

**2018 - 2019
Strategic and Continuous
Title I School-Wide Program
School Improvement and Achievement Plan**

**North Side Elementary
400 East McDonald Street
Hartford City, IN 47348**

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School Number: 0494

School Corporation Number: 0515

Kevin Biddle
Principal

Chad Yencer
Superintendent

Phil Jones
School Board President

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2018-2019 School Improvement Committee Members

| Member | Affiliation | Signature |
|-------------------|-------------------------------|-----------------------------|
| Dr. Kevin Biddle | Principal | <i>Kevin Biddle, Ph.D.</i> |
| Lisa Dillon | Parent | <i>Lisa Dillon</i> |
| Casey Lenz | Instructional Assistant | <i>Casey Lenz</i> |
| Michelle Lochner | 5 th Grade Teacher | <i>Michelle Lochner</i> |
| Sheri McDonald | Speech-Language Pathologist | <i>Sheri McDonald</i> |
| Rev. Tom Parsons | Community Member | <i>Tom Parsons</i> |
| Jenelle Romo | 4 th Grade Teacher | No longer employed with BCS |
| Michelle Schuller | Literacy Coach | <i>Michelle Schuller</i> |
| Kari Crouse | Literacy Interventionist | <i>Kari Crouse</i> |

Title 1 School-Wide Planning Team

| Member | Affiliation | Signature |
|-------------------|-------------------------------|--------------------------|
| Dr. Kevin Biddle | Principal | <i>Kevin Biddle</i> |
| Michelle Lochner | 5 th Grade Teacher | <i>Michelle Lochner</i> |
| Sheri McDonald | Speech-Language Pathologist | <i>Sheri McDonald</i> |
| Michelle Schuller | Literacy Coach | <i>Michelle Schuller</i> |

Northside School Vision

The Northside School community believes that all students should be challenged to reach excellence academically, physically, and socially within a safe, nurturing environment. Through quality instruction, communication, and technology, students will be encouraged to become self-directed life learners, and contributing members of an ever-changing society. Learning gives us power to shape the future.

Northside School Mission

Turning today's learners into tomorrow's leaders through excellence.

Northside School Pledge

I pledge today to do my best
In reading, math and all the rest
I promise to obey the rules
In my class and in my school
I am here to learn all I can
To try my best and be all I am
I will be respectful, responsible, cooperative and kind
Northside Bears are the best you'll find!

Behavior Framework

S- Self-Control
T-Task Oriented
A-Attitude
R-Respect

Part 1-Introduction

The Northside Elementary community believes that all students should be challenged to perform at their optimum potential academically, physically, and socially within a safe, nurturing environment. Through effective communication, students will be encouraged to become self-directed lifelong learners and contributing members of an ever-changing society.

Northside Elementary is an intermediate elementary school housing grades three, four, five and six. Grade three has four self-contained classrooms. Grade four, five and six are departmentalized. There are four sections of fourth grade students, four sections of fifth grade, and four sections of sixth grade. Students attend forty-five minutes of physical education, music, art, computer instruction and library each week as well as a thirty minute recess daily. Grade six students also have band and choir. Northside has an average of 25 students per general classroom.

During the 2017-2018 school year, the Northside student body consisted of 286 students. There were 263 White students, 12 Hispanic students, and 11 multiracial students. Forty point two percent of the students received paid lunches (115 students) while 59.7% receive free/reduced (144 received free lunches and 27 received reduced lunches).

All grade levels are composed of licensed elementary teachers who have developed in-depth units in their respective areas of interest. All the classroom teachers in grades three through six follow curriculum guidelines that were coordinated and aligned to the Indiana College and Career Readiness Standards under the guidance of the corporation's curriculum director. All language teachers use the Reader's Workshop and Writer's Workshop approach and integrate the 6 Traits of writing with professional development provided by Kristina Smekens. Language Arts periods are a minimum of 90 minutes long.

Northside Elementary School is an 8-Step School. Decision making concerning instruction is largely based on data from 3-week assessments. Regular test talks are held with students to discuss performance and goals. Learning log meetings with grade level teams, literacy coach and principal take place every 3 weeks. Tutorial support and enrichment for students are designed and implemented based on this data in daily SUCCESS classes.

Students at all grade levels have access to and are instructed using leveled reading resources. NWEA, and ISTEP data gathered last spring is available to teachers to plan differentiated instruction to all students. The Junior Great Books program is offered to students at all grade levels identified as high ability.

The math curriculum has been aligned to the Indiana College and Career Readiness Standards and supplemented by the grade level teachers under the supervision of the corporation curriculum director. The third and fourth grade use the Saxon Math series as a resource. The fifth grade uses a teacher created curriculum aligned to the State Standards that is reviewed and revised annually by teachers. ALEKS Math is also used as a supplemental program for High Ability classes and IXL is used as a supplemental program for all grades. The sixth grade math teacher uses the Glencoe math series as a resource.

The health and social studies curriculum is also aligned to the Indiana College and Career Readiness Standards. Science utilizes ISTEM program. State adopted textbooks are used as resources at grades three through six. Grade level teachers, under the supervision of the corporation curriculum director, wrote the curriculum. Truth about Drugs is a program for 6th grade science/health led by the Chief of Police.

Northside Elementary has had many successes to celebrate. Opportunities are taken to have special days to highlight successes. Successes are advertised on posters, social media, in newsletters and on the school website. Announcements are shared with students via WNES. Information is sent to the local newspaper.

Additional Programs and Services

In addition to the regular curriculum, several academic clubs are available after school. These include sixth grade choir, folkdance, science club, and social studies club. Choir and band are available to sixth grade students during the school day. Students may participate in the local and regional Spelling Bee and National Geography Bee. Students can search and reserve school library books online. Parents can monitor student grades on Skyward. A robotics team and coding club are recent additions to the available clubs Northside students have the opportunity to participate.

Junior Great Books curriculum is used with students from all four grade levels who have been identified as high ability. Acuity math tutorials and Study Island are available to supplement core math instruction. IXL is used by the 6th grade. Identified high ability students are provided accelerated curriculum.

A social worker serves all students at Northside and addresses personal/social and academic issues as needed or requested. The social worker is available for individual and small group counseling and also presents classroom character education lessons. Staff and parents may make referrals and students may self-refer. The social worker collaborates with area agencies and organizations to link students and parents with outside services. Career information is also provided by the Social Worker. The social worker coordinates Kids Hope USA, an adult mentor program that provides support for referred Northside students.

A copy of the curriculum and school improvement plans are available for public inspection upon request in the school office and can be viewed on the school website.

Northside has a full-time resource teacher to work with students identified as special needs. One speech-language pathologist is available to work with students identified as having speech and/or language impairments.

Northside Elementary provides services for students identified as being high ability based on the following Blackford County Schools procedures.



Blackford Co. Schools High Ability Identification Procedures

Students will be identified in kindergarten and in 2nd grade. Sixth grade scores will be used to determine continued eligibility.

The screening will consist of multiple inputs

- CogAT 7 assessment
- NWEA MAP assessment
- Classroom grades/ Teacher recommendation
- Parent inventory (If requested by parent or teacher)

The High Ability Selection Committee will select students identified as high ability based on the results of the above inputs.

Kindergarten

- CogAT 7 Cut Score 97%tile (additional data considered if just below)
- Committee review of teacher recommendation based on classroom work
- Committee review of parent inventory if requested by teacher or parent

2nd Grade

- CogAT 7 Cut Score 97%tile (additional data considered if just below)
- NWEA Cut Score TBA

6th Grade

- NWEA Cut Score TBA

The High Ability Selection Committee will consist of administrators, the district school psychologist, and the district high ability coordinator.

