



Title I Schoolwide Plan

Westview Elementary
709 W. 6th Street, Jonesboro, IN 46938



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Components of a Schoolwide Plan

Components of a Schoolwide Plan	Found on Page #
1. Westview's Mission and Vision Statements	Page 4
2. A comprehensive needs assessment of the whole school	Pages 5 - 20
3. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> ➤ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ➤ Use effective methods and instructional strategies that are based on scientifically based research that: ➤ Strengthens the core academic program ➤ Increased the amount of learning time ➤ Includes strategies for serving underserved populations ➤ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ➤ Address how the school will determine if those needs of the children have been met ➤ Are consistent with and are designed to implement state and local improvement plans if any 	Pages 20 - 25
4. Highly qualified teachers in all core content area classes	Pages 25 - 27
5. High quality and on-going professional development for teachers, principals, and paraprofessionals	Pages 28 - 29
6. Strategies to attract high-quality, highly qualified teachers to this school	Pages 29 - 30
7. Strategies to increase parental involvement, such as literacy services	Pages 30 - 31
7 a. Description how the school will provide individual academic assessment results to parents	Pages 31
7 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	Pages 32
8. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run program	Page 33 - 34

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9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of students achievement	Page 34 - 35
10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	Page 36 - 37
11. Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components	Page 37

Westview Mission Statement

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

Westview Vision Statement

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

Comprehensive Needs Assessment

At the end of the 2008/2009 school year Mississinewa Community Schools reconfigured their two elementary schools making Westview a primary building and Northview an intermediate building. Westview's current enrollment is 481 students and has an ethnicity population of 80.9% white, 6.8% Hispanic, 10% Multiracial, and 1.4% Black. Currently about 66% of our students participate in our free or reduced lunch program.

Westview participates in full inclusion and has eight classrooms at each grade level. In addition, Westview has a multi-categorical classroom and two special education classrooms for interventions. Westview has a high stability rate at 92.3%. Many of our students have parents who graduated from Mississinewa High School and still live in this community.

In the 2008/2009 school year, teachers voted to implement the state-sponsored mClass reading and math benchmark assessments; however, beginning in the 2016/2017 school year, Westview began administering the NWEA with a focus on growth. Through professional development opportunities and the analysis of NWEA data projections and 3rd grade ILEARN data, Westview teachers voted to adopt a new assessment program that meets the rigor of ILEARN. Students will begin to take i-Ready for starting in the fall of 2022. This assessment will be taken three times a year.

All kindergarten students are given the Cog-AT assessment by the Mississinewa high ability coordinator, Chirs Shively, to determine if a student has high ability potential.

Students who indicate they have potential on either i-Ready or the Cog-AT are placed in high ability classes and are provided the Indiana High Ability Curriculum along with Junior Great Books Inquiry Based Learning, and the Eureka math curriculum.

Mississinewa's reading intervention teacher and dyslexia coordinator will assess all kindergarten and 1st graders to determine if students are at risk of becoming struggling readers due to poor beginning reading skills such as phonemic awareness and phonics.

Through the analysis of the 2021/2022 school year data we have been able to identify specific areas of great success and those areas that continue to be of concern. Our percentages of students Meeting or Exceeding their fall to spring RIT goals is sufficient in the area of math, but we are not meeting our goal in the area of reading as well as we have in previous years. This might be due to COVID-19 restrictions or a poor curriculum alignment. The reasons pertaining to COVID-19 include: students who qualified for RTI services only received 14 minutes of daily intervention instead of the typical 30 minutes; and students were quarantined often throughout the 2020/2021 school year contributing to lower attendance percentages. They also missed two months of in-person instruction in the spring of 2020. The reasons pertaining to poor curriculum alignment were that our teachers were not focused on the same high priority standards that align by grade level to help students meet proficiency on ILEARN when they reach 3rd grade.

Even though our growth data is strong, with the voluntary support of the Indiana Department of Education's School Improvement Department and NIET, we were able to see that Westivew was not close to meeting Mississinewa's ILEARN projected grade

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level proficiency goal of 60%. Their training helped us shift our focus and goals to implementing a curriculum and intervention that enables students to become proficient on high priority grade level standards and not just make progress.

47% of kindergarten students were projected to pass math ILEARN in 3rd grade based on NWEA/ILEARN growth projections in the spring 2022. Students need to be at the 59th national percentile to be considered on grade level in Indiana. 34% of kindergarten students were projected to pass reading ILEARN in 3rd grade based on NWEA/ILEARN growth projections in the spring of 2022. Students need to be at the 70th national percentile to be considered on grade level in Indiana.

45% of first grade students were projected to pass math ILEARN in 3rd grade based on NWEA/ILEARN growth projections in the spring 2022. Students need to be at the 49th national percentile to be considered on grade level in Indiana. 29% of first grade students were projected to pass reading ILEARN in 3rd grade based on NWEA/ILEARN growth projections in the spring of 2022. Students need to be at the 73rd national percentile to be considered on grade level in Indiana.

