

Merrillville Intermediate School



Title 1 School-Wide School Improvement Plan

2025-2026

Table of Contents

Title I Schoolwide Plan Checklist	2
Description of the School	3
Mission and Vision Statements	4
Comprehensive Needs Assessment	5
Implementation of Schoolwide Reform Strategies	12
Language Arts Goals, Action Plan and Professional Development Strategies	12
Mathematics Goals, Action Plan and Professional Development Strategies	13
Attendance Goals, Action Plan and Professional Development Strategies	14
Behavior Goals, Action Plan and Professional Development Strategies	15
Highly Qualified Paraprofessionals Information	17
Highly Qualified Teacher Information	18
Professional Development	21
Strategies to Attract Highly Qualified Teachers	21
Strategies to increase parental involvement	22
Reporting Individual Academic Results	24
Parent Involvement in Revision of Schoolwide Plan	24
Pre-K to K and 4th to 5th Grade Transition Plans	25
Opportunities for Staff to Be Included in Assessment Decisions	25
Coordination/Integration of Funding	26
Curriculum Location and Description	26
Assessment Instruments	27
Include Needs of All Learners	27
Safe and Disciplined Learning Environment	29
Technology Initiatives	30
Cultural Competencies	30
Appendix.....	30
School Parent Compact	32
School Parent Involvement Policy	33
Title I Program	

Description	35
Responsibilities of the School, the LEA, and the SEA	36
Documentation of Support by Teachers	
37	
District Assurance	
Form	37

Schoolwide Plan Components – Checklist (Page # need to be updated)		
	Required Components of a Title I, A Schoolwide Plan	LEA Review
1	A comprehensive needs assessment of the whole school	P.3
2	Implementation of schoolwide reform strategies that: ▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program ▫ Increases the amount of learning time ▫ Includes strategies for serving underserved populations ▫ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ▫ Address how the school will determine if those needs of the children have been met ▫ Are consistent with and are designed to implement state and local improvement plans, if any	P. 12
3	Highly qualified teachers in all core content area classes	P.18
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	P. 21
5	Strategies to attract high-quality teachers to this school	P. 21
6	Strategies to increase parental involvement, such as literacy services 6a. Description how the school will provide individual academic assessment results to parents 6b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	P. 22-24
7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	P.25
8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	P. 25
9	Activities and programs at the school level to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement are provided with effective, timely additional assistance	P. 12 , P. 27 and P. 35

10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	P.26
10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	

Description of the School – 2025–2026

The town of Merrillville is the twenty-fifth largest community in Indiana. It is located approximately one mile south of Gary, Indiana, and twenty-eight miles southeast of Chicago, Illinois. Merrillville is part of Lake County, which is the second largest county in the state of Indiana. Merrillville covers just over thirty-three square miles of the total 627 square miles of Lake County. The Merrillville Community School Corporation consists of all of Ross Township, which includes Merrillville as well as parts of the cities of Hobart and Crown Point.

Merrillville’s ethnically diverse population of approximately 36,444 citizens enriches the community. The current demographic breakdown is approximately 29.7% Caucasian, 50.1% African-American, 14.8% Hispanic/Latino, 3.6% Multi-racial, and 1.3% Asian, with small percentages from other ethnic groups. This primarily residential community consists of citizens who are largely middle class, both economically and socially, with a smaller percentage at the higher or lower ends of the spectrum. Many residents earn a living from the businesses along the Route 30 corridor, from nearby cities, or by commuting to Chicago and its surrounding suburbs. The median household income in Merrillville remains around \$62,221.

The Merrillville Community School District is composed of one high school, one middle school, one intermediate school, and five elementary schools, serving approximately 5,867 students. Merrillville Intermediate School reorganized in 2001–2002 and serves all fifth and sixth grade students in the district. Originally built in 1971, the building underwent a \$22 million renovation and currently houses a student population of approximately 769 students. The school’s ethnic makeup reflects the district’s diversity, with about 64% African-American, 20% Hispanic, 9% Caucasian, 6% Multi-racial, and 1% Asian and other groups.

The school is supported by a dedicated team that includes one principal, two assistant principals, one dean of students, an instructional coach, district data coach, two social workers, a full-time nurse, seven special education teachers, nine paraprofessionals, thirty-six academic teachers, four title one teachers, seven allied arts teachers, seven custodians, two maintenance workers, nine cafe workers and nineteen support staff. Additionally, three full-time non-uniformed security personnel are on site in accordance with the Safe Schools principles.

The school also offers a safe and structured after-school program called Adventure Club, where students receive snacks and participate in a variety of social and character-building activities.

Merrillville Intermediate School takes pride in providing students with a well-rounded and inclusive educational experience, rooted in strong family and community involvement. Before the school year begins, students and families are welcomed through 5th grade welcome night called “Investigate MIS” and Open House Night for 5th grade and 6th graders. During the first three days of school, all students participate in a “boot camp” focused on school procedures, relationship-building, and acclimation. Parent-teacher conferences are held in November, and families are encouraged to be active participants in school life. The PTO plays an important role in promoting communication and involvement.

For the 2025–2026 school year, MIS is partnering with All Pro Dads and Path Programs to provide additional mentorship opportunities. The school continues to expand extracurricular offerings, having introduced intramural volleyball, cheerleading, and basketball during the 2023–2024 school year. For the 2025 and 2026 school year MIS is officially adding two clubs: Chess and Radio Club. Other clubs include Student Council, PEARLS, STAND, Spell Bowl, and Math Bowl. The arts are also a vital part of the student experience. Choir, band, and orchestra involve over 130 students, who participate in concerts and events through the Indiana State School Music Association. Students also benefit from enriching field trips such as visits to the Challenger Space Center, Indiana Dunes, Showplace Movie Center and the Merrillville Planetarium.

Mission and Vision Statement: Merrillville School Corporation

Vision

Every Child. Every Day. Whatever It Takes.

Mission Statement

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

Mission and Vision Statement: Merrillville Intermediate School

Vision

Every Child. Every Day. Whatever It Takes.

Mission Statement

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

Comprehensive Needs Assessment

The goals set forth in the 2025-2026 SIP are based on data obtained from the Comprehensive Needs Assessment. Both math and reading goals were based on the data shown below. An analysis of the data indicates an overall improvement of Tier 1 instruction for all students and to close the learning gap.

