

HENRY P. FIELER ELEMENTARY SCHOOL



Title 1 School-Wide School Improvement Plan

2021 - 2022

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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.4
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. 10
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. 18
5	Strategies to attract high-quality teachers to this school	p.19
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. 20
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.22
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.22
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. 10 p.25 p. 34
10 10a.	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components List programs that will be consolidated under the schoolwide plan (if applicable)	p.23

Narrative Description of the School

Fieler Elementary School is one of five public elementary schools within the Merrillville Community School Corporation (MCSC). The MCSC serves students who reside in Ross Township, which consists of all of the town of Merrillville, and portions of the cities of Hobart and Crown Point.

Fieler Elementary School is located in the town of Merrillville, Indiana, and serves a student population that comes mainly from the northwest quadrant of the town.

The student population of the school presently includes 508 students in grades Pre K-4. The ethnic make-up is as follows: 67.28% African American, 8.74% White, 14.23% Hispanic, 8.74% multi-racial, 0.41% American Indian and 0.61% Asian.

The school population could be described as transient in nature. During the school year it is common for a large number of students to move and just as common for a large number of students to enter our school. The mobility rate is about 33%. This is partially attributed to a rather large apartment complex that allows low-rent thirty day leases as well as surrounding neighborhoods that are in transition, with older families moving out and younger families moving in and an increasing number of houses being rented.

There is a classroom instructional staff composed of 28 highly qualified certified teachers. The instructional staff at Fieler School is stable with 55% of the staff having 11 years or more of experience. Fourteen certified staff members provide instruction or services in music, art, physical education, Title I Reading and Math, social work, speech therapy, and special education. In the past several years, we have also included an instructional/behavioral assistant that assists teachers and students as needed.

Special Education services for Mild Mental Disabilities and Learning Disabilities are provided by one L.R.E. facilitator and two paraprofessionals. Fieler School has been involved with the inclusion of special education students since 1994. We also have four autism classes with four teachers and nine paraprofessionals to service children with autism from several districts.

Fieler is fortunate to have a highly qualified nurse to help students. She services many students who take medication on a daily basis and other students who may become ill or injured during the school day. We also have a social worker in our building full-time, five days a week and one part time social worker.

Four kitchen staff members provide breakfast service and hot lunch daily. Secretarial and Clerical services are provided by two full-time secretaries. A teacher aide is also on staff to assist teachers with clerical related duties. A full-time technology aide is employed to coordinate and assist students and teachers with computer lab work. A staff of three full-time, and one part-time custodian, in addition to a building supervisor, provides custodial services. We have a full-time Assistant Principal.

There is one full-time principal for the school. He is currently in his 2nd year as principal of Fieler Elementary School. There is one full-time assistant principal who is in her fifth year at Fieler.

Other auxiliary personnel include two cafeteria aides and five playground supervisors.

After-school day-care services are provided by The Adventure Club. There is also an after-school tutoring program funded by Calumet College that meets three days a week. Twenty students were selected based on achievement data.

Mission and Vision Statements

Merrillville Community School Corporation: Every child. Every day. Whatever it takes.

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.

Henry P. Fieler Elementary School

Vision

Fieler staff, students and parents working together to become responsible, respectful and safe citizens and lifelong learners.

Mission

Our mission is to provide opportunities for continuous improvement in academic achievement through a safe and nurturing environment that promotes responsible citizenship.

Comprehensive Needs Assessment

The goals set forth in the 2021-2022 SIP are based on the data obtained from the Comprehensive Needs Assessment. Both math and reading goals were based on the data shown below. An analysis of the data indicates a need for increasing the low proficiency rates, especially within the Special Education subgroup.

