



Northview Elementary

725 E. North H. Street, Gas City, IN 46933

Title I Schoolwide Plan



Schoolwide Planning Team Members

Mississinewa Community Schools Northview Elementary School

| Team Member | Name/Position | Email |
|---------------------------------|------------------------------------|-----------------------------------|
| Schoolwide Team Chair | Amanda Varner/Principal | amanda_varner@olemiss.k12.in.us |
| Administrative Representative | Tyler Bosse / Assistant Principal | tyler_bosse@olemiss.k12.in.us |
| Administrative Representative | Kerri Wortinger/Principal Westview | kerri_wortinger@olemiss.k12.in.us |
| Title I & Intervention Director | Emily Bainter | emily_bainter@olemiss.k12.in.us |
| High Ability Coordinator | Chris Shively | chris_shively@olemiss.k12.in.us |
| Math Intervention Teacher | Heather Working | heather_working@olemiss.k12.in.us |
| Reading Intervention Teacher | Rebecca Meek | rebecca_meek@olemiss.k12.in.us |
| Teacher Representative | Jennifer Moore/Northview | jennifer_moore@olemiss.k12.in.us |
| Teacher Representative | Courtney Scholz/Northview | courtney_scholz@olemiss.k12.in.us |
| Teacher Representative | Morgan Overmyer/Northview | morgan_overmyer@olemiss.k12.in.us |
| Teacher Representative | Jon Fulda/Northview | jon_fulda@olemiss.k12.in.us |
| Teacher Representative | Ashley Parks/Westview | ashley_parks@olemiss.k12.in.us |
| Teacher Representative | Hilary Lochner/Westview | hilary_lochner@olemiss.k12.in.us |
| Support Service Representative | Michele Stanley/Northview | michele_stanley@olemiss.k12.in.us |
| Support Service Representative | Cheryl Mathias/Westview | cheryl_mathias@olemiss.k12.in.us |
| Special Services Director | Sherry Pate | angie_vickery@olemiss.k12.in.us |
| Parent Representative | Kristina Gleason | N/A |
| Parent Representative | Katie Powell | N/A |
| Parent Representative | Crystal Fischer | N/A |
| Parent Representative | Brooke Richardson | N/A |
| Parent Representative | Tara McBroom | N/A |

Components of a Schoolwide Plan

| Components of a Schoolwide Plan | Found on Page # |
|--|------------------------|
| 1. Northview Elementary Mission/Vision Statement | Page 4 |
| 2. A comprehensive needs assessment of the whole school | Pages 4 - 25 |
| 3. 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 ▪ Increased 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 | Pages 25 - 30 |
| 4. Highly qualified teachers in all core content area classes | Pages 31 - 32 |
| 5. High quality and on-going professional development for teachers, principals, and paraprofessionals | Pages 32 - 35 |
| 6. Strategies to attract high-quality, highly qualified teachers to this school | Page 35 - 36 |
| 7. Strategies to increase parental involvement, such as literacy services | Page 35 - 36 |
| 7 a. Description how the school will provide individual academic assessment results to parents | Pages 36 - 37 |
| 7 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan | Pages 37 |
| 8. 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 program | Page 38 - 39 |
| 9. 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 students achievement | Page 39 - 40 |

| | |
|--|--------------|
| 10. 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 | Page 40 - 41 |
| 11. Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components | Page 42 |

Northview Mission Statement

In cooperation with families and the community, the staff at Northview is committed to the students showing growth toward mastery of state standards. The staff is dedicated to the attainment of our learning goals by using best practices and enjoyable educational activities.

Northview Vision Statement

At Northview Elementary, we are committed to providing a safe, inclusive, and rich learning experience for all students. We strive to recruit the highest quality teachers and staff, and set high expectations for all members of the school community. The administration and staff will foster creativity, collaboration, and curiosity through meaningful educational opportunities.

Comprehensive Needs Assessment

Demographics

At the end of the 2008/2009 school year Mississinewa Community Schools reconfigured the two elementary schools making Westview a primary building and Northview an intermediate building. Beginning with the 2009/2010 school year

Northview Elementary became a 2nd-5th grade building located in Gas City, Indiana. The current enrollment is 674 students. Northview has an ethnicity population of 79% white, 2.2% black, 7.9% Hispanic, 9.6% Multiracial, 0.3% American Indian, and 0.15% Asian. Currently 65.7% of our students participate in our free or reduced lunch program. Northview has a high stability rate at 96.7%. Many of our students have parents who graduated from Mississinewa High School and still live in this community.

Classrooms

Northview has five to seven general education classrooms and two high ability classrooms at each grade level. In addition, Northview has a classroom for Emotionally Disabled students, a life skills classroom, a multi-categorical classroom, and an alternative education room. All of these rooms are ran by high qualified licensed teachers. Two special education classrooms provide interventions for students with individualized education plans.

SEL Comprehensive Needs

In May of 2018, Mississinewa partnered with Family Services to conduct an annual School Connectedness Survey with Northview students in grades 2nd-5th grade. It was indicated that 63% of our students felt they had a difficult time making friends; 54% had a difficult time controlling their anger; and 71% stated they were hurt by what people say to them. Mississinewa staff and Radiant Health, formally Family Services of Grant County, analyzed the data and developed a plan to meet the needs of all students and target groups of students with the most SEL needs. After programming was put in place for one school year, the 2019 survey indicated that 20% of our students feel they had a difficult time making friends; 28% had a difficult time controlling their anger; and

29% stated they were hurt by what people say to them. This data demonstrated that the SEL programming was not only beneficial for our students, but needed to become a focus during our school year to improve mental health and get students in the right mindset to learn.

The elementary schools continue to provide SEL for all students with a focus on providing an additional 8-week Botvin Prevention Training for all 3rd, 4th, and 5th graders. 4th and 5th grade was added because the data showed that these students needed targeted SEL instruction on the survey. During the 2020-2021 school year, our data improved in the areas of friendship, but 41.6% of the elementary students stated they had a difficult time controlling their anger and 26.21% stated they had a difficult time staying focused in the classroom. Northview's 2021-2022 data indicated that 34.2% of the elementary students had a difficult time controlling their anger; 21.8% stated they had a difficult time staying focused in the classroom; and 17.2% of students had trouble making friends.

In response to this data, Northview added a full time school counselor, an Autism and behavioral specialist, and continued a partnership with Radiant Health counseling and skills coaches. Northview provides weekly counseling for students and skills coaches provided by community partners. All classrooms are now equipped with sensory materials and alternative seating with a focus on mindfulness. All students will participate in short, weekly SEL activities and take daily "brain breaks" throughout the day. The school counselor and school service coordinator provide weekly individual and small group sessions for students who need extra support. After school SEL groups

are offered, including an all girls group called “Just Us Girls” and a drum circle club for students who need extra sensory behavioral support.

Assessment Data Analyzed for Comprehensive Needs Assessment

In the 2008/2009 school year second grade teachers voted to include the state sponsored mClass reading and math benchmark assessments as part of their assessment tools. In addition to the ISTEP+, Northview teachers voted to have students in grade 3 through 5 participate in the Acuity online assessments administered three times a year. These assessments were given until the end of the 2014-2015 school year. After our students completed the ISTEP+ in the spring of 2015, the Northview staff felt a strong need to evaluate other assessment programs that better aligned with the new Indiana Academic Standards. This evaluation process began in the fall of 2015. Teachers voted to begin implementing NWEA and Skills Navigator with 2nd - 5th grade students in October of 2015 with the first test administration taking place in December of 2015. Northview continued to administer NWEA three times during the 2021/2022 school year.