Academic Data - Math

5th Grade: ILEARN: Math (% of Students)				
Year	Above	At	Near	Below
18-19	24	27	27	22
20-21	10	21	26	43
21-22	7	16	27	50
22-23	16	22	23	39
23-24	12	20	23	45
24-25	16	16	18	50

6th Grade: ILEARN: Math (% of Students)				
Year	Above	At	Near	Below
18-19	24	29	25	23
20-21	7	15	25	54
21-22	9	20	23	49
22-23	12	21	22	42

23-24	13	14	19	54
24-25	17	16	22	45

Special Education: ILEARN Math (# of Students)				
Grade	Above	At	Near	Below
5th (21-22)	11	23	27	38
6th (21-22)	8	16	28	47
5th (22-23)	2	5	4	55
6th (22-23)	1	6	9	57
5th (24-25)	2	5	7	48
6th (24-25)	1	2	7	55

Special Education: ILEARN ELA (# of Students)				
Grade	Above	At	Near	Below
5th (21-22)	2	3	8	86
6th (21-22)	2	2	9	88
5th (22-23)	3	7	5	75
6th (22-23)	1	8	12	78
5th (23-24)	0	2	2	58
6th (23-24)	1	2	10	52
5th (24-25)	2	7	12	79
6th (24-25)	8	0	9	83

2020-2021 5th Grade ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	14	48	37
Computation	15	45	41

Geometry, Measurement,Data Analysis, Stats	12	42	43
Number Sense	11	50	39

2021-2022 5th Grade ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	11	40	48
Computation	11	40	49
Geometry, Measurement,Data Analysis, Stats	12	36	53
Number Sense	9	49	43

2022-2023 5th Grade ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	19	43	38
Computation	21	41	38
Geometry, Measurement,Data Analysis, Stats	18	45	37
Number Sense	20	43	37

2023-2024 5th Grade ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	15.4	40.9	44.13
Computation	16.6	43	41
Geometry, Measurement,Data Analysis, Stats	18	47	39
Number Sense	17	47	37

2024-2025 5th Grade ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	16	44	39
Computation	20	43	37
Geometry, Measurement,Data Analysis, Stats	24	48	28
Number Sense	18	44	38

2020-2021 6th: ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	10	41	45
Computation	11	41	44
Geometry, Measurement, Data Analysis, Stats	7	48	41
Number Sense	10	35	51

2021-2022 6th: ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	15	41	44
Computation	17	43	40
Geometry, Measurement, Data Analysis,	7	53	40
Number Sense	10	40	50

2022-2023 6th: ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	17	38	45
Computation	18	41	40
Geometry, Measurement, Data Analysis,	16	49	39
Number Sense	17	42	41

2023-2024 6th: ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	50	34	16
Computation	47	37	16
Geometry, Measurement, Data Analysis, Stats	44	42	13
Number Sense	13	32	55

2024-2025 6th: ILEARN Math (% of Students)	Above	At/Near	Below
Algebraic Thinking	18	40	42
Computation	19	40	41
Geometry, Measurement, Data Analysis, Stats	16	46	38
Number Sense	12	38	50

I READY Math % Student Proficiency	Fall 5th (22-23)	Spring 5th (22-23)	Winter 5th (22-23)	Fall 6th (22-23)	Spring 6th (22-23)	Fall 5th (23-24)	Spring 5th (23-24)	Fall 6th (23-24)	Spring 6th (23-24)	Fall 5th 24-25	Winter 5th 24-25	Spring 5th 24-25	Fall 6th 24-25	Winter 6th 24-25	Spring 6th 24-25
Overall	15	44	36	13	45	17	42	25	40	18	35	47	21	35	44
Number Operation	22	50	42	19	48	21	48	27	43	22	45	47	24	39	46
Algebra	22	44	28	13	45	21	45	28	42	22	37	44	22	40	48
Measurement/ Data	22	49	42	23	46	25	47	31	44	26	42	49	26	37	46
Geometry	13	43	32	12	40	16	40	20	36	19	27	46	27	28	39

Academic Data - ELA

5th Grade: ILEARN: ELA				
Year	Above	At	Near	Below
18-19	13	34	25	27
20-21	8	31	28	32
21-22	6	22	26	46
22-23	7	22	22	48
23-24	7	19	23	51
24-25	13	16	19	52

6th Grade: ILEARN: ELA

Year	Above	At	Near	Below
18-19	17	37	29	17
20-21	11	27	28	29
21-22	13	27	26	34
22-23	14	26	21	36
23-24	12	16	21	50
24-25	11	16	25	48

2020-2021 Special Education: ILEARN ELA (% of Students)				
Year	Above	At	Near	Below
5th	9	34	30	27
6th	11	27	28	29
2021-2022 Special Education: ILEARN ELA (% of Students)				
Year	Above	At	Near	Below
5th	1	3	10	85
6th	0	5	14	81
2022-2023 Special Education: ILEARN ELA (% of Students)				
Year	Above	At	Near	Below
5th	0	8	9	83
6th	1	10	12	77

2023-2024 Special Education: ILEARN ELA (% of Students)				
Year	Above	At	Near	Below
5th	0	3	3	94
6th	2	3	15	80

2024-2025 Special Education: ILEARN ELA (% of Students)				
---	--	--	--	--

Year	Above	At	Near	Below
5th	2	7	12	79
6th	0	8	9	83

5th Grade: 2020-2021 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	18	63	18
Structural Elements and Organization/Connection of Ideas/Media Literacy	13	70	17
Writing	14	58	28

5th Grade: 2021-2022 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	12	52	36
Structural Elements and Organization/Connection of Ideas/Media Literacy	7	64	29
Writing	10	42	48

5th Grade: 2022-2023 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	7	52	41
Structural Elements and Organization/Connection of Ideas/Media Literacy	11	52	37
Writing	8	43	48

5th Grade: 2023-2024 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	10	49	41
Structural Elements and Organization/Connection of Ideas/Media Literacy	8	48	44
Writing	10	39	52

5th Grade: 2024-2025 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	15	43	41

Structural Elements and Organization/Connection of Ideas/Media Literacy	13	41	46
Writing	4	62	34

6th Grade: 2020-2021 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	15	62	21
Structural Elements and Organization/Connection of Ideas/Media Literacy	18	63	17
Writing	14	55	29

6th Grade: 2021-2022 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	13	62	25
Structural Elements and Organization/Connection of Ideas/Media Literacy	14	63	23
Writing	14	47	39

6th Grade: 2022-2023 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	15	59	30
Structural Elements and Organization/Connection of Ideas/Media Literacy	17	54	33
Writing	17	45	42

6th Grade: 2023-2024 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	0	10	38
Structural Elements and Organization/Connection of Ideas/Media Literacy	0	60	40
Writing	0	49	51

6th Grade: 2024-2025 ILEARN ELA (% of Students)	Above	At/Near	Below
Key Ideas and Textual Support/Vocabulary	12	48	40
Structural Elements and Organization/Connection of	10	49	41

Ideas/Media Literacy			
Writing	9	55	36

IREAD Y ELA % Stude nt Profici ency	Fall 6th (21-2 2)	Sprin g 6th (21-2 2)	Fall 5th (22- 23)	Win ter 5th (22- 23)	Fall 6th (22- 23))	Sprin g 6th (22- 23)	Fall 5th (202 3-20 24	Win ter 5th (202 3-20 24	Sprin g 5th (202 3-20 24	Fall 6 th (202 3-20 24	Win ter 6 th (202 3-20 24	Sprin g 6th (202 3-20 24	Fall 5th 24-2 5	Win ter 5th 24-2 5	Sprin g 5th 24-2 5	Fall 6th 24-2 5	Win ter 6th 24-2 5	Sprin g 6th 24-2 5
Overall	12	26	22	35	24	43	20	35.6	39.7	23.7	34.8	35.9	26	35	38	26	23	40
Vocab ulary	13	26	21	30	256	38	22	19	39	24	38	16	26	33	41	26	22	40
Comp: Lit	18	29	29	39	29	47	35	32	48	20	30	245	29	37	42	28	24	40
Comp: Infor Text	17	27	22	36	26	41	36	33	43	40	31	19	31	31	39	25	28	37