Percentage of Students Who Met or Exceeded Their NWEA Fall to Spring Goal		
Grade Level	Math	Reading
Kindergarten	77.7%	61.3%
First Grade	83.1%	69.8%

Kindergarten NWEA Reading Data

Kindergarten Spring 2022 NWEA Data:

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020	39	23%	37	22%	35	21%	26	16%	30	18%	151-152-153	11.9
Instructional Area RIT Range												
Reading: Vocabulary	49	29%	24	14%	26	16%	37	22%	31	19%	151-152-153	14.7
Writing	42	25%	28	17%	44	26%	29	17%	24	14%	150-151-152	13.5
Reading: Foundations	33	20%	39	23%	35	21%	29	17%	31	19%	152-153-154	13.7
Reading: Literature and Nonfiction	39	23%	25	15%	43	26%	32	19%	28	17%	152-153-154	13.1

Kindergarten NWEA Math Data

Kindergarten Spring 2022 NWEA Data:

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020	32	19%	23	14%	35	21%	31	19%	46	28%	158-159-160	13.8
Instructional Area RIT Range												
Computation	37	22%	19	11%	31	19%	29	17%	51	31%	159-160-161	17.1
Number Sense	32	19%	22	13%	36	22%	33	20%	44	26%	158-159-160	16.3
Geometry, Measurement, and Data Analysis	28	17%	28	17%	25	15%	32	19%	54	32%	159-160-161	15
	0	0%	0	0%	0	0%	0	0%	0	0%	*	*
Algebraic Thinking	29	17%	29	17%	40	24%	31	19%	38	23%	157-158-159	13.5

First Grade NWEA Reading Data

First Grade Spring 2022 NWEA Data:

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020	46	33%	26	19%	26	19%	14	10%	27	19%	167-168-169	16
Instructional Area RIT Range												
Reading: Vocabulary	45	32%	21	15%	33	24%	16	12%	24	17%	166-168-169	16.6
Writing	44	32%	29	21%	21	15%	17	12%	28	20%	166-168-169	17.9
Reading: Foundations	40	29%	33	24%	28	20%	19	14%	19	14%	166-168-169	16.8
Reading: Literature and Nonfiction	42	30%	25	18%	30	22%	13	9%	29	21%	167-169-170	17.7

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First Grade NWEA Math Data

First Grade Spring 2022 NWEA Data:

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020	31	22%	26	19%	20	14%	25	18%	37	27%	177-179-180	17.2
Instructional Area RIT Range												
Computation	23	17%	30	22%	27	19%	26	19%	33	24%	179-181-183	19.4
Number Sense	27	19%	17	12%	25	18%	19	14%	51	37%	179-181-182	18.5
Geometry, Measurement, and Data Analysis	32	23%	23	17%	27	19%	22	16%	35	25%	176-178-179	18.3
	0	0%	0	0%	0	0%	0	0%	0	0%	*	*
Algebraic Thinking	39	28%	27	19%	29	21%	15	11%	29	21%	174-175-177	17.7

With this information Westview reviewed it's three year comprehensive needs assessment and made some changes for the 2022/2023 school year. The comprehensive needs assessment and revised schoolwide plan is provided below.

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GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
80% of Westview students (grades K-1) will meet or exceed their Spring RIT goal in mathematics and reading.	Yes No	During the Fall to Spring testing period in the 2020/2021 school year, 80.4% met or exceeded their growth in math and 65.5% met or exceeded their goal in reading.	Current data points to a gap between desired student performance and current student performance on NWEA.	X	2
83% of the Westview student population will achieve the label of "model attendee" according to ESSA (miss less than 7 days per year and/or improve attendance from prior year)	Yes No	According to the data for Westview currently, 59.1% of students would be considered as "model attendees" using the ESSA definition.	The gap in attendance performance between the ESSA guidelines and current attendance could be due to: <ul style="list-style-type: none"> 1) Differences in attendance coding between buildings 2) The need to align the corporation attendance policy with the ESSA definition of a model attendee. (10 days unexcused vs. 7 days in ESSA). 	X	4
High Ability classrooms will consistently achieve above grade level on standardized assessments and 90% will meet or exceed their RIT goals for reading and language, and 95% will meet or exceed their RIT goal in math on the 2020-21 NWEA assessments.	Yes No	Not all high ability students meet their expected growth and/or achievement on NWEA. For all high ability classrooms in reading for the 2020/2021 school year, 80.5% of students met or exceeded their RIT goal for reading. For the same criteria, 95.7% met or exceeded the goal on math.	The high ability classrooms are not currently performing at the desired level according to the goals outlined here. Math is the strongest score and being met, but reading is falling short by 10%.	X	3