Parents may appeal the committee's decision. The District's School Psychologist will retest using an alternative assessment with these students and share the results to the committee in the case of a parent appeal.

NWEA testing will be used to track the progress of identified high ability students.

Component 1-Comprehensive Needs Assessment

| Grade Level | Assessments |
|--------------|---|
| Third Grade | <ul style="list-style-type: none"> • ILEARN Language Arts and Math • NWEA • Teacher created benchmark assessments • Textbook assessments ● 8-Step 3-week assessments ● I-READ |
| Fourth Grade | <ul style="list-style-type: none"> • ILEARN Language Arts and Math • NWEA • Teacher created benchmark assessments • Textbook assessments ● 8-Step 3-week assessments |
| Fifth Grade | <ul style="list-style-type: none"> • ILEARN Language Arts and Math • NWEA • Teacher created benchmark assessments • Textbook assessments ● 8-Step 3-week assessments |
| Sixth Grade | <ul style="list-style-type: none"> • ILEARN Language Arts and Math • NWEA • Teacher created benchmark assessments • Textbook assessments ● 8-Step 3-week assessments |

District Wide Assessments:

ILEARN is the assessment that measures the academic performance of students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ILEARN student results are used as primary performance indicators for continuous school improvement.

IREAD-3 is the assessment that measures foundational reading standards to Grade 3 students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010).

I AM is the summative accountability assessment for students with severe cognitive disabilities in grades 3-8 and 10.

NWEA measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

Formative Assessments:

NWEA measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.




STUDY ISLAND helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement




DISTRICT CREATED 8-STEP ASSESSMENTS are district created short (8-12 questions) pre and post quizzes to measure the mastery of the learning targets that are reported on at learning log meetings.




ALEKS Assessment and LEarning in KNowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.

IXL has math skills that are aligned to the Indiana Academic Standards and the Foundations to Indiana Academic Standards, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, teachers can easily find unlimited practice problems specifically tailored to each required standard. IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow teachers to quickly evaluate student aptitude and identify trouble spots.

NWEA MAP DATA 2017-2018

|  NORTHSIDE ELEMENTARY SCHOOL NWEA MAP TEST  | | | |
|--|------------|------------|------------|
| % PASSING MATH | | | |
|  | FALL | WINTER | SPRING |
| FOURTH GRADE | 66% | 80% | 81% |
| FIFTH GRADE | 65% | 68% | 71% |
| SIXTH GRADE | 74% | 82% | 90% |

|  NORTHSIDE ELEMENTARY SCHOOL NWEA MAP TEST  | | | |
|--|------------|------------|------------|
| % PASSING READING | | | |
|  | FALL | WINTER | SPRING |
| FOURTH GRADE | 73% | 72% | 76% |
| FIFTH GRADE | 59% | 68% | 82% |
| SIXTH GRADE | 68% | 76% | 77% |

|  NORTHSIDE ELEMENTARY SCHOOL NWEA MAP TEST  | | | |
|--|------------|------------|------------|
| % PASSING LANGUAGE | | | |
|  | FALL | WINTER | SPRING |
| FOURTH GRADE | 63% | 68% | 89% |
| FIFTH GRADE | 61% | 73% | 73% |
| SIXTH GRADE | 74% | 89% | 77% |

Historical Overview ISTEP Results

Percent of students passing Math

| | Math 14 | Math 15 | Math 16 | Math 17 | Math 18 |
|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 3rd | | | | | |
| 4th | 85 | 67 | 75 | 72 | 74 |
| 5th | 92 | 75 | 76 | 69 | 69 |
| 6th | 95 | 78 | 84 | 85 | 86 |

Percent of students passing English/Language Arts

| | ELA 14 | ELA 15 | ELA 16 | ELA 17 | ELA 18 |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 3rd | | | | | |
| 4th | 86 | 67 | 77 | 55 | 66 |
| 5th | 81 | 61 | 48 | 58 | 75 |
| 6th | 83 | 66 | 72 | 57 | 71 |

Percent of students passing Science

| | Science 14 | Science 15 | Science 16 | Science 17 | Science 18 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4th | 76 | 77 | 73 | 55 | 48 |
| 5th | NA | NA | NA | NA | NA |
| 6th | 81 | 69 | 73 | 59 | 70 |

Percent of students passing Social Studies

| | SS 14 | SS 15 | SS 16 | SS 17 | SS 18 |
|-----------------------|------------------|------------------|------------------|------------------|------------------|
| 4th | NA | NA | NA | NA | NA |
| 5th | 87 | NA | NA | 63 | 72 |
| 6th | NA | NA | NA | NA | NA |

Historical Overview ISTEP Results Language Arts

4th Grade Percent Passing Language Arts

| Grade 4 | Free/Reduced | Paid | | Male | Female |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 82% (51) | 92% (35) | | | |
| 2014-2015 | 52% | 88% | | 56% | 79% |
| 2015-2016 | 69% (43) | 87% (39) | | | |
| 2016-2017 | 44% (24) | 76% (25) | | 55% (26) | 56% (25) |
| 2017-2018 | 62% (47) | 70% (44) | | 60% (42) | 71% (49) |

5th Grade Percent Passing Language Arts

| Grade 5 | Free/Reduced | Paid | | Male | Female |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 79% (56) | 92% (35) | | | |
| 2014-2015 | 59% | 64% | | 54% | 68% |
| 2015-2016 | 37% (19) | 70% (19) | | | |
| 2016-2017 | 54% (32) | 63% (29) | | 55% (29) | 62% (32) |
| 2017-2018 | 71% (58) | 85% (32) | | 76% (47) | 74% (43) |

6th Grade Percent Passing Language Arts

| Grade 6 | Free/Reduced | Paid | | Males | Females |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 79% (56) | 88% (50) | | | |
| 2014-2015 | 63% | 68% | | 60% | 71% |
| 2015-2016 | 69% (45) | 77% (27) | | | |
| 2016-2017 | 47% (26) | 77% (23) | | 44% (20) | 71% (29) |
| 2017-2018 | 66% (55) | 80% (40) | | 72% (50) | 71% (45) |

Historical Overview ISTEP Results Math

4th Grade Percent Passing Math

| Grade 4 | Free/Reduced | Paid | | Males | Females |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 91% (50) | 95% (35) | | | |
| 2014-2015 | 69% | 85% | | 74% | 76% |
| 2015-2016 | 67% (35) | 93% (25) | | | |
| 2016-2017 | 64% (35) | 91% (30) | | 79% (37) | 67% (30) |
| 2017-2018 | 70% (47) | 77% (44) | | 74% (42) | 73% (49) |

5th Grade Percent Passing Math

| Grade 5 | Free/Reduced | Paid | | Males | Females |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 91% (50) | 95% (35) | | | |
| 2014-2015 | 69% | 85% | | 74% | 76% |
| 2015-2016 | 67% (35) | 93% (25) | | | |
| 2016-2017 | 64% (35) | 91% (30) | | 79% (37) | 67% (30) |
| 2017-2018 | 62% (58) | 82% (32) | | 72% (47) | 65% (43) |

6th Grade Percent Passing Math

| Grade 6 | Free/Reduced | Paid | | Males | Females |
|-----------|--------------|----------|--|----------|----------|
| 2013-2014 | 94% (66) | 95% (55) | | | |
| 2014-2015 | 75% | 82% | | 79% | 77% |
| 2015-2016 | 80% (52) | 91% (32) | | | |
| 2016-2017 | 82% (46) | 93% (28) | | 87% (39) | 83% (35) |
| 2017-2018 | 84% (55) | 90% (40) | | 88% (50) | 85% (45) |

2016-2017 Report Card

B

Letter Grade

North Side Elementary School

North Side Elementary School received a B as its final letter grade for school accountability.