WIDA DATA

21-22	Level 1	Level 2	Level 3	Level 4	Level 5
% of students	5.7	8.6	40	34.3	11.4

22-23	Level 1	Level 2	Level 3	Level 4	Level 5
% of students	5.7	8.6	40	34.3	11.4

23-24	Level 1	Level 2	Level 3	Level 4	Level 5
% of students	17.3	13	34.8	30.4	4.3

24-25	Level 1	Level 2	Level 3	Level 4	Level 5
% of students	9.5	16	42	22.5	16

Attendance Data

In studying the attendance for the 2022-23 school year, , the data shows that intentional and

purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade

Attendance Percentage 2021-2022					Overall
Grade	Trimester 1	Trimester 2	Trimester 3	Average	
5th	97.79	96.78	96.82	97.13	
6th	97.62	96.64	96.61	96.96	
Schoolwide					97.04

Attendance Percentage 2022-2023				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	95.5	93.57	94.7	
6th	94.4	93.8	94.8	
Schoolwide	95	93	94.7	94.45

Attendance Percentage 2023-2024				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	98.17	97.48	96.98	97.54
6th	98.05	97.32	97.08	97.48
Schoolwide	98.11	97.4	97.03	97.51

Attendance Percentage 2024-2025				
Grade	Trimester 1	Trimester 2	Trimester 3	Average
5th	98	97	96	97
6th	98	97	96	97
Schoolwide	98	97	96	97

5th Grade: ILEARN Checkpoint 2				
Year	Above	At	Near	Below
18-19	24	27	27	22
20-21	10	21	26	43
21-22	7	16	27	50
22-23	16	22	23	39
23-24	12	20	23	45

Behavior Data

Action	20-21	21-22	22-23	23-24	24-25
LD	9	29	56	406	209
ASD(2023 before)	0	237	239	136	34
Friday	0	287	228	210	148
ISS	18	246	358	611	255
OSS	22	153	205	303	141
Virtual Learning Placement	45		0	0	10
Suspension from bus		91	91	22	9
Restorative Circle	N/A	N/A	N/A	179	146

Offense::

Violation/Behavior	Year: 22-23 (Number of incidents)	Year: 23-24 (Number of incidents)	Year: 24-25 (Number of incidents)
Fighting (no weapon)	157	247	105
Use or Possession of Tobacco/vaping	28	2	2
Misuse of Technology	17	80	73
Disruptive Behaviors in Class	234	357	182
Civility: Disrespect to Peers	88	238	107
Misbehavior on Bus	115	131	17
Physical Aggression	81	14	8
Disrespect to Staff	190	91	52
Hitting, shoving, pushing	54	118	37
Refuses Directions: Defiance	119	270	108

Physical Confrontation: Not a fight	53	48	58
--	----	----	----

Discipline Anecdotal Notes:

- One of our goals this year was to document discipline so we could get a real number of real incidents and actions.
- OSS, ISS are down tremendously. This is due to covering supervision gaps, and setting clear expectations for students and staff.
- Fighting for 6th grade students became an almost non-existent problem in the 2nd half of the school year.
- All discipline offenses and actions are down.
- Detentions assigned by teachers were extremely low and not being used as a proper discipline tool.

Climate Surveys

- [Climate Survey](#)

Climate Survey Anecdotal Notes:

- 93.9% of staff feel safe
- 93.9% of staff feel supported by administration
- 87.9% Feel part of the team

An analysis of the 2024-2025 data led to the following observations and conclusions:

- Attendance rate stayed near the same when accounting for only unexcused absences.
- ILEARN Math at or above scores stayed the same in 5th grade (32% to 32%) and increased in 6th (27% to 33%).
- ILEARN ELA at or above scores went up in 5th grade and down 1 point in 6th grade. 5th (26 to 29%) and 6th (28% to 27%).
- Major violations: When students first attend MIS fighting increases. However, as students stay in MIS and finish MIS, fighting has dropped tremendously.
- Disruptive behaviors are a problem as students enter MIS. The data shows that as students progress through MIS behaviors decrease.
- Use of Tobacco/Vaping is not an issue at MIS (2)
- Out of school suspensions, In school suspensions are down greatly.
- Restorative practices are documented at 146, a decrease due to a decrease in fighting.

Successes

- Our attendance rate is good, always needs to improve.
- Climate and culture survey was positive.
- ILEARN scores are climbing.
- High percentage of Near proficiency on ILEARN
- IREADY scores as a building show great growth across the board.
- 146 restorative circles. This was a decrease from past year, but overall physical events wanted down, which resulted in less restorative circles being completed.

Areas of Weakness

- Academic achievement on ILEARN
 - Low percentage of students at or above proficiency in both ELA and Math.
 - Single digits of students passing ILEARN for SPED in both ELA and Math.
- Discipline Referrals
 - We have had a high number of fights and civility. However, our 6th grade cohort shows a steep drop off in physical altercations in the second half of the school year.

Implementation of Schoolwide Reform Strategies

FOCUS AREA ELA: The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
August 2023 MEASURABLE OUTCOME: IREADY AT/Above grade level will be 70%				
Focus Area	ELA: IREADY and ILEARN			
Root Cause	Student engagement and instruction			
Data Based Rationale	ILEARN 5th 29% and 6th 27% IREADY 2024-2025 38% at or above grade level.			
Research-Based Goal	Teachers use data to drive instruction. SRT time used to work in small groups and meet the needs of students. Targeted interventions to meet Checkpoints.			
Evidence-Based Intervention	Description: Provide professional development, coaching, and data analysis of student performance. Learning strategies for Implementation during instruction and ways to differentiate instruction to meet the needs of all students.	Core Component (if applicable) ☐ Safe Learning Environment ☐ Technology ☐ Curriculum ☒ Instruction ☐ Assessment ☐ Parent Participation ☐ District Level		
Targeted Group (for focused data analysis)	Choose all that apply ☒ F/R Lunch ☒ SPED ☒ ELL ☒ Ethnicity ☒ High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Increase student engagement and rigor		Administrators Instructional Coach Teachers Department Head	Formative and summative data including i-Ready, CFA, lesson plans	Weekly Monthly 3x a year
Increase curriculum rigor and relevance.	Double our high ability groups in 5th and 6th grade. Align curriculum with new check points	Administrators Instructional Coach Teachers Department Head	Formative and summative data including i-Ready. Common assessment, curriculum maps	Weekly Monthly 3x a year
Cross-curricular writing and reading strategies	Social Studies and Science will implement non-fiction reading strategies weekly. Allied arts will develop cross curricular activities.	Administrators Instructional Coach Teachers Department Head	Lesson plans observations formative and summative data	Weekly Monthly 3x a year
SRT time	Students will receive targeted instruction based on need (data). Flexible grouping and focused instruction.	Teachers, aides, coach	Formative and summative data including i-Ready, SRI, CFA, lesson plans	Weekly Monthly 3x a year
PLC Data Meetings by teacher, teams, and staff	Meetings held to evaluate data, proficiency and growth and creation of strategies and plans to meet the needs of all students.	Administrators Instructional Coach Department Heads	Data notes	Bi-Weekly