Westview students in grades K-1 will achieve at least a 60% average pass rate projection for ILEARN based on NWEA scores (academic achievement) in math reading.	Yes No	In the school year 2020/2021, the reading percentage pass rate projection (academic achievement) was 24.5% for reading and 41.5% for math.	Students at Westview in grades K-1 are not achieving at an acceptable level according to state and federal standards. Their growth/progress is also lower than the expected percentage.	X	1
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Identified Priorities from Previous Chart	List Root Cause(s)
80% of Westview students (grades K-1) will meet or exceed their Spring RIT goal in mathematics, reading, and language. During the Fall to Spring testing period in the 2020-2021 school year, the math average was 80.4%, and reading was 65.6%.	Lack of consistent use of the NWEA Learning Continuum and its correlation to the ILEARN blueprints/critical standards. Differentiated practice in 2018-19 was mainly implemented through IXL, which did not have a strong teaching component. Teacher training was needed in how to manage small group remediation.
83% of the Westview student population will achieve the label of “model attendee” according to ESSA (miss less than 7 days per year and/or improve attendance from prior year). According to the data for Westview currently, 59.1 % of students would be considered as “model attendees” using the ESSA definition.	Lack of consistent district-wide attendance code reporting practices; lack of buy-in from parents and community members regarding the importance of school attendance.
Westview students in grades K-1 will achieve at least a 60% average pass rate projection for the 3rd grade ILEARN based on NWEA scores (academic achievement) in math and reading. In the school year 2020/2021, the pass rate projection was 24.5% for reading and 41.5% for math.	Lack of common formative assessments based on ILEARN blueprints and Depth of Knowledge charts, and lack of a rigorous, comprehensive math curriculum that is aligned with state guidance.

GOAL 1	By the spring of 2023, 80% of Westview students (grades K-1) will meet or exceed their Spring RIT goal in mathematics and reading.			
Data Checkpoints (dates)	August 2020, December 2020, and May 2021	August 2021, December 2021, and May 2022	August 2022, December 2022, and May 2023	
Evidence at Checkpoints	NWEA RIT Goals indicate 80% of students meeting	NWEA RIT Goals indicate 80% of students meeting	NWEA RIT Goals indicate 80% of students meeting	

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	growth goal	growth goal	growth goal	
Evidence-Based Strategy 1	<p>One strategy for meeting this goal is to implement cooperative learning in small groups based on need as defined by common formative assessments. These small groups will meet while the rest of the class is engaged in learning activities given in the Exact Path learning platform.</p> <p>“Small group learning had significantly more positive effects than individual learning with computer technology on student achievement (mean effect size $d=0.24...$)” - and specifically “small groups using cooperative learning perform better (effect size $d=0.28$) than other small groups”. <i>Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.</i></p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Administration provides teachers PD on creating and analyzing common formative assessment data to determine small groups.	10/2020, ongoing	Emily Bainter Jacob Felger Kerri Wortinger	CFA data provided to administration, discussed in teacher meetings
Action Step 2	Teachers write, administer, and analyze common formative assessments. CFAs contain 3-5 questions on priority standards.	Monthly, starting 10/2020	Teachers	Teachers provide administration with copies of CFAs.
Action Step 3	Train teachers on providing cooperative learning activities in a small group setting while other students are working in Exact Path.	11/2020 11/2021	Emily Bainter Jacob Felger Kerri Wortinger	Observed weekly by administration
Evidence- Based Strategy 2	<p>Another strategy for meeting this goal is for teachers to utilize the Exact Path learning platform to its full potential, including monitoring/editing learning paths, training students to take notes on lessons/tutorials, and examining student data.</p> <p>“Edmentum’s Exact Path assessments and learning paths meet the standard of “promising</p>			PD Needed: Yes No

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	evidence” as defined by the U.S. Department of Education (2016)... that there is a positive, statistically significant correlation between usage of Edmentum’s learning paths and student achievement.” (Taken from https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL.pdf)			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers conference individually with students to review NWEA scores and set growth goals for the next test.	Ongoing	Teachers	Teachers provide documentation showing they have conferenced with individual students on NWEA goals.
Action Step 2	Provide PD on implementing the Exact Path differentiation tool with fidelity. Focus on maximizing the impact of the teaching components of the platform.	7/2020 - 9/2020 9/2021 - Ducktail PD Day Ongoing - individual training	Emily Bainter Jacob Felger Kerri Wortinger	Observed weekly by administration Administrators monitor usage and number of skills learned from the data dashboard.
Action Step 3	Teachers monitor student Exact Path usage and respond to student needs.	Ongoing	Teachers	Usage data dashboard in Exact Path

