

Edgar L. Miller Elementary



Title 1 School-Wide School Improvement Plan

2023-2024

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Schoolwide Plan Components – Checklist		
	Required Components of a Title I, A Schoolwide Plan	LEA Review
1	A comprehensive needs assessment of the whole school	p.6
2	<p>Implementation of schoolwide reform strategies that:</p> <ul style="list-style-type: none"> ▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program ▫ Increases the amount of learning time ▫ Includes strategies for serving underserved populations ▫ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ▫ Address how the school will determine if those needs of the children have been met ▫ Are consistent with and are designed to implement state and local improvement plans, if any 	p.17
3	Highly qualified teachers in all core content area classes	p.21
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p.23
5	Strategies to attract high-quality teachers to this school	p.24
6	<p>Strategies to increase parental involvement, such as literacy services</p> <p>6a. Description how the school will provide individual academic assessment results to parents</p> <p>6b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan</p>	p.26
7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	p.28

8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	p.29
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	p.17 p.31 p.39
10 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.29

Description of the School

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

Miller was first opened in 1966 and underwent an extensive renovation and upgrading in 1992. Increased enrollment led to a 6-room addition during 1996. There are currently 24 classrooms, 1 computer lab, a library, a music room, an art room, a science lab, a gym and a cafeteria. As of the fall of 2019, the school is organized in a preK-4 pattern. Full day head start and kindergarten classes are available for all students. The Merrillville Intermediate School is the home for all 5th and 6th graders in the school district.

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

<u>Certified Personnel</u>		<u>Non Certified Personnel</u>	
General Education	17	Clerical (office, etc.)	5
Title I	1	Food Service	3
Art	1	Custodial	5
Music	1	Cafeteria/Playground	6
Physical Education	1	Behavior Aide	1
Special Education	1	Title I Aides	3
EL	1	NISEC Para	0
Nurse	1	Head-Start aides	4
NISEC/LRE	1	Preschool Teachers	4
Master Coach	1		

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

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

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

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

Mission and Vision Statement: Merrillville School Corporation

Vision

Every Child. Every Day. Whatever It Takes.

Mission Statement

- Creates quality learning experiences by setting standards that engage students to reach their highest potential.
- Provides learning environments that are enhanced through meaningful relationships that give students a global perspective
- Empowers students to believe they can be successful

Edgar L. Miller Elementary School

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

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

LIFESKILLS

Sense of Humor Flexibility Friendship Integrity Responsibility

Perseverance Effort Curiosity Initiative Organization

Common Sense Caring Pride Cooperation Patience

Problem-Solving Resourcefulness Courage

Lifelong Guidelines Active Listening No Put Downs Truthfulness Trustworthiness Personal Best

Comprehensive Needs Assessment

The goals set forth in the 2023-2024 SIP are based on the data obtained from the Comprehensive Needs Assessment. Both Reading and Math goals were based on the data shown below. An analysis of the data indicates an overall improvement of Tier 1 instruction for all students and to close the learning gap.

Academic Data-ELA

Third Grade ILEARN: ELA (% of Students)				
Year	Above	At	Near	Below
2018-2019	12	29	28	30
2020-2021	2	11	14	74
2021-2022	4	15	23	58
2022-2023	0	6	23	66

Third Grade ILEARN: ELA (% of Students)				
Reporting Category				
Year	Reporting Category	Above	Near	Below
2018-2019	Key Ideas and Text Support	22	58	19
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	16	64	20
	Writing	9	60	31
2020-2021	Key Ideas and Text Support	2	40	58
	Structural Elements and Organizational/Connection of Ideas/Media	7	56	37

	Literacy			
	Writing	0	32	68
2021-2022	Key Ideas and Text Support	8	55	38
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	4	72	25
	Writing	4	34	62

Year	Reporting Category	Above	At	Near	Below
2022-2023	Key Ideas and Text Support	0	4	40	56
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	0	0	42	58
	Writing	0	2	24	75

3rd Grade IREADY: ELA (% of Students)			
2018-2019	On/Above	At/Near	Below
OVERALL	66	22	12
Phonological Awareness	100	0	0
Phonics	74	12	13
High-Frequency Words	96	0	4
Vocabulary	61	24	15
Comprehension-Lit	66	15	18

Comprehension-INFO	56	43	13
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3rd Grade IREADY: ELA (% of Students)			
2020-2021	On/Above	Near	Below
OVERALL	47	18	34
Phonological Awareness	100	0	0
Phonics	51	4	46
High-Frequency Words	93	0	7
Vocabulary	43	24	33
Comprehension-Lit	44	24	33
Comprehension-INFO	36	40	29