Grade 3: Mathematics Standards % At or Near & Above Proficiency					
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN
# 1-Number Sense	60	47	Number Sense	71	45
#2-Computation	61	52	Computation	71	42
#3-Algebraic Thinking/Data Analysis	58	48	Algebraic Thinking/Data Analysis	68	36
#4-Geometry/Measurement	60	52	Geometry/Measurement	78	42
#5-Mathematical Process	51	52			

Grade 3: English/Language Arts Standards % At or Near & Above Proficiency					
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN
#1-Reading Literature	73	45	Key Ideas & Textual Support/Vocabulary	66	36
#2-Reading Nonfiction and Media Literacy	80	46	Structural Elements & Organization/Connection of Ideas/Media Literacy	73	47
#3-Writing Genres, Writing, and Research Process	74	50	Writing	60	35
#4-Writing: Conventions of Standard English	72	49			

Grade 4: Mathematics Standards % At or Near & Above Proficiency					
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN
# 1-Number Sense	69	67	Number Sense	68	33
#2-Computation	66	69	Computation	72	34
#3-Algebraic Thinking/Data Analysis	65	70	Algebraic Thinking/Data Analysis	70	34
#4-Geometry/Measurement	62	67	Geometry/Measurement	70	35
#5-Mathematical Process	52	67			

Grade 4: English/Language Arts Standards % At or Near & Above Proficiency					
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN
#1-Reading Literature	65	64	Key Ideas & Textual Support/Vocabulary	58	39
#2-Reading Nonfiction and Media Literacy	62	63	Structural Elements & Organization/Connection of Ideas/Media Literacy	50	53
#3-Writing Genres, Writing,	60	62	Writing	50	36

and Research Process					
#4-Writing: Conventions of Standard English	60	63			

3rd Grade Math Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing
	57	13	50

3rd Grade Math Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	47	6	39

3rd Grade Math Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	13	6	11

4th Grade Math Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Proficient
	75	17	68

4th Grade Math Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	54	4	42

4th Grade Math Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	16	3	12

3rd Grade ELA Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing Total
	57	13	48

3rd Grade ELA Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	27	6	23

3rd Grade ELA Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	16	11	15

4th Grade ELA Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing Total
	73	8	64

4th Grade ELA Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	25	4	20

4th Grade ELA Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	21	7	16

Spring 2018 IREADY Math % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	50%	50%
First Grade	44%	55%
Second Grade	25%	75%
Third Grade	22%	78%
Fourth Grade	35%	65%

Spring 2018 IREADY Reading % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	58%	42%
First Grade	51%	49%
Second Grade	25%	75%
Third Grade	14%	86%
Fourth Grade	19%	82%

Spring 2019 IREADY Math % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	57%	43%
First Grade	49%	51%
Second Grade	16%	84%
Third Grade	26%	74%
Fourth Grade	22%	78%

Spring 2019 IREADY Reading % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	55%	45%
First Grade	51%	49%
Second Grade	23%	77%
Third Grade	24%	77%
Fourth Grade	13%	87%

Winter 2020 IREADY Reading % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	63%	37%
First Grade	32%	68%
Second Grade	38%	62%
Third Grade	48%	52%
Fourth Grade	29%	71%

Winter 2020 IREADY Math % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	42%	58%
First Grade	15%	84%
Second Grade	28%	73%
Third Grade	19%	81%
Fourth Grade	21%	79%

Winter 2021 IREADY Reading % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	66%	34%
First Grade	39%	62%
Second Grade	39%	61%
Third Grade	48%	52%
Fourth Grade	37%	63%

Winter 2021 IREADY Math % of Student Proficiency by Grade

Grade	% On or Above Level	% Below Level
Kindergarten	42%	58%
First Grade	29%	71%
Second Grade	24%	76%
Third Grade	22%	78%
Fourth Grade	23%	77%

Attendance

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 the low percentages.

Month	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
September	96.25	96.66	96.90	98.48	90.46
October	95.92	95.75	96.50	97.56	91.27
November	95.40	95.76	95.68	97.64	91.07
December	95.22	95.11	95.35	97.25	86.84
January	94.72	92.26	95.05	97.31	88.70
February	93.14	94.46	94.03	94.90	93.18
March	95.60	94.26	92.33	94.90	91.56
April	95.66	94.98	N/A	93.30	
May	94.94	94.64	N/A	92.62	
Total School Year	95.40	94.88	94.42	95.95	