GOAL 2	By the end of the school year (June of 2023), at least 83% of the Westview student population will achieve the label of “model attendee” according to ESSA (miss less than 7 days per year and/or improve attendance from prior year).			
Data Checkpoints (dates)	Biweekly checkpoints	June 2021	June 2022	June 2023
Evidence at Checkpoints	Attendance Reports (traditional and virtual)	Student attendance data from PowerSchool	Student attendance data from PowerSchool	Student attendance data from PowerSchool

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Evidence- Based Strategy 1	<p>Our first strategy to improve student attendance relative to the ESSA standard is to ensure that attendance data is being recorded and analyzed properly.</p> <p>“Teachers and other school personnel should receive professional development in properly classifying, collecting, and reporting data. Successful data collection by districts has been shown to help strengthen school-specific problem areas in attendance, such as specific grade level absenteeism or demographic trends.” <i>Best Practices in Improving Student Attendance, Hanover Research, August 2016, p 4</i></p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Administration and technology team members provide PD to school attendance secretaries/officers	October 2020-December 2020	Kerri Wortinger Jacob Felger Stephen Jeffries	Administrators and tech team members conduct randomized checks of student attendance alongside secretary
Action Step 2	Building-level administrators meet with data collection team to disaggregate and analyze attendance data	June 2021-ongoing	Kerri Wortinger Jacob Felger Stephen Jeffries	Building-level administrators are able to communicate student attendance data reliably to central office
Evidence- Based Strategy 2	<p>To further connect with families of students who are chronically absent, we will implement a direct family involvement plan and an attendance mentoring program.</p> <p>“A 2013 analysis of “Success Mentors” that worked with chronically absent students in New York City found that each participant gained about nine days of school per year, and that high school participants were 52 percent more likely to remain in school the following academic year compared to their peers who did not receive mentoring support.” In addition: “Direct methods such as parent phone calls and regular attendance updates have also been associated with improved attendance rates.” <i>Best Practices in Improving Student Attendance, Hanover Research, August 2016, pp 10-11</i></p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

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Action Step 1	Train selected school personnel as attendance mentors for the “check and connect” program	January 2021-ongoing	Kerri Wortinger Cheryl Mathias Emily Bainter Lezlie Winter	Students who are identified as chronically absent have an adult mentor who checks in on them weekly
Action Step 2	Complete a Bowen referral for every student who is identified as chronically absent	October 2020-ongoing	Kerri Wortinger Cheryl Mathias	Students who are identified as chronically absent are referred to Bowen services for support through an outside agency to work with the student in school as well as the family in the home
Action Step 3	Implement parent conferences for students when they reach five days of unexcused absence	October 2020-ongoing	Kerri Wortinger Cheryl Mathias	Complete a Student Attendance Success Plan as evidence of the parent meeting and as a tool to make an individualized plan for the chronically absent student (s)

GOAL 3	By the Spring of 2023, Westview students in grades K-1 will achieve at least a 60% average pass rate projection for ILEARN (academic achievement), based on NWEA data.			
Data Checkpoints (dates)	Spring 2021	Spring 2022	Spring 2023	
Evidence at Checkpoints	NWEA ILEARN 3rd Grade Pass Projection	NWEA ILEARN 3rd Grade Pass Projection	NWEA ILEARN 3rd Grade Pass Projection	

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Evidence- Based Strategy 1	<p>Teachers must leverage knowledge of the ILEARN Blueprints and their correlation to NWEA data/the MAP Learning Continuum in order to align and strengthen instructional planning.</p> <p>“Blueprints define the essential content which will be measured by the assessment.” (from <i>doe.in.gov</i>) “Teachers can use the Learning Continuum’s information to streamline instructional planning, differentiate instruction for both individual students and skill-based activity groups, and better engage students in their learning.” (from <i>nwea.org</i>)</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide PD for teachers over using MAP Learning Continuum to inform instruction	November 2020-ongoing	Emily Bainter Jacob Felger Kerri Wortinger	Teachers produce documentation of their plans, showing evidence of utilization of Learning Continuum
Action Step 2	Administrators monitor monthly grade level team meetings to ensure consistent planning	November 2020-ongoing	Kerri Wortinger	Minutes/agenda/ notes from grade level meetings show evidence of an instructional planning component
Action Step 3	Teachers utilize PD days for curriculum alignment	January 2021-May 2021	Kerri Wortinger Westview Teachers	Administrators will conduct observations of teacher meetings during PD times to collaborate and monitor
Evidence- Based Strategy 2	<p>As mentioned above in Goal #1, the need for instruction using small groups based on the data from common formative assessments is also believed to increase student growth and performance on the ILEARN assessment.</p> <p>“Small group learning had significantly more positive effects than individual learning with computer technology on student achievement (mean effect size $d=0.24...$)” - and specifically “small groups using cooperative learning perform better (effect size $d=0.28$) than other small groups”. <i>Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to</i></p>			PD Needed: Yes No

