



John Wood Elementary School

Merrillville Community School Corporation

Title 1 School-Wide School Improvement

Plan 2025-2026

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Schoolwide Plan Components – Checklist		
	Required Components of a Title I, A Schoolwide Plan	LEA Review
1	A comprehensive needs assessment of the whole school	p. 5
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.20
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p.22
5	Strategies to attract high-quality teachers to this school	p.22
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.23
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.26

9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	p. 12 p. 14 p. 27
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10 10a.	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components List programs that will be consolidated under the schoolwide plan (if applicable)	p.26
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Description of the School

John Wood Elementary School is located on 15 acres in eastern Ross Township in a suburban setting in the city of Hobart. Our school has a population of 252 children. The facility was first occupied in 1962, and four building improvements have been made. In 1963, four classrooms were added, in 1968, nine classrooms were added, and in 1982, there was a general remodeling plus the addition of a library and a gymnasium. Another renovation began in April 2005. Updated facilities as well as adding 8 new classrooms and an all-purpose room highlighted the renovation.

Our school is a traditional elementary school where children in grades K-4 receive instruction in individual classrooms, heterogeneously grouped. All children receive instruction utilizing technology through the use of student ipads and/or student Chromebooks, which are networked for easy accessibility of programs. Each teacher has been given a laptop as well.

John Wood has specialists in the areas of art, music, physical education, reading, special education, English as a Second Language, and speech. John Wood also houses one classroom for students who have been identified with emotional disabilities . In addition, our media aide works with all children at least once a week using the corporation-wide media curriculum. Other support services include a full time dean of students, full time social worker, Family Community Engagement Specialist, instructional/behavior aide, and teacher aides. Some students also receive direct and indirect services from the special education teachers and paraprofessionals. John Wood houses a before and after-school day care program called Adventure Club and an early childhood program for preschool aged students who are identified with a range of disabilities. Our school also has an in-house cafeteria and full-time custodial care.

Mission and Vision Statement: Merrillville School Corporation

Corporation Vision: Every Child. Every Day. Whatever It Takes.

Corporation 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 Statement: Wood School

Together with parents and community, the John Wood Team shall provide a safe learning environment and prepare students to be productive, tolerant, and respectful citizens by fostering individual development and striving for highest academic achievement.

Comprehensive Needs Assessment

Academic Data

ILEARN ELA

	2022-2023 ELA		2023-2024 ELA		2024-2025 ELA
Grade	PASS%	Grade	PASS%	Grade	Pass%
3	27	3	31	3	32%
State Avg	40	State Avg	38	State Avg	40%
4	48	4	35	4	42%
State Avg	40	State Avg	42	State Avg	42%

ILEARN MATH

	2022-2023 Math		2023-2024 Math		2024-2025 Math
Grade	PASS%	Grade	PASS%	Grade	PASS%
3	39	3	45	3	38%
State Avg	53	State Avg	53	State Avg	52%
4	60	4	52	4	56%
State Avg	49	State Avg	48	State Avg	49%

IREAD3

	2022-2023		2023-2024		2024-2025
Grade	PASS%	Grade	PASS%	Grade	PASS%
2	N/A	2	29%	2	63%
3	70.7%	3	78.2%	3	76%

IREADY - MATH

IREADY Math % of Student Placement Distribution by Grade Fall 23/24

Grade	% On and above	% Near	% Below Level
Kindergarten	18%	82%	0%
First Grade	10%	69%	21%
Second Grade	8%	56%	35%
Third Grade	14%	53%	33%
Fourth Grade	24%	40%	36%
Overall	15%	61%	24%

IREADY Math % of Student Placement Distribution by Grade Winter 23/24

Grade	% On and above	% Near	% Below Level
Kindergarten	43%	57%	0%
First Grade	40%	55%	5%
Second Grade	29%	48%	23%
Third Grade	33%	44%	23%
Fourth Grade	38%	32%	30%
Overall	36%	48%	17%

IREADY Math % of Student Placement Distribution by Grade Spring 23/24

Grade	% On and above	% Near	% Below Level
Kindergarten	60%	40%	0%
First Grade	58%	35%	8%
Second Grade	54%	40%	6%
Third Grade	52%	30%	18%
Fourth Grade	47%	30%	24%
Overall	54%	35%	11%

IREADY Math % of Student Placement Distribution by Grade Fall 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	9%	90%	0%
First Grade	12%	64%	24%
Second Grade	8%	49%	44%
Third Grade	2%	49%	49%
Fourth Grade	10%	50%	41%
Overall	8%	60%	32%