During the spring of 2022, the Northview staff met with the iReady implementation team and learned about how iReady not only provides our students with individualized learning paths to meet the rigor of Indiana State Standards and an assessment that prepares them for ILEARN, but also provides teachers and administrators with high quality assessment data that enables them to group students and focus on high priority standards. After Northview’s spring and summer training,

iReady assessments started in August of 2022 and will continue for the 2024-2025 school year.

All third grade and second grade students will took the IREAD-3 assessment in the Spring of 2024 and will continue this in the spring of 2025. Mississinewa's high ability coordinator will administer the CogAT to all 2nd and 5th grade students to determine if a student has high ability potential. Mississinewa will also assess all 2nd grade students and teacher or parent referred students in 3rd-5th grade to determine if students are at risk of struggling with beginning reading skills due to poor phonemic awareness and phonics through our MindPlay Dyslexia Screener.

Summary of Comprehensive Needs Assessment Data

Last year the iReady test was administered three times per year to all students at Northview Elementary School, 2nd - 5th grade. Through the analysis of the iReady data we have been able to identify specific areas of great success and those areas that continue to be of concern.

For 2nd grade students, the spring 2024 data showed the following results: In math, students who met grade level was 38%, which is up 28% from the fall 2023 data. In reading, students who met grade level went from 22% in the fall of 2023 to 40% in spring 2024. The data for third grade students in math showed that students who met grade level went up 13% from 11% in fall of 2023 to 24% in the spring of 2024, and they went from 31% in the fall of 2023 in reading to 36% in the spring of 2024. Fourth grade students in math who met grade level went from 24% in fall of 2023 to 39% in the spring of 2024; in reading they went from 29%% in the fall of 2023 to 34% in the spring of

2024. Fifth grade students who met grade level in math went from 28% in the fall of 2023 to 32% in the spring of 2024; in reading they dropped down from 26% in the fall of 2023 to 25% in the spring of 2024.

Our percentages of students meeting their grade level goals is not sufficient in the area of math or reading as a whole. Northview believes this is due to COVID-19, a poor curriculum alignment, and and lack of training for teachers to utilize best practices. The reasons pertaining to COVID-19 include: students who qualified for RTI services only received 14 minutes of daily intervention instead of the typical 30 minutes; and students were quarantined often throughout the 2020/2021 school year contributing to lower attendance percentages. They also missed two months of in-person instruction in the spring of 2020. The reasons pertaining to poor curriculum alignment were that our 2nd - 5th grade teachers were not focused on the same high priority standards and we didn't have a strong kindergarten to 5th grade alignment. The reason pertaining to teachers not utilizing best practices when teaching was that professional development was provided as a one and done training and not an ongoing process where teachers were supported throughout the school year.

Even though our growth data shows promise, with the support of NIET through Title II funding, we were able to see that Northview students were not meeting our grade level proficiency goals. Their training helped us shift our focus and goals to making sure we implement a curriculum and intervention that enables students to become proficient on high priority grade level standards and not just make progress on the standards.

| 2023/2024 ELA Data | | | |
|-------------------------------|---|----------------------------|--|
| GRADE | iReady % Meeting Grade Level | % Passed ILEARN | ILEARN State Average 2023 |
| 3 | 36% | 29% | 39% |
| 4 | 34% | 37% | 42% |
| 5 | 25% | 34% | 40% |

| 2023/2024 Math Data | | | |
|--------------------------------|---|----------------------------|--|
| GRADE | iReady % Meeting Grade Level | % Passed ILEARN | ILEARN State Average 2023 |
| 3 | 24% | 43% | 52% |
| 4 | 39% | 49% | 48% |
| 5 | 32% | 34% | 41% |

With this information Northview teachers, staff, and parent volunteers reviewed the comprehensive needs assessment and made some changes for the 2024/2025 school year. The comprehensive needs assessment and revised implementation of schoolwide reform is provided below.

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

| GOAL | |
|---|--|
| Goal | <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> ○ IREAD-3 pass percentage will be 60% (103 out of 172) for all second-grade students. ○ IREAD-3 pass percentage will increase from 40% (56 out of 140) in second grade to 85% (119 out of 140) by the end of their third grade year. ○ Third-grade students will improve from 28% proficiency (39 out of 140 students, according to EOY 2nd grade I-READY data) to 50% at or above proficiency (70 out of 140 students) on ILEARN. ○ Third-grade students will improve from 20% approaching proficiency (28 out of 140 students, according to EOY 2nd grade I-READY data) to 40% approaching proficiency (56 out of 140 students) on ILEARN. ○ Third-grade students will decrease from 52% below proficiency (73 out of 140 students, according to EOY 2nd grade I-READY data) to 10% (14 out of 140 students) on ILEARN. Fourth-grade students will improve from 36% proficiency (70 out of 193 students) to 50% at or above proficiency (97 out of 193 students) on ILEARN. ○ Fourth-grade students will improve from 20% approaching proficiency (39 out of 193 students) to 40% approaching proficiency (77 out of 193 students) on ILEARN. ○ Fourth-grade students will decrease from 43% below proficiency (83 out of 193 students) to 10% (19 out of 193 students) on ILEARN. ○ Fifth-grade students will improve from 31% proficiency (46 out of 148 students) to 50% at or above proficiency (74 out of 148 students) on ILEARN. ○ Fifth-grade students will improve from 26% approaching proficiency (39 out of 148 students) to 40% approaching proficiency (59 out of 148 students) on ILEARN. ○ Fifth-grade students will decrease from 43% below proficiency (64 out of 148 students) to 10% (15 out of 148 students) on ILEARN. |
| Sub-group focus | Special Education Students/Low Achieving Students |
| The strategies we are going to implement are | Common Formative Assessments, Professional Learning Clusters (PLC), Transparent Data Sharing |
| To address the root cause | Addressing the decline in learning due to COVID-19 in a high-risk community and enhancing teacher effectiveness in addressing reading comprehension and fluency. |
| Which will help us meet this student outcome goal* | By fostering data-driven instructional practices and decision making through teacher professional development (PLCs). |
| How Will We Get There? | |

| Evidence Based Strategies to Address Problems | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline |
|---|--|--|-------------------------------|
| Utilization of teacher-created common formative assessments to monitor student progress toward high-priority state standards. | “Through an inductive analysis of teachers' written reflections and open ended survey response, participants reported that the use of the formative assessment tool supported their instruction, provided opportunities for teacher collaboration, and served as a vehicle for teachers' own professional learning”. <i>Perspectives and Practices of Elementary Teachers Using an Internet-Based Formative Assessment Tool: The Case of "Assessing Mathematics Concepts"</i> Martin, Christie S.; Polly, Drew; Wang, Chuang; Lambert, Richard G.; Pugalee, David K. | Amanda Varner Tyler Bosse Grade Level Teachers Heather Working Rebecca Meek Ashley Roberts Chris Shively | 9/2023, ongoing |
| Implementation of weekly professional learning clusters (PLC) focusing on impactful instructional strategies to increase collective teacher efficacy. | “PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that educators can share opinions and feel that what they are doing in the classroom matters.” 4 <i>Benefits of an Active Professional Learning Community, ISTE.org</i> | Amanda Varner Heather Working Rebecca Meek Ashley Roberts | 9/2023, weekly ongoing |
| Use student formative assessment data to drive targeted instruction and positively impact student achievement. | “Through an inductive analysis of teachers' written reflections and open ended survey response, participants reported that the use of the formative assessment tool supported their instruction, provided opportunities for teacher collaboration, and served as a vehicle for teachers' own professional learning.” <i>Perspectives and Practices of Elementary Teachers Using an Internet-Based Formative Assessment Tool: The Case of "Assessing Mathematics Concepts"</i> Martin, Christie S.; Polly, Drew; Wang, Chuang; Lambert, Richard G.; Pugalee, David K. | Amanda Varner tyler Bosse Grade Level Teachers Heather Working Rebecca Meek Ashley Roberts Chris Shively | 9/2023, monthly ongoing |