Co-Teaching	For both 5th and 6th	Administrators Instructional Coach Department Heads	Planning documentation, observations, academic data	Weekly

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

MEASURABLE OUTCOME: IREADY AT/Above grade level will be 70%

Focus Area	Math: ILEARN	
Root Cause	We must use high leverage strategies and data to drive instruction with fidelity.	
Data Based Rationale	ILEARN 22-23 5th: 38% 6th: 33% ILEARN 23-24 5th: 32% 6th: 27% ILEARN 24-25 5th: 32% 6th: 33% IREADY 23-24: At/Above 40.7% 1 grade level below 34.1%	
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. SRT block is scheduled everyday to differentiate instruction based on academic needs of students	
Evidence-Based Intervention	Description: Provide professional development, coaching, and data analysis of student performance. Learning strategies for Implementation during instruction and ways to differentiate instruction to meet the needs of all students.	Core Component (if applicable) ☐ Safe Learning Environment ☐ Technology ☐ Curriculum ☒ Instruction ☐ Assessment ☐ Parent Participation ☐ District Level
Targeted Group (for focused data analysis)	Choose all that apply ☒ F/R Lunch ☒ SPED ☒ ELL ☒ Ethnicity ☒ High-Risk	

Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Increase student engagement and rigor	Integration of high yield strategies to accelerate learning and engage students will be used daily in the classroom. 3 daily within a block. Spiral review daily	Administrators Instructional Coach Teachers Department Head	Formative and summative data including i-Ready, CFA, lesson plans	Weekly Monthly 3x a year
SRT time	Students will receive targeted instruction based on need (data). Flexible grouping and focused instruction.	Teachers, aides, coaches,	Formative and summative data including i-Ready, SRI, CFA, lesson plans	Weekly Monthly 3x a year
Data Meetings by	Meetings held to evaluate data,	Administrators	PLC notes	Bi-Weekl

teacher, teams, staff, and students	proficiency and growth and creation of strategies and plans to meet the needs of all students.	Instructional Coach Department heads Students		y
Co-Teaching	5th and 6th graders will have two teams of co-taught students	Administrators Instructional Coach Department Heads	Planning documentation, observations, academic data	Weekly

Focus Area Attendance: The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
MEASURABLE OUTCOME: Attendance percentage will be at least 97%				
Focus Area	Attendance Percentage			
Root Cause	Small population of students exhibit chronic absenteeism			
Data Based Rationale	22-23 data: 94.45% 24-25 data: 97%			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: Compulsory Attendance Law Accounting for only unexcused absences. Including excused moves our attendance data to 95%		Core Component (if applicable) ☒ Safe Learning Environment ☐ Technology ☐ Curriculum ☐ Instruction ☐ Assessment ☐ Parent Participation ☐ District Level	
Targeted Group (for focused data analysis)	Choose all that apply ☒ F/R Lunch ☒ SPED ☒ ELL ☒ Ethnicity ☒ High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Plan for monitoring created	Set up a plan to monitor chronic students	AP Attendance Clerk FACES	Plan is in place	Yearly
Weekly monitoring	Weekly monitoring for proactive interventions	AP Attendance Clerk Social Worker FACES	Data meeting notes	Weekly
Interventions -check-ins -incentives	When student absences are increasing, investigate the cause.	AP Attendance Clerk Social Worker FACES	Documentation of interventions, attendance of students	Weekly
Make school fun for our students	Intramural Sports, dances, movie night,	Administration Teachers	attendance of students	Weekly

	atches, student of the month awards ceremony, chess club, Radio Club	PBIS Committee		
--	--	----------------	--	--

Focus Area Behavior: The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
MEASURABLE OUTCOME: Document a minimum of 100 restorative circles				
Focus Area	Behavior			
Root Cause	Students can lack self-regulation of their own behavior, ability to handle conflict in a healthy way, and ability to work within a structured school environment in the classroom. We need to include stakeholders in building our culture to sell the same positive message.			
Data Based Rationale	21-22: 1271 referrals 22-23: 1467 referrals 23-24: 2300 referrals 24-25: 2300 referrals			
Research-Based Goal	The school community supports a safe, orderly and equitable learning environment			
Evidence-Based Intervention	Description: Implementation of Trauma/Brain strategies, Check and connect, Cultural Competency, restorative circles, PBIS, PEP program and targeted Interventions (Tier 3).	Core Component (if applicable) ☐ Safe Learning Environment ☐ Technology ☐ Curriculum ☐ Instruction ☐ Assessment ☐ Parent Participation ☐ District Level		
Targeted Group (for focused data analysis)	Choose all that apply ☒ F/R Lunch ☒ SPED ☒ ELL ☒ Ethnicity ☒ High-Risk			
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Restorative circles and Language SEL	Admin Social Workers	Improved climate and culture (survey)	Weekly Monthly

20-40-60 day plan and bootcamp	Detailed strategies focusing on teaching students expectations, building relationships with students, engaging instruction, and teacher self-monitoring will be implemented	Admin Instructional Coach Teachers/staff Social Workers	Reduction of classroom referrals	Weekly Every 20, 40, 60 days
Implementation of Dr. Desautels work on teacher self-regulation	Escape pass for teachers; Scheduled time for Amygdala room, Check-ins with teachers	Admin Social Worker	Improvement of staff attendance Reduction of classroom referrals	Weekly Monthly
Monitor Discipline referrals	PBIS committee meets monthly to look at data and determine school needs and implementation rewards for students	PBIS team Admin Social Workers Dean	Meeting notes Discipline data	Weekly Monthly
Targeted Behavior Interventions	Alternative School and repeat ISS/OSS offenders will participate in targeted mentoring and intervention groups. Check and connect	PBIS Admin Social Workers	Discipline data of targeted students	Monthly
SEL	2 x 10 strategy for identified Top 10 students.	All staff	Discipline data	Monthly monitoring of group