IREADY Math % of Student Placement Distribution by Grade Winter 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	35%	64%	0%
First Grade	25%	66%	9%
Second Grade	22%	59%	19%
Third Grade	24%	53%	22%
Fourth Grade	40%	38%	22%
Overall	29%	56%	14%

IREADY Math % of Student Placement Distribution by Grade Spring 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	62%	38%	0%
First Grade	68%	32%	0%
Second Grade	50%	38%	13%
Third Grade	36%	45%	20%
Fourth Grade	47%	29%	24%
Overall	53%	36%	11%

IREADY - READING**IREADY Reading % of Student Placement Distribution by Grade Fall 23/24**

Grade	% On and above	% Near	% Below Level
Kindergarten	18%	82%	0%
First Grade	21%	70%	9%
Second Grade	21%	48%	31%
Third Grade	47%	23%	29%
Fourth Grade	20%	42%	38%
Overall	25%	54%	22%

IREADY Reading % of Student Placement Distribution by Grade Winter 23/24

Grade	% On and above	% Near	% Below Level
Kindergarten	68%	33%	0%
First Grade	54%	45%	2%
Second Grade	54%	46%	24%
Third Grade	55%	36%	27%
Fourth Grade	31%	46%	23%
Overall	52%	33%	14%

IREADY Reading % of Student Placement Distribution by Grade Spring 23/24

Grade	% On and above	% Near	% Below Level
Kindergarten	76%	24%	0%
First Grade	69%	21%	10%
Second Grade	63%	25%	12%
Third Grade	61%	13%	26%
Fourth Grade	43%	33%	24%
Overall	62%	23%	14%

IREADY Reading % of Student Placement Distribution by Grade Fall 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	22%	78%	0%
First Grade	26%	65%	9%
Second Grade	18%	44%	38%
Third Grade	34%	16%	51%
Fourth Grade	18%	45%	38%
Overall	24%	50%	27%

IREADY Reading % of Student Placement Distribution by Grade Winter 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	65%	36%	0%
First Grade	46%	48%	7%
Second Grade	48%	32%	21%
Third Grade	46%	20%	34%
Fourth Grade	33%	43%	24%
Overall	47%	36%	17%

IREADY Reading % of Student Placement Distribution by Grade Spring 24/25

Grade	% On and above	% Near	% Below Level
Kindergarten	74%	27%	0%
First Grade	68%	30%	2%
Second Grade	64%	17%	20%
Third Grade	48%	23%	28%
Fourth Grade	40%	38%	22%
Overall	59%	27%	14%

Attendance Data

In studying the attendance data over two years, the data show that intentional and purposeful plans need to be in place to raise the overall attendance rate. Data is tracked by grade, by month, and the monthly averages for both years are shown below. An action plan and goal were developed to target the low percentages.

Month	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
September	97.10	92.75	94.36	95.52	95.53
October	96.86	92.92	91.20	94.48	94.15
November	98.17	92.73	90.99	93.77	96.43
December	97.55	90.84	91.78	90.65	93.21
January	96.30	90.84	92.75	90.44	93.48

February	95.26	94.80	92.37	93.65	93.67
March	94.21	89.66	95.41	92.35	94.14
April	91.93	94.26	95.32	92.07	94.97
May	91.25	94.32	93.50	93.39	94.09
Total School Year	95.40	92.80	93.07	92.92	94.41

Behavior Data

The number of student suspensions and detentions have risen significantly. The focus for this year will be to implement more discipline interventions such as parent contact, warnings, and restorative practices.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Conference with Parent	2	0	18	25	30
Bus Suspension	0	6	29	5	1
In-school Suspension	9	29	24	18	17
Out of School Suspension	33	65	29	29	27
Lunch Detention	1	45	3	16	3
Recess Detention	14	137	79	67	86
Student Conference		0	25	40	35
Parent Call	8	0	26	75	80
Time Out	11	0	6	15	9
Writing Assignment		0	0	5	0
Social Worker Student Mtgs				50	100
Warning	1	0	15	20	30
Restraints		107	35	9	3

An analysis of the 2023-2024 data led to the following observations and conclusions:

Successes

- Our fourth grade ILEARN scores were above the state average for Math by 7%
- Our fourth grade ILEARN scores were consistent with the state average for ELA at 41%
- 63% of our 2nd grade students passed the IREAD3 Assessment, up from 29% the previous year

Areas of Weakness

Implementation of Schoolwide Reform Strategies: Focus Area: English/Language Arts