| Strategy #1 | | | | | | |
|---|--|--|------------------------------|---|---------------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| CFA's | Teachers work collaboratively to create CFA's using the Standards Mastery function in iReady | Grade-Level Specific Teams | Student Mastery of Standards | iReady, Indiana Academic Standards, devices | created and implemented monthly | In Progress |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | This strategy has been in development for one full school year, and is now in the first year of implementation. In September, the teachers administered the first CFA to students and we will spend time during PLC's working to analyze the data and make necessary adjustments. The process has started off challenging for teachers to accept, due to students' low scores in most areas. The teachers are not used to assessing the rigor and depth of the questions on the CFA's. | | | | |
| How has student achievement been impacted? What is the evidence? | | This process has only just begun in its implementation stage. Student achievement data is forthcoming. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Due to the infancy of the monthly CFA process, adjustments in implementation will occur throughout the 2023-2024 school year. These adjustments will be implemented based on student-data and will continue into the following school year(s). | | | | |

| Strategy #2 | | | | | | |
|---|---|---------------------------------------|--|--|-------------------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Weekly Professional Learning Clusters | Teachers meet with their grade level peers once per week for 45 minutes prior to students' arrival. During this time, the | Principal Mentor Teachers Grade-Level | Teacher Efficacy as evidenced on summative | NIET Training for Mentor Teachers, dedicated | beginning in Sept. 2023, continuing | In Progress |

| | | | | | | |
|---|--|--|--------------------------|---|--------|--|
| (PLC) | mentor teachers lead professional development instruction in a variety of areas, including goal setting, best instructional practices, success criteria, and analyzing student data. | Teachers | standardized assessments | space for teacher work and for sharing student data | weekly | |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | Northview has been participating in PLC Meetings for one full school year and is now in our first official year under NIET direction. The process has shifted from teachers hesitantly participating and has moved to teachers embracing their meeting time and collaborating to positively impact student achievement and growth. The evidence has just become visible, with some positives in the end of year assessment data. We hope to continue that positive growth and see more gains in the coming year. | | | | |
| How has student achievement been impacted? What is the evidence? | | Overall impact on student achievement has yet to be assessed but overall achievement will be forthcoming during state standardized assessments at the end of the 2023-2024 school year. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Some concerns have been heard and adjusted to better accommodate the needs of specific teacher groups, such as special education, specials, and high ability teachers. Clusters will monitor student data and prepare to make adjustments in teaching practices and instructional strategies to meet the overall needs of the students. | | | | |

| Strategy #3 | | | | | | |
|---|--|--|--|---|----------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Post and Analyze Student Data | Classroom teachers will share their monthly CFA data in PLC meetings and post student achievement percentages for instructional and intervention purposes. | Principals Mentor Teachers Grade Level Teachers | Student mastery (70%) of high priority standards | iReady IAS PLC Time Data Walls | Jan. 2024, monthly ongoing | Not Started |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | The staff have begun to lay the foundation to be able to analyze student data by administering CFA's. However, we are still adjusting the Common Formative Assessments to provide ease of implementation and accurate measurement across grade levels. | | | | |

| | |
|--|---|
| How has student achievement been impacted? What is the evidence? | Overall impact has yet to be assessed but student achievement data will be forthcoming during continual and future monthly common formative assessments throughout the 2023-2024 school year. |
| How will implementation be adjusted and/or supported moving into next year? | Based on student mastery of high priority standards, we will develop an intervention plan to address student learning needs in each of the skill areas. This intensive intervention period will last one week following the CFA and will provide students with remediation and extension. |

| GOAL | | | |
|--|--|--------------------|----------|
| Goal | <ul style="list-style-type: none">● Math:<ul style="list-style-type: none">○ Third-grade students will improve from 25% proficiency (35 out of 140 students, according to EOY 2nd grade I-READY data) to 60% at or above proficiency (84 out of 140 students) on ILEARN.○ Third-grade students will improve from 14% approaching proficiency (20 out of 140 students, according to EOY 2nd grade I-READY data) to 30% approaching proficiency (42 out of 140 students) on ILEARN.○ Third-grade students will decrease from 36% below proficiency (51 out of 140 students, according to EOY 2nd grade I-READY data) to 10% (14 out of 140 students) on ILEARN.○ Fourth-grade students will improve from 49% proficiency (95 out of 193 students) to 60% at or above proficiency (116 out of 193 students) on ILEARN.○ Fourth-grade students will improve from 20% approaching proficiency (39 out of 193 students) to 30% approaching proficiency (58 out of 193 students) on ILEARN.○ Fourth-grade students will decrease from 29% below proficiency (56 out of 193 students) to 10% (19 out of 193 students) on ILEARN.○ Fifth-grade students will improve from 42% proficiency (62 out of 148 students) to 60% at or above proficiency (89 out of 148 students) on ILEARN.○ Fifth-grade students will improve from 16% approaching proficiency (24 out of 148 students) to 30% approaching proficiency (45 out of 148 students) on ILEARN.○ Fifth-grade students will decrease from 42% below proficiency (62 out of 148 students) to 10% (15 out of 148 students) on ILEARN. | | |
| Sub-group focus | Special Education Students/Low Achieving Students | | |
| The strategies we are going to implement are | Common Formative Assessments, Professional Learning Clusters (PLC), Transparent Data Sharing | | |
| To address the root cause | Addressing the decline in learning due to COVID-19 in a high-risk community and enhancing teacher effectiveness in addressing conceptual math skills and reading-related challenges. | | |
| Which will help us meet this student outcome goal* | By fostering data-driven instructional practices and decision making through teacher professional development (PLCs). | | |
| How Will We Get There? | | | |
| Evidence Based | Supporting Research for Strategy | Who is Accountable | Timeline |

| Strategies to Address Problems | | for Strategy? | |
|---|--|--|-------------------------|
| Utilization of teacher-created common formative assessments to monitor student progress toward high-priority state standards. | “Through an inductive analysis of teachers' written reflections and open ended survey response, participants reported that the use of the formative assessment tool supported their instruction, provided opportunities for teacher collaboration, and served as a vehicle for teachers' own professional learning”. <i>Perspectives and Practices of Elementary Teachers Using an Internet-Based Formative Assessment Tool: The Case of "Assessing Mathematics Concepts"</i> Martin, Christie S.; Polly, Drew; Wang, Chuang; Lambert, Richard G.; Pugalee, David K. | Amanda Varner Tyler Bosse Grade Level Teachers Heather Working Rebecca Meek Ashley Roberts Chris Shively | 9/2023, ongoing |
| Implementation of weekly professional learning clusters (PLC) focusing on impactful instructional strategies to increase collective teacher efficacy. | “PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that educators can share opinions and feel that what they are doing in the classroom matters.” 4 <i>Benefits of an Active Professional Learning Community, ISTE.org</i> | Amanda Varner Heather Working Rebecca Meek Ashley Roberts | 9/2023, weekly ongoing |
| Use student formative assessment data to drive targeted instruction and positively impact student achievement. | “Through an inductive analysis of teachers' written reflections and open ended survey response, participants reported that the use of the formative assessment tool supported their instruction, provided opportunities for teacher collaboration, and served as a vehicle for teachers' own professional learning”. <i>Perspectives and Practices of Elementary Teachers Using an Internet-Based Formative Assessment Tool: The Case of "Assessing Mathematics Concepts"</i> Martin, Christie S.; Polly, Drew; Wang, Chuang; Lambert, Richard G.; Pugalee, David K. | Amanda Varner Tyler Bosse Grade Level Teachers Heather Working Rebecca Meek Ashley Roberts Chris Shively | 9/2023, monthly ongoing |