3rd Grade IREADY: ELA (% of Students)			
2021-2022	On/Above	Near	Below
OVERALL	58	26	15
Phonological Awareness	100	0	0
Phonics	68	6	27
High-Frequency Words	94	4	2
Comprehension-Lit	59	23	19
Comprehension-INFO	61	35	32

3rd Grade IREADY: ELA (% of Students)			
2022-2023	On/Above	Near	Below
OVERALL	40	30	30
Phonological Awareness	100	0	0
Phonics	56	7	37
High-Frequency Words	95	4	2
Comprehension-Lit	42	28	30
Comprehension-INFO	32	23	46

4th Grade ILEARN:ELA (% of Students)				
Year	Above	At	Near	Below
2018-2019	13	35	29	24
2020-2021	2	9	31	58
2021-2022	2	10	35	53
2022-2023	11	16	23	50

Fourth Grade ILEARN: ELA (% of Students) Reporting Category				
Year	Reporting Category	Above	Near	Below

2018-2019	Key Ideas and Text Support	27	54	19
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	10	71	19
	Writing	3	67	30
2020-2021	Key Ideas and Text Support	7	51	42
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	2	73	24
	Writing	2	33	64
2021-2022	Key Ideas and Text Support	4	53	43
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	6	47	47
	Writing	2	47	51

Year	Reporting Category	Above	At	Near	Below
2022-2023	Key Ideas and Text Support	0	11	57	32
	Structural Elements and Organizational/Connection of Ideas/Media Literacy	0	9	59	32
	Writing	0	7	36	57

4th Grade IREADY: ELA (% of Students)			
2018-2019	On/Above	Near	Below
OVERALL	46	47	7
Phonological Awareness	100	0	0
Phonics	90	0	10
High-Frequency Words	100	0	0
Comprehension-Lit	57	31	11
Comprehension-INFO	44	43	13

4th Grade IREADY: ELA (% of Students)			
2020-2021	On/Above	Near	Below
OVERALL	31	49	20
Phonological Awareness	100	0	0
Phonics	69	4	26
High-Frequency Words	96	0	4
Comprehension-Lit	38	38	25
Comprehension-INFO	32	40	29

4th Grade IREADY: ELA (% of Students)			
2021-2022	On/Above	Near	Below
OVERALL	28	49	24
Phonological Awareness	100	0	0

Phonics	69	0	31
High-Frequency Words	96	0	4
Vocabulary	39	35	26
Comprehension-Lit	36	33	32
Comprehension-INFO	34	35	32

4th Grade IREADY: ELA (% of Students)			
2022-2023	On/Above	Near	Below
OVERALL	32	60	9
Phonological Awareness	100	0	0
Phonics	86	7	8
High-Frequency Words	98	0	2
Vocabulary	30	61	9
Comprehension-Lit	44	32	25
Comprehension-INFO	30	46	25

Academic Data: Math

Third Grade ILEARN: Math (% of Students)				
Year	Above	At	Near	Below
2018-2019	21	38	18	12
2020-2021	4	21	14	61
2021-2022	8	23	23	47

2022-2023	4	16	21	59
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Third Grade ILEARN: Math (% of Students) Reporting Category				
Year	Reporting Category	At/Above	Near	Below
2018-2019	Algebraic Thinking and Data Analysis	35	49	16
	Computation	30	55	15
	Geometry and Measurement	29	61	10
	Number Sense	28	62	10
2020-2021	Algebraic Thinking and Data Analysis	12	30	58
	Computation	9	33	58
	Geometry and Measurement	11	26	63
	Number Sense	11	37	53
2021-2022	Algebraic Thinking and Data Analysis	12	30	58
	Computation	9	33	58
	Geometry and Measurement	11	26	63
	Number Sense	11	37	53
2022-2023	Algebraic Thinking and Data Analysis	5	32	63
	Computation	2	45	54
	Geometry and Measurement	5	45	50
	Number Sense	14	32	54

3rd Grade IREADY: Math (% of Students)			
2018-2019	On/Above	Near	Below
OVERALL	56	35	9
Numbers and Operations	61	31	7
Algebra & Algebraic Thinking	71	10	8
Measurement and Data	59	30	11
Geometry	45	42	14

3rd Grade IREADY: Math (% of Students)			
2020-2021	On/Above	Near	Below
OVERALL	20	56	24
Numbers and Operations	39	43	19
Algebra & Algebraic Thinking	26	52	23
Measurement and Data	22	40	17
Geometry	15	51	31

3rd Grade IREADY: Math (% of Students)			
2021-2022	On/Above	Near	Below
OVERALL	26	62	11
Numbers and Operations	42	55	4
Algebra & Algebraic Thinking	42	51	8
Measurement and Data	30	53	17
Geometry	24	62	14