School: John Wood Elementary School	
The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.	
June 2025 MEASURABLE OUTCOME: We will achieve an 8% increase in ILEARN ELA proficiency scores for 3rd and 4th grade students. Additionally, at least 80% of students in Kindergarten through 1st grade will score at or above grade level in the Phonics and Phonemic Awareness domain on the iReady Spring Diagnostic Assessment and 70% of 2nd grade students will pass the IREAD3 assessment.	
Focus Area	iReady/ILEARN ELA/IREAD3 Proficiency with an emphasis on phonics and phonemic awareness at the K-1 levels based on the Science of Reading during an extra block of Tier 1 instruction. In addition, more emphasis on IREAD 3 comprehension in 2nd grade and focus on ILEARN essential skills in 3rd and 4th grade during Tier 1 instruction
Root Cause	ELA historical data shows that proficiency is not consistent over time.
Data Based Rationale	• See iReady data in SIP plan
Research-Based Goal	Teachers will engage in ongoing, research-informed professional development that promotes continuous reflection, refinement, and evaluation of instructional

	practices. This process will occur within structured professional learning communities and through individual reflective practice, with the goal of improving student learning outcomes and fostering a culture of continuous instructional improvement.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) ☐ 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
Marzano Evaluation Tool has been altered to focus on High Yield Strategies	Focused evaluations will include certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly

Data meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data and growth using the Data Vault	Teachers, coach, administration	Small group and differentiated Instruction, data wall	Monthly
Phonics and phonemic awareness focus K-2	Strong instructional Tier 1 focus will be given on phonics and phonemic awareness during the Tier 1 instruction by implementing an extra block of time for instruction	K-2 teachers, coach, administration, dean, support staff	Observation,, increase in Winter i-Ready domain of phonics and phonemic awareness	Weekly

Science of Reading PD	SoR will be an ongoing PD	K-4 Teachers, coach, admin	Professional development buy-in, Sound Walls established	Quarterly
Small Group Instruction Focus	30 minute block to meet more individual needs of students	K-4 Teachers	Professional Development, Differentiation	Monthly

SRT Time	This 30 minute block of time will be used to focus on the needs of students as well as enrichment	KG - 4th, Teachers, coaches, dean, admin, support staff	Data charting on students PLC time Walkthroughs	Monthly
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Common Formative Assessments which include ILearn Bell Ringers for 3rd & 4th grade & IREAD bell ringers for 2nd grade	Common assessments will be developed and used as a tool for interventions and enrichment for students	Teachers, coach, admin	Assessments are shared will admin Agenda from grade level meetings Walkthroughs Growth data documented	Monthly
Spiraling Instruction throughout the year	Teachers will revisit essential standards via instruction and assessments throughout the year	KG-4th grade, ELL, Title, Special Ed teachers, Admin	CFA's Walkthroughs	Bi-Weekly

Implementation of Schoolwide Reform Strategies: Focus Area: Mathematics

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.	
June 2025 MEASURABLE OUTCOME: We will achieve an 8% increase in ILEARN Math proficiency scores for 3rd and 4th grade students. KG - 2nd will achieve 70% on or above grade level proficiency on Spring IREADY assessment.	
Focus Area	ILEARN/iReady Proficiency
Root Cause	Math historical data shows that proficiency is not consistent over time.

Data Based Rationale	● See iReady data in SIP plan			
Research-Based Goal	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take IREADY diagnostic assessments three times annually to monitor the effectiveness of instructional strategies.	Core Component (if applicable) ☐ 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
Marzano Evaluation Tool has been altered to focus on High Yield Strategies	Focused evaluations will include certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly

Data meetings by grade level with teachers	Grade levels will meet with coach or administrator to evaluate data via the Vault and Data wall	Teachers, Dean,coach, administration	Small group and differentiated instruction, Checkpoint data	Monthly
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Common Formative Assessments vertically aligned with the checkpoints and Bell ringers	Common assessments will be developed and used as a tool for interventions and enrichment for students	Teachers, coach, admin	Assessments are shared will admin Agenda from grade level meetings Walkthroughs Growth data documented	monthly
Vocabulary	Number word wall in hallway and vocabulary of the week	Teachers, admin, staff	Observation, growth data documented on Winter Assessment	Weekly
Small Group Instruction Focus	30 minute block to meet more individual needs of students	K-4 Teachers	Professional Development, Differentiation, Spiraling, co-teaching	Monthly