| Strategy #1 | | | | | | |
|--|---|-----------------------------|------------------------------|--------------------------|-------------------------|---------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| CFA's | Teachers work collaboratively to create CFA's using the Standards | Grade-Level Specific Teams | Student Mastery of Standards | iReady, Indiana Academic | created and implemented | In Progress |

| | | | | | | |
|---|----------------------------|--|--|--------------------|---------|--|
| | Mastery function in iReady | | | Standards, devices | monthly | |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | This strategy has been in development for one full school year, and is now in the first year of implementation. In September, the teachers administered the first CFA to students and we will spend time during PLC's working to analyze the data and make necessary adjustments. The process has started off challenging for teachers to accept, due to students' low scores in most areas. The teachers are not used to assessing the rigor and depth of the questions on the CFA's. | | | | |
| How has student achievement been impacted? What is the evidence? | | This process has only just begun in its implementation stage. Student achievement data is forthcoming. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Due to the infancy of the monthly CFA process, adjustments in implementation will occur throughout the 2023-2024 school year. These adjustments will be implemented based on student-data and will continue into the following school year(s). | | | | |

| Strategy #2 | | | | | | |
|---|--|---|---|--|--|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Weekly Professional Learning Clusters (PLC) | Teachers meet with their grade level peers once per week for 45 minutes prior to students' arrival. During this time, the mentor teachers lead professional development instruction in a variety of areas, including goal setting, best instructional practices, success criteria, and analyzing student data. | Principal Mentor Teachers Grade-Level Teachers | Teacher Efficacy as evidenced on summative standardized assessments | NIET Training for Mentor Teachers, dedicated space for teacher work and for sharing student data | beginning in Sept. 2023, continuing weekly | In Progress |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | Northview has been participating in PLC Meetings for one full school year and is now in our first official year under NIET direction. The process has shifted from teachers hesitantly participating and has moved to teachers embracing their meeting time and collaborating to positively impact student achievement and growth. The evidence has just become visible, with some positives in the end of year assessment data. We hope to | | | | |

| | |
|--|---|
| | continue that positive growth and see more gains in the coming year. |
| How has student achievement been impacted? What is the evidence? | Overall impact on student achievement has yet to be assessed but overall achievement will be forthcoming during state standardized assessments at the end of the 2023-2024 school year. |
| How will implementation be adjusted and/or supported moving into next year? | Some concerns have been heard and adjusted to better accommodate the needs of specific teacher groups, such as special education, specials, and high ability teachers. Clusters will monitor student data and prepare to make adjustments in teaching practices and instructional strategies to meet the overall needs of the students. |

| Strategy #3 | | | | | | |
|---|--|---|--|---|----------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Post and Analyze Student Data | Classroom teachers will share their monthly CFA data in PLC meetings and post student achievement percentages for instructional and intervention purposes. | Principals Mentor Teachers Grade Level Teachers | Student mastery (70%) of high priority standards | iReady IAS PLC Time Data Walls | Jan. 2024, monthly ongoing | Not Started |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | The staff have begun to lay the foundation to be able to analyze student data by administering CFA's. However, we are still adjusting the Common Formative Assessments to provide ease of implementation and accurate measurement across grade levels. | | | | |
| How has student achievement been impacted? What is the evidence? | | Overall impact has yet to be assessed but student achievement data will be forthcoming during continual and future monthly common formative assessments throughout the 2023-2024 school year. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | Based on student mastery of high priority standards, we will develop an intervention plan to address student learning needs in each of the skill areas. This intensive intervention period will last one week following the CFA and will provide students with remediation and extension. | | | | |

GOAL

| | | | |
|---|--|--|------------------------------|
| Goal | By the end of the PLC Cycle period (June of 2026), at least 80% of the Northview student population will achieve the label of “model attendee” according to the Indiana Department of Education GPS Dashboard definition (miss less than 10 days per year and/or improve attendance from prior year). | | |
| Sub-group focus | Non-resident students | | |
| The strategies we are going to implement are | Ongoing professional development for administrators and office staff to record student attendance accurately and consistently, use of school attendance officer to mitigate interventions with chronically absent students, and use familial-involvement activities and events to foster a positive relationship between home and school. | | |
| To address the root cause | Parents and families do not value the importance of their child’s educational experience by attending school every day. | | |
| Which will help us meet this student outcome goal* | Demonstrating growth on State Accountability Report Card in the area of Attendance and Chronic Absenteeism | | |
| How Will We Get There? | | | |
| Evidence Based <u>Strategies</u> to Address Problems | Supporting Research for Strategy | Who is Accountable for Strategy? | Timeline |
| Ongoing professional development for administrators and office staff to record student attendance accurately and consistently | “Student absenteeism is a widespread and critical issue in early childhood education. Current efforts to reduce student absenteeism in both preschool and K–12 settings have largely been family- and parent-focused interventions. Yet, interventions targeting teachers and schools may similarly be effective tools to improve student attendance. We utilize data from a large-scale, experimental evaluation of an early childhood professional development intervention to examine whether it impacted children’s absenteeism and chronic absenteeism. Although the professional development targeted the quality of teacher-child interactions and did not target children’s absenteeism, we find that the professional development reduced student absence rates by 1.0 percentage points (equivalent to approximately an additional 1.9 days of preschool). The professional development also reduced chronic absenteeism by 6.0 percentage points. Impacts were concentrated among lower-income children. Implications for policies targeting student absenteeism in preschool settings are discussed.” <i>The Effects of Teacher Professional Development on Children’s Attendance in Preschool</i> Emily C. Hanno & Kathryn E. Gonzalez (2020) | Steve Jeffries Mike Scott Steve Quaderer | Jan. 2024, ongoing as needed |

| | | | |
|---|---|---|--|
| Use of school attendance officer to mitigate interventions with chronically absent students | <p>“School attendance is a rising issue in public schools. Students regularly absent from school can end up involved in destructive behaviors and dropout of school. Family characteristics are strong determining factors in students’ school attendance. This presents the question, “Can family involvement improve public school students’ attendance?” One way to do this is through phone calls from the school attendance officer to students’ caregivers. Promoting attendance early in a student’s life can encourage attendance and maintain this habit throughout his or her school career. The studies reviewed—using parent involvement—show promise to improving students’ attendance. When parents or caregivers are regularly apprised of their child’s attendance, they can provide appropriate feedback at home. Other findings and implications for phone call interventions and attendance are discussed.” <i>Connecting With Families to Improve Students’ School Attendance: A Review of the Literature</i> Bethany M. McConnell & Richard M. Kubina Jr. (2014)</p> | Mike Scott Amanda Varner Tyler Bosse Michele Stanley | Monthly meetings |
| Host family and parental involvement activities to foster a positive relationship between home and school | <p>“School attendance is a rising issue in public schools. Students regularly absent from school can end up involved in destructive behaviors and dropout of school. Family characteristics are strong determining factors in students’ school attendance. This presents the question, “Can family involvement improve public school students’ attendance?” One way to do this is through phone calls from the school faculty to students’ caregivers. Promoting attendance early in a student’s life can encourage attendance and maintain this habit throughout his or her school career. The studies reviewed—using parent involvement—show promise to improving students’ attendance. When parents or caregivers are regularly apprised of their child’s attendance, they can provide appropriate feedback at home. Other findings and implications for phone call interventions and attendance are discussed.” <i>Connecting With Families to Improve Students’ School Attendance: A Review of the Literature</i> Bethany M. McConnell & Richard M. Kubina Jr. (2014)</p> | Amanda Varner Tyler Bosse Michele Stanley Brodie LeFever | Begin in Fall 2023, host second event in Spring 2024 |