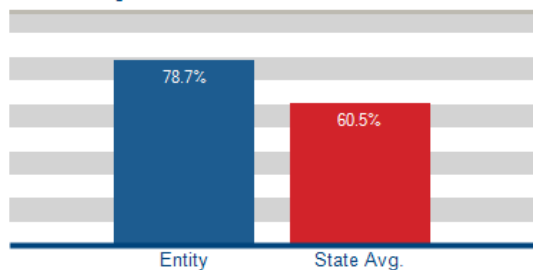
Overall Summary

| | Points | Weight | Weighted Points |
|-----------------------------------|--------|--------|-----------------|
| Performance Domain Grades 3-8 | 69.60 | 0.500 | 34.80 |
| Performance Domain Grade 10 | 0.00 | 0.000 | 0.00 |
| Growth Domain Grade 4-8 | 99.90 | 0.500 | 49.95 |
| Growth Domain Grade 9-12 | 0.00 | 0.000 | 0.00 |
| Multiple Measures Domain Grade 12 | 0.00 | 0.000 | 0.00 |
| Overall points | | | 84.8 |
| Overall grade | | | B |

Student Performance

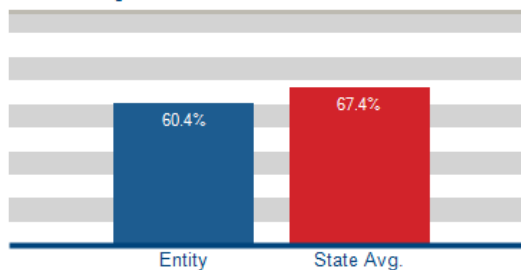
Mathematics

Percent Passing



English/Language Arts

Percent Passing



Performance Domain

Mathematics

78.7% of students passed the assessment.
This rate is **above** the state average.
98.6% of students participated in the assessment.

English/Language Arts

60.4% of students passed the assessment.
This rate is **below** the state average.
97.6% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

114.9 points for Top 75% Growth
111.2 points for Bottom 25% Growth
113.1 points for Growth

English/Language Arts

89.1 points for Top 75% Growth
84.1 points for Bottom 25% Growth.
86.6 points for Growth

Additional Data Enrollment Trends

(Most recent data available on IDOE website)

Attendance By Grade

| Grade | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------|---------|---------|---------|---------|---------|---------|---------|
| Grade 4 | 96.7% | 97.0% | 95.3% | 96.2% | 96.5% | 96.9% | 96.6% |
| Grade 5 | 96.1% | 97.0% | 96.5% | 96.5% | 95.9% | 96.6% | 96.6% |
| Grade 6 | 96.6% | 96.0% | 97.3% | 96.4% | 96.1% | 96.0% | 96.2% |
| All Grades | 96.4% | 96.7% | 96.4% | 96.4% | 96.1% | 96.5% | 96.5% |

Enrollment By Grade

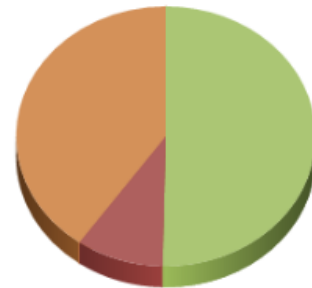
| Grade | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|---------|---------|
| Grade 4 | 109 | 82 | 103 | 94 | 92 |
| Grade 5 | 96 | 108 | 79 | 102 | 90 |
| Grade 6 | 133 | 95 | 103 | 84 | 104 |
| Total Enrollment | 338 | 285 | 285 | 280 | 286 |

Enrollment 2017-18 by Ethnicity



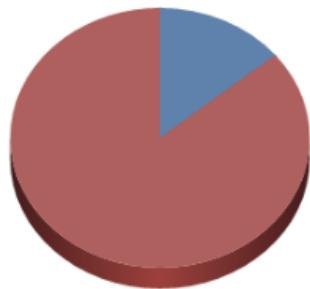
Hispanic White Multiracial

Enrollment 2017-18 by Free/Reduced Price Meals



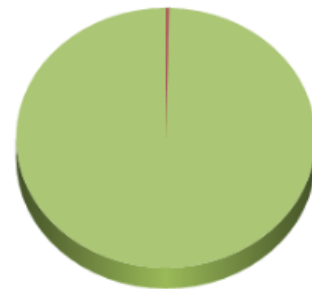
Free meals Reduced price meals Paid meals

Enrollment 2017-18 by Special Education



Special Education General Education

Enrollment 2017-18 by English Language Learners



English Language Learner Non-English Language Learner

Enrollment Trends

| | Females | Males | Total Enrollment |
|-------|---------|-------|------------------|
| 17/18 | 147 | 144 | 291 |
| 16/17 | 142 | 140 | 282 |
| 15/16 | 139 | 147 | 286 |
| 14/15 | 141 | 144 | 285 |
| 13/14 | 167 | 171 | 338 |
| 12/13 | 164 | 163 | 327 |
| 11/12 | 158 | 187 | 345 |
| 10/11 | 140 | 165 | 305 |
| 09/10 | | | 304 |
| 08/09 | 147 | 194 | 341 |
| 07/08 | 154 | 187 | 341 |
| 06/07 | 167 | 189 | 356 |
| 05/06 | 183 | 167 | 350 |
| 04/05 | 184 | 183 | 367 |
| 03/04 | 178 | 182 | 360 |

Professional Development Goal

By the spring of 2019, 100% of classroom teachers will have participated in professional learning community groups and improve the level of instructional practices in their classrooms. These will include the 8-Step Process, Reader's Workshop, Words Their Way, Writer's Workshop and 6 Traits. Teachers will spend a significant time in understanding the Indiana Career Readiness Standards and new ILEARN assessment.

Teacher Outcomes: (new knowledge, skills and attitudes toward learning)

- Teachers will implement more effective reading and writing instruction during the 2018-2019 school year.
- Teachers will analyze ISTEP, ILEARN, IREAD, NWEA, ALEKS, and 8-Step assessments to guide reading and writing instruction.

By the spring of 2019, all teachers that have high ability students will receive professional development to increase the academic growth of those students by learning appropriate teaching strategies.

- Teachers will measure the student's growth using ALEKS (math) and NWEA.

By the spring of 2019, all teachers will receive multiple professional develop opportunities on how to prepare students for the new ILEARN assessment.

By the spring of 2019, all teachers will have the opportunity to observe other teachers classroom instruction vertically within their grade level and horizontally among different grade levels on at least 3 occasions.

Student Achievement

Strengths:

ISTEP+ data indicates that students in all grades continued to maintain high scores in the number of students passing math.

ISTEP+ data indicates that the 5th grade cohort in E/LA had an 18% higher rate of passing.

ISTEP+ data indicates that the 6th grade cohort in E/LA had an 10% higher rate of passing.

Weaknesses:

While E/LA scores are still above state average in all grade levels, they still lag behind math score.

Curriculum & Instruction

A survey was distributed and analyzed during the 2016-2017 school year.

Strengths:

According to responses to the teacher survey given during the spring of 2017 (100% teacher participation) indicated the following strengths for Northside Elementary School.

1. Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
2. The school curriculum and accompanying assessments adhere to state and district standards.
3. Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
4. Data are analyzed, interpreted and used to regularly monitor progress toward school achievement goals.

Weaknesses:

According to responses to the teacher survey given during the spring of 2017 (100% teacher participation) indicated the following strengths for Northside Elementary School.

1. Teachers have opportunities to observe and discuss effective teaching.

Professional Development

Strengths:

A literacy coach is on staff. This person is trained in and will provide professional development to staff in Reader's Workshop, Words Their Way, Writers Workshop and 6 Traits. Teachers will spend a significant time in understanding the Indiana Career Readiness Standards.

A literacy coach is on staff to provide support and professional development to teachers. Teachers will spend a significant time in understanding the Indiana Career Readiness Standards.

Teachers will participate in weekly professional development.

Teachers will participate in daily collaboration.

Parental Involvement

A survey was distributed and analyzed during the 2015 - 2016 school year.

Strengths:

According to responses to the parent survey given during the fall of 2015 (87 parents participated) the following strengths were identified for Northside Elementary School.

1. My child's school is a safe place.
2. My child's school is an orderly place.
3. I am aware of the rules and procedures in place at my child's school.
4. My child's school has a system that allows the school leader to communicate with me about issues regarding school safety.

Weaknesses:

According to responses to the parent survey given during the fall of 2015 (87 parents participated) no weaknesses were identified however; the following areas scored the lowest on the survey.

1. The leaders of my child's school ask for my opinion about how the school should function.
2. I understand how my opinion affects school decisions.

Priority Areas of Need Based on Needs Assessment:

Improvement in the area of reading instruction is a need in order to reach the goal of 75% of all Northside students meeting or exceeding the Indiana College and Career Readiness Standards by the spring of 2019.

Additional staff development is needed in the area of reading and writing instruction in order to reach the goal of 75% of all Northside students meeting or exceeding the Indiana College and Career Readiness Standards in language arts by the spring of 2019.

Additional math intervention tools available to teachers are needed in order to reach the goal of 80% of all Northside students meeting or exceeding the Indiana College and Career Readiness Standards in math by the spring of 2019.

Professional development in all areas should be differentiated to meet the needs of individual teachers.

An expectations and behavior support plan has been created and needs to be further developed. This plan will include school-wide behavior expectations and rewards and consequences (STAR program).

School wide Program SMART Goals/Strategies

Goal # 1: By Spring 2019, 75% of all Northside students will meet or exceed Indiana College and Career Readiness Standards in E/LA as measured by ILEARN.

Strategies:

- Provide teachers with regular opportunities to collaborate, provide additional support materials for students in the classroom, and provide professional texts to teachers.
- Teachers will have daily common preparation time and weekly thirty-five minute professional development meetings.
- The literacy coach and principal will be responsible to implement this strategy.
- SUCCESS time (30 minutes daily) will be dedicated to tutoring, support, and enrichment differentiated by scores on three-week assessments.
- Scheduled Language Arts practice sessions take place for all students.
- Implement 6 Traits of Writing in grades four, five, and six.
- Jr. Great Books
- Comprehensive Literacy Model
- School TV-News Team
- 8-Step Process

Goal # 2: By Spring 2019, 80% of all Northside students will meet or exceed Indiana College and Career Readiness Standards in Math as measured by ILEARN.

Strategies:

- Teachers will use NWEA and ALEKS to provide support for students and provide differentiated math instruction in the classrooms.
- Maintenance time (15-20 minutes daily) will be dedicated to learning targets previously learned.
- Study Island or IXL will be available for all students to use as a supplement to their core math instruction
- Scheduled Math practice sessions take place for all students.
- ALEKS will be used with high ability students in all grades.

All teachers review the components of the school wide plan at faculty meetings. Suggestions are discussed and revisions to the plan are made based on the ideas shared during the meetings. In addition, teachers are asked to provide written feedback to the team about specific proposed changes related to staff development and improvement initiatives. Teachers from each grade level are active team members and share information with the other teachers at their grade level meetings. Each staff member receives a copy of the plan at the beginning and end of each school year

Component 2- Implementation of Reform Strategies

School wide program initiatives currently in place at Northside include the following:

Tier 1 intervention available to students for **reading instruction**: the formative portion of NWEA will be available for our teachers to use as a reading intervention with students who are either in need of remediation or acceleration. The programs include an assessment component and will provide feedback to teachers as to the level of achievement for individual students.

Tier 1 instruction available to all students in **reading**:

All English/Language Arts teachers provide reading instruction to all students using a CLM, Reader's Workshop approach and using a variety of appropriately leveled reading materials.

Teachers are using NWEA data collected and leveled books to provide differentiated reading books for all students in grades four through six.

Tier 1 instruction available to all students in **math**:

Third grade teachers use Saxon Math and Envision along with supplemental materials aligned with the Indiana College and Career Readiness Standards as the basis for their math instruction.

Fourth grade teachers use Saxon Math and Envision along with supplemental materials aligned with the Indiana College and Career Readiness Standards as the basis for their math instruction.

The fifth grade math teachers use their own created math curriculum and Study Island which are aligned to the Indiana College and Career Readiness Standards.

Fifth and sixth grade teachers offer additional instructional time to any student who requests it during their homeroom period.

Identified high ability students are offered an accelerated math curriculum including ALEXS.

Tier 1 Social development: All students in grades three through six will continue to participate in monthly scheduled character education lessons, a program whose goal is improving student social skills.

All Northside students are informed about the available services of the Social Worker via an introductory classroom guidance lesson. New students receive this information as well.

All Northside students will be able to participate in a program that will recognize their achievements, behaviors, and positive social interaction. Their recognition will be school-wide each week, including the Bear Den, Bear bucks, positive behavior referrals and Northside Stars bulletin board.

Tier 2 Reading Enrichment in grades three, four, five, and six: Students identified as high

ability in language arts participate in the Junior Great Books reading program. Language Arts teachers have been trained to implement this higher level thinking based reading program and students in all grades are pulled from their classrooms to participate in this reading program.

Tier 2 Reading Intervention in grades three, four, and five, and six: Intervention will be provided at each level for students identified as below grade level by the general education/intervention specialist. General education teachers are also able to work with the resource teachers to provide intervention in the resource rooms.

Tier 2 Social Development: A licensed Social Worker will provide individual and small group counseling throughout the school year as needed for students experiencing social difficulties.

Tier 3 Reading Instruction in all grades: A special needs resource teacher and instructional assistants provide individualized instruction to students in need of level 3 interventions in reading.

Tier 3 Math in all grades: A special needs resource teacher and instructional assistants provide individualized instruction to students in need of level 3 interventions in math.