SRT Time	This 30 minute block of time will be used to focus on the needs of students as well as enrichment	1st - 4th, Teachers, coaches, admin, support staff	Data charting on students PLC time Walkthroughs	Monthly
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Implementation of Schoolwide Reform Strategies: Focus Area: Attendance

School: John Wood Elementary School	
The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.	
June 2025 MEASURABLE OUTCOME: If Wood Elementary consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols then Wood students will achieve a 97% attendance rate.	
Focus Area	Attendance
Root Cause	A targeted population of students exhibit chronic absenteeism.
Data Based Rationale	In the 2024- 2025 school year, Wood elementary had an average attendance rate of 94.41%.
Research-Based Goal	A specific schedule and process are used to monitor processes.

Evidence-Based Intervention	Description: The Merrillville School Corporation attendance/truancy policy Merrillville Truancy Court		Core Component (if applicable) ☒ 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
Run attendance data weekly and analyze unexcused absences & tardies	Each Friday, attendance team will meet to analyze student absences and tardies.	Attendance secretary, social worker, Faces staff, administrator	Consistency and running reports and analysis of data	Weekly
Increase parent communication	Every other Friday, Faces/Admin will reach out to parents concerning high risk attendance Provide resources	Administrators Attendance team	Documented phone calls Attendance data BOY parent meeting	Bi-Weekly
Trimester Attendance Incentive	Put in place a trimester incentive celebration for those that achieve a 97% attendance rate or higher	FACES, Principal, Dean, Socialworker, Attendance clerk, teachers	Flyer to parents, reminders via FACES newsletter, announcements	Bi-Weekly

Following MCSC truancy program with fidelity.	Parent contact prior to 5 days of unexcused absences, letter sent at 5 days of unexcused absences, referral to truancy court after 9 days of unexcused absences	Attendance secretary, social worker, Administrator, Faces Staff	Documentation of letters and conferences	Weekly
Parent Attendance Meeting	Inform parents on attendance policy	Principal, Dean, FACES, Social Worker	Attendance policy handout, monthly attendance rate	Beginning of school year

Implementation of Schoolwide Reform Strategies: Focus Area: Behavior

School: John Wood Elementary School	
The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.	
June 2025 MEASURABLE OUTCOME: <u>Reduce the number of students who receive in and out of school suspensions as a consequence by 3%.</u>	
Focus Area	Behavior
Root Cause	29 Out of school suspensions assigned in two trimesters in 2022-2023. 29 Out of school suspensions assigned in one trimester in 2023-2024. 27 Out of school suspensions assigned in one trimester in 2024-2025.
Data Based Rationale	OSS historical data: 2020-2021: 20 ISS/46 OSS (Excluding students in ED setting) 2021-2022: 29 ISS/65 OSS (Excluding students in ED setting) and 107 restraints in all school setting 2022-2023: 24 ISS/29 OSS and 35 restraints 2023-2024: 18 ISS/29 OSS and 9 restraints 2024-2025: 17 ISS/27 OSS and 3 restraints

Research-Based Goal	Teachers have high expectations for all students academically and behaviorally as evidenced in their practice.			
Evidence-Based Intervention	Description: PBIS Restorative Practices SEL via teachers and social worker Steamline Tier 1 responses to behaviors (MITSS)	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
De-escalation techniques	Review foundational, high yield tier 1 behavioral strategies in order to support the needs of the students while maintaining the instructional focus of the classroom	Admin Staff	Presentation materials including data	Ongoing
Monthly PBIS committee meetings to monitor discipline data	School PBIS committee will meet monthly to analyze and discuss referrals and ways to decrease them	PBIS committee	Committee meeting minutes HUG data	Monthly
Schoolwide PBIS initial and refresher training	Staff will review PBIS with all students to go over expectations in all areas of the building	Staff	Students will participate in training	Monthly
Cool Tools	Cool tools will become part of the culture to promote positive behavior in a school setting	Wood Staff	Walkthroughs Daily Announcements Behavior data	Every 3 weeks

New Student Orientation	New students and parents will receive information regarding PBIS and behavioral expectations	Teachers, administration	Percentage of parents/students in attendance	Monthly
PBIS Training with Hug program	All staff will meet to go over initiatives and data to drive strategies to implement in the upcoming year. Students will be assigned a mentor	Administration/Staff	Teachers will be informed on behavior matrix and expectations	Monthly
Progressive Discipline Plan	To be consistent when dealing with discipline and involved the parents	Admin, Staff	Progressive Discipline chart shared Discipline data	Ongoing
Implement more inclusion opportunities	Provide more opportunities for students to observe positive behaviors	Admin, Staff, NISEC, paras	Discipline for ED students will drop on reports visual observations	bi-weekly