| Strategy #1 | | | | | | |
|---|---|---|---|--|-----------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Admin/Staff Meeting | Professional meeting with central office administrators, building-level administrators, and office staff to develop a cohesive plan for recording student attendance. | Central Office Administrators Building Level Administrators School Attendance Officer School Office Staff | Student chronic absenteeism data will be reduced. | Administrator training and Indiana GPS Dashboard data. | Jan. 2024 | Not Started |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | Although the administrators have had multiple discussions about this issue, we have not yet facilitated a direct training in the area of how to record and analyze student attendance data across all building level. | | | | |
| How has student achievement been impacted? What is the evidence? | | Future years of standardized assessment data will demonstrate the importance of student attendance and it's impact on learning. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | The buildings may decide to make adjustments in our attendance recording policies based on feedback from each level's administration and the data collected. | | | | |

| Strategy #2 | | | | | | |
|---|--|--|---|--|------------------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| School Attendance Meetings | Coordinate meetings with school attendance officer, building administrator, and chronically absent student's family to develop student | School Attendance Officer Principal School Service | Reduction in individual student absenteeism rates | Human resources, quality attendance plan | Beginning in Jan. 2024, ongoing as | Not Started |

| | | | | | | |
|---|----------------------|--|--|--|--------|--|
| | attendance contracts | Coordinator | | template, access to chronic absenteeism data | needed | |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | The strategy has yet to be implemented but coordination with all stakeholders is planned for the beginning of the second semester of the 2023-2024 school year. | | | | |
| How has student achievement been impacted? What is the evidence? | | We do not have student achievement data regarding this goal strategy at this time. | | | | |
| How will implementation be adjusted and/or supported moving into next year? | | After determining success during the first semester of implementation, needed changes will be addressed regarding meeting timing and content in order to bolster student absenteeism data. | | | | |

| Strategy #3 | | | | | | |
|---|--|--|--|--|--------------------------|-------------|
| What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified) | | | | | | |
| Activity (Action Step) | Activity Description | Position Responsible | Measurement | Resources Needed | Timeline | Status |
| Parental Involvement Events | Northview will host two parental involvement events per year, one in the fall and one in the winter. | Principal Assistant Principal PTO Office Staff | Reduction in student absenteeism rates | Materials needed for fall and spring events, volunteers, planning time | Ongoing through the year | In Progress |
| To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? | | Northview has been excellent at implementing parental involvement activities in the past. We find that involving parents and families in their childrens' educational experience fosters positive outcomes in all areas. | | | | |
| How has student achievement been impacted? What is the evidence? | | We do not have student achievement data regarding this goal strategy at this time. | | | | |

How will implementation be adjusted and/or supported moving into next year?

We are consistently looking for ways to expand upon our student programming and create new ways to involve families. We have pulled the Northview PTO into our planning to help us be more inclusive with our events and ideas.

PROGRESS INDICATORS TEMPLATE

| PROGRESS INDICATORS | | | | |
|---|--|--|--|--|
| Check-in Schedule | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| Key Performance Indicator (Assessment) | ILEARN Checkpoints, Common Formative Assessments and i-Ready | ILEARN Checkpoints, Common Formative Assessments and i-Ready | ILEARN Checkpoints, Common Formative Assessments | ILEARN Checkpoints, Common Formative Assessments and i-Ready |
| Results | In progress | In progress | In progress | In progress |
| On Track to Meet Goals? | In progress | In progress | In progress | In progress |
| Strengths | Common Formative Assessments tied to priority standards | Common Formative Assessments tied to priority standards | Common Formative Assessments tied to priority standards | Common Formative Assessments tied to priority standards |
| Areas for Growth | Instructional strategies for Tier 1, 2, and 3 | Instructional strategies for Tier 1, 2, and 3 | Instructional strategies for Tier 1, 2, and 3 | Instructional strategies for Tier 1, 2, and 3 |
| Next Steps | Continue to evaluate Common Formative Assessments, ILEARN Checkpoints, and instructional strategies, analyze i-Ready data. | Continue to evaluate Common Formative Assessments, ILEARN Checkpoints, and instructional strategies, analyze i-Ready data. | Continue to evaluate Common Formative Assessments, ILEARN Checkpoints, and instructional strategies, analyze i-Ready data. | Continue to evaluate Common Formative Assessments, ILEARN Checkpoints, and instructional strategies, analyze i-Ready data. |

PROFESSIONAL DEVELOPMENT PLAN

| | |
|--|---|
| Professional Development Goal 1 | Teachers identify priority standards and align curriculum to focus on those standards. Teachers implement the curriculum with research-based instructional strategies. |
| Is professional development linked to SIP goals? | Yes |
| Possible Funding Sources | Title II, ESSER III, local funding sources: most training will occur in-house. |
| Plan for coaching and support during the learning process | In addition to an initial “PD Session”, PD will be continuous as teachers learn in PLCs through regular department meetings, meetings with Administration and Data Coaches, and occasional collaborative work time before and after school. |
| Evidence of Impact | Data book, Goals displayed prominently in classrooms, Teachers turn in targeted priority standards and accompanying CFAs each month to the building principal, CFA data discussed in teacher meetings, Meeting minutes, Prioritized curriculum documents, Pre/Post Surveys, PLC Meeting Minutes, Walk-throughs and observations, teacher evaluations indicate instructional strategies in use |
| How will effectiveness be sustained over time? | Administrators and teachers will demonstrate a sustained commitment to successful implementation by continuing to follow the SIP plan, and by providing/assessing teacher evidence of implementation throughout the school year. |

| | |
|---|---|
| Professional Development Goal 2 | Teachers monitor student achievement through CFAs. They identify low performing groups for each priority standard and provide additional instruction in a small group intervention setting. |
| Is professional development linked to SIP goals? | Yes |
| Possible Funding Sources | Title II, ESSER III, local funding sources: most training will occur in-house. |

| | |
|--|---|
| Plan for coaching and support during the learning process | In addition to an initial “PD Session”, PD will be continuous as teachers learn in PLCs through regular department meetings, meetings with Administration and Data Coaches, and occasional collaborative work time before and after school. |
| Evidence of Impact | Teachers turn in targeted priority standards and accompanying CFAs each month to the building principal, CFA data discussed in teacher meetings, Meeting minutes, Prioritized curriculum documents, Pre/Post Surveys, PLC Meeting Minutes, Walk-throughs and observations, teacher evaluations indicate instructional strategies in use |
| How will effectiveness be sustained over time? | Administrators and teachers will demonstrate a sustained commitment to successful implementation by continuing to follow the SIP plan, and by providing/assessing teacher evidence of implementation throughout the school year. |

| | |
|--|--|
| Professional Development Goal 3 | Administrators, secretaries, and teachers all record student attendance consistently, using clearly outlined guidance that is implemented district-wide. |
| Is professional development linked to SIP goals? | Yes |
| Possible Funding Sources | Title II, ESSER III, local funding sources: most training will occur in-house. |
| Plan for coaching and support during the learning process | In addition to initial “PD Sessions”, administration will perform spot-checks on attendance with secretaries. |
| Evidence of Impact | Office staff meetings to review current attendance data at the end of each nine weeks, state attendance report numbers submitted each year in June, increased parental understanding and support of attendance policies due to clear expectations and communication, increased student attendance rates due to clear expectations and communication. |
| How will effectiveness be sustained over time? | Administrators and teachers will demonstrate a sustained commitment to successful implementation by continuing to follow the SIP plan, and by monitoring student attendance data for evidence of success. If attendance rates do not increase, follow-up meetings will adjust the SIP plan accordingly. |

