Vanessa	General Elementary (reading endorsement)	6/18/2020	1405620	2nd Grade
Danielson	Nicole	Rules 2002 Elementary/Intermediate	5/17/2020	10070011	1st Grade
Davis	Melissa	Instrumental/vocal/Gen Music Psychology	4/7/2020	1058337	Music
Delgado	Melissa	REPA Elem Generalist & Mild Intervention	5/21/2023	10162076	1st Grade

DelSangro	Brianna	Elementary Generalist REPA	7/11/2023	10163188	4th Grade
Drillas	Kathleen	Elem Gen Rules 2002	4/24/2025	10069769	3rd Grade
Fish	Sydney	Rules 2002 Elem/Inter/Prim Generalist	5/21/2023	10091124	Instructional Coach
Gatlin	Susan	General Elementary	4/9/2023	1308581	2nd Grade
Gavric	Nina	Elementary Generalist/Mild Intervention REPA	5/24/2023	10161330	2nd Grade
Guajardo-Marquez	Sylvia	Rules 2002 Elementary/Intermediate Generalist	8/6/2023	1548494	ESL
Hartzell	Kasey	Elem Generalist REPA 3	4/7/2024	10179915	1st Grade
Homola	Lauren	Rules 2002 Elementary Intermediate Primary Generalist/Reading	5/12/2025	1589836	Kindergarten
Johnson	Bobbie Jean	Rules 2002 Instructional Initial - Elementary/Intermediate	5/22/2025	10070658	Kindergarten
Kostides	Kristina	Elementary Generalist REPA 3	6/30/2021	10232785	2nd Grade
Lavelle	Camille	Elem Generalists REPA 3	1/11/2022	10180337	4th Grade
Majewski	Brianne	Early Childhood Ed REPA	9/24/2020	15256286	3rd Grade
Marlow	Sara	Rules 46-47 Gen Elem Rules 2002 Elem Intermediate/Primary Generalist	7/12/2022	1190532	Remedial Reading
Mildaus	Sarah	Elementary Generalist/Mild Intervention P-12 REPA	5/27/2024	10183525	4th Grade
Rosinski	Shannon	Rules 2002 General Elementary/Mild Intervention	5/12/2024	1595121	Kindergarten
Stahl	Morgan	Elementary Generalist/K-6	5/7/2024	10179732	4th Grade
Szczepanski	Leanne	Rules 2002 Elementary/Primary Generalist/elementary/Intermediate Generalist/reading	10/6/2026	1596652	Title 1
Thiel	Jeani	General elementary	7/11/2021	1306584	3rd Grade

Warren	Jane	Physical Education Elementary	5/15/2024	1555641	PT PHS ED
Warren	Monique	Elementary Primary/Generalist Intermediate Generalist	4/21/2022	1586397	Kindergarten
Wiley	Alyssa	Rules 2002 Elementary/Intermediate	6/6/2024	10024547	1st Grade
Woodie	Christine	General Elementary Rules 46-47	6/14/2024	1155909	3rdt Grade
Xolio	Karianne	Elementary/Intermediate Generalist & Reading Rules 2002	7/14/2021	1618425	1st Grade

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.

Iddings Professional Development Calendar 2021 - 2022

Date	Topic	Notes
8-19-2021		
8-26-2021	Number Talks: What are they and when do we do them?	
9-2-2021	Back To School Trainings	
9-16-2021	Classroom Management	
9-23-2021	Positive Learning Environment: Culture and Relationships	
9-30-2021	Ritual and Routines: Positive Learning Environment	
10-7-2021	Effective Planning: Positive Learning Environment	
10-14-2021	Differentiating Instruction in the Classroom	
10-21-2021	PLCs	
10-28-2021	Curriculum Mapping	
11-4-2021	MTSS	
11-11-2021	Curriculum Alignment Process	
12-2-2021	One Book One School: How will we make this happen at Iddings?	
12-9-2021	Supporting ALL Learners	
12-16-2021	PLCs	
1-6-2022	MTSS	
1-12-2022	Differentiating Instruction In the Classroom	

1-20-2022	PLCs	
1-27-2022	PATHS: SEL	
2-3-2022	PLCs: Analyzing iReady Diagnostic Data	
2-10-2022	Curriculum Mapping	
2-17-2022	Teaching Math standards: K-2 Teaching ELA: 3-4	Christine presents Math PD and Michelle presents ELA PD
2-24-2022	Teaching Math Standards: 3-4 Teaching ELA: K-2	Christine presents Math PD and Michelle presents ELA PD
3-3-2022	Collaborating with others: Special Education staff, ELL, Title I; interventionists	
3-10-2022	PLCs	
3-17-2022	Recap of One Book One School: Successes and what would you change if we did it again?	
3-24-2022	Curriculum Mapping	
4-7-2022	PLCs	
4-14-2022	Teaching Math standards: K-2 Teaching ELA: 3-4	Christine presents Math PD and Michelle presents ELA PD
4-21-2022	Teaching Math Standards: 3-4 Teaching ELA: K-2	Christine presents Math PD and Michelle presents ELA PD
4-28-2022	PLCs	
5-5-2022	MTSS	
5-12-2022	PLCs	
5-19-2022	Digging into the Final IReady data	
5-26-2022	Preparing for the 22-23 school year	
6-2-2022		

Strategies to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers

- Providing opportunities for observing and student teaching placements
- Advertising in local and national publications

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

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

District Teacher Mentoring Program

Teachers new to the Merrillville School Corporation are assigned a mentor 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.