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	<i>achievement. London: Routledge.</i>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Administration provides teachers PD on analyzing common formative assessment data to determine small groups.	12/2021, ongoing	Emily Bainter Jacob Felger Kerri Wortinger Chris Shively	CFA data provided to administration, discussed in teacher meetings
Action Step 2	Teachers write, administer, and analyze common formative assessments. CFAs contain 3-5 questions on priority standards.	Monthly, starting 1/2021	Teachers	Teachers provide administration with copies of CFAs.
Action Step 3	Teachers meet to analyze data and determine effective teaching strategies based on CFA results.	Monthly, starting 10/2020	Teachers	Teachers provide administration with minutes.
Action Step 4	Train teachers on providing cooperative learning activities in a small group setting while other students are working in Exact Path.	11/2020	Emily Bainter Jacob Felger Kerri Wortinger Chris Shively	Observed weekly by administration
Evidence- Based Strategy 3	<p>Informal and formal observation tools indicate that consistent use of 1) good classroom management strategies and 2) a variety of research-based instructional strategies increase by at least 25% by 12/2021 and 50% by 5/2022.</p> <p>“At all public school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place ... In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment.” <i>“Improving Classroom Management” Educational Leadership, p. 13</i></p>			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Formal and Information Evaluation tools are created/modified to include specific indicators for good classroom management and instructional strategies.	8/2021 - ongoing (new instructional strategies selected each year)	Administrators	Evaluation tools created
Action Step 2	Teachers participate in PD to learn about specific research-based instructional strategies (for 2020/2021, we will focus on "Math Talk" / "Think Alouds" to encourage metacognition.	9/2021 - ongoing (new instructional strategies selected each year)	Emily Bainter Jacob Felger Teacher leaders Chris Shively	Pre/Post Survey
Action Step 3	Administrators and coaches observe classrooms informally and provide feedback on specific indicators.	9/2021 - ongoing (new instructional strategies selected each year)	Administrators Coaches	Evaluation tool data

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Teachers identify priority standards and align curriculum to focus on those standards. Teachers implement the curriculum with research-based instructional strategies.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local funding sources: most training will occur in-house.	

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

Professional Development Goal 2	Teachers monitor student achievement through CFAs. They identify low performing groups for each priority standard and provide additional instruction in a small group setting.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local funding sources: most training will occur in-house.	
Evidence of Impact	Teachers turn in targeted priority standards and accompanying CFAs each month to the building principal, CFA data discussed in teacher meetings, Meeting minutes, Prioritized curriculum documents, Pre/Post Surveys, PLC Meeting Minutes, Walk-throughs and observations, teacher evaluations indicate instructional strategies in use	
Plan for coaching and support during the learning process:		
In addition to an initial “PD Session”, PD will be continuous as teachers learn in PLCs through regular department meetings, meetings with Administration and Data Coaches, and occasional collaborative work time before and after school.		
How will effectiveness be sustained over time?		
Administrators and teachers will demonstrate a sustained commitment to successful implementation by continuing to follow the SIP plan, and by providing/assessing teacher evidence of implementation throughout the school year.		

Professional Development Goal 3	Administrators, secretaries, and teachers all record student attendance consistently, using clearly outlined guidance that is implemented district-wide.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local funding sources: most training will occur in-house.	
Evidence of Impact	Office staff meetings to review current attendance data at the end of each nine weeks, state attendance report numbers submitted each year in June, increased parental understanding and support of attendance policies due to clear expectations and communication, increased student attendance rates due to clear expectations and communication	
Plan for coaching and support during the learning process:		
In addition to initial “PD Sessions”, administration will perform spot-checks on attendance with secretaries.		
How will effectiveness be sustained over time?		
Administrators and teachers will demonstrate a sustained commitment to successful implementation by continuing to follow the SIP plan, and by monitoring student attendance data for evidence of success. If attendance rates do not increase, follow-up meetings will adjust the SIP plan accordingly.		

Implementation of Schoolwide Reform

Westview began to implement RTI in the 2008/2009 school year. Through this process, it became evident how important it was to have the mindset of teaching students, not grade levels. The idea that all Westview students were the responsibility of all Westview staff members became the focus. We thought if we supported students at their instructional level, implemented scientifically research based interventions, and tracked their progress, we would be successful in helping students grow and make progress towards mastering grade level standards. This worked for students who were scoring in the average to above average range, but our at-risk students were not making adequate progress to close grade level gaps. As we met with teachers,

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gathered data, voluntarily met with the IDOE Department of School Improvement, and went through our comprehensive needs assessment we discovered that we needed to reevaluate how to support our students in their journeys to meeting grade level standards. We realized we weren't moving the students quickly enough and we weren't exposing all of our students to the rigor of Indiana's high priority standards. Westview reconfigured their plan to focus all interventions around high priority standards.