Highly Qualified Paraprofessionals Information

<u>HQ Information</u>	<u>Name</u>	<u>Position</u>	<u>Hire Date</u>
Para Pro	Helena Duke	Instructional/Behavioral Aide	8/22/16
Bachelors	Carlita Echols	Elementary Library Coordinator	8/25/04
Para Pro	Mary Langer	Title I Aide	11/10/14
173 hours higher ed	Cecilia Moore	ESL Aide	8/14/19

Highly Qualified Teacher Information

LAST NAME	FIRST NAME	LICENSE SUBJECT	EXP. DATE	License #	ASSIGNMENT
Rodriguez	April	generalist	08/3/2028	10275567	KDG
Pace	Sarah	general elementary; reading; kindergarten	03/19/2028	1081435	Grade 1
Vlassopoulos	Morgan	Early Childhood, General Elementary and Kindergarten	6/02/2027	1546354	Dean
Anderson	Stacie	Rules 2002 elementary/intermediate	3/28/2030	1608390	KDG
Carney (Grattan)	Lauren	Rules 2002: Elementary/Intermediate/Primary	06/19/2028	1619926	Grade 2

Mahy	Margaret	Rules 46-47 General Elementary	05/17/2028	1408443	Grade 3
Mills	Diana	Physical Education Rules 2002	04/12/2027	1616188	PE
Welsh	Amber	REPA Inst. Initial Elementary Generalist P-3	5/11/2026	10099733	Grade 1
Foster	Michelle	Rules 46-47-General Elementary-1-6	5/15/2029	1345936	Grade 2
Scott	Elizabeth	REPA Elementary Generalists	6/28/27	10142336	Kindergarten
Guzman	Ann	English major, Senior High/Junior Middle School, ESL Minor K-12	05/18/2029	1422135	ESL
Marshall	Alaina	Elementary/Intermediate Generalist	07/19/2026	1564274	Grade 2

Jongsma	Jamie	Elementary/Intermediate	6/21/2026	10040444	Grade 4
Hull	Rebecca	Rules 46-47-General Elementary-1-6 7-8 Non-Dept	5/25/2028	1424464	Grade 3

Robles	Jasmin	Elementary Generalist Conversion	7/21/2027	10212877	Grade 3
Cseke	Joan	Elementary/Intermediate Generalist	10/13/2028	1601485	Art
Wiley	Alyssa	Elementary Generalist	4/16/2029	10024547	Title 1 Reading
Talian	Paige	Elementary Generalist	7/13/2025	10206563	Grade 1

Pulphus	Joann	Elementary/Primary Rules 2002	07/14/2026	1578432	Grade 4
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Professional Development

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

Wood Professional Development Calendar 2022-23

Date	Time		Topic
August 26, 2025	PM	Building Level	PBIS/Tier 1
September 9, 2025	PM	½ Building Level ½ Corporation Level	Curriculum Map Review & Alignment/Test Integrity Training
September 23, 2025	PM	Building Level & * Special Ed Training * Art, Music, & PE Training	Spiraling Instruction, Co-teaching
October 7, 2025	PM	Building Level	Science of Reading
October 21, 2025	PM	Building Level & * Special Ed Training	Essential Standards Alignment and deep dive
* November 4, 2025	All Day	Corporation Level (All Staff)	Job Embedded PD
December 9, 2025	PM	Building Level & * Special Ed Training * Art, Music, & PE Training	Small Group Instruction
January 13, 2026	PM	½ Building Level ½ Corporation Level	Dept/Grade Level Textbook Adopt./Reevaluate plans for the remainder of the year based on data
February 10, 2026	PM	Building Level & * Special Ed Training	Data Dig - CFA's, Bell Ringers
March 10, 2026	PM	Building Level & * Art, Music, & PE Training	Capitalizing on different learning styles
April 14, 2026	PM	Building Level	Well-Being Day
* May 5, 2026	All Day	½ Building Level (All Staff) ½ Corporation Level	Dept/Grade Level Textbook Adopt. 25/26 Reflection - Keep/Change/Replace

Plan to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

- Attending Job Fairs
- Working with Colleges and Universities to host and recruit student teachers
- Providing opportunities for observing and student teaching placements

- Advertising in local and national publications.