Implementation of Schoolwide Reform

Northview began to implement RTI in the 2008/2009 school year. Through this process, it became evident how important it was to have the mindset of teaching students, not grade levels. The idea that all Northview students were the responsibility of all staff members became the focus. We thought if we supported students at their instructional level, implemented scientifically research based interventions, and tracked their progress, we would be successful in helping students grow and make progress towards mastering grade level standards. This worked for students who were scoring in the average to above average range, but our at-risk students were not making adequate progress to close grade level gaps. As we met with teachers, gathered data, voluntarily met with the IDOE Department of School Improvement, hired NIET for professional development facilitation, and went through our comprehensive needs assessment we discovered that we needed to reevaluate how to support our students in their journeys to meeting grade level standards. We realized we weren't moving the students quickly enough and we weren't exposing all of our students to the rigor of Indiana's high priority standards and providing the scaffolding needed to achieve grade level proficiency. Northview teachers and staff reconfigured their plan to focus all interventions around high priority standards.

Tier I Reading and Math Intervention

Northview's Schoolwide plan for the 2024/2025 school year is as follows:

- Grade level teams determine high priority standards based on the Indiana Academic Standards and the ILEARN Blueprints for Math and ELA.

- Grade level teams create new instructional calendars for the 2024/2025 school year based on the high priority standards and ILEARN Checkpoints.
- The 2nd grade teams create Common Formative Assessments (CFAs) based on the high priority standards. These assessments will provide students with the rigor of the Indiana Academic Standards, as seen on ILEARN. The 3rd-5th grade students take the ILEARN Checkpoints 3 times per year to assess growth on Indiana Academic Standards.
- Grade level teams create, gather, and organize their curriculum resources to guide students in the direction of mastering high priority Indiana Academic Standards.
- Teachers use Professional Learning Clusters (PLCs) to discuss and learn best practices for teaching and learning each high priority standard.
- At the end of each month, 2nd grade students take a grade level common formative assessment to see if they are proficient on the high priority standards they have learned for the month and also if they have retained the standards from the previous months. 3rd-5th grade students take the ILEARN Checkpoints in October, January, and March.
- Grade level teams will meet to discuss the CFA, iReady, and ILEARN Checkpoint data to place students in Tier II Interventions within the daily ELA RTI Time and Math Blocks. Students who did not meet mastery will be provided Tier II small group interventions from their classroom teachers or intervention teachers and paraprofessionals.

- Students who do not show progress with Tier II intervention will be provided Tier III interventions after a six-eight week data period.
- Student are also invited to after school tutoring two times per week, if their data is not showing proficiency.

Northview will continue to work with our students through interventions and classroom instruction with the use of i-Ready and IXL in the 2024/2025 school year. To focus on high priority standards, Northview began math professional development on the Eureka Math curriculum during the 2nd semester of spring 2022. This will improve student growth in the areas of concept development and problem solving. The teachers adopted the math curriculum for the 2023/2024 school year and will continue to utilize it throughout the 2024/2025 school year. Northview teachers and parents also went through a reading adoption process in the spring of 2022. They chose the McGraw Hill Wonders reading program to align with the Indiana Academic Standards' level of rigor. Reading comprehension, story analysis, vocabulary development, and writing are still Northview's areas of focus.

Individual teachers and administrators will continue to meet during the 2022/2023 school year to discuss student progress on CFA, i-Ready, IXL, and RTI progress monitoring data to develop individualized student intervention plans that address students' academic needs. In addition to the referenced assessments, the planning team will also analyze ILEARN data from the 2021/2022 school year. All of the information gathered is used to help plan for areas of concern for each student and teacher.

Tier II and III Reading and Math Intervention

Since the 2009/2010 school year, Northview Elementary has had an intervention teacher. Currently, Northview has two intervention teachers that oversee and guide a team of paraprofessionals working to provide students with needed interventions. The intervention teachers are highly qualified, licensed teachers with specific training in the areas of:

- Response to Intervention
- Differentiated Instruction
- Data collection and analysis
- Scientifically research based interventions and instruction
- Northview's intervention teachers support at-risk students as they work towards progress of high priority standards. Intervention teachers will develop lesson plans that scaffold the learning process to enable students to meet grade level standards. Students needing additional support will have supplemental reading and math Tier II and/or Tier III instruction during the day that is outside the 90 minute reading block.
 - Intervention teachers also work and collaborate with classroom teachers to help strengthen the core academic curriculum. Specifically, each intervention teacher will work as a coach to help support classroom teachers in both reading and math.
- Students identified as being at risk, as measured by the i-Ready assessments and their monthly Common Formative Assessments, will be given additional support in the classroom through Tier I intervention and supplemental reading and/or Tier II and/or Tier III reading and math instruction during RTI times. This

additional time will focus on specific deficiencies and instruction will be designed to implement research based interventions to help support the student as he/she works toward proficiency of the identified grade level skill.

- Data will be collected and analyzed throughout the school year to ensure all students are receiving the services needed to become successful, proficient readers and mathematicians. In addition, emphasis will be put on progress monitoring to help teachers and interventionists identify those students who are responding to interventions and instruction and those who need additional support. Data for specific groups will be collected to ensure all populations are being served.
- Interventionists work with classroom teachers and students each day for 30 minutes of reading intervention and 20-30 minutes of math intervention.
- Collaboration time will be built into teachers' and intervention teachers' schedules to allow time to discuss student progress. Progress monitoring will be implemented with consistency and fidelity as needed for each individual student. Data analysis will be conducted on a regular basis and changes will be made to the student's learning plan as needed based on the data. Student progress will be measured by bi-weekly progress monitoring, i-Ready, and ILEARN assessments. When progress is not visible, a meeting will be held that will include the classroom teacher, intervention teacher, director of intervention, and school administrator to create a new plan. Parents will be contacted for input and to be notified of the student's new plan. Meetings will be scheduled four times

throughout the school year to discuss student progress and make changes when needed.