Tier I Reading and Math Intervention

With this information Westview will amend it's schoolwide plan for the 2022/2023 school year. The 2021/2022 NWEA data indicates that Westview teachers need to focus on high priority state standards. See the following plan provided:

Westview's new Schoolwide plan for the 2022/2023 school year is as follows:

- Grade level teams determine high priority standards based on the Indiana Academic Standards and the ILEARN Blueprints for math and ELA.
- Grade level teams create new instructional calendars for the 2022/2023 school year based on the high priority standards.
- Grade level teams create Common Formative Assessments (CFAs) based on the high priority standards. These assessments will provide students with the rigor of the Indiana Academic Standards.
- Grade level teams create and gather resources to help guide students in the direction of mastering high priority Indiana Academic Standards.
- Teachers use Professional Learning Communities (PLCs) to discuss and learn best practices for teaching and learning each high priority standard.

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- At the end of each month, students take a grade level common formative assessment to see if they have mastered the high priority standards they have learned for the month and also if they have retained the standards from the previous months.
- Grade level teams will meet to discuss the CFA data and place students in Tier I Interventions within the ELA and math blocks. Students who did not meet mastery will be provided Tier I small group interventions from their classroom teachers.
- Students who do not meet mastery of high priority standards and who are not projected to pass ILEARN, in 3rd grade, based on i-Ready data, will also receive Tier II interventions planned by the reading intervention teacher and provided by highly qualified paraprofessionals.
- Students who do not show an indication of mastery with Tier II intervention will be provided Tier III interventions after a six-eight week data period.

Westview will continue to work with our Kindergarten and 1st grade students through interventions and classroom instruction with the use of CFA data, i-Ready data, IXL, Reading Eggs, and Math Seeds in the 2022/2023 school year. To focus on high priority standards Westview will start using the Eureka Math curriculum for the 2022/2023 school year, to improve student growth in the areas of concept development and problem solving. Westview teachers are also improving their ELA Curriculum by adopting the McGraw Hill Wonders reading and writing program to align with the

College and Career Readiness Standards' level of rigor. Reading comprehension, story analysis, and writing are still areas of focus.

Administrators will continue to meet during the 2022/2023 school year with targeted teachers. Intervention meetings will be held four times per year to discuss student progress on i-Ready, IXL, CFAs and intervention progress monitoring data to develop individual student RTI plans that address students' academic needs. All of the information gathered is used to help plan for areas of concern for each student and teacher.

Tier II and III Reading and Math Intervention

Beginning with the 2009/2010 school year, Westview Elementary has had an intervention teacher who oversees and guides a team of paraprofessionals working to provide students with needed interventions. The intervention teacher is a highly qualified, licensed teacher with specific training in the areas of:

- Response to Intervention
- Differentiated Instruction
- Data collection and analysis
- Scientifically research based interventions and instruction

1. Westview's intervention teacher supports at-risk students as they work towards progress of high priority standards. The intervention teacher will develop lesson plans that scaffold the learning activities to enable students to meet grade level standards. Students needing additional support will have supplemental reading and math Tier II and/or Tier III instruction during the day that is outside the 90 minute reading block.

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2. The intervention teacher collaborates with classroom teachers to help strengthen the core academic program. Specifically, the interventionist will work as a teacher leader to help support classroom teachers as they work to strengthen the core curriculum in both reading and math.
3. Students identified as being at risk, as measured by NWEA assessments and their monthly Common Formative Assessments, will be given additional support in the classroom through Tier I intervention and supplemental reading and/or Tier II and/or Tier III reading instruction during RTI times. This additional time will focus on specific deficiencies and instruction will be designed to implement research based interventions to help support the student as he/she works toward proficiency of the identified grade level skill.
4. Data will be collected and analyzed throughout the school year to ensure all students are receiving the services needed to become successful, proficient students. In addition, emphasis will be put on progress monitoring to help teachers and interventionists identify those students who are responding to interventions and instruction and those who need additional support. Data for specific groups will be collected to ensure all populations are being served.
5. Interventionists work with classroom teachers and students each day. Our high ability coordinator will take on the role of the high ability interventionist and work with teachers assigned to students identified as high ability. The high ability coordinator will provide extended opportunities to meet the needs of students who are achieving well above their other high ability peers. The high ability coordinator will also help high ability students fill in gaps of specific skills.

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6. Collaboration time will be built into teachers' and interventionists' schedules to allow time to discuss student progress. Progress monitoring will be implemented with consistency and fidelity as needed for each individual student. Data analysis will be conducted on a regular basis and changes will be made to the student's learning plan as needed based on the data. Student progress will be expected as measured by i-Ready assessments. When progress is not visible, a meeting will be held that will include the teacher, interventionist, administrator, and parents to look at a new plan. Meetings will be scheduled 4 times throughout the school year to discuss student progress.