HQ Aide Information

<u>Last Name</u>	<u>First Name</u>	<u>Position</u>	<u>Category</u>	<u># of Hrs.</u>	<u>Seniority</u>	<u>HQ Qualification</u>
<u>Saberniak (Woodworth)</u>	<u>Angela</u>	<u>Sec to Asst Principals</u>	<u>I-Secretarial</u>	<u>8</u>	<u>9/10/08</u>	<u>N/A</u>
<u>Spicknall</u>	<u>Beth</u>	<u>Technology Lab Coordinator</u>	<u>I-Secretarial</u>	<u>7.5</u>	<u>8/19/09</u>	<u>N/A</u>
<u>Lambert-Knight</u>	<u>Tara</u>	<u>Elementary Library Coordinator</u>	<u>I-Secretarial</u>	<u>8</u>	<u>1/14/13</u>	<u>N/A</u>
<u>Moore</u>	<u>Nigel</u>	<u>Instructional/Behavior Aide</u>	<u>V-Supprt Pers.</u>	<u>6.5</u>	<u>2/27/2025</u>	<u>124 hrs higher ed</u>
<u>Lee-Smith</u>	<u>Stephanie</u>	<u>PEP Aide</u>	<u>V-Supprt Pers.</u>	<u>7.5</u>	<u>8/16/2017</u>	<u>Para Pro</u>
<u>Gregory</u>	<u>Joyce</u>	<u>Teacher Aide</u>	<u>II-Support Pers.</u>	<u>8</u>	<u>1/8/2018</u>	<u>N/A</u>
<u>Boyd</u>	<u>Takeisha</u>	<u>Café Aide</u>	<u>IV-Student Sup</u>	<u>3</u>	<u>8/15/2018</u>	<u>N/A</u>
<u>Torres</u>	<u>Nancy</u>	<u>ESL Aide</u>	<u>V-Supprt Pers.</u>	<u>7</u>	<u>10/1/2018</u>	<u>Associates</u>
<u>Chicoine Mitchell</u>	<u>Kate</u>	<u>Secretary to Principal</u>	<u>I-Secretarial</u>	<u>8</u>	<u>9/9/19</u>	<u>N/A</u>
<u>Adkinson</u>	<u>Inga</u>	<u>Receptionist</u>	<u>I-Secretarial</u>	<u>8</u>	<u>2/3/20</u>	<u>N/A</u>
<u>Johnson</u>	<u>Tiara</u>	<u>Secretary/Clerk</u>	<u>I-Secretarial</u>	<u>8</u>	<u>08/03/20</u>	<u>N/A</u>
<u>Kooi-Day</u>	<u>Amy</u>	<u>Secretary/Clerk</u>	<u>I-Secretarial</u>	<u>4</u>	<u>01/27/21</u>	<u>N/A</u>
<u>Whiteside</u>	<u>Areiana</u>	<u>ISS Aide</u>	<u>V-Support</u>	<u>8</u>	<u>8/30/21</u>	<u>ParaPro</u>
<u>Johnson</u>	<u>Kenya</u>	<u>Cafe Aide</u>	<u>IV-Student Support</u>	<u>3</u>	<u>9/15/21</u>	<u>N/A</u>
<u>Calderon</u>	<u>Blanca</u>	<u>Instructional/Behavior Aide</u>	<u>V-Support Pers.</u>	<u>6.5</u>	<u>11/1/21</u>	<u>ParaPro</u>

HQ Teacher Information

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>LICENSE SUBJECT</u>	<u>GRADE LEVEL</u>	<u>EXP. DATE</u>	<u>Licenses #</u>					
<u>Herbert</u>	<u>Kimberly</u>	<u>general elementary</u>	<u>1-6; 7/8 nd</u>	<u>5/20 /203</u>	<u>1472</u>					
				<u>1</u>	<u>651</u>					
<u>Hinkel</u>	<u>Michelle</u>	<u>general elementary</u>	<u>1-6; 7/8 nd</u>	<u>6/17 /202</u>	<u>1116</u>					
				<u>4</u>	<u>656</u>					
<u>Cole</u>	<u>Bobi Lynn</u>	<u>health & safety 7-12 (minor) physical education, all grade (major)</u>	<u>all grade</u>	<u>5/18 /202</u>	<u>1381</u>					
				<u>5</u>	<u>002</u>					
<u>Schulte</u>	<u>Bradley</u>	<u>general elementary 1-6 7/8 nd; learning disabled (minor) k-12; PE P-12</u>	<u>1-6,7/8 nd</u>	<u>4/15 /202</u>	<u>1061</u>					
				<u>1</u>	<u>184</u>					
<u>Bacon</u>	<u>Dana</u>	<u>General Elementary 1-6 7/8 non depart</u>	<u>1-6,7/8nd</u>	<u>4/23 /202</u>	<u>1556</u>					
				<u>4</u>	<u>170</u>					
<u>Gentilcore</u>	<u>Amanda</u>	<u>general elementary 1-6 7/8 non depart learning disabled minor k-12</u>	<u>1-6,7/8nd</u>	<u>7/25 /202</u>	<u>1263</u>					
				<u>3</u>	<u>260</u>					
<u>Dillard</u>	<u>Sarah</u>	<u>General Elementary 1-6 7/8nd</u>	<u>1-6 7/8nd</u>	<u>8/10 /202</u>	<u>1549</u>					
				<u>3</u>	<u>773</u>					
<u>Grubbs</u>	<u>Deatta</u>	<u>General Elementary</u>	<u>1-6 7/8 nd</u>	<u>6/23 /202</u>	<u>1493</u>					
				<u>6</u>	<u>641</u>					
<u>Pecoski</u>	<u>Kaitlynn</u>	<u>Rules 2002 Government & Citizenship, Historical Perspectives, Sociology</u>	<u>Middle/High</u>	<u>11/2 8/20</u>	<u>1600</u>					
				<u>23</u>	<u>027</u>					
<u>Alexander</u>	<u>Cheri</u>	<u>Rules 46-47 Visual Arts</u>	<u>all grades</u>	<u>6/4/2024</u>	<u>1556</u>					
					<u>987</u>					
<u>Carden</u>	<u>Kristina</u>	<u>Rules 2002 Elementary/Middle Int</u>	<u>Elementary/Primary/Intermediate</u>	<u>8/6/2024</u>	<u>1594</u>					
					<u>726</u>					
<u>Wells</u>	<u>Angela</u>	<u>Rules 2002 Elementary/Intermediate/Primary/Social</u>	<u>Elementary/Middle/Junior/High</u>	<u>6/22 /202</u>	<u>1617</u>					
				<u>5</u>	<u>331</u>					
<u>Murray</u>	<u>Jessica</u>	<u>Rules 2002 Elementary/Intermediate Primary, Middle Inter/Elem/Int/Prim</u>	<u>Elementary/Primary/Intermediate</u>	<u>7/23 /202</u>	<u>1000</u>					
				<u>5</u>	<u>0551</u>					