3rd Grade IREADY: Math (% of Students)			
2022-2023	On/Above	Near	Below
OVERALL	21	54	25
Numbers and Operations	30	54	16
Algebra & Algebraic Thinking	31	44	24
Measurement and Data	26	40	33
Geometry	18	49	34

Fourth Grade ILEARN: Math (% of Students)				
Year	Above	At	Near	Below
2018-2019	6	56	17	21
2020-2021	0	9	31	60
2021-2022	10	24	22	44
2022-2023	4	34	30	32

Fourth Grade ILEARN: Math (% of Students) Reporting Category				
Year	Reporting Category	At/Above	Near	Below
2018-2019	Algebraic Thinking and Data Analysis	14	60	25
	Computation	27	48	25
	Geometry and Measurement	19	60	21
	Number Sense	19	59	22

2020-2021	Algebraic Thinking and Data Analysis	2	36	62
	Computation	11	36	53
	Geometry and Measurement	2	33	64
	Number Sense	2	42	56
2021-2022	Algebraic Thinking and Data Analysis	16	48	36
	Computation	20	50	30
	Geometry and Measurement	8	40	52
	Number Sense	22	50	28
2021-2022	Algebraic Thinking and Data Analysis	11	59	30
	Computation	13	66	21
	Geometry and Measurement	5	57	38
	Number Sense	25	54	21

Fourth Grade IREADY: Math (% of Students)			
2018-2019	On/Above	Near	Below
OVERALL	77	13	10
Numbers and Operations	82	13	5
Algebra & Algebraic Thinking	83	10	8
Measurement and Data	64	27	10
Geometry	60	27	13

Fourth Grade IREADY: Math (% of Students)			
2020-2021	On/Above	Near	Below

OVERALL	22	56	22
Numbers and Operations	45	31	24
Algebra & Algebraic Thinking	31	47	22
Measurement and Data	42	40	17
Geometry	17	51	31

Fourth Grade IREADY: Math (% of Students)			
2021-2022	On/Above	Near	Below
OVERALL	36	37	28
Numbers and Operations	59	22	20
Algebra & Algebraic Thinking	49	24	28
Measurement and Data	39	29	32
Geometry	30	41	30

Fourth Grade IREADY: Math (% of Students)			
2022-2023	On/Above	Near	Below
OVERALL	35	56	9
Numbers and Operations	72	26	2
Algebra & Algebraic Thinking	54	35	11
Measurement and Data	30	53	17
Geometry	34	47	19

IREADY Reading % of Student Placement Distribution by Grade 2018-2019 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	80	20	0
First Grade	60	33	7
Second Grade	44	44	13
Third Grade	66	22	12
Fourth Grade	46	47	7
Overall	59	32	8

IREADY Reading % of Student Placement Distribution by Grade 2020-2021 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	84	16	0
First Grade	43	52	6
Second Grade	40	60	0
Third Grade	47	18	34
Fourth Grade	31	49	20
Overall	49	37	13

IREADY Reading % of Student Placement Distribution by Grade 2021-2022 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	84	16	0
First Grade	52	48	0

Second Grade	31	46	22
Third Grade	58	26	15
Fourth Grade	28	49	24
Overall	50	37	12

IREADY Reading % of Student Placement Distribution by Grade 2022-2023 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	77	23	0
First Grade	59	35	0
Second Grade	63	32	5
Third Grade	40	30	29
Fourth Grade	32	60	9
Overall	52	37	11

IREADY Math % of Student Placement Distribution by Grade 2018-2019 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	75	25	0
First Grade	66	33	0
Second Grade	30	59	11
Third Grade	56	35	9
Fourth Grade	77	13	10
Overall	60	34	6

IREADY Math % of Student Placement Distribution by Grade 2020-2021 (Spring)

Grade	% On and above	% Near	% Below Level
Kindergarten	71	39	0
First Grade	26	56	17
Second Grade	25	51	23
Third Grade	20	56	24
Fourth Grade	22	56	22
Overall	31	52	17

IREADY Math % of Student Placement Distribution by Grade 2021-2022 (Spring)

Grade	% On and above	% Near	% Below
Kindergarten	67	33	0
First Grade	38	63	0
Second Grade	31	45	24
Third Grade	26	62	11
Fourth Grade	36	37	28
Overall	40	47	13

IREADY Math % of Student Placement Distribution by Grade 2022-2023 (Spring)