Iddings Teacher Mentoring Program

New teachers meet with their grade level teachers once a week to plan instruction and discuss standards, I Can statements and best practices. Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional opportunities for in-school mentoring include working with the school's instructional coach. If required, release time is provided for new teachers to observe grade level and/or reading staff. Each teacher new to is also paired with a veteran teacher, and they attend a monthly support meeting.

Parental Involvement

- The Parent-Teacher Organization
 - Monthly meetings have occurred.
 - Family nights sponsored by the PTO/School Staff
 - The PTO fundraiser
- A Parent Resources are available for check out in our library including games and reading materials. Parents may also meet individually or in groups with the social worker in the parent resource room.

Additional Parental Activities

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

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).
- Iddings Family Involvement Policy - This policy outlines opportunities for family involvement. Both the compact and family involvement policy are distributed to families in August for their review and signed copies are collected (see Appendix).
- Homework Information - 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
- 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 Iddings 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 undergo a criminal history/background check.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via Iddings's [website](#), parents receive communication via Skyward, school messenger, and our Homework Hotline.

Reporting Individual Academic Results

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

Parental Involvement in Revision of the Schoolwide Plan

- Parents will be informed in the fall of the plan, through a school brochure. New parents will be given the brochure as they arrive to our school. Information will be provided to parents in their home 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.
- Iddings 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 take a field trip to the Merrillville Intermediate School 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 Iddings, 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.

Coordination/Integration of Funding

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

Local Programs

The Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title 1 funding will be used to supplement our staffing needs by providing a Title I teacher and paraprofessionals. The role of the Title I funded teacher and paraprofessionals is to provide small group learning opportunities for students during the school day. Title 1 funding will also be used to extend learning opportunities for our students, and may include 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. Additionally, we have a remedial reading teacher who assists with Tier 3 Rtl interventions.

State Programs

School Improvement Grants and Technology grants will 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. An Early Child Intervention Grant also aligns with our district technology and literacy initiatives.

Federal Programs

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

Description and Location of the Curriculum

Our curriculum is based on the Indiana Academic State Standards. These standards are posted on the Merrillville Community School's website and at www.doe.in.gov. Teachers receive links to the updated standards every year. Merrillville Community Schools also has developed curriculum maps for ELA, Math, Social Studies, and Science. These curriculum maps help align the curriculum of the Merrillville students. Having a curriculum map benefits our many students who transfer from school to school within the district.

Merrillville Community School Corporation Curriculum: 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.

Grade One through Grade Four 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.

Assessments

The classroom teacher does continuous assessment to assess whether students are mastering the skills necessary for their grade level and to check for daily understanding. Teachers use exit tickets or quick checks daily to guide their instruction and remediation. Sometimes informal data is shared with team members to discuss adjustments to their instruction. Each month grade levels look at student work samples and exit slips to plan together for small group intervention and RtI. Teachers are starting to be more mindful on how to use the data they have collected to improve their craft.

Students in Grade 3 and 4 are tested annually on the ILEARN. They are also given the IREADY diagnostic tests three times during the school year. The IREADY testing assesses the Indiana Standards. Our Merrillville curriculum is based on the same standards. The IREADY scores are therefore tied directly to outcomes the students are to learn in each grade. The IREADY assessment system is a computer program that requires a short amount of time to administer for each subject area (usually one hour). It provides parents and educators with data that can address individual strengths and weaknesses and provides a profile of a student's academic progress over time.

In addition, students in Kindergarten are given a letter sounds assessment, a letter identification assessment, and an initial sight word assessment at the beginning of the school year to determine individual growth of a student. Results are shared with the parents at parent-teacher conferences. Additional testing using these instruments is also given to kindergarten students in the spring.

District-wide universal screeners for reading and math are administered to all students in Grades K-4 three times a year. Reading tests include DIBELS testing, SRI reading level tests, and Balanced Literacy Running Record level tests. Universal screeners for math will be given using the easyCBM-Math program. These scores are ranked and analyzed to identify students at risk for academic failure. RTI guidelines are used for eligible students needing intensive individual interventions.

We administer the IREADY assessment in kindergarten through fourth grade. By looking at the data, we can pinpoint the areas of weakness for each child, class, and grade level. We use this data to group students for instruction according to their strengths and weaknesses. The reports allow us to target the specific standards with deficits, but it also gives us information on how to differentiate instruction for all levels of students. IREADY is a research based computer adaptive interim assessment designed to: provide information about students with on, above, or below grade level performance; provide information to help educators guide instruction for all students; provide educators and parents with an accurate measure of students' growth over

time; predict student proficiency on summative assessments; serve as a time-efficient means of measuring student progress within a general subject area; measure instructional readiness; compare and predict student achievement and growth over time; create and reinforce data-informed instructional practices; and evaluate academic programs and identify professional development needs.