Tier 3 Social Development: The Social Worker, trained in character education strategies, meets with individual students who are referred to reinforce positive behavioral strategies when referred by staff.

| | Purpose | Characteristics | Student Selection | Responsibilities |
|--|---------|-----------------|-------------------|------------------|
|--|---------|-----------------|-------------------|------------------|

| | | | | |
|----------------------|---|--|--|--|
| <p>Tier 3</p> | <ul style="list-style-type: none"> • Provide sustained support for students: •Who do not progress or are not challenged with targeted supports OR •Whose initial assessment data indicates the need for support at all three tiers to meet their needs | <ul style="list-style-type: none"> •A written plan for individualized, research-based, intensive supports that are culturally relevant •Ongoing supports, carefully designated to provide explicit, systematic instruction and reinforcement •Interventionist •Students' progress monitored frequently •Regularly scheduled reviews of data to determine the effectiveness of the intervention •Behavior: Increased opportunity to practice •Literacy: Daily sessions in small group with substantial opportunity to practice | <ul style="list-style-type: none"> •Students with identified reading or behavior problems as determined by school-wide indicators and/or progress monitoring data from targeted supports (1 % given effective core ad targeted instruction) •Students with high ability in reading and math as determined by school-wide indicators. | <ul style="list-style-type: none"> •Direct Instruction: Teachers; Instructional Assistants; •Intervention Specialists; Social Worker; Behavior Specialist; outside agency personnel •Collaboration: Classroom Teacher; Parents; Student Assistance Team; Social Worker; Principal •Data Entry: All personnel •Scheduling: Social Worker and Principal •Materials: Principal and Social Worker •Monitoring: Principal; Social Worker; Classroom Teacher; Student Assistance Team, Behavior Specialist, outside agency personnel |
| <p>Tier 2</p> | <ul style="list-style-type: none"> •Identify students at risk for not reaching academic and/or behavior standards. •Identify students who are high ability and need academic enrichment to need their needs. •Provide sufficient and appropriate systematic instruction so that students' performance rapidly reaches or exceeds established standards thereby preventing school failure | <ul style="list-style-type: none"> •Supplemental instruction programs that are culturally responsive and scientifically supported as effective for a type of problem. •Customized content, linked to core curriculum, •Instruction in flexible small groups for students with relatively homogenous needs, at risk for behavior and (or) reading problems. •Instruction more explicit, systematic, focused, and enriching, •Student progress monitored more frequently that Indiana Reading Diagnostic Assessment. | <ul style="list-style-type: none"> •Students identified "at risk" for reading and behavior problems through use of school-wide indicators and other screening procedures (5-10% given effective core curriculum) •Students with high ability in reading and math as determined by school-wide indicators. | <ul style="list-style-type: none"> •Direct Instruction: Teachers; Instructional Assistants; Intervention Specialists; Social Worker; Behavior Specialist; , outside agency personnel •Collaboration: Classroom Teacher; Parents; Student Assistance Team; Social Worker; Principal •Data Entry: All personnel •Scheduling: Social Worker and Principal •Materials: Principal and Social Worker •Monitoring: Principal; Social Worker; Classroom Teacher; Student Assistance Team, Behavior Specialist, , outside agency personnel |
| <p>Tier 1</p> | <ul style="list-style-type: none"> •Maximize learning for all students •Minimize the number of students in need of intervention •Core curriculum addresses the learning needs for students allowing 80~90% of students to meet performance indicators | <ul style="list-style-type: none"> •High quality general education instruction provided in classroom and non-classroom settings that is explicit, systematic, and proactive. •Instructional methods make access possible for all students •Core curricula includes culturally responsive practices | <ul style="list-style-type: none"> • All students receive instruction | <ul style="list-style-type: none"> •Direct Instruction: Classroom Teachers; Instructional Assistants; •Collaboration: Classroom Teachers; Parents •Data Entry: Classroom Teacher Instructional Assistant •Scheduling: Principal •Materials: Classroom Teacher •Monitoring: Classroom Teacher; Teaching Assistant; Principal |

Technology as a Learning Tool

Through our School Improvement Plan, staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and align with best practices. Teachers are providing instruction for students through the use of one-to-one computers for grades 3 and 6. One computer lab is used for instruction on computer science and computer applications. Instruction in Microsoft Office Suite and Google Office Suite, as well as learning to use the Internet for research is woven into content area instruction. The remaining computer labs are used by the classroom teacher for class projects and assignments, as well as, for additional differentiated reading support.

Northside has Smart Boards in all general education classrooms to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students. Teachers also have access to document cameras.

Proposed Plan:

Northside will continue with the above programming in technology.

Blackford County Schools has a three-year technology plan. This technology plan is reviewed, revised, and evaluated annually.

Cultural Competency

Northside Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the Northside student population. Targeted Groups for the 2018-19 school year are:

- Free/reduced lunch students
- Special education students
- High ability students

Currently appropriate strategies for improving student achievement for each identified subgroup at Northside have been emphasized in this School Wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroups are:

- Response to Intervention Tiered Approach to Instruction.
- Staff will read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.
- Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Northside's identified subgroups.

Component 3-Highly Qualified Teachers (Core Content Areas)

Northside Elementary School is located near three universities with quality teacher training programs. Currently, we have students from Ball State University, Taylor University, and Indiana Wesleyan University that regularly complete field studies and student teaching at our school. With that opportunity in place, we have a steady influx of appropriately trained and qualified teachers in our school each year.

Northside, under the guidance of the Blackford County School Corporation:

1. Hire only instructional personnel who meet the definition of highly qualified.
 - a. All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified.
 - i. Hold a valid Indiana Teaching License appropriate for elementary grades, and
 - ii. Pass the Indiana Core Assessment licensing exam.
 - b. All veteran teachers must be properly Licensed and meet the NCLB definition of highly qualified.
 - c. All School wide Program Instructional Assistants hired to provide instructional support to students must meet the NCLB definition of highly qualified regardless if program assignment or funding in one of the following ways:
 - i. Completed two years at an institution of higher education, or
 - ii. Possess an Associate's Degree or higher, or
 - iii. Successfully completed the Para Pro.
2. Use Title 1 Parent Policy letter to parents and Annual Title 1 Parent Meeting to make parents aware of the highly qualifies status of all staff members.
3. Maintain documentation in the principal's office that all instructional staff members are considered highly qualified. (See No. 2 and 3 of this document under this component).

Blackford County Schools
Highly Qualified Teacher Documentation Northside

| Teacher Name | Position | Highly Qualified Status |
|---------------------|--|--------------------------------|
| Lynn Bauer | Grade 5 | HOUSSE |
| Michelle Schuller | Literacy Coach | HOUSSE |
| Tom Simison | Grade 6 | PRAXIS II |
| Rachel Banter | Grade 6 | PRAXIS II |
| Carma Reidy | Grade 3 | HOUSSE |
| Emily Stephens | Grade 4 | Pearson Core |
| Hope Keller | Grade 3 | Pearson Core |
| Sara Penny | Grade 3 | Pearson Core |
| Carrie Clevenger | Grade 5 | PRAXIS II |
| Cia Hill | Grade 4 | HOUSSE |
| Megan Thompson | Grade 3 | Pearson Core |
| Sheri McDonald | Speech-Language Pathologist | HOUSSE |
| Bethany Alvarado | 5 th & 6 th Grade band | Pearson Core |
| Michelle Lochner | Grade 5 | NTE |
| Maranda Gulley | Grade 6 | Reciprocity (Tennessee) |
| Jennifer Gallatin | Computers | HOUSSE |
| Sandra York | Music | HOUSSE |
| JoAnne Norris | Grade 5 | PRAXIS II |
| Lisa Dillon | Special Needs | HOUSSE |
| Blade Rheinhart | Grade 6 | Pearson Core |
| Amanda Tribolet | Grade 4 | Pearson Core |

Paraprofessionals

| | | |
|--------------------|--------------------|-----------------------------|
| Casey Lenz | Parapro | General/Special |
| Karen Steckenrider | Bachelor's Degree | Physical Education/gen/spec |
| Terese Zirkle | Bachelor's Degree | Art |
| Todd Farr | Associate's Degree | Library |
| Tyler McDonald | Associate's Degree | General/Special |
| Katie Cragun | Bachelor's Degree | Literacy Interventionist |
| Kari Crouse | Parapro | Literacy Interventionist |
| Marsha Peters | Parapro | Literacy Interventionist |
| Rachel Paquin | Parapro | Office/Cafeteria |
| Crista Massey | Parapro | Literacy Interventionist |

Component 4-Professional Development

Data indicates that student improvement in reading continues to be a need at all levels. A Reading Workshop approach to instruction will include strategies for improving written

expression. These strategies include the 90-minute language arts block in all grades. In addition to longer reading blocks, all students will utilize one-to-one technology where every student will have their own laptop computers. Teacher will receive ongoing training to ensure teacher and student implementation success. All grades will be implementing the Reader's and Writer's Workshop. To further establish a smooth transition to these reading methods, a literacy coach will be available to assist teachers as needed. The 8-Step process will continue to be implemented throughout Northside. New staff will be trained in this process.