Grade	% On and above	% Near	% Below
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Kindergarten	70	30	0
First Grade	44	54	0
Second Grade	44	46	10
Third Grade	21	54	25
Fourth Grade	35	56	9
Overall	41	49	10

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

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

School Average	5.7	3.1	4.5	3.4	4.0	3.8	5.2	
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***First Grade scores reflect one student**

***Third Grade scores reflect 4 students**

***Fourth Grade scores reflect 6 students**

Grade Average WIDA Score								
Gr.	Listening 19-20	Speaking 19-20	Reading 19-20	Writing 19-20	Oral Lang 19-20	Literacy 19-20	Comp. 19-20	Avg. Prof. Level
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	6.0	4.6	5.9	4.6	5.5	5.1	6.0	5.4
School Average	6.0	4.6	5.9	4.6	5.5	5.1	6.0	5.4

***Fourth Grade scores reflect 4 students**

Grade Average WIDA Score								
Gr.	Listening 20-21	Speaking 20-21	Reading 20-21	Writing 20-21	Oral Lang 20-21	Literacy 20-21	Comp. 20-21	Avg. Prof. Level
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4								
School Average								

***Fourth Grade scores reflect 1 student**

Grade Average WIDA Score								
Gr.	Listening 22-23	Speaking 22-23	Reading 22-23	Writing 22-23	Oral Lang 22-23	Literacy 22-23	Comp. 22-23	Avg. Prof. Level

K	1.7	1.6	1.15	1.25	1.6	1.15	1.25	1.3
1	4.5	3.5	3.03	1.43	3.8	1.96	3.56	2.3
2	5.45	3.15	4.1	2.9	3.85	3.15	4.55	3.4
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	6.0	4.6	4.5	3.7	6.0	3.8	6.0	4.7

Attendance Data

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

Attendance Percentage 2021-2022	
Grade	Average
K	85.44
1	86.78
2	89.20
3	88.38
4	88.21
School Average	87.68

Attendance Percentage 2022-2023	
Grade	Average
K	88.38
1	91.52
2	91.30

3	89.61
4	93.23
School Average	90.87

Discipline Data

Using Restorative practices, PBIS framework, and mindful practices, the number of suspensions, both in school and out, were reduced significantly during the 2017-2018 school year. Continuing to find ways to reduce suspensions in order to help students achieve greater success is a priority in the current plan. This year's plan focuses on reducing the number of student suspensions.

# of Discipline Referrals by Type				
Incidents	2019-2020	2020-2021	2021-2022	2022-2023
Disrespect to peers	19	2	19	2
Disruptive Behaviors	99	11	63	103
Hands and Feet	126	10	111	163
Bus	47	4	20	15
Miscellaneous	22	3	45	43
Physical Aggression	11	4	2	9
Verbal Aggression	43	1	32	48
Disrespect to Staff	28	5	35	55
Refuses Direction	30	3	35	68
Total	486	50	418	506

****Note: 2020-2021 shows data from students were in building since February 2021**

# of Discipline Referrals by Action	
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Action	2019-2020	2020-2021	2021-2022	2022-2023
Cool Down Break	139	2	110	70
Lunch Detention	228	19	211	374
ISS	16	1	8	37
OSS	24	4	22	71
Recess Detention	5	8	3	61
Bus Suspension	46	4	21	19

# of Students w/ ISS and OSS		
Grade	2021-2022	2022-2023
Kg	7	5
1st	0	4
2nd	3	0
3rd	4	18
4th	6	18

An analysis of 2022-2023 data led to the following observations and conclusions:

Successes

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

Areas of Weakness

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

Root Causes

- Low rigor
- Learning new Reading curriculum
- Implementation of several resources

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

- Common Formative Assessment analysis bi-weekly
- Common performance tasks in Math and ELA
- Ensure every student is meeting minimum number of iReady software pathway minutes each week in Math and ELA
- Creative teaming in grades K, 2 & 3

Focus Area: English/Language Arts

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2024 MEASURABLE OUTCOME: 70% of students in grades K-4 will score on or above grade level by the third i-Ready diagnostic assessment.				
Focus Area	i-Ready ELA Growth			
Root Cause	Based on ELA data, historical data shows that there has been a lack of data to drive instruction or high yield strategies.			
Data Based Rationale	<ul style="list-style-type: none"> 2022-2023; 52% of K-4 students scored on or above grade level as assessed by i-Ready diagnostic. 			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Video PD will be provided by the Instructional coaches for teachers to view.	Administrator Instructional Coach	Data for the scale rating will increase in iObservation	Monthly
Marzano Evaluation Tool has been altered to focus on High Yield Strategies.	Focused evaluations will include specific high yield strategies.	Administrator	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly

Data Meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data and growth	Teachers, coach, administrator	Small group and differentiated instruction.	Monthly
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Focus Area: Mathematics

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.		
June 2023 MEASURABLE OUTCOME: MEASURABLE OUTCOME: 70% of students in grades K-4 will score on or above grade level by the third i-Ready diagnostic assessment.		
Focus Area	i-Ready Math Growth	
Root Cause	Based on Math data, historical data shows that there has been a lack of growth due to no fidelity in curriculum instruction.	
Data Based Rationale	<ul style="list-style-type: none"> 2022-2023; 41% of K-4 students scored on or above grade level as assessed by i-Ready diagnostic. 	
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 observation and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk	
Professional Development Plan		

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Video PD will be provided by the Instructional coaches for teachers to view.	Administrator Instructional Coach	Data for the scale rating will increase in iObservation	Monthly
Marzano Evaluation Tool has been altered to a new Focused model	Focused evaluations will include specific high yield strategies.	Administrator	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data and growth	Teachers, coach, administrator	Small group and differentiated instruction.	Monthly

Focus Area: Attendance

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2023 MEASURABLE OUTCOME: If Miller Elementary School consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols, then Miller students will achieve a 96% plus attendance rate.				
June 2023 MEASURABLE OUTCOME				
Focus Area	Attendance			
Root Cause	A targeted population of students exhibit chronic absenteeism.			
Data Based Rationale	In the 2022-2023 School year, Miller Elementary School had an average of 90.87%.			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: The Merrillville School Corporation attendance/truancy policy Merrillville Truancy Court	Core Component (if applicable) <input checked="" type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Run attendance data weekly and analyze unexcused absences and tardies	Each Friday team will meet to analyze student absences and tardies.	Administrator Dean Social Worker	Consistency and running reports and analysis of data.	Weekly

Following MCSC truancy program with fidelity	Parent contact will be made prior to 5 unexcused absences/tardies. Letters will be sent home at 5 and 9 days of unexcused attendance. After 9 days, parents will receive notice to attend truancy court.	Attendance secretary, social worker, administrator	Documentation of letters and conferences.	Weekly
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Focus Area: Behavior

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2023 MEASURABLE OUTCOME: The number of students in K-4 receiving ISS/OSS will decrease by 5%.				
Focus Area	Behavior			
Root Cause	A substantial number of students are receiving ISS/OSS referrals due to extreme behaviors.			
Data Based Rationale	2022-2023 19% of students received at least 1 ISS/OSS.			
Research-Based Goal	The school community supports a safe, orderly, and equitable learning environment.			
Evidence-Based Intervention	Description: The implementation of Trauma/Brain strategies, restorative practices, PBIS, and targeted interventions (Tier 3).	Core Component (if applicable) <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Focused PD on how stress and trauma impact the brain and restorative practices.	<ul style="list-style-type: none"> Admin Social Workers Brain Trauma trainers 	Data from observations and walk-thrus of strategies being used. Reduction in behavior referrals.	monthly
Monitor Discipline	PBIS committee meets monthly to	<ul style="list-style-type: none"> PBIS team Admin 	Meeting notes Discipline data	monthly

referrals and provide interventions (PBIS Tier 2)	look at data and determine school needs	<ul style="list-style-type: none"> • Social Workers 		
Parent Information	Provide information to parents relevant to student behavior and development	<ul style="list-style-type: none"> • PBIS • Admin • Social Workers 	Information copies	monthly

Highly Qualified Paraprofessionals Information

<u>HQ Information</u>	<u>Name</u>	<u>Position</u>	<u>Hire Date</u>
ParaPro	Reese-Taylor	Title I Reading Aide	1/7/19
Associate Degree	Brown, LaNette	Title I Reading Aide	1/4/16
ParaPro	Faught, Eileen	Title I Reading Aide	8/16/17
ParaPro	Sanford, Alicia	Library Aide	5/2/19
ParaPro	Fles, Denise	Behavior Aide	5/2/19