<u>Phifer</u>	<u>Amy</u>	<u>Rules 2002</u> <u>Elementary/Intermediate</u>	<u>Gr. 6</u> <u>Lang/</u> <u>Arts</u>	<u>5/24</u> <u>/202</u> <u>4</u>	<u>1002</u> <u>4196</u>					
<u>Jensen</u>	<u>Sarah</u>	<u>Rules 2002</u> <u>Elementary/Intermediate</u>	<u>Gr. 5</u> <u>Math</u>	<u>7/15</u> <u>/202</u> <u>5</u>	<u>1006</u> <u>9588</u>					
<u>Pendleton</u>	<u>Cheri</u>	<u>Rules 2002 Reading</u> <u>Elem/Prim/Interm. Business</u> <u>Ed HS, Elem/Prim/Interm</u> <u>Generalist</u>	<u>Elem/</u> <u>Prim/I</u> <u>nter/</u> <u>HS</u>	<u>4/7/</u> <u>2023</u>	<u>1003</u> <u>1910</u>					
<u>Hairston</u>	<u>Callie</u>	<u>Rules 2002 Reading/Mild</u> <u>Interv/Generalist</u>	<u>Elem/</u> <u>Inter</u> <u>media</u> <u>te</u>	<u>8/1/</u> <u>2023</u>	<u>1605</u> <u>834</u>					
<u>Stafford</u>	<u>Sara</u>	<u>Elementary Generalists REPA</u>	<u>K-6</u>	<u>7/21</u> <u>/202</u> <u>1</u>	<u>1018</u> <u>5873</u>					
<u>Jarrett</u>	<u>Mary</u>	<u>Elementary Generalist</u> <u>REPA3</u>	<u>K-6</u>	<u>6/30</u> <u>/202</u> <u>2</u>	<u>1027</u> <u>5172</u>					
<u>Wilkenin</u> <u>g</u>	<u>McKenzie</u>	<u>Elementary Generalists/</u> <u>Mild Intervention</u>	<u>K-6</u> <u>P-12</u>	<u>5/27</u> <u>/202</u> <u>4</u>	<u>1018</u> <u>6621</u>					
<u>Gurnak</u>	<u>Jamie</u>	<u>Elem Generalist & Mild</u> <u>Intervention REPA 3</u>	<u>K-6</u>	<u>5/7/</u> <u>2023</u>	<u>1026</u> <u>7551</u>					
<u>Haynes</u>	<u>Josh</u>	<u>Elem Generalists REPA</u>	<u>K-6</u>	<u>8/3/</u> <u>2022</u>	<u>1017</u> <u>2923</u>					
<u>Cameron</u>	<u>Lauren</u>	<u>Elem Gen REPA 3</u>	<u>K-6</u>	<u>7/5/</u> <u>2021</u>	<u>1016</u> <u>8360</u>					
<u>Thursby</u>	<u>Amy</u>	<u>Elementary Generalists</u>	<u>K-6</u>	<u>8/12</u> <u>/202</u> <u>5</u>	<u>1015</u> <u>6026</u>					
<u>Built</u> <u>a</u>	<u>Caitlyn</u>	<u>Elem/Prim/Interm</u> <u>Generalists, Reading Rules</u> <u>2002</u>	<u>Elem/</u> <u>Prin/I</u> <u>nt</u>	<u>6/6/</u> <u>2023</u>	<u>1619</u> <u>329</u>					
<u>Spain</u>	<u>Dana</u>	<u>Elem/Intermediate/Primary</u> <u>Generalist</u>	<u>Elem/</u> <u>Prim/i</u> <u>nt</u>	<u>8/13</u> <u>/202</u> <u>5</u>	<u>1007</u> <u>0607</u>					
<u>Mulligan</u>	<u>Maggie</u>	<u>Elem Gen/Mild Intervention</u> <u>REPA</u>	<u>K-6</u>	<u>10/2</u> <u>8/20</u> <u>24</u>	<u>1469</u> <u>0470</u>					
<u>De St.</u> <u>Jean</u>	<u>Carolyn</u>	<u>Elem Gen & Mild</u> <u>Intervention REPA3</u>	<u>K-6</u>	<u>4/26</u> <u>/202</u> <u>1</u>	<u>1022</u> <u>7505</u>					
<u>Ruzas</u>	<u>Marcie</u>	<u>Elem Gen & Mild</u> <u>Intervention REPA3</u>	<u>K-6</u>	<u>4/26</u> <u>/202</u> <u>1</u>	<u>1022</u> <u>7493</u>					
<u>Ferguson</u>	<u>SeAndrea</u>									

Strategies to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

- Providing a positive safe learning environment
- Create a positive climate and build a culture of excellence.
- Promote our school, network and always recruit highly qualified staff members that have a passion to inspire and motivate our students.
- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers
- Providing opportunities for observing and student teaching placements
- Advertising in local and national publications.

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

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

District Teacher Mentoring Program

Teachers new to the Merrillville School Corporation are assigned a mentor. The Mentor program is a two-year program that prepares individuals to meet certification requirements in the State of Indiana. A portfolio, from the individual's content area, is one of the culminating requirements of the program.

MIS Mentoring Program

Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional opportunities for in-school mentoring include working with the school's instructional coach. If required, release time is provided for new teachers to observe grade level and/or reading staff.

Strategies to increase parental involvement

FACES, is key to our parental partnerships and involvement. The Family and Community Engagement Specialist works closely with parents to provide support to help their families and MIS child. FACES works closely with our Administration to monitor attendance and attend Truancy Court.

The Parent-Teacher Organization partners with our staff to provide an integral role in the culture and climate at MIS. PTO meetings are held monthly to share events at MIS, parental involvement opportunities, and monthly updates of happenings at school. Every meeting, the budget from the school's PTO fundraiser, is shared. Parents have opportunities to share ideas and ask questions at the PTO meeting.

Parent communication occurs in many ways. All teachers use Class Dojo to communicate with parents on academic and behavior performance. Weekly phone messages from the Principal gives parents insight of upcoming events for the week. Monthly newsletters, Twitter, as well as updated information on the school's webpage, is used to increase parent communication and involvement at MIS.

Strategies to Increase Parental Involvement:

- Parent workshops will be provided including food for families. Parents will be encouraged to attend so that they may learn ways to become more involved in the school and how to assist their child at home with schoolwork. DOJO reward coupons as well as other incentives will be provided to increase attendance.
- Family Nights will be held to encourage family engagement. Fun nights, such as Engineering Nights and Bingo, will be used to create a welcoming school environment.
- The social worker will hold parent sessions throughout the year to assist families in learning more about our school and how they can support their child at home.
- Parent-Teacher Conferences are held yearly.
- Parents will be invited to visit their child's classroom demonstrating a school-home partnership to the child.

Additional Parental Activities

Listed below are some of the additional activities that involve parents of MIS students.

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).

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

Reporting Individual Academic Results

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of ILEARN results will be sent to each student's home

- An optional parent conference regarding results will be offered to any parents needing further explanation.
- November Parent/Teacher Conferences
- All parents have access to Skyward. This electronic record contains all students' data in real time and can be checked by a parent.
- In the SWP parents are encouraged to be actively involved to improve Language Arts and Math achievement for their children.

Parental Involvement in Revision of the Schoolwide Plan

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

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

Students who are transitioning from PreK to K are afforded:

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

4th to 5th Grade Transition Plans

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

- The MIS Principals visit each elementary to introduce themselves and the expectations of MIS.
- MIS brochure is provided to 4th grade students prior to summer.
- Investigate MIS 5th grade welcoming night is held in August prior to the start of school. Students and parents can come and visit the school.
- Fourth grade students are identified for ELL, G/T and SPED programs prior to the transition to Merrillville Intermediate School.
- We have a standard process for the transferring of information in the cumulative folders between levels.