Highly Qualified Teachers

| Staff Name | Licensure | Assigned Class/Subject |
|--------------------|---|-------------------------------|
| Fuqua, Lori | Praxis II | 2nd Grade Teacher |
| Budde, Rachel | Praxis II | 2nd Grade Teacher |
| Kenworthy, Elayne | 100 points on Housse | 2nd Grade Teacher |
| Overmyer, Morgan | Praxis II | 2nd Grade Teacher |
| Kueterman, Kassie | Praxis II | 2nd Grade Teacher |
| VanPatten, Allison | Praxis II | 2nd Grade Teacher |
| Webb, Marlane | Praxis II | 2nd Grade Teacher |
| Dudleston, Heidi | Praxis II | 3rd Grade Teacher |
| Bittner, Kim | Praxis II | 3rd Grade Teacher |
| Bougher, Erika | Praxis II | 3rd Grade Teacher |
| Toevs, Dave | Praxis II | 3rd Grade Teacher |
| Moore, Hazel | Praxis II | 3rd Grade Teacher |
| Scholz, Courtney | Praxis II | 3rd Grade Teacher |
| Walker, Corinne | Praxis II | 3rd Grade Teacher |
| Deavers, Michele | Praxis II | 3rd Grade Teacher |
| South, McKenzi | Praxis II | 4th Grade Teacher |
| Herrera, Sara | Praxis II | 4th Grade Teacher |
| Frantz, Katie | Praxis II | 4th Grade Teacher |
| Raef, Angie | Praxis II | 4th Grade Teacher |
| Fulda, Jon | Praxis II | 4th Grade Teacher |
| Fields, Taylor | Praxis II | 4th Grade Teacher |
| McKee, Haley | Praxis II | 4th Grade Teacher |
| Scott, Alysha | Praxis II | 5 th Grade Teacher |
| Taylor Fields | Indiana Teacher Emergency Permit, Elementary Ed. Bachelor's Degree | 5th Grade Teacher |
| Victoria Dittmar | Indiana Teacher Emergency Permit, Elementary Ed. Bachelor's Degree | 5th Grade Teacher |
| Corn, Abbie | Praxis II | 5 th Grade Teacher |
| Masters, Kathryn | Praxis II | 5 th Grade Teacher |
| Martin, Sarah | Praxis II | 5 th Grade Teacher |
| Moore, Jennifer | Praxis II | 5 th Grade Teacher |
| Head, Shelby | Praxis II | 5 th Grade Teacher |
| Friday, Laura | Praxis II | 2-5 P.E. Teacher |
| Roberts, Ashley | Praxis II | STEM Lab Instructor |
| Branock, Cheryl | Praxis II | 2-5 Science Teacher |
| Neal, Shelly | Praxis II | K-12 Art/Music Teacher |
| Spencer, Tracy | Praxis II | BS & MA Speech Teacher |
| Bainter, Emily | Praxis II | Title/RTI Dir., Reading Sp. |
| Atkins, Dottie | Praxis II | Reading Interventionist |

| | | |
|---------------------|--------------------------|-------------------------------|
| Working, Heather | Praxis II | Math Interventionist/Coach |
| Meek, Rebecca | Praxis II | Reading Interventionist/Coach |
| Poe, Julia | Praxis II | Math/Reading Interventionist |
| Felger, Jacob | Praxis II | Director of Academic Data |
| Shively, Chris | Praxis II | High Ability Director |
| Steely, Kaitlin | Praxis II | Life Skills Classroom Teacher |
| Schull, Ryan | SPED Alternative License | Special Ed Resource Teacher |
| Shauver, Heather | Praxis II | Special Ed Resource Teacher |
| Bosse, Tyler | Praxis II | ED Classroom Teacher |
| Semple, Victoria | Praxis II | Multi-Cat Room Teacher |
| Wakeman, Karah | Praxis II | Alternative Rm Teacher |
| Spencer, Tracy | Praxis II, Licensed | Speech Teacher |
| Niebauer, Christina | Praxis II, Licensed | Speech Teacher |
| Stanley, Michele | Bachelor's Degree | School Service Coordinator |
| Cason, Casey | Associate Degree | Life Skills Paraprofessional |
| Bosworth, Misty | Bachelor's Degree | SPED/RTI Intervention Para |
| Baker, Leah | Bachelor's Degree | Library Paraprofessional |
| Eckstein, Jessica | Para Pro Exam | SPED Paraprofessional |
| Fields, Heather | Bachelor's Degree | RTI Intervention Para |
| Lee, Kaili | ParaPro | SPED Paraprofessional |
| Sherron, Ruth | ParaPro Exam | 2-5 Intervention Para |
| Edwards, Ginger | Associate Degree | ED Paraprofessional |
| Hosier, Stacy | ParaPro Exam | 2-5 SPED Intervention Para |
| Lewis, Tinaeah | Bachelor's Degree | Life Skills Paraprofessional |
| Jones, Kim | ParaPro Exam | 2-5 ED Paraprofessional |
| Hurd, Jessica | Bachelor's Degree | Special Ed. Paraprofessional |
| Maine, Shelli | ParaPro Exam | 2-5 Intervention Para |
| Smith, Lori | ParaPro Exam | Life Skills Paraprofessional |
| Teagle, Sherry | Associate Degree | 2-5 Intervention Para |
| Wilkins, Megan | Associate Degree | SPED Paraprofessional |
| Armes, Shawnda | ParaPro Exam | SPED Paraprofessional |

High Quality Professional Development

Based on the comprehensive needs assessment, the committee has decided Northview Elementary should focus on providing on-going professional development for teachers, principals, and paraprofessionals in the areas of research based 'best practices' teaching strategies, differentiated instruction for Tier I interventions, creating

common formative assessments based on high priority standards, curriculum mapping, data collection and analysis, and use of technology resources to differentiate learning. In the spring of 2022, teachers were trained on Mississinewa's new Eureka math curriculum that contains the rigor of ILEARN expectations. During the summer of 2022, teachers were trained on their new Wonders reading program and i-Ready assessment and differentiated instruction program.

During RTI meetings, teachers are given specific interventions and training on how to implement Tier I interventions in the areas of math, reading, and behavior. The director of intervention, the intervention teachers, and the school psychologists provide training for implementation of the interventions.

In July of 2019 and 2020, all special education teachers, director of intervention, and the reading intervention teachers went through a 45 hour training on the Orton-Gillingham based Phonics First program created by Brainspring. Phonics First will continue to be Northview's phonics program and the reading intervention program for grades 2nd - 3rd.

Mississinewa also partnered with NIET for the 2022/2023 and 2023/2024 school years to analyze school data, learn and implement best practices, pinpoint areas that need improvement, and realign CFAs to meet state standards and new programming. The NIET trainings occurred weekly for 45 minutes per week.

Mississinewa will also conduct an all-day technology PLC day to provide best practices in the areas of literacy, math, effective parent communication, homeless identification, and technology.

Four high ability teachers will participated in the Purdue High Ability Licensure Program throughout the 2022-2023 school year. This training was possible with the use of Title II and High Ability Grant funding.

During the 2023/2024 school year, teachers expressed a want for evidence based teaching strategies to meet the needs of their students and enable them to progress toward grade level proficiency. The PLC teachers will start the school year with Learning Walks in 2nd-5th grade classrooms to identify what teaching strategies are needed. PLCs will focus on the needs that are identified during monthly Learning Walks. Teaching strategies will be taught and practiced during PLC meetings. Teachers will take the evidence based strategies back to their classrooms to practice during their lessons. Then, the teachers will bring evidence of their practice and student performance data after using the strategies. Teachers who had success will support other teachers by modeling and PLC leaders will model and provide ongoing coaching for teachers who need extra support to utilize the new strategies in their classrooms.

Strategies to Attract High-quality, Highly Qualified Teachers to Northview

Northview has a unique advantage in the area of attracting high-quality, highly qualified teachers. Northview has two respected universities as neighbors. Both Taylor University and Indiana Wesleyan University have renowned education programs. Mississinewa Community Schools has built relationships with both universities and has the pleasure of hosting many practicum and student teacher placements. Northview receives numerous inquiries from newly licensed teachers graduating from both

universities. We have been fortunate in our ability to attract and hire some of the best and brightest from both Taylor and IWU as a result of student teaching placements. The candidates fall in love with our schools and our community. We believe we are a forward thinking district and offer many outstanding programs for our students and our teachers. This belief is justified when we consider the number of quality applicants we receive for each opening the school posts. In addition to our university contacts, Northview posts openings on our Mississinewa website and on the IDOE website. Principals also attend job fairs at Ball State University and IU Kokomo.