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

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

District Teacher/Staff Mentoring Program

Teachers new to the Merrillville School Corporation are assigned a mentor and attend mentor training. The Mentor program is a two-year program that prepares individuals to meet.

certification requirements in the State of Indiana. A portfolio, from the individual's content area, is one of the culminating requirements of the program. In addition, all teachers are involved in professional development sessions utilizing a positive behavior in schools (PBIS) approach to support instructional efforts.

Teacher Mentoring Program

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

Wood's Parental Participation

- The Parent-Teacher Organization provides many opportunities to involve parents:
 - Monthly meetings occur where parents and teachers are able to discuss upcoming events and fundraisers
 - Family bingo, movie, dances, candy crawl, and game nights have taken place
 - The PTO sponsors several fundraisers throughout the year
 - Annual Fine Arts Fest

- Parent Resources are available through our school library to provide parents literacy and math resources.
- The social worker/FACES person reaches out to parents regarding attendance and concerns that come up at school. She offers resources to parents as needed.

Additional Parental Activities

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

- School-Family Compact - This compact outlines school, parent and student responsibilities.
- Wood 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.
- Homework Information - Homework assignment sheets and/or notebooks go home on a daily basis.
- Teacher Letters & Calendars- Teacher letters/calendars go home informing parents of projects, events and schedules in the classroom on a monthly basis
 - School Newsletters
- 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 Wood 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:
 - o Information about Title I programs such as an explanation of the selection process and samples of tests used to determine eligibility for Title I service
 - o A description and examples of the curriculum and materials used to improve reading and math skills
 - o Forms of academic assessment used to measure student progress and how schools are identified for improvement
 - o Clarification of proficiency levels students are expected to meet
 - o Family rights to request meetings to participate in decisions relating to the education of their child
 - o Online resources & support at <http://www.mvsc.k12.in.us/titlei>

- A 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 a criminal history/background check to volunteer at the school.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via John Wood's [website](#), parents receive communication via Skyward, Dojo, or Seesaw.

Parental Notification of Individual Academic Assessment Results

- Trimester Report Cards (Every 12 weeks) available on Skyward
- Progress Reports every 6 weeks available on Skyward
- Communication of ILEARN/IREAD results are available on Skyward
- 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 continuously informed of our school's progress of the plan at PTO meetings throughout the school year.
- Parents will complete a parent survey at the end of the school year, to help us assess the current plan. The results of the survey will contribute to revisions we make in the plan for the next school year.
- Parents will be invited to a Spring Parent Input Meeting to discuss parent input. At this meeting, an agenda will be created to outline the step by step review of the schoolwide plan. Sign in sheets will be collected as a record of parent attendance and minutes will be taken to document participation.

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

Students who are transitioning from ECD/P-K to K are afforded:

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

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

- 4th grade students will be visited by the Merrillville Intermediate School administration in the Spring.
- Fourth grade students are identified for ELL, G/T and SPED programs prior to the transition to Merrillville Intermediate School.
- Parents are informed of the curricular and co-curricular offerings at Merrillville Intermediate School.
- We have a standard process for the transferring of information in the cumulative folders between levels.
- Back to school orientation is held in the summer prior to the school session.

Opportunities for Staff to Be Included in Assessment Decisions

At Wood, certified teachers participate in analysis of student achievement data in small groups. Each grade level has weekly collaboration meetings to discuss assessments. This information is utilized to discuss improvement of student achievement and to analyze student assessment data and use this information to create flexible remediation and enrichment groups for both Math and Language Arts. Our action plans address weekly collaboration time for each grade level team of teachers where staff will analyze data and adjust instruction. A heavy focus on IREAD in 2nd and 3rd grade and ILEARN in 3rd in 4th grade is essential to our school.

Coordination of Funds:

Local Programs

Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title 1 funding will be used to supplement staffing needs by providing a Title I teacher and paraprofessionals. The Title I

funded teacher and paraprofessionals provide small group learning opportunities in the areas of math and reading during the school day. Title 1 funds are used to extend learning opportunities including tutoring and/or summer programming. Funding will also be used to provide transportation for our extended time learning activities. Title 1 funding will be used to supplement school family involvement activities.

State Programs

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

Federal Programs

Title 1 funding will coordinate closely with our Title II and Title IV monies. Through our professional development, we will train teachers in high leverage instructional strategies as

well as develop curriculum for both extended day learning and instructional videos and learning opportunities for our parents. Title III money will also align with our Title 1 funding to include professional development in high leverage EL strategies.