Highly Qualified Teachers

Staff Name	Licensure/Certification	Assigned Class/Subject
Coffee, Teaira	Preschool License	PreK Teacher
Perkins, Taylor	Preschool License	PreK Teacher
Copas, Reagan	Preschool License	PreK Teacher
McDaniel, Janelle	Preschool License	PreK Teacher
Worrell, Courtney	Preschool License	PreK Teacher
Dilts, Rachel	Preschool License	PreK Teacher
Smith, Mata	Praxis II	PreK Teacher
Strong, Liz	Masters Degree	PreK Director/Asst. to Prin.
Francis, Teresa	Praxis II	KDG Teacher
Jones, Alicia	Praxis II	KDG Teacher
Riley, Laura	Praxis II	KDG Teacher
Felver, Lisa	Praxis II	KDG Teacher
Walton, Tracy	Praxis II	KDG Teacher

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Wright, Stacy	Praxis II	KDG Teacher
Yoder, Dawn	Praxis II	KDG Teacher
Hobbs, Shannon	Praxis II	KDG Teacher
Baiao, Lindsay	Praxis II	1 st Grade
Klee, Kim	Praxis II	1 st Grade
Hopkins, Olivia	Praxis II	1 st Grade
Krevda, Katie	Praxis II	1 st Grade
Overmyer, Tami	Praxis II	1 st Grade
Parks, Ashley	Praxis II	1 st Grade
Toeys, Ronda	Praxis II	1 st Grade
Dittmar, Victoria	Praxis II	1 st Grade
Gleason, Kristina	Praxis II	Reading Intervention Teacher
Althouse, Mary	ParaPro	PreK Paraprofessional
Arrendale, Laura	Over 1,000 Hrs of Experience	K-1 Paraprofessional
Elkins, Breanna	Associates Degree	K-1 Paraprofessional
Ellis, Kim	ParaPro	PreK Paraprofessional
Fritchman, Becky	Bachelor's Degree	K-1 Paraprofessional
Dalton, Catherine	Over 1,000 Hrs. of Experience	PreK Paraprofessional
Fugate, Justin	Bachelor's Degree	LEGO Paraprofessional
Fugate, Nancy	Bachelor's Degree	PreK Paraprofessional
Johnson, Kaylene	ParaPro	K-1 Paraprofessional
Waramath, Melissa	CDA	Fine Arts - Paraprofessional
Taylor, Debra	Bachelor's Degree	K-1 Paraprofessional
Whitacker, Alicia	ParaPro	Sp Ed Paraprofessional
Fultz, Ashley	ParaPro	Sp Ed Paraprofessional
Cox, Callie	ParaPro	PreK Paraprofessional
Cole, Megan	ParaPro	Sp Ed Paraprofessional
Beouy, Carragan	Over 1,000 Hrs of Experience	Alt. Ed Paraprofessional

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Parish, Sarah	ParaPro	Sp Ed Paraprofessional
Vetor, Rhona	Associates Degree	Sp Ed Paraprofessional
Leonard, Miranda	60 Credit Hrs. toward Bachelor's	PreK Paraprofessional
Foy, Jancie	Over 1,000 Hrs of Experience	K-1st Paraprofessional
Sands, Jennifer	ParaPro	PreK - 1st Paraprofessional
Rose, Sarah	Over 1,000 Hrs of Experience	P.E. - Paraprofessional ½ yr.
McVicker, Miriam	ParaPro	PreK - Paraprofessional
Working, Heather	Praxis II	Math Intervention Teacher
Meek, Rebecca	Praxis II	Reading Intervention Teacher
Felger, Jacob	Praxis II	Director of Data
Niverson, Shanna	Praxis II	Special Ed. Teacher
Shivley, Chris	Praxis II	High Ability Coordinator
Bainter, Emily	Praxis II	Title/RTI Dir., Reading Sp.
Ludlow, Michelle	BS/MA	Speech/Lang

High Quality Professional Development

Based on the comprehensive needs assessment, the committee has decided Westview Elementary should focus on providing on-going professional development for teachers, principals, and paraprofessionals in the areas of Response to Intervention, differentiated instruction for Tier I interventions, creating common formative assessments based on high priority standards, curriculum mapping, data collection and analysis, and use of technology resources to differentiate learning. In the winter of 2022, teachers were trained on Mississinewa's new Eureka math curriculum for the 2022/2023 school year that contains the rigor of ILEARN expectations. Teachers will also provided training on during the summer of 2022 on the McGraw Hill Wonders reading program that was voted on by teachers to begin implementation during the 2022/2023 school year.

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

In July of 2020, all Westview teachers went through a 45 hour training on the Orton Gillingham based Phonics First program created by Brainspring. Phonics First will continue to be Westview's reading intervention program and classroom teachers will utilize the strategies throughout their daily

Throughout the 2022/2023 school year, teachers will be provided in-house professional development on online teaching and learning. Mississinewa will conduct an

all-day technology PLC day to provide best practices in the areas of literacy, math, effective parent communication, and technology programs.