Discipline Data

The number of suspensions, both in school and out, were reduced significantly during the 2020-2021 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 as well.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
After School Detention	199	158	36	44	6	0	0
Bus Suspension	2	21	10	31	24	1	9
Combination Lunch/Recess Detention	N/A	924	567	891	155	0	58
In-school Suspension	41	135	60	117	58	6	91
Out of School Suspension	178	116	89	182	87	13	49
Lunch Detention	15	115	55	16	25	0	14
Cool Downs	N/A	1318	1124	N/A	N/A	N/A	N/A

An analysis of 2021 data led to the following observations and conclusions:

Successes

- Analysis of scores prompted action by 4th-grade team
- Data shows immediate need for research-based interventions to improve student learning and growth
- Staff and parent surveys were overwhelmingly positive
- Attendance at 95.95% (with virtual environment for over 75% of the school year)

Areas of Weakness

- ILEARN scores dropped across the board.
- 3rd/4th ELA Standard of Concern: Writing
- 3rd/4th Math Standard of Concern: Algebraic Thinking and Data Analysis

Root Causes

- Lack of student data driving instruction
- Lack of research-based, targeted interventions

Implementation of Schoolwide Reform Strategies

- RTI Professional Development & Implementation
- Common assessments in math and ELA-scoring using the rubric, analyzing, and planning next steps
- Use of Study of Island and Standards Mastery to progress monitor

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 2022 MEASURABLE OUTCOME: Grades K-2 will achieve at least 50% on or above grade level on final i-Ready diagnostic. Grades 3-4 will increase their At-Proficiency by 10% on the ILEARN spring 2022 assessment.

Focus Area	i-Ready & ILEARN ELA Growth			
Root Cause	i-Ready & ILEARN ELA shows inadequate growth.			
Data Based Rationale	i-Ready Beginning of Year/Middle of the Year Diagnostic Spring 2021 ILEARN Results			
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			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional development on Marzano's High Leverage Strategies	Video PD will be provided by the coaches for the 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 a coach or administrator to evaluate data and growth.	Teachers, coach, administration	Small Group and Differentiated instruction	Monthly
Intervention	RtI team will identify students requiring Tier 2 and 3 interventions.	Teachers, coach, Title staff	CFA Data	Monthly

Focus Area : Mathematics

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

June 2022 MEASURABLE OUTCOME: Grades K-2 will achieve at least 40% on or above grade level on final i-Ready diagnostic. Grades 3-4 will increase their At-Proficiency by 10% on the ILEARN spring 2022 assessment.

Focus Area	i-Ready & ILEARN Math Growth			
Root Cause	i-Ready & ILEARN Math data shows inadequate growth			
Data Based Rationale	i-Ready Beginning of Year/Middle of the Year Diagnostic Spring 2021 ILEARN Results			
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 3 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			
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 the 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 a coach or administrator to evaluate data and growth.	Teachers, coach, administration	Small Group & Differentiated instruction	Monthly
4th Grade Success Time	4th grade teachers and Title staff will group students across the grade level for 25 minutes daily to remediate, maintain, and enrich identified standards based on CFGA data.	Teachers, coach, Title staff	CFA data	Bi-weekly
Intervention	Rtl team will identify students	Teachers,	CFA Data	Monthly

	requiring Tier 2 and 3 interventions.	coach, Title staff		
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Focus Area : Attendance

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

June 2022 MEASURABLE OUTCOME: Students will achieve a 96.5% attendance rate.

Focus Area	Attendance			
Root Cause	A small population of students exhibit chronic absenteeism.			
Data Based Rationale	In the 2020-2021, Fieler Elementary achieved an attendance rate of 95.95%.			
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) 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 X 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	Parent 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

Focus Area : Attendance (Continued)

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
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-November, End of February, End of May
Promote consistent attendance	Reward the grade level classroom and overall highest attendance each month at school wide assembly.	Attendance Clerk, Administration	Improved attendance	Monthly