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.
- **IREAD 3** 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.
- **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 the 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 3-4. 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 Iddings Elementary School.

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

Iddings Elementary School'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 monthly 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. A calming area has been set up in the learning lab to allow students the opportunity to regulate their brains.

PBIS Team Members: Michelle Coughlin, Christine Waugh, Nicole Dominguez, Shannon Rosinski, Alyssa Wiley, Christine Woodie, Sarah Mildaus, Nina Gavric

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:
 - o Opportunities for technology cadre members and instructional coaches to attend various technology conferences to increase their knowledge and understanding;
 - o Job embedded training by both internal (coaches and cadre member) and external instructional technology experts;
 - o 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 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, Iddings School is equipped with 3 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.

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 to 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 spent six weeks in district-led study circles which focus on developing cultural competency.

Appendix



The Merrillville Community School Corporation and the families of the Iddings 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.

This school family compact is in effect during school year 2020-2021.

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 conferences on November 19th, as scheduled by the classroom teacher. **Title I teacher 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 lszczepans@mvsc.k12.in.us and phone 650-5302 x. 6290 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. Coughlin

Mrs. Szczepanski, Title I Teacher

Date

Date

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

Iddings Elementary School Family Involvement Policy



The staff at Iddings 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 and family members involved in supervising the child's learning.

To fulfill the requirements of family involvement, families of children enrolled in the Title I Reading program shall be invited to participate in the following events:

- ❖ Annual morning, afternoon, and evening meetings, held no later than October 1st of each school year. In addition to being informed of Iddings school's participation in Title I and families rights to be involved, they will receive written information about the Title I Reading 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 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
 - Parental 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.
- ❖ A Parent Teacher Conference **where Title I teachers are available to explain how to monitor student progress and understand the Title I report.** Suggestions will be provided to help parents improve academic achievement of their children. Individual student information is also

available throughout the school year from the Iddings Title I teacher, Mrs. Szczepanski through email lszczepans@mvs.k12.in.us or phone 650-5302 x6290.

- ❖ 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 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 and Fluency as well as Math skills.

To further build family involvement, Iddings Elementary 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.
- ❖ Making information related to school and parent programs, meetings and other activities are sent to the parents of participating children in a format and, to the extent possible, in language families can understand.
- ❖ Other reasonable support for family involvement activities as families may request.

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 - Fall 2017
Spr 18 –no revisions
Winter 18 - Revision

Title I Program Description 2021-2022

The Title I Reading Intervention Program serves students in grades K-4 through a 3-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. Title I students receive supplemental small group instruction provided in a pull out setting for 30 minutes up to 5 times a week. Level III Reading Instruction consists of additional in class support up to 5 times a week for 30 minutes depending on need. Both level II and Level III instruction are 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 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 up to 5 times a week. Level II instruction is conducted by a teacher-supervised paraprofessional.

Responsibilities of the School, the LEA, and the SEA

Responsibilities of the School

The school, Iddings 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 Idding'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 Iddings by providing sufficient Title I funds received through the SEA.

Responsibilities of the SEA

The SEA will provide technical or other assistance as requested by Iddings Elementary School. That assistance can include Spring and Fall Administrative Workshops, application assistance workshops, School Improvement Grants, and an opportunity to request School Support Teams. The State's website has many instructional power points and other information that can also be used to assist Iddings Elementary. The assistance provided by the SEA is meant to help the LEA develop and implement its improvement plan and work with schools that are in need of improvement.

Documentation of Support by Teachers

School: Iddings

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.

Tina Shultz
Signature

10/5/21
Date

Tina Shultz
Name (typed)

Committee responsible for this plan:

Name	Group you are representing	Signature	Date
Michelle Caughta	Administration	<u>Michelle Caughta</u>	9/14/21
Christine Wauah	Administration	<u>Christine Wauah</u>	9/14/21
Kimberly Cappiello	Specials	<u>Kimberly Cappiello</u>	9/15/21
Jennifer Alexander	Clerical	<u>Jennifer Alexander</u>	9/15/21
Kathleen Drillias	3rd Grade	<u>Kathleen Drillias</u>	9-16-21
Shannon Cicero	Kindergarten	<u>Shannon Cicero</u>	9-16-21
Cathy Augustyn	2nd Grade	<u>Cathy Augustyn</u>	9-16-21
Brianna Spangler	4th grade	<u>Brianna Spangler</u>	9-16-21
Melissa Alavanja	1st grade	<u>Melissa Alavanja</u>	9-27-21

District Assurance Form



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

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

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Signatures

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	August 3, 2021

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)	Kristina L. Shultz
Exclusive Representative Signature	
Date Signed	10/5/21

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.

Indiana Government Center North, 9th Floor • 100 N Senate Ave • Indianapolis, Indiana 46204

317-232-6610 • <https://www.in.gov/doe/>