Highly Qualified Teacher Information

LAST NAME	FIRST NAME	LICENSE SUBJECT	GRADE LEVEL	EXP. DATE	License #	DEG LEVEL	ASSIGNMENT
Naspinski	Kimberly	general elementary; reading (minor)	1-6; 7/8 nd	5/19/2026	1462929	BACH +15	GRADE 4
Harpp	Nolyn	general elementary	K-6	6/4/2024	10283179	BACH	GRADE 3
Humpfer	Melissa	general elementary	K-6	6/7/2024	10168401	BACH	GRADE 3
Gunther	Amber	early childhood	P-3	9/11/2023	102153515	MAST	GRADE 1
Rosinski (Jalk)	Patricia	general elementary 1-6 7/8 nd; (learning disabled k-12; MiMH minor k-12) (kdg endors)(driver/traffic/safe ed endors 9-12)	1-6,7/8 nd	2/14/2027	1455568	BACH+ 36	FD KDG
Curry	Michelle	Kg endors. Gen elem. MI Interv, Building Level admin	1-6; 7/8 nd K	5/29/2026	10292460	MAST	Dean
Cuipak	Maureen	Visual Arts	k-12	1/26/2024	1612837	BACH	ART
Williams	Ebony	General Elementary	K-6	6/30/2024	1407337	BACH	Grade 2
Sanders	Jacqueline	general elementary 1-6 7/8 non departmental kdg endorsement	1-6/78	9/15/2025	10226916	BACH	Grade 3
Govert	Denise	general elementary 1-6 7/8 non departmental kdg endorsement	1-6 7/8 nd	5/9/2027	1335105	BACH+ 36	FD KDG

Barsich	Heather	General Elementary 1-6 7/8nd learning disabled (minor K-12)	1-6,7/8 nd	5/17/2027	1538388	Masters	GRADE 4
Anderson	Allision	General Elementary 1-6 7/8 nd	1-6 7/8nd	2/25/2025	1577966	BACH	GRADE 2
Velasquez	Eileen	Elementary, Intermediate Primary Generalist	elementary/int	5/21/2027	1576219	BACH	GRADE KDG
Ducre	Lenore	General Elementary 1-6 7/8 nd	1-6 7/8 nd	2/20/2025	1573389	BACH	GRADE 1
Pulphus	JoAnn	Preschool Generalist, Elementary, Intermediate Primary Generalist	Pre/ele/int	7/14/2026	1578432	BACH	GRADE 4
Decker	Erin	General Elementary 1-6 7/8 nd Reading 9/21/2015	1-6 7/8nd	7/10/2025	1574415	BACH	GRADE 2
Kelly	Kaitlyn	Instructional Initial Practitioner	K-6	7/1/2024	1525779	BACH	GRADE 1
White	Teresa	Rules 46-47 General Elementary/Reading	1-6 7/8 non dept	5/27/2026	1429346	BACH	Title I
O'Mahoney	Stephanie	Vocal/General/Instrumental Music REPA	P-12	5/4/2020	10164466	Bachelor	Music

Professional Development

Merrillville Community School Corporation (MCSC) is devoting professional development programs in support of data driven decision making in order to drive curriculum and instructional decision making with alignment of all systems. This work will support the implementation of data driven decision making at the classroom, school and district levels. This work will drive curriculum and instructional alignment.

Miller Professional Development Calendar 2023-24

8/29/23	Building Level PD
9/12/23	½ Building Level PD ½ Corporation PD-K-12 Articulation
10/10/23	½ Building Level PD ½ Corporation Level(Curriculum Support)
11/7/23	All Employees job embedded PD
12/12/23	Building Level PD
1/9/24	½ Building Level PD ½ Corporation Level(Curriculum Support)
2/13/24	Building Level PD
3/12/24	Building Level PD
4/9/24	Building Level PD
5/7/24	All Employees job embedded PD

Plan to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers
- Providing opportunities for observing and student teaching placements
- Advertising in local and national publications.

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

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

District Teacher Mentoring Program

Teachers new to the Merrillville School Corporation are assigned a mentor and attend mentor training designed and presented by the Northwest Indiana Educational Service Center. The Mentor program is a two-year program that prepares individuals to meet certification requirements in the State of Indiana. A portfolio, from the individual's content area, is one of the culminating requirements of the program. In addition, all teachers are involved in professional development sessions utilizing a positive behavior in schools (PBIS) approach to support instructional efforts.

Teacher Mentoring Program

The Miller administrators meet with the teachers monthly from 1:05-3:05 pm to provide professional development opportunities and strategies for instructional improvements and promoting positive culture and relationships. Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional opportunities for in-school mentoring include working with the school's coach. If required, release time is provided for new teachers to observe grade level and/or reading staff.