During the 2022/2023 school year, Mississinewa will provide teachers with weekly 45 minute sessions of literacy, math, CFA, data analysis, and technology trainings. Technology training will include Apple representative training within teachers' classrooms on adaptive technology.

Mississinewa will also partner with NIET for the 2022/2023 school year on a weekly basis to analyze school data and teaching practices to pinpoint areas that need improvement and help teachers move forward with in-class modeling and training of best practices focused on high priority standards.

Strategies to Attract Highly-Quality, Highly Qualified Teachers to Westview

Westview has a unique advantage in the area of attracting high-quality, highly qualified teachers. Westview has two highly respected universities as neighbors. Both Taylor University and Indiana Wesleyan University have renowned Education programs. Mississinewa Community Schools has built relationships with both universities and has the pleasure of hosting many practicum and student teacher placements. Westview receives many inquiries from newly licensed teachers graduating from both universities. We have been fortunate in our ability to attract and hire some of the best and brightest from both Taylor and IWU as a result of student teaching placements. The candidates fall in love with our schools and our community. We believe we are a forward thinking

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district and offer many outstanding programs for our students and our teachers. This belief is justified when we consider the number of quality applicants we receive for each opening the school posts. In addition to our university contacts, Westview posts openings on our school website and on the IDOE website.

Strategies to Increase Parental Involvement, Such as Literacy Services

Through our Title I parent information and evaluation meetings we have gained greater knowledge of what our parents need and want in order for them to become more involved and better equipped at helping their children reach grade level proficiency on state standards. Parents have expressed a need to learn how to help their students at home. With these requests we will provide more information to parents in the 2021/2022 school year in the following areas:

- i-Ready Assessment Reports - Weakest Areas - Skills to focus on
- Place Indiana Academic Standards on Parent Tab of Mississinewa Website
- Math and reading activities to do at home
- Technology Training for parents
- Provide PowerSchool information and app for quick access to grades
- Introduce Families to Community Partners (Mississinewa Family Wellness Fair)
- Fall and early spring parent teacher conferences will be provided
- Family Nights with literacy, math, SEL, and STEAM activities and strategies

Although these are the activities we will focus on and add to the 2022/2023 school year, Westview will meet the needs of all families by continuing to provide the activities and resources that are laid out in the Westview Parent Involvement Plan.

Providing Individual Academic Assessment Results to Parents

Westview families will receive i-Ready reports three times per year. The reports explain the national percentile of the student, areas of weakness, and standards to focus on. The first report is provided at parent teacher conferences, so the teacher can review the information with parents and help them understand the report and how to utilize the information to help their children at home.

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

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

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

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

Mississinewa Community Schools houses a morning and afternoon half-day exceptional needs preschool classroom, one morning and afternoon half-day preschool classroom, and five full-day preschool classrooms. All of our classrooms are blended with children ranging in ages three to five years old. At the beginning of the 2022/2023 school year, Mississinewa Community Schools will have approximately 185 preschool students enrolled.

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

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

For all incoming preschoolers and currently enrolled 3-year-old students, several sessions of roundup are held in the spring. Likewise, four sessions of Kindergarten roundup are held in the spring. During these roundups, parents are introduced to the school, staff, the Westview building with a tour, and the registration process. Preschool

students are given the Brigance screener and introduced to teachers during roundup. In early August, an Ice Cream Social is held where both parents and students are given a tour of the school to help their students transition into Preschool and/or Kindergarten.

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

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

After analyzing 2022 NWEA data and Northview's 3rd grade ILEARN results and seeing a need to align curriculum and classroom instruction to high priority Indiana Academic Standards, teachers in grades K-1st voted to implement Common Formative Assessments for the 2022/2023 school year. Teachers are provided ongoing training on CFAs. This training covers how to create CFAs; how to keep data on CFAs; progress monitor Tier I interventions; and how to utilize programming to differentiate instruction. Teachers were given professional development days during the 2021/2022 school year to create Common Formative Assessments that follow the high priority Indiana Academic Standards. This professional development will continue through the 2022/2023 school year as teachers work on creating new curriculum resources to match

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the rigor of their CFAs and ILEARN. Teachers will utilize the Indiana Academic Standards and the ILEARN Blueprints to create alignment with grade level standards and gather learning activities to prepare their students for 3rd grade ILEARN and IREAD-3.

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

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

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

Activities and Programs at the School Level to Ensure Proficiency

A classroom teacher, intervention teachers in reading, school principal, director of intervention, home service coordinator, and staff will support every student at Westview Elementary. Students failing to meet benchmarks as measured by CFAs and the i-Ready assessments will receive additional Tier I intervention in the areas of reading and/or math. Reading intervention teachers and a technology integration coach are provided to assist teachers and help strengthen the core academic curriculum and support them in the area of differentiated instruction.

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

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

Coordination and Integration of Funds

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