Curriculum Location and Description

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

Merrillville Community School Corporation Curriculum: Kindergarten through Fourth Grade

Early Childhood Development

Merrillville school corporations has an Early Childhood Development program that serves 140 students in seven classrooms. Wood received 4 students from that program for the 24-25 school year. The program is designed to provide students with the foundational skills necessary for academic success in kindergarten. Students are assessed prior to beginning school and then at midyear and at the end of the year.

Kindergarten

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

Grade One through Grade Four

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

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

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

Assessment Instruments

- **ILEARN Checkpoints** given to all 3rd and 4th grade students 3 times a year. In addition, each test allows for an opportunity 2.
- **ILEARN** state-wide assessment is given once a year to measure student progress on the Indiana State Standards for grades 3-4.
- **IREAD3** is a state-wide assessment given in March to all 3rd grade students. There is a summer assessment for students not passing the March assessment.
- **IREADY** reading and math is taken 3 times a year to monitor growth and overall proficiency. This also includes an ongoing Standards Mastery assessment. This is a short assessment given every other week.
- **DIBELS** is a school-wide assessment given three times a year that measures basic early literacy skills and reading fluency.
- **MAZE** is a tool used to measure a students comprehension level
- **Common Formative Assessments** are district math tests designed for students to take at the end of each quarter.

Include Needs of All Learners

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

Our High Ability program is housed at Salk Elementary School for students K-4. High

ability clusters are offered at each grade in each elementary school.

Students in grades K-4 are placed in appropriate instructional situations. Northwest Indiana Merrillville Community this year is responsible for meeting the provisions of IDEA and Indiana Rule Article 7, which deal with the education of students with disabilities. This includes administering, supervising, coordinating, and providing special services for all children in the Merrillville Community School Corporation.

General educators at Wood work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs at Wood include: psychological evaluations; speech, language and hearing services; Least Restrictive Environment (LRE) programs, occupational and physical therapy, and related services and the Behavioral Support Programs which services all KG - 4th grade students in the corporation that qualify for the program.

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

Safe and Disciplined Learning Environment

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

Wood's PBIS Leadership team meets monthly to celebrate success, solve problems, and make decisions based on analyzed data and identification of needs. The leadership team works with teachers at each grade level to place interventions in place. Interventions used are preferential seating, sticker charts, rewards, behavior plans, and mentoring. Approximately 10 students check in and out daily with an adult member to offer another layer of support to those students who need it. The PBIS teams meet at least twice each month to disaggregate data and service students and teachers within our school.

Technology as a Learning Tool

The Merrillville Community School Corporation continues toward the goal to integrate effective instructional technology to improve teaching and learning across the district. This

year's activities include, but are not limited to:

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

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

All students in grades 1-4 are assigned a Chromebook for use in and out of the classroom. Kindergarten students do the same with iPads.

Cultural Competency

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

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

Our cultural competency goals are as follows:

- Teachers will learn information and skills that they can use in their classroom to benefit all students, including those from diverse backgrounds.
- Teachers will learn about best practices in education through research, observation and attendance at workshops and will synthesize this knowledge into their instruction.

John Wood Elementary School & Family Compact

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

School Responsibilities

1. Provide high quality curriculum and focused instruction in a supportive and effective learning environment that enables Title I students to meet the State's student academic achievement standards as follows:
 - The school will provide small group instruction of Indiana Academic Standards that focuses on the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Additional support is provided in the area of math fact fluency and problem solving strategies
2. Hold Parent-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement
 - The school will hold fall conferences as scheduled by the district. The Title I teacher will be available on this day to clarify what areas students struggle with, and how to best work to improve these skills.
3. Provide families with frequent reports on their child's progress
 - Data reports will be provided to parents three times a year to report on student progress.
4. Provide parents reasonable access to staff
 - Teachers are available to meet with parents either before or after school and during the school day by appointment. Frequent contact via email at awiley@mvsc.k12.in.us and phone 650-5305 x. 6543 is encouraged.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - Parents are encouraged to attend events scheduled during the school day and may volunteer and participate as described in the Merrillville Community School Corporation Elementary Handbook

Suggested Family Involvement

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

1. Ensure students arrive at school on time and encourage good attendance
2. Review notes and information that my child brings home and make sure that homework is completed
3. Attend events hosted by the school as a way to participate in decisions relating to my child's education

4. Promote positive use of my child's extracurricular time by monitoring the amount of television my child watches

Suggestions for the Student

1. Do my classroom homework every day and ask for help when needed
2. Read at least 10-40 minutes everyday outside of school time
3. Give my family all notes, information, and tests that I receive
4. Work hard and cooperate with teachers while in school