Continued areas of professional development will include Reader's Workshop, 6+ Traits of Writing, Words Their Way, Writers Workshop, Data Analysis, ALEKS, IXL, and 8-Step Process.

Component 5-Attract Highly Qualified Teachers

Hartford City, Indiana is close to Ball State University, Anderson University, Taylor University and Indiana Wesleyan University. Due to the close proximity of these outstanding universities, student teachers are frequently assigned to Blackford County Schools. University students also seek part-time employment as paraprofessionals, substitutes, or other available positions. Blackford County Schools also participate in other on-site experiences for future teachers. Providing these partnerships and opportunities makes it convenient and easy to attract high-quality, highly qualified teachers, principals, and paraprofessionals to be part of the Northside staff. These initiatives are part of our current reality and will continue throughout our proposed plan.

Component 6- Parental Involvement

Currently, parents are invited to the school to participate in the Title I annual meeting, open house activities, and student-led parent-teacher conferences, which are held each fall. One literacy night is held each semester. In the spring, the parents of incoming third grade students are invited to an informational meeting to introduce them to the building and to provide the parents with information as well as activities to complete over the summer to help prepare the students for the coming school year. Also in the spring, sixth grade students and their parents have the opportunity to attend a meeting with the junior high principal. Information is provided to help students with the transition to junior high.

In July, during registration, the school social worker sends a letter of introduction to all Northside parents to inform them of the availability of services and contact information. As new students enroll at Northside during the year, their parents also receive this information.

The school social worker contacts 6th grade parents regarding the opportunity to apply for the 21st Century Scholars Program which provides four years of tuition-free college education to qualifying students at state schools in Indiana.

The school social worker contacts all 6th grade parents regarding the necessary information for completion of the "Graduation Plan," a document that is now required by law to be included in the school cumulative file of every student.

Throughout the school year, parents are encouraged to attend various academic and fine arts events. Examples are the art fair, spelling bee, music programs, geography bee, robot club, and geography fair.

Information is sent to parents to encourage the use of Skyward's family access to keep involved in their students' schoolwork.

The principal also sends an invitation to all parents to come in and review/ask questions pertaining to their children's ILEARN scores.

Parents of special education students are encouraged to attend annual case conferences.

Parents are also encouraged to join our Parent Teacher Organization (PTO). The PTO sponsors several events throughout the year including fundraisers, a Father-Daughter Dance, Mother-Son Bingo, school carnival, Fall Festival etc.

Our school promotes and lives the slogan, "Parents are partners." Parents are part of the school culture and are invited to volunteer in classrooms and in a variety of capacities throughout the building. The PTO supports the school's fundraising projects and other school related activities.

Meet the Teacher night is held prior to the first day of school. Parents are encouraged to bring their student to Northside to meet their teacher, organize back to school material and get to know the building if they are new to the building.

During the annual Open House night activity, parents are invited to communicate with the classroom teacher/school via telephone, notes, or email. Parent conferences are conducted twice a year in October and January, with individual conferences held throughout the year as requested by either the teachers or the parents.

Parent signatures are required on some of the following documents that are included in the school registration packet or in other school distributed materials. The signed forms are retained on file in the school office. Sample copies of these documents are located in Appendix of this document.

- Annual Parent Meeting Agenda
- Parent Compact
- Parent Involvement Policy (school & district)
- Parents Right to Know
- 6th Grade Graduation Plan

Every parent will receive a survey requesting parent input in the school's Comprehensive Needs Assessment Process. Additionally, parents are encouraged through the weekly school newsletter to share their thinking by contacting the teacher or office with comments or concerns.

A parent sub-committee of the School Improvement Committee is used to evaluate and revise the Component 6 (Parental Involvement) section of the plan. Any parent may become a part of this group.

Each August, parents are invited to attend the annual Title 1 Program parent meeting and Meet-

The-Teacher night. An overview of the Title 1 Program is presented, and parents are given opportunities to pose questions.

Parents have the ability to access Skyward to monitor homework, assignments and grades. Passwords and instructions to use Skyward are available in the office. Teachers will enter upcoming assignments and assessments.

Parents are invited to serve on broad based planning committees for high ability students and PL221 committees.

A variety of methods and activities have been put in place at the school and district levels to assist parents in their understanding of their child's academic performance. Written documents and oral presentations reflect a minimum use of jargon. Assessment terms that must be used are explained and examples are provided (i.e., AYP -adequate yearly progress bench mark assessments, etc.).

MODES OF COMMUNICATION WITH PARENTS

| District | School |
|-----------------------|---|
| District website | School website |
| District report card | Open House |
| School board meetings | ILEARN parent reports |
| District newsletter | Parent teacher conferences |
| School Messenger | NWEA parent reports |
| Twitter | Weekly newsletters |
| Facebook | Student handbooks |
| | Student report cards & mid-term reports |
| | Parent teacher emails |
| | Skyward |
| | Twitter |
| | Phone calls |
| | Facebook |
| | Meet The Teacher night |

COMMUNITY INVOLVEMENT

All school documents (progress reports, parent policies, parent compact, etc.) will be translated for non-English speaking parents. In addition, translators will be available for the hearing impaired and language minority parents.

Northside has a current partnership in place with Kids Hope, USA to help support our educational program needs. This program provides mentoring and tutoring for our students from members of the community.

A partnership with the Blackford County Community Foundation provides various grants.

Taylor University & Indiana Wesleyan students work with students in our school as part of their education practicum.

Sergeant Hall – Child abuse expert Terry Hall is a retired sergeant with the Indianapolis Police Department who started developing this program in the early 1980's. He travels across the state and country teaching children, parents, teachers and law enforcement officers how to prevent child sexual abuse. The Body Safety Program is designed to teach children how to keep their bodies safe. It is presented in an age appropriate sequence to children from grades K-12.

The public library is a vital part of our community. Students are given an opportunity to sign up for library cards through our school library.

These partnerships currently in place will be maintained and expanded to address our ever-increasing needs. Additionally, invitations will be sent to other identified businesses and community organizations requesting support in the form of resources needed to help support our school improvement efforts.

Component 7-School Transition

Northside is a 3-6 intermediate school. We focus on transitions into 3th grade and out of 6th grade. For the 2nd to 3rd grade transition, an open house is held in May for the students to visit the

building and at the August Open House, students and parents meet the teachers, hear the expectations for 3rd grade and learn about programming that is different from the previous years. There is also a session where the parents and children are separated to hear information that is more unique to each classroom. Parents hear information on pick up/drop off procedures, available online resources, and other building procedures/expectations.