Miller's Parental Participation

Although parents are a vital asset to any school, parent involvement at Miller has diminished over the past years as evidenced by the number of parents actively participating in P.T.O. and volunteering at school. This may be partially due to the increase in single parent households, working parents, and a high mobility rate. The majority of parents/guardians do support Parent-Teacher Conferences, Open Houses, music programs, and school-wide activities. A very small but active P.T.O. plans and coordinates activities to enhance the educational experience for Miller students. These include:

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

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

Additional Parental Activities

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

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

- Open House/Back to School Night - Parents are invited to learn about daily routines and expectations in their child's classroom. This takes place at the beginning of the school year.
- Title I Annual Meetings - Meetings offered at three times of the day will be held no later than October 1st of each school year. In addition to being informed of Miller school's participation in Title I and family's rights to be involved, families will receive written information about the Title I Program that includes:
 - Information about Title I programs such as an explanation of the selection process and samples of tests used to determine eligibility for Title I service
 - A description and examples of the curriculum and materials used to improve reading and math skills
 - Forms of academic assessment used to measure student progress and how schools are identified for improvement
 - Clarification of proficiency levels students are expected to meet
 - Family rights to request meetings to participate in decisions relating to the education of their child
 - Online resources & support at <http://www.mvsc.k12.in.us/titlei>
- A Title I Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Math Facts, Technology & Internet Resources
- Parent Volunteers* - Parents volunteer for field trips, class projects/centers in the classroom, Field Day, PTO sponsored events. *Parents and volunteers must now go through criminal history/background check participation.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via Miller's [website](#), parents receive communication via Skyward, school messenger, and our Homework Hotline.

Parental Notification of Individual Academic Assessment Results

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of IREAD-3/ILEARN results will be sent to each student's home
- An optional parent conference regarding results will be offered to any parents needing further explanation.
- November Parent/Teacher Conferences
- All parents have access to Skyward. This electronic record contains all students' data in real time and can be checked by a parent.

- In the SWP parents are encouraged to be actively involved to improve Language Arts and Math achievement for their children.

Parental Involvement in Revision of the Schoolwide Plan

- Parents will be informed in the fall of the plan, through a school brochure. New parents will be given the brochure as they arrive to our school. Information will be provided to parents in their language.
- Parents will be continuously informed of our school's progress of the plan at PTO meetings throughout the school year.
- Parents will complete a parent survey at the end of the school year, to help us assess the current plan. The results of the survey will contribute to revisions we make in the plan for the next school year.
- Parents will be invited to a Spring Parent Input Meeting to discuss parent input. At this meeting, an agenda will be created to outline the step by step review of the schoolwide plan. Sign in sheets will be collected as a record of parent attendance and minutes will be taken to document participation.

Pre-K to K and 4th to 5th Grade Transition Plans

Students who are transitioning from PreK to K are afforded:

- The opportunity to visit their new school.
- Transition conferences are held for SPED students who are transitioning to Kindergarten.
- Miller holds Kindergarten Round-Up and Parent/Student Orientation days.
- At registration, families receive a *Kindergarten Welcome Packet* containing educational resources and supplies to help prepare their child for Kindergarten.
- Head Start and area preschools are invited to participate in Kindergarten Round-up and to set up transition meetings with the Kindergarten teachers.
- A representative from the district presents at monthly Head Start Parent University events to provide training and distribute educational resources and supplies to help prepare children for Kindergarten.
- We have a standard process for the transferring of information in the cumulative folders between levels.

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

- The 4th grade students are visited virtually by Merrillville Intermediate School administrators in the Spring.
- An informational letter written by a Merrillville Intermediate student
- Fourth grade students are identified for ELL, G/T and SPED programs prior to the transition to Merrillville Intermediate School.
- Parents are informed of the curricular and co-curricular offerings at Merrillville Intermediate School.

- We have a standard process for the transferring of information in the cumulative folders between levels.
- Back to school orientation is held in the summer prior to the school session.

Opportunities for Staff to be Included in Assessment Decisions

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

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

Local Programs

Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title 1 funding will be used to supplement staffing needs by providing a Title I teacher and paraprofessionals. The Title I funded teacher and paraprofessionals provide small group learning opportunities in the areas of math and reading during the school day. Title 1 funds are used to extend learning opportunities including tutoring and/or summer programming. Funding will also be used to provide transportation for our extended time learning activities. Title 1 funding will be used to supplement school family involvement activities.

State Programs

School Improvement Grants and Technology grants align with our Title 1 funds. The money received from these state grants will be used to provide professional development for high leverage instructional practices as well as using technology to implement those strategies in the classroom.

Federal Programs

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

Curriculum Location and Description

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

Merrillville Community School Corporation: Kindergarten through Fourth Grade

Kindergarten:

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

Grades One through Grade 4

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

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

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

Assessment Instruments

- ILEARN will be in place this year, replacing ISTEP+. This state-wide assessment is given once a year to measure student progress on the Indiana State Standards for grades 3-4.
- IREAD3 is a state-wide assessment given in March to all 3rd grade students. There is a summer assessment for students not passing the March assessment.
- Second grade students have opted to take the IREAD-3 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.
- Running Records are used to determine individual reading levels. (Fountas and Pinnell).
- Common Formative Assessments are district math tests designed for students to take at the end of each quarter.