Strategies to Increase Parental Involvement, Such as Literacy Services

Through our Title I and parent information meetings we have gained greater knowledge of what our parents need and want in order for them to become more involved with their children's education. Our parents have expressed a need for more opportunities to learn how to help their children. In the 2022/2023 school year we are providing more information to parents in the following areas:

- i-Ready Assessment Reports - Weakest Areas - Skills to focus on
- Place Indiana Academic Standards on Parent Tab of Mississinewa Website
- Math and reading activities to do at home
- Technology Training for parents
- Provide PowerSchool information and app for quick access to grades/behavior/attendance
- Introduce Families to Community Partners (Mississinewa Family Wellness Fair and Second Harvest Food Bank Big Idea)

- Family Nights with literacy, math, SEL, and STEAM activities and strategies

Although these are the activities we will focus on for the 2024/2025 school year, Northview will meet the needs of all families by continuing to provide the activities and resources that are laid out in the Northview Parent Involvement Plan.

Providing Individual Academic Assessment Results to Parents

Northview families will receive i-Ready reports three times per year. The reports explain the national percentile of the student, areas of weakness, and standards to focus on. Northview also provides parents with IREAD-3 results through a mailing to all families, and a phone call from the principal or assistant principal for students who don't pass the assessment. All 3rd - 5th grade students receive a detailed ILEARN report with student results.

2nd grade Northview families will also receive information about the state mandated dyslexia screener. Parents are given information indicating if their child did not meet benchmark requirements; next steps in assessment; their right to request an academic evaluation; an explanation of the beginning reading skills the child has difficulty with; and the intervention program used to help them progress in each skill area.

Involving Parents in the Planning/Review/Improvement of the Schoolwide Plan

- Convene an annual meeting – an annual parent information meeting will be held each year in the fall. Such meetings will include an overview of Parents Right to Know, Home/School Compact, current programs and partnerships, and the Schoolwide Plan.
- Childcare is provided at the Annual and Evaluation meetings to fit parent schedules.
- Explain the requirements and the rights of the parents to be involved – A copy of the Parents Right to Know will be included in the program packet and be reviewed during the meeting.
- Offer a flexible schedule of meetings: Meetings and training will be offered both before, during, and after school by request. Meetings and training will also be offered in-person, virtually, and by phone if needed.
- Involve parents in an organized, ongoing, and timely way to plan, review, and improve programs: Parents will be invited to parent committee meetings in the spring to review the Home/School Compact, the District Parent Involvement Plan, and Northview Parent Involvement Plan. Parents will also review, discuss, and provide suggestions on how to improve the Title I Schoolwide Plan's programming.
- An Annual Title I Evaluation Survey will be sent to all parents in the spring through Seesaw, Northview's parent communication platform, and text message to enable Northview to get as much feedback from parents as possible.

Plans For Assisting Preschool Children in the Transition From Early Childhood Programs

Mississinewa Community Schools houses 2 morning and afternoon half-day exceptional needs preschool classes, four morning and afternoon half-day preschool classes, and three full-day preschool classes. All of our classrooms are blended with children ranging in ages three to five years old. At the beginning of the 2024/2025 school year, Mississinewa Community Schools will have a total enrollment of 138 preschool students.

Preschool teachers work with kindergarten teachers to make the transition from Preschool to Kindergarten as smooth as possible. Teachers utilize The Creative Curriculum for children 3 to five years old, Phonics First, and Heggerty Phonemic Awareness. Throughout the year, preschool students are exposed to developmentally appropriate activities, social and emotional health and practices using Conscious Discipline, and exposure to community and school events. To encourage increased family involvement, we have a variety of interactive family events each month.

Our preschool is housed at our primary elementary school building which exposes students to a school environment and eases the pressures and transition to Kindergarten. Preschool students have a weekly library, gym and enrichment time. Students spend the month of May practicing how to eat lunch in the school cafeteria.

For all incoming preschoolers and currently enrolled 3-year-old students, several sessions of roundup are held in mid-March. Likewise, four sessions of Kindergarten roundup are held in March. During these roundups, parents are introduced to the

school, staff, the Westview building with a tour, and the registration process. Preschool students are given the Teaching Strategies: Gold Assessment and introduced to teachers during roundup. In early August, an Ice Cream Social is held where both parents and students are given a tour of the school to help their students transition into Preschool and/or Kindergarten.

Opportunities and Expectations For Teachers to be Included in the Decision Making Related to the Use of Academic Assessment Results Leading to Improvement of Student Achievement

The administrative team at Northview understands and respects the value of teacher input in the decision making process. Prior to implementing i-Ready and our new grade level Common Formative Assessments, grade level meetings were held to get teacher input. Teachers voted for every assessment used at Northview and created all of the CFAs.

After reviewing ILEARN results and seeing a need to align curriculum and classroom instruction to high priority Indiana Academic Standards, teachers in grades 2nd - 5th voted to implement Common Formative Assessments for the 2022/2023 school year. Teachers were provided ongoing training on CFAs. This training covered how to create CFAs; how to keep data on CFAs; progress monitor Tier I interventions; and how to utilize programming to differentiate instruction. Teachers were also given professional development days during the 2023/2024 school year to create Common Formative Assessments that follow the high priority Indiana Academic Standards.

During the winter of 2024, teachers were surveyed to communicate their next focus of professional development. They asked for research based teaching strategies

to support the progress of grade level proficiency for all students. The PLC teachers will start the school year with Learning Walks in 2nd-5th grade classrooms to identify what teaching strategies are needed. Weekly PLCs will focus on the needs that are identified during monthly Learning Walks. Teaching strategies will be taught and practiced during PLC meetings. Teachers will take the evidence based strategies back to their classrooms to practice during their lessons. PLC leaders will model and provide ongoing coaching for teachers who need extra support to utilize the new strategies in their classrooms.

Northview teachers also gave their input and suggestions in the schoolwide planning of interventions. Teacher input has resulted in the change from a Tier II and III pull-out only intervention program to the intervention teachers and paraprofessionals servicing students in the classroom with Tier I interventions, as well.

Teachers and parents received presentations and voted on a new reading curriculum in the spring of 2022 for the 2022/2023 school year.

Administrators at Northview conduct weekly meetings to listen to concerns, comments, and ideas from teachers. Teachers at Northview fully understand the schoolwide plan as they helped to develop it.

Activities and Programs at the School Level to Ensure Proficiency

The classroom teacher, intervention teachers in reading and math, school principal, Title I director, home service coordinator, and staff will support every student

at Northview Elementary. Students failing to meet benchmarks as measured by CFAs, ILEARN Checkpoints, and iReady will receive additional Tier I intervention in the areas of reading and math. Reading and math intervention teachers and PLC lead teachers are provided to assist teachers, help strengthen the core academic curriculum, and support teachers in the area of differentiated instruction.

Reading and math intervention teachers are also utilized to help students with their individualized academic needs. The reading and math intervention teachers oversee the paraprofessionals who work directly with our students and provide Tier I, Tier II, and Tier III interventions. Students who are far below grade level and/or did not meet the grade level benchmark on the dyslexia screener will receive Tier II interventions. Students will be progress monitored biweekly. Students who do not meet progress monitoring goals will receive Tier III interventions in addition to Tier I and Tier II.

The high ability coordinator will work with high ability teachers and students in the high ability classrooms. Northview has two high ability classrooms per grade level to support state identified high ability students and high achieving students based on CogAT and i-Ready scores. The high ability coordinator will help teachers provide students achieving well above grade level with acceleration and project-based learning opportunities. The coordinator will also work with classroom teachers and intervention teachers to fill in grade level gaps in addition to providing students with the high ability curriculum.

Coordination and Integration of Funds

We understand we can combine federal, state, and local funds, however, the planning committee has decided to decline to combine funds.