For the 6th to 7th grade transition, the students are taken to Blackford Junior High School to walk through the building in order to become familiar with the location of classrooms, office, and lunchroom. They also meet with the principal and social worker to hear about procedures and expectations. The Northside social worker provides personal/social and academic adjustments to junior high. The 6th grade students are also provided with instruction and practice on using combination locks to prepare for use of the lockers.

In addition, those students with an Individualized Education Program (IEP) receive added transition services. The speech-language pathologist (SLP) and/or a special needs teacher attend the Annual Case Reviews of all incoming 3th graders. The SLP and/or special needs teacher from Blackford Junior High School attend Annual Case Reviews for outgoing 6th graders. This transition helps to carry over and implement individual students' IEP's from Northside Elementary School to Blackford Junior High School.

Component 8-Teacher Decision Making Using Academic Assessment Results

Each teacher will participate as part of a professional learning community group thirty minutes per day during the school year. During that time **NWEA, ALEKS, IXL, 3-week assessments, Study Island** and **ILEARN** student data will be reviewed to look for areas of weakness in instruction. Every third week a learning log meeting will take place by grade level to determine the Success Time content and which students need tutorial, support or enrichment in those areas. The results of that exploration will be used to set goals for staff development as well as to set students goal. Teachers will look at additional data and participate in discussion to choose a course of study for the group and set goals for the school as well as individual goals.

Component 9-Effective, Timely Additional Assistance

In order to have adequate Response to Intervention there are many programs in place to provide additional educational opportunities for students who have been targeted as needing more intensive

assistance.

Study Island and Instructional Resource Activities will be available in the computer lab during the school day for identified students in need of reading or math remediation or acceleration. The program is also available for students to access from home through an on-line link on the school web site. NWEA data from last year and classroom assessments are used to identify students for this individualized intervention.

SUMDOG is a computer-based math program that is used for review and practice of differentiated math skills.

After school tutoring is provided on an individual basis by teachers who volunteer their services.

Maintenance time (15-20 minutes daily) will be dedicated to math learning targets previously learned.

SUCCESS time (30 minutes daily) will be to provide tutorial, support and enrichment in Language Arts. Groups are created by results on three-week assessments.

General education accommodations and modifications are provided to those students identified as needing special education services. Accommodations and modifications are student specific and provided in the areas that the student needs the most assistance.

ALEKS

Assessment and **L**earning in **K**nowledge **S**paces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.

IXL

IXL's math skills are aligned to the Indiana Academic Standards and the Foundations to the Indiana Academic Standards, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, teachers can easily find unlimited practice problems specifically tailored to each required standard. IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow teachers to quickly evaluate student aptitude and identify trouble spots.

STUDY ISLAND

Study Island helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social

studies with interactive features and games that engage students and reinforce and reward learning achievement.

Component 10-Coordination and Integration of Funds

All federal, state, and locally funded programs in place in our school currently function as independent entities.

The school comprehensive needs assessment indicated the need for improved communication between staff and better coordination of program efforts. Consequently, the SWP team and school staff has proposed a number of activities to improve program coordination during the upcoming 2016 school year. The school will coordinate the following program efforts.

Title 1-Part A

IDEA-Individuals with Disabilities Act (Part B)

High Ability Grant

Examples of coordination activities include weekly meetings of professional learning communities and collaborative review of teacher collected data.

While the school has chosen to coordinate program efforts, it has determined that it will not consolidate funds at this time.

The district administration in conjunction with the school leadership team have determined that the school's proposed Title I Program budget for the upcoming 2016-17 school year will be sufficient to address the identified student achievement and professional development needs, as well as activities related to implementing the required SWP components.

The school has appropriated the required 10% of its Title I budget for Professional Development activities. Student, teacher, and parent needs identified through the school's comprehensive needs assessment have been used to determine the focus of the school's professional development efforts. In addition, the school leadership team and teachers have identified scientifically research based teaching and learning strategies to address the identified needs specifically in the area of reading instruction.

Parent – School Compact

The staff at Northside school, and the parents of the students participating in activities, services, and programs funded by Title 1, Part A for *No Child Left Behind Act of 2001* (participating children), agrees that this compact outlines how the parents, the school staff, and the students

will share the responsibility for the improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

School Responsibilities

The Northside school staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Plan daily instruction using the Indiana College and Career Readiness Standards as a framework for content and best practices as the basis for instructional strategies within an effective learning environment.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. A minimum of one conference will be scheduled with the family of each student October 12 and 13 from 3:30PM to 7:30PM.
- Provide parents with frequent reports of their child's progress. Report cards are sent home every nine weeks, and interim reports are sent home with students experiencing difficulty in their classes halfway through each grading period.
- Provide parents reasonable access to staff. Parents may call the school office to schedule meetings with teachers. In addition, meetings may be scheduled before school or during teacher preparation times if teacher schedules permit.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. To schedule such visits, or arrange to volunteer in a classroom parents are asked to call the office to make arrangements for the visit.

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

- Monitor attendance.
- Make sure homework is completed.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards by:

- doing my homework every day and asking for help when needed.

- reading at least 20 minutes every day outside of school time.
- giving my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- conducting myself in such a way that promotes a safe and positive learning environment for all.
- abiding by the rules set forth in the student handbook.

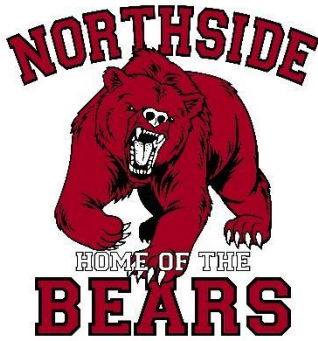
(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Principal _____ Date _____

Student _____ Date _____

Parent _____ Date _____

2017 Title One Annual Parent Meeting



6:15 Sept. 28, 2017

1. Title One Program: How it works and the budget
2. How the money is spent \$117,744
 - a. Personnel
 - i. Social Worker
 - ii. Three instructional Assistants
 - b. Supplies and Equipment
 - i. 48 Chromebooks (4th Grade)
 - ii. 14 Mimeo Tablets (Smartboards)
3. School improvement plan
 - a. Copies of current plan
 - b. Parent representatives for next year's plan

Parent involvement

Northside Elementary School intends to follow the family policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. Northside Elementary School will distribute this policy to the families of students participating in the Title I program and will update this policy annually.

Northside School will:

- Convene an annual meeting near the beginning of the school year.
- Explain the requirements and the rights, of the families to be involved.
- Offer a flexible schedule of meeting times so that all families have an opportunity to attend.
- Involve families in an organized, ongoing and timely way to review, and improve this family involvement policy and other school policies.
- Provide the families of participating students with
 - timely information.
 - a description and explanation of the curriculum to be used the forms of academic assessment used to measure student progress.
 - proficiency levels that students are expected to meet opportunities for decision-making related to the education of their children.
 - materials and training on how parents can improve their child's achievement.
- Educate school staff on how parents can improve their child's achievement.
- Educate school staff on how to build ties between home and school.
- Coordinate and integrate, as appropriate, family involvement with Northside.
- Ensure to the extent possible that information sent home is a language and form that parents can understand.
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle, and high schools.
- Provide such other reasonable support for family involvement at families' request.

Title I Parent/Family Involvement

Blackford County Schools intends to follow the parental/family involvement guidelines in accordance with the *No Child Left Behind Act of 2001* as follows. The Blackford County Schools Board of Education designates the principal in each Title I, Part A, school to distribute this policy to parents participating in the Title I program.