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: Decrease ISS/OSS percentage by 5% from 2019-2020 discipline data.			
Focus Area	Reduction in the number of students using the amygdala room		
Root Cause	Students are not able to regulate their behavior in the classroom, causing an increase in the number and frequency of students being sent to the amygdala room.		
Data Based Rationale	In 2018-2019, there were 117 ISS. There were 182 OSS. In 2019-2020, there were 58 ISS. There were 87 OSS.		
Research-Based Goal	All staff will consistently apply the SEL competencies and neuroscience of the brain strategies to help students regulate their own behavior.		
Evidence-Based Intervention	<table border="0"> <tr> <td style="vertical-align: top;"> Description: <ul style="list-style-type: none"> ● Trauma-informed classroom strategies ● PBIS ● Restorative Practice ● RTI ● Social emotional learning </td> <td style="vertical-align: top;"> Core Component (if applicable) <ul style="list-style-type: none"> 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 </td> </tr> </table>	Description: <ul style="list-style-type: none"> ● Trauma-informed classroom strategies ● PBIS ● Restorative Practice ● RTI ● Social emotional learning 	Core Component (if applicable) <ul style="list-style-type: none"> 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
Description: <ul style="list-style-type: none"> ● Trauma-informed classroom strategies ● PBIS ● Restorative Practice ● RTI ● Social emotional learning 	Core Component (if applicable) <ul style="list-style-type: none"> 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)	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		

<i>data analysis)</i>				
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Provide ongoing PD for all staff to deepen their understanding of effective strategies.	Thursday early releases will be set aside for teachers to receive more PD.	PBIS Team	Discipline data	Monthly
Implement the SEL curriculum during the 30 minute morning block.	Daily implementation of SEL, brain, restorative practices and social justice.	Admin, PBIS Team, All teachers	Discipline data	Monthly
Data Review	PBIS Team will review data monthly and share with staff.	Admin, PBIS Team	Discipline data	Monthly
PATHS Program	PD for teachers	Admin, PBIS Team, District PBIS Team	Discipline data	Monthly

Highly Qualified Paraprofessionals Information

Name	Assignment	HQ Status
Sharyl Harper	ILS Lab Aide	HQ-ParaProExam
Amanda Deckinga	Library Clerk	HQ – Bachelor’s Degree
Edith Nunley	Behavior Aide/Instructional Aide	HQ-ParaProExam
Kim Ortega	EL aide	HQ-ParaProExam
Mike Reinhart	Title 1 Instructional Aide	HQ-Transcripts - 66 hrs college credit
	Title 1 Instructional Aide	HQ-Transcripts -57 hrs college credit
Lisa Rochefort	Title 1 Instructional Aide	HQ-Transcripts -Bachelor Degree
Samantha Herrod	Title 1 Instructional Aide	HQ-ParaProExam
Cathy Ducret	Title 1 Instructional Aide	HQ-ParaProExam
Katie Solina	Title 1 Instructional Aide	HQ-Transcripts -Bachelor Degree