Opportunities for Staff to Be Included in Assessment Decisions

At MIS, the CIC team meets on a monthly basis. The CIC is a leadership team of teachers, staff, and parents that provides input for the MIS School Improvement plans. Surveys of staff are also used on various topics of consideration for academic and behavior improvement of our students. Certified teachers are expected to participate in analysis of student achievement data both individually and in small groups. Edulastic is primarily used for both formative and summative assessments. Teachers receive immediate results and can adjust instruction based on needs of students. IREADY is used as a diagnostic. ILEARN checkpoints are used to gauge student progress 3 times a year. Each grade level has weekly collaboration meetings to discuss assessments and curriculum. This information is utilized to discuss improvement of student achievement and to analyze student assessment data and use this information to create flexible remediation and enrichment groups for both Math and Language Arts. The staff also participates in school data meetings on Thursdays during the designated professional development.

Coordination/Integration of Funding

Local Programs

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

State Programs

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

Federal Programs

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

Description and Location of Curriculum

Consistent throughout the Merrillville Community School Corporation is curriculum for all academic areas including mathematics, science, social studies, language arts, allied arts, and technology. The curriculum for each subject area is based in the Indiana Academic Standards. Copies of the standards are available on the corporation website with links to the IDOE standards page. Each teacher is provided with a copy of the standards and curriculum map for their content area. Teachers and administrators work collaboratively to design the curriculum maps that are aligned to state standards and ILEARN blueprints. Curriculum maps are tweaked regularly based on formative data from classroom assessments, i-Ready diagnostic assessments, and other anecdotal information from student performance.

Courses Offered

Math	Honors Social Studies	ELA
Science	Social Studies	Choir
Band	Orchestra	Music
Physical Education	Art	Honor ELA
Applied Science	Honor Science	Honor Math

Assessment Instruments

- ILEARN- This statewide assessment is given once a year to measure student progress on the Indiana State Standards.
- ILEARN Checkpoint- Given 3 times a year at set windows. This determines whether a student is on pace to pass the EOY ILEARN.
- IREADY reading and math is taken 3 times a year to monitor growth and overall proficiency. This includes an ongoing Standards Mastery assessment.
- COMMON FORMATIVE ASSESSMENTS are school tests aligned based on standards

Description of Special Services

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

Students in 5th and 6th are placed in appropriate instructional situations. There are two honors teams that house the identified High Ability students.

Merrillville offers a special education program that is in house and no longer part of a co-op. This has allowed us to provide more services and accommodations to our students.

General educators at MIS work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided at MIS include: psychological evaluations; speech, language and hearing services; Least Restrictive Environment (LRE) programs, and occupational and physical therapy. More restrictive classrooms include the Emotionally Handicapped, Autistic, and Intense are also programs at MIS.

EL staff work in conjunction with classroom teachers to support English Language Learners as they work toward meeting goals set forth in their Individual Learning Plan. Small groups pull out and push in instruction targets in the areas of language acquisition and English Language Development. EL staff support classroom teachers implementation of WIDA standards into grade level content.

Title 1 Status

Merrillville Intermediate School is a school-wide Title 1 building. Title 1 staff provide additional support for students furthest from meeting state standards. Small group instruction will be provided during W.I.N. time. Students are identified for additional reading and math assistance through multiple assessment measures.

Safe and Disciplined Learning Environment

Merrillville Community School Corporation has adopted a school safety plan to ensure the existence of a safe and disciplined learning environment in all school buildings. All school personnel are responsible for ensuring the safety and positive learning environment intended for all students at Merrillville Intermediate School. Administrators and social workers are fundamental partners in supporting the staff at MIS with designing, implementing, evaluating, and continually enhancing programs and policies which help foster those positive tenets of character education that promote respect, safety, and optimal learning conditions for all students. Towards this end, two full-time security officers are on duty until late past school dismissal time. There is a full time resource officer from the Merrillville Police Department available within minutes of the school. All MIS students and staff must wear photo IDs. All visitors are registered into the building to provide for appropriate visitation during pass time, using the “Raptor” system. Cameras are installed both inside and around the outside of the building for security. All buses carry video cameras to monitor discipline problems.

A Merrillville Intermediate School Student Handbook is given to each student and his/her parents. This handbook contains reasonable discipline rules. Parents and students must sign a form stating that they have reviewed the handbook.

MIS uses the PBIS (Positive Behavioral Interventions and Support) framework to implement a positive behavior program schoolwide and create a positive school culture. Students are trained at the beginning of the year and at times throughout the year on school wide expectations for positive behaviors. A rewards system is in place to provide incentives to students for meeting expectations.

In addition, every classroom teacher at MIS in conjunction with his/her students creates classroom rules and regulations ensuring that students can learn in disciplined learning environments. Expectations and rules are shared with parents. Pirate Advisory time is implemented daily. Social-emotional lessons, as well as college/career lessons are taught during this time. Emergency guideline posters are in all classrooms. Fire, tornado, and lockdown drills-timed and recorded-are practiced regularly with the students to ensure universal safety.

Students are offered a healthy breakfast before school starts each day, as well as a nutritional daily lunch. Teachers may opt to take students out for recess as weather permits. Students also get 12 weeks of PE with certified PE teachers. Social worker programs help MIS meet state curriculum requirements for health, safety, and wellness for this age group.

Technology as a Learning Tool

The Merrillville Community School Corporation continues to integrate effective instructional technology to improve teaching and learning across the district. Technology professional development for teachers include, but limited to:

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

Merrillville Intermediate School is 1:1 Chromebooks. Currently, each teacher is provided with a laptop and iPad. Teachers use devices for instructional purposes to project through Apple TVs and use for right then data tracking. All students use technology daily both for consumption and creation. Google Classroom is utilized in every classroom. Programs, such as i-Ready, MindPlay, Ascend Math, Atlas Reading, Pearson online, are used for differentiation. Teachers and students use Nearpod and Flocabulary to supplement the curriculum. Edulastic is used for formative assessment. STEM activities are integrated both in the classroom as well as in our Applied Science Class. Materials used include:

- Makey Makey
- Sphero
- Little Bits

Cultural Competency

With a diverse student population, cultural competency is a daily focus at M.I.S. Through our Pirate Power Classrooms meetings, a focus on acceptance of others, diversity, anti-bullying, character traits, and communication are all incorporated within our lessons. Teachers are also aware of the instructional materials used with our students to reflect the diversity within our building. Bias awareness is also a part of our Professional Development with teachers through our Brain Institute, Child Protective Service training, and PBIS work. Teachers also participated in a 6-week study circle focused on cultural competency.