Include Needs of All Learners

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

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

Students in grades K-4 are placed in appropriate instructional situations. Northwest Indiana Special Education Cooperative, or NISEC, is a special education cooperative sponsored Merrillville Community Schools and other surrounding school corporations. NISEC is responsible for meeting the provisions of IDEA and Indiana Rule Article 8, which deal with the education of students with disabilities. This includes administering, supervising, coordinating, and providing special services for all children in the Northwest Indiana area, including the students of Miller Elementary School.

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

EL staff work in conjunction with classroom teachers to support English Language Learners as they work toward meeting goals set forth in their Individual learning Plan (ILP). Small group pull

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

Safe and Disciplined Learning Environment

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

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

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

PBIS Team Members Secondary/Universal:

Jennifer Griffin.	Patricia Rosinski	Kaitlyn Kelly	Erin Decker	Nolyn Harpp
Heather Barsich	Stephanie O'Mahoney	Denise Govert	Lenore Ducre'	
Allison Anderson	Kim Naspinski	Mark Blank	Nancy Fleming	

Technology as a Learning Tool

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

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

Currently each teacher is provided with a laptop equipped with Windows 2010 Professional, Internet access, and e-mail as well as an ipad and a laptop. Each teacher also has a password-protected folder located on the school corporation main server.

Cultural Competency

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

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

Our cultural competency goals are as follows:

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

Appendix



The Merrillville Community School Corporation and the families of the Miller students participating in activities, services, and programs funded by Title I and Every Student Succeeds Act (ESSA), agree that this compact outlines how the families, the entire school staff, and the students will work together to improve student academic achievement. It is also understood that this compact indicates how the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

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

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

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

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

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

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

4. Provide parents reasonable access to staff

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

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

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

Suggested Family Involvement

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

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

Suggestions for the Student

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

4. Work hard and cooperate with teachers while in school

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

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

Miller Elementary School Family Involvement Policy



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

- ❖ Annual morning and evening meetings, held no later than October 1st of each school year. In addition to being informed of Miller school's participation in Title I and family's rights to be involved, they will receive

written information about the Title I Reading and/or Math Program that includes:

- 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 services
 - o A description and examples of the curriculum and materials used to improve reading and/or 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 Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following: Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Technology & Internet Resources, Math Skills and Strategies.
- ❖ A Parent Teacher Conference **where Title I teachers are available to explain how to monitor student progress and understand the Title 1 report.** Suggestions will be provided to help families improve academic achievement of their children. Individual student information is also available throughout the school year from the Miller Reading Specialist, Mrs. Terri White through email twhite@mvsc.k12.in.us or phone 219-650-5303 x 6327.
- ❖ A Spring Family Input Meeting, held no later than May 1st of each school year. This meeting will provide families with an opportunity to assist in the planning, review and improvement of the Title I program for the next school year. Family suggestions will also be used to determine how the Title I staff can provide useful resources in a format and language that parents can understand.

- ❖ Use of the Title I Family Library. These resources will provide families ways to work with their children at home. Available materials cover the following areas: Phonics, Vocabulary Comprehension and Fluency.

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

- ❖ Staff training in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school.
- ❖ Coordinating and integrating family involvement strategies under Title I with strategies under other programs such as Head Start, Reading First, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.
- ❖ Other reasonable support for family involvement activities as families may request.

All children and youth in foster care are categorically eligible for Title I, whether or not they live in a Title I, Part A school attendance area, attend a Title I school, or meet the academic standards required for eligibility.

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

Title I Status

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

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

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

Responsibilities of the School, the LEA, and the SEA

Responsibilities of the School

The school, Miller Elementary, will be responsible for arranging meetings with school staff, parents and the LEA to review and revise the School Improvement Plan. The school will also be responsible for implementing all aspects of the plan.

Responsibilities of the LEA

The LEA will provide feedback on the Miller's School Improvement Plan. The review process will include completion of the Schoolwide Plan Components Checklist. Guidance will be given to the principal and staff to ensure full implementation of the school improvement plan. The LEA will provide assistance to the Principal and Staff of Miller by providing sufficient Title I funds received through the SEA.

Responsibilities of the SEA

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

District Documentation



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

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

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Corporation Number	4600
Corporation Name	Merrillville Community School Corporation

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Nicholas G. Brown, Ed.S.
Superintendent Signature	
Date Signed	August 30, 2023

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Kristina L. Shultz
Exclusive Representative Signature	
Date Signed	August 30, 2023

This signed form should be kept on file at the district office AND copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