Highly Qualified Teacher Information

Fieler Highly Qualified Teacher Information					
LAST NAME	FIRST NAME	LICENSE SUBJECT	ASSIGNMENT	EXP. DATE	License #
Burkhart	Amy	kindergarten-primary - Professionalize	FD KDG	3/2/2025	1485130
Machura	Kathryn	general elementary, (kdg endorsement)	FD KDG	4/14/2023	1267040
Frey	Michelle	Elem Gen REPA	FD KDG	3/31/2019	10184500
Olson	Nicole	Elem Gen/Mild Intervention REPA	FD KDG	5/11/2019	10186823
Tomaszewski	Alex	Elementary Generalist	GRADE 1	1/10/2023	10261826
Hernandez	Brittany	Elementary Generalist and mild intervention	GRADE 1	10/28/2020	10220302
Talian	Paige	Elementary Generalist and mild intervention	GRADE 1	4/27/2020	10206563
Jones-Moore	Michelle	Rules 46-47 - General Elementary-1-6 7/8	GRADE 1	7/28/2021	1459469
Kowalski	Nina	Elementary Generalist and mild intervention	GRADE 2	7/30/2021	10231742
Cahill	Kailee	Elementary Generalist	GRADE 2	5/17/2021	10227776
Hoots	Jacqueline	Elementary/Intermediate/Primary Generalist	GRADE 2	6/1/2020	1612266Inst
Irvin	Sheyanne	REPA Elem Generalist	GRADE 2	4/24/2023	10166435
Collins	Colleen	general elementary (reading minor 1-6, 7/8nd)	GRADE 3	2/23/2022	1486048
King	Rebecca	Elementary Generalist (emerg. permit)	GRADE 3	6/30/2022	10275339
Polites	William	general elementary	GRADE 3	4/11/2022	1194187
Czazasty- Anderson	Deborah	general elementary	GRADE 3	3/28/2026	1495638
Churchill	Jessica	Elem/Prim/Inter Generalist, Reading Rules 2002	GRADE 4	1/17/2023	14541408
Vaclavik	Morgan	Elementary Generalist	GRADE 4	6/23/2023	10269918
Pearsall	Jessica	Elementary Generalist	GRADE 4	5/22/2022	10247876
Ostrowski	Courtney	Elementary Generalist	GRADE 4	1/7/2023	10234769
EwasiukAnthony	Dawn	Rules 2002 Visual Arts	Art	5/17/2021	1591224
Taylor	Leah	Instrumental/Vocal and general music	General Music	4/27/2023	10228198
Buck	Josh	Elementary Generalist	PE	2/8/2023	10263741
Govert	Lori	general elementary/Gifted and Talented K-12	Title 1 Reading	5/24/2023	1289877
Zorich	Linda	Gen Elementary	Instructional Coach	2/27/2023	1150621
Geile	Tracey	REPA Elementary	ESL Teacher	5/22/2022	10130858

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.

Fieler Professional Development Calendar 2021-2022

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.

Fieler Teacher Mentoring Program

The principal meets with the entire faculty every Thursday afternoon from 2:15-3:15 PM to provide professional development opportunities and strategies for instructional improvements particularly in the areas of Math and Language Arts. 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 Fielers is paired with a veteran teacher, and they attend a monthly support meeting.

Parental Participation

- The Parent-Teacher Organization is stronger than it has been in many years. Under the direction of two parents and an executive board of five more parents, many exciting things have happened:
 - Monthly meetings have occurred. The number attending has gone from 4 parents to well over 50.
 - Family nights sponsored by the PTO have occurred bi-monthly and have averaged 75 parents and students.
 - The PTO fundraiser sold \$18,000 of product with a 40% yield for the PTO.
 - Each month representatives attend a Monday morning meeting to reward students for good behavior and achievement.

- At PTO Meetings, parent workshops will be provided, to include childcare and food for families. Parents will be encouraged to attend so that they may learn ways they can become more involved in the school, and so that they will become aware of upcoming school events and activities.

- A Parent Resource Room is established in our building to be a comfortable place for parents to read parenting materials. Parents may also meet individually or in groups with the social worker in the parent resource room.

- The social worker will hold regular parent sessions throughout the year to assist families in learning more about our school and how they can support their child at home.

Additional Parental Activities

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

- School-Family Compact - This compact outlines school, parent and student responsibilities.
- Fieler 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 Fieler 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:

- o 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
- o A description and examples of the curriculum and materials used to improve reading and math skills
- o Forms of academic assessment used to measure student progress and how schools are identified for improvement
- o Clarification of proficiency levels students are expected to meet
- o Family rights to request meetings to participate in decisions relating to the education of their child
- o Online resources & support at <http://www.mvsc.k12.in.us/titlei>
- A Title I Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Math Facts, Technology & Internet Resources
- Parent Volunteers* - Parents volunteer for field trips, class projects/centers in the classroom, Field Day, PTO sponsored events. *Parents and volunteers must now go through criminal history/background check participation.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via Fieler's [website](#), parents receive communication via Skyward and school messenger.

Parental Notification of Individual Academic Assessment Results

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of 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 at 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.

4th to 5th Grade Transition Plans

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 Fielers, 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. Grades 2-4 will also be giving common prompts in both reading and math once a month during the second semester. These will be scored collaboratively in order to plan instructional next steps.

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

Local Programs

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.

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.