Parents/guardians of students in the Title I program will be members of the broad-based PL221 committees operating annually in each Title I school. They will participate in the process of school review and improvement of the school's local plan. (See also section 6125)

This district will provide the coordination, technical assistance, and other support necessary to assist Title I, Part A, schools in planning and implementing effective parent/family involvement activities in order to improve student academic achievement and school performance.

This district will help build each Title I schools and all families' capacity for strong involvement as a component of family events, such as meet the teacher nights, family nights, parent/teacher conferences and other appropriate venues.

Blackford County Schools will coordinate and integrate parent/family involvement strategies under Title I, Part A, with parent/family involvement strategies under other programs operating within the district, such as Head Start; Reading First, Early Reading first; Even Start; Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), state-run preschool programs, and Title HI language instructional programs. This work will generally be coordinated by the home/Social Worker and the Family Centers.

Blackford County Schools will conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served with Title I, Part A, funds. This evaluation will identify the barriers to greater participation by families in family involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will then use the findings of the evaluation to design strategies for more effective family involvement if a revision of this policy is necessary, parents/guardians involved in the activities of the schools will help with that revision.

Blackford County Schools intends that families of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement

Any comments indicating families' dissatisfaction with the district Title I program will be collected by the Title I director and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

The Title I program will be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Blackford County Schools Board of Education. These goals and standards will be shared with families in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

Each school will submit its Title I school parent/family involvement policy, which must meet all legal

requirements. This policy will be developed jointly with and distributed by the school to parents of participating students. The policy will be updated annually by July 1.

A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Blackford County Schools Administrative Offices.

PARENTS RIGHT TO KNOW

In accordance with the Elementary and Secondary Education Act Section 111 1(h) (6) *PARENT'S RIGHT TO KNOW*, this is a notification from Blackford County Schools to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

If at any time a teacher that is not highly qualified has taught your student for 4 or more consecutive weeks, the school will notify you.

If you have any questions or concerns, please feel free to contact the school principal at 765-348-7595.

GRADUATION PLAN Grades 6 to 12

Every 6th grade student in Indiana will be asked to complete a Graduation Plan. You can complete the sample plan below with your parent's help. See your school counselor for more information. You also can get additional planning worksheets at www.learnmoreindiana.org/plan.



STUDENT IDENTIFICATION

| | |
|------------------|--------------------|
| Name | Year of Graduation |
| Address | Phone |
| City, State, Zip | Parent/Guardian |
| E-mail | |

GRADUATION PROMISE

Student

I understand that education is key to my future and therefore commit to graduate from high school. I will also take the time to plan and prepare for life after high school by:

- being a responsible citizen and making good decisions;
- going to school and actively participating in my learning;
- studying hard and turning in my homework;
- pushing myself to complete Core 40 and considering going beyond it to complete an advanced diploma like Core 40 with Academic Honors or Core 40 with Technical Honors;
- exploring different careers and learning how college includes lots of options: two- and four-year degrees, certificates, apprenticeship programs, and the military; and
- asking for help when I need it.

signature of student (optional)

date

Parent/Guardian

I/We will continue to help my/our student succeed in school and prepare for success after high school.

signature(s) of parent(s)/guardian(s) (optional)

date

Parent Survey

Fall 2015

**Parent Survey
High Reliability Schools**

Please use the following scale to rate your opinions of Northside Elementary.

1: strongly disagree 2: disagree 3: neither agree nor disagree
4: agree 5: strongly agree N: N/A or don't know

| | | | | | | |
|---|---|---|---|---|---|---|
| My child's school is a safe place. | 1 | 2 | 3 | 4 | 5 | N |
| My child's school is an orderly place. | 1 | 2 | 3 | 4 | 5 | N |
| I am aware of the rules and procedures in place at my child's school. | 1 | 2 | 3 | 4 | 5 | N |
| My child's school has a system that allows school leader to communicate with me about issues regarding school safety (for example, a school call-out system). | 1 | 2 | 3 | 4 | 5 | N |
| Teachers help make important decisions at my child's school. | 1 | 2 | 3 | 4 | 5 | N |
| Specific groups of teacher provide input regarding specific decisions at my child's school. | 1 | 2 | 3 | 4 | 5 | N |
| The leaders of my child's school ask for my opinion about how the school should function. | 1 | 2 | 3 | 4 | 5 | N |
| I understand how my opinions affect school decisions. | 1 | 2 | 3 | 4 | 5 | N |
| The accomplishments of my child's school have been adequately acknowledged and celebrated. | 1 | 2 | 3 | 4 | 5 | N |
| My child's individual accomplishments have been adequately acknowledged and celebrated. | 1 | 2 | 3 | 4 | 5 | N |
| Teachers at my child's school have adequate materials to teach effectively. | 1 | 2 | 3 | 4 | 5 | N |
| Teachers at my child's school have adequate time to teach effectively. | 1 | 2 | 3 | 4 | 5 | N |
| The leaders of my child's school manage time to maximize a focus on instruction. | 1 | 2 | 3 | 4 | 5 | N |

**Teacher Survey
Spring 2017**

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
 4: Agree 5: Strongly agree N: N/A or don't know

| | | | | | | |
|--|---|---|---|---|---|---|
| 1.1 The faculty and staff perceive the school environment as safe and orderly. | 1 | 2 | 3 | 4 | 5 | N |
| 1.2 Students, parents, and the community perceive the school environment as safe and orderly. | 1 | 2 | 3 | 4 | 5 | N |
| 1.3 Teachers have formal roles in the decision-making process regarding school initiatives. | 1 | 2 | 3 | 4 | 5 | N |
| 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | 1 | 2 | 3 | 4 | 5 | N |
| 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | 1 | 2 | 3 | 4 | 5 | N |
| 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | 1 | 2 | 3 | 4 | 5 | N |
| 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | 1 | 2 | 3 | 4 | 5 | N |
| 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | 1 | 2 | 3 | 4 | 5 | N |

| | | | | | | |
|--|---|---|---|---|---|---|
| 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school. | 1 | 2 | 3 | 4 | 5 | N |
| 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. | 1 | 2 | 3 | 4 | 5 | N |
| 2.3 Predominant instructional practices throughout the school are known and monitored. | 1 | 2 | 3 | 4 | 5 | N |
| 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. | 1 | 2 | 3 | 4 | 5 | N |
| 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. | 1 | 2 | 3 | 4 | 5 | N |
| 2.6 Teachers have opportunities to observe and discuss effective teaching. | 1 | 2 | 3 | 4 | 5 | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.1 The school curriculum and accompanying assessments adhere to state and district standards. | 1 | 2 | 3 | 4 | 5 | N |
| 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers. | 1 | 2 | 3 | 4 | 5 | N |
| 3.3 All students have the opportunity to learn the critical content of the curriculum. | 1 | 2 | 3 | 4 | 5 | N |
| 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level. | 1 | 2 | 3 | 4 | 5 | N |
| 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. | 1 | 2 | 3 | 4 | 5 | N |
| 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed. | 1 | 2 | 3 | 4 | 5 | N |

1: Strongly disagree

2: Disagree

3: Neither disagree nor agree

4: Agree

5: Strongly agree

N: N/A or don't know

| | | | | | | |
|--|---|---|---|---|---|---|
| 4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school. | 1 | 2 | 3 | 4 | 5 | N |
| 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. | 1 | 2 | 3 | 4 | 5 | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. | 1 | 2 | 3 | 4 | 5 | N |
| 5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their situation and needs. | 1 | 2 | 3 | 4 | 5 | N |
| 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest. | 1 | 2 | 3 | 4 | 5 | N |