Appendix

Merrillville Intermediate School

School-Family Compact

Dear MIS Family Member,

The Merrillville Community School Corporation and the families of the students participating in activities, services, and programs funded by Title I and Every Student Succeeds Act (ESSA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement, as well as the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Students receive small group instruction of Indiana Academic Standards that focuses on the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension and/or math skills such as fact fluency and problem solving.
- Hold Family-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Fall conferences will be held as scheduled by the district. **Reading and Math Intervention Teachers will be available on this day as well.**
- Provide families with frequent reports on their child's progress.
 - Student progress will be reported at the middle and end of each grading period.
 - Families may receive online access to their child's grades through Skyward. Contact the school for more information.
- Provide families with reasonable access to staff and opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - Teachers are available to meet with families either before or after school and during the school day by appointment.
 - Families may participate in school activities and observe their child's classroom by letting the teacher know 24 hours in advance.
 - Families may view video-taped lessons.
- Provide families with opportunities to reserve Family materials, games and books through the Family Resource center. Provide several workshops throughout the year for families.

Suggested Family Involvement

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

1. Make sure my child attends school each day and arrives on time, barring illness.
2. Make sure homework is completed and my child is reading each night for at least 20 minutes.
3. Monitor amount of television and video game time for my child.
4. Participate, as appropriate, in decisions relating to my child's education.
5. Promote positive use of my child's extracurricular time.

Suggestions for the Student

1. Do my homework everyday and ask for help when needed.
2. Read at least 20 minutes every day outside of school time.
3. Give my family member, or guardian, all notes and information that I receive.
4. Work hard and cooperate with teachers while in school.
5. Follow all school rules.

STAFF

Mr. Tim James– Principal
Mr. Sean Hudson – Assistant Principal
Mr. Brett Wartman– Assistant Principal
Mrs. Nina Reed-Matthews - Dean of Students
Mrs. McLaughlin– Title I Teacher
Mrs. Poulin - Title I Teacher
Mrs. Krzycki-Suarez - Title I Teacher
Mrs. Bunker-Weeks- Title I Teacher

Spr. 09 Family Input Meeting - No Revisions
Spr. 10 Family Input Meeting –include family suggestions
Spr. 11 Family Input Meeting–include family suggestions
Spr. 12 Family Input Meeting –include family suggestions
Spr. 13 Family Input Meeting–include family suggestions
Spr. 14 Family Input Meeting –include family suggestions
Spr. 15 Family Input Meeting–include family suggestions
Spr. 16 – Change to Family Compact
Spr. 17 – ESSA
Spring 18 - Math
Spring 19: conferences

Merrillville Intermediate School Family Involvement Policy

The staff at MIS supports the Family involvement goals of Title I and encourages the regular participation by MIS Families in all aspects of the program. The education of children is viewed as a cooperative effort among the families, school, and community. In this policy, the word “Family” also includes guardians and other family members involved in supervising the child’s learning.

To fulfill the requirements of Family involvement, all MIS families shall be invited to participate in the following events:

- A Fall Orientation meeting, held no later than October 1st of each school year. In addition to being informed of online resources and support at <http://www.mvsc.k12.in.us/TitleI/>, Families will receive written information about the Title I Reading Program that includes:
 - An explanation of the yearly testing process and selection of students for the reading and math intervention program
 - A description and explanation of the curriculum in use in the classroom
 - Forms of academic assessment used to measure student progress and how schools are identified for improvement
 - Proficiency levels students are expected to meet
 - Family Rights to request information about the qualifications of teachers and paraprofessionals in their school
- Family Fun Night, held no later than December 1st of each school year. This training session for families will provide guidance in how families can assist in the education of their children at home. Topics may include one or more of the following:
 - Reading Comprehension
 - Fluency
 - Vocabulary
 - Math
- ❖ A Family teacher conference allows families to meet with teachers to discuss their child’s progress. **Title I teachers will also be available to explain how to monitor student progress and understand report cards.**
- ❖ A Spring Family and Child Event, held no later than May 1st of each school year. This meeting will provide families with an opportunity to evaluate the design, development, and operation of the Title I program for the next school year. This event will also serve to provide guidance in how families can assist in the education of their children at home.

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

To further build Family involvement, Merrillville Intermediate School will be involved in the following initiatives:

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

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

J. Stewart 09/08
 No Revisions – Spring 09 Family Input Meeting
 Revisions – Spring 10 Family Input Meeting
 Revisions - May 2010 Monitoring
 Revisions – February 2011 Monitoring
 Revisions – Spring 11 Family Input Meeting
 No Revisions – Spring 14 Family Input Meeting
 Revision; Fall 2014 re: conferences
 Revision; Fall 2015 re: conferences
 Spr. 16 Family
 Spring 17: NA
 Spring 18: Math
 Spring 19: No revisions

Title I Program Description

The Title I Language Arts support program serves 5th and 6th grade students who have shown weakness in the area of reading and are in need of more intensive intervention. In order to determine eligibility for the supplemental language arts program, Iready, ILEARN, Dibels, and DAZE data is used to identify students of need. After a review of the data, students are ranked and selected for services.

The Title I Math support program serves 5th and 6th grade students who have shown weakness in the area of math and are in need of more intensive intervention. In order to determine eligibility for the supplemental math services, iReady, math fact fluency, and prior-grade level skills test will be analyzed. After a review of the data, students are ranked and selected for services.

The lowest students from 5th and 6th are provided intensive interventions in both reading and math through our Title 1 team. Students receive Phonics, Vocabulary, and Reading Comprehension instruction as well as math foundational skills in number sense as well as the math domains.

The next Tier of students in language arts are pulled out for one hour by a Title I teacher and Highly Qualified paraprofessionals. Mindplay as well as targeted individual instruction are provided 5 days a week.

The next Tier of students in math are pulled out for 30 minutes by an Interventionist. Targeted gap skills are used for instruction.

Student Resource Time (Student Resource Teacher)

Using data disaggregated from classroom, team, and grade level, all students will participate in S.R.T. Instruction will be differentiated based on the needs of students. Students will be grouped according to the need during a 60 minute daily scheduled time. Teams and teachers will partner together to plan for instruction both through remediation and enrichment. Professional development time will be used to analyze assessment data and instructional practices. Additional technology resources, such as I-Ready, will be used to provide additional interventions and extend the learning day.

Responsibilities of the School, the LEA, and the SEA

Responsibilities of the School

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

Responsibilities of the LEA

The LEA will provide feedback on MIS School Improvement Plan. The review process will include completion of the Schoolwide Plan Components Checklist. Guidance will be given to the principal and staff to ensure full implementation of the plan. The LEA will provide assistance to the Principal and Staff of MIS by providing sufficient Title 1 funds received through the SEA.

Responsibilities of the SEA

The SEA will provide technical and other assistance as requested by MIS. That assistance can include Spring and Fall Administrative Workshops, application assistance workshops, and an opportunity to request School Support Teams.

School: Merrillville Intermediate School

I, Tina Shultz, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned school.


Signature

8/27/25
Date

Tina Shultz
Name (typed)

Committee responsible for this plan:

[illegible]



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

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

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Corporation Number	4600
Corporation Name	Merrillville Community School Corporation

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

Superintendent Name (Print)	Dr. Dexter Suggs
Superintendent Signature	<i>Dexter Suggs</i>
Date Signed	8-27-2025

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

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

Exclusive Representative Name (Print)	Kristina Shultz
Exclusive Representative Signature	<i>Kristina Shultz</i>
Date Signed	8/27/25

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

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

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