Federal Programs

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

Description and Location of Curriculum

The Merrillville Community School Corporation follows the Indiana Academic Standards for all academic areas including Math, Science, Social Studies, English/Language Arts, Technology, Art, Music, and Physical Education. Representation on curriculum design committees includes teachers and administrators from all levels. All Merrillville Community Schools Curriculum Maps are posted on our [district website](#) for stakeholders to view. There are also detailed curriculum maps for reading and math that can be found in the MCSC Google drive. In addition to copies of the curriculum being available at our school each fall, each grade level provides parents with a timeline of when their child will be learning each standard.

Merrillville Community School Corporation 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.

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 Fielier Elementary School.

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

Fieler'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 40 students check in and out daily with an adult member to offer another layer of support to those students who need it. The PBIS teams meet 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. An amygdala room has been set up in each classroom as well to allow students the opportunity to regulate their brains. There is also a centralized amygdala room for students who need to process with a member of the school crisis team.

PBIS Team Members:

Mike Megyesi	Amy Hinkel	Annette Brown-Gilliam
Michelle Frey	Paige Talian	
Elizabeth Ancich	Kailee Gonzalez	

Technology as a Learning Tool

The Merrillville Community School Corporation continues toward the goal to integrate effective instructional technology to improve teaching and learning across the district. This year's activities include, but are not limited to:

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

Currently, each teacher is provided with a laptop equipped with Windows 2010 Professional, Internet access, and e-mail as well as an iPad. Each teacher also has a password-protected folder located on the school corporation main server. Along with teachers having access to their own laptop, Fieler School is equipped with 1 PC lab, containing 15 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 grades K-2 and chromebooks in grades 3-4. 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.

Appendix

Fieler Elementary School School-Family Compact

Dear Fieler 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. Fieler Elementary is participating in a Title I Schoolwide Program where all students will benefit from the school improvement plan.

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 scheduled by the district for grades K-4. The 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.
 - 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 every day 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.

Michael F. Megyesi, Principal
Amy Hinkel, Assistant Principal
Lori Govert, 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



Fieler Elementary School Family Involvement Policy

The staff at Fieler 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 Reading and Math program shall be invited to participate in the following events:

- ❖ Annual morning and evening meetings, held no later than October 1st of each school year. In addition to being informed of Fieler 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 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 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

- ❖ 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 Fieler Title I teacher, Mrs. Lori Govert through email lgovert@mvsc.k12.in.us or phone 650-5301 (Ext. 6142).

- ❖ A Spring Family 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, Fieler 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.

Revisions – Spr. 09 Family Input Meeting
Revisions – Spr. 10 Family Input Meeting
Revisions – May 2010 Monitoring
Revision –February 2011 Monitoring
Revisions – spring 11 Family Input Meeting
Revisions-Spring 12 Family Input Meeting
Revisions – spring 13 Family Input/Meeting
Revisions – Spring 14 Family input/meeting
Revisions – Spring 15 Family input/meeting
Revisions – Spring 16: change Parent to “Family”
Revisions – Spring 17 Family input/meeting
Revisions Spring 18 -Reading and Math
Spr. 19 - No revisions

Title I Program Description

The Title I Reading Intervention Program serves students in 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 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 push in setting for 20-30 minutes per day. Level III Reading Instruction consists of additional pull out support provided to the school's most struggling students that have not responded adequately to the first two levels of instruction. 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 K-4 through a 2-leveled approach. The Level I math program consists of daily whole group instruction delivered solely by the classroom teacher. It is in this setting that math benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II math instruction is provided to the Title I eligible students identified with math difficulties as evidenced by the selection process. These Title I students receive supplemental small group instruction provided in a push in setting for 30 minutes up to 5 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, Fieler Elementary, will be responsible for arranging meetings with school staff, parents and the LEA to review and revise the School Improvement Plan. The school will also be responsible for implementing all aspects of the plan.

Responsibilities of the LEA

The LEA will provide feedback on the Fieler'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 Fieler 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 Fieler 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 Fieler 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

Documentation of Support by Teachers

Documentation of District Support