Mrs. Sharon Igras, Principal
Alyssa Wiley, Title I Teacher
Danielle Rizzo, FACES

Spring 2018 Parent Meeting - Revised to include parent suggestions
Spr. 18 - ESSA
Spring 2019 Parent Meeting - conferences
Fall 2020- Data letters
Spring 2021 - no revisions
Spring 2022-no revisions
Spring 2023- Revised to include new Title I teacher information
Spring 2024- staff revisions

Wood Elementary School Family Involvement Policy



The staff at John Wood Elementary School actively works to meet the family involvement goals of Title I, build relationships, and encourage family participation in all aspects of the program. The education of children is viewed as a partnership between the school, families, guardians and other family members involved in supervising the child's learning.

To fulfill the requirements of family involvement, families of children enrolled in the Title I program shall be invited to participate in the following events:

- ❖ Annual morning and evening meetings, held no later than October 1st of each school year. In addition to being informed of John Wood school's participation

in Title I and family's rights to be involved, they will receive written information about the Title I Program that includes:

- o Information about Title I programs such as an explanation of the selection process and samples of tests used to determine eligibility for Title I services
 - o A description and examples of the curriculum and materials used to improve reading skills
 - o Forms of academic assessment used to measure student progress and how schools are identified for improvement
 - o Clarification of proficiency levels students are expected to meet
 - o Family rights to request meetings to participate in decisions relating to the education of their child
 - o Online resources & support at <http://www.mvsc.k12.in.us/titlei/>
- ❖ **If possible**, a Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Technology & Internet Resources
- ❖ A family teacher conference allowing families to meet with teachers to discuss their child's progress. **Title I teacher is available to explain how to monitor student progress and understand report cards.** Suggestions will be provided to help families improve academic achievement of their children. Individual student information is also available throughout the school year from the Wood Title I teacher, Alyssa Wiley, through email awiley@mvsc.k12.in.us or phone 650-5305 (Ext. 6543).
- ❖ **If possible**, a Spring Family Child Event, held no later than May 1st of each school year. This meeting will provide families with an opportunity to assist in the planning, review and improvement of the Title I program for the next school year. Family suggestions will also be used to determine how the Title I staff can provide useful resources in a format and language that families can understand.
- ❖ Use of the Title I Family Library. **If possible**, these resources will provide families ways to work with their children at home. Available materials cover the following areas: Phonics, Vocabulary, Comprehension, Fluency, Math and Writing.

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

- ❖ Staff training in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school.
- ❖ Coordinating and integrating family involvement strategies under Title I with strategies under other programs such as Head Start, Reading First, Parents as

teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.

- ❖ Encourage family involvement and communication by building strong connections between families, the Title 1 Staff, and the Family and Community Engagement Specialist, Rebecca Hehr. (Email: rhehr@mvschools.k12.in.us Phone: (219) 650-5305 ext. 6545)
- ❖ Other reasonable support for family involvement activities as families may request.

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

Spring 2018 Parent Meeting - Revised to include parent suggestions

Spr. 18 - ESSA

Spring 2019 Parent Meeting - No revisions

Fall 2020 - no revisions

Spring 2021 - no revisions

Spring 2022 - no revisions

Spring 2023 - Revised to include F.A.C.E.S. purpose and contact information & new Title I teacher information

Spring 2024- no revisions

Title I Program Description

Reading enrichment services are provided to students in K-4 through a 3-leveled approach. The Level I reading program consists of 90 minutes of daily whole group and small group instruction delivered by the classroom teacher. It is in this setting that reading benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II reading instruction is provided to the students identified with reading difficulties as evidenced by a review of test data. Students receive supplemental small group instruction provided in a pull out setting for 25-30 minutes up to 5 times a week. Level III consists of additional instruction in either a pull-out or in-class setting, where students' specific areas of need are addressed. Both level II and Level III instruction are conducted by a licensed teacher or supervised paraprofessional. Results of progress monitoring and benchmarking assessments are reported to parents.

Math enrichment services are provided to students in grades 2-4 through a 2-leveled approach. The Level I math program consists of 90 minutes of daily whole group instruction delivered solely by the classroom teacher. It is in this setting that math benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II math instruction is provided to students identified with math difficulties as evidenced by a review of test data. These students receive supplemental small group instruction provided in a push in setting for 20-30 minutes up to 4 times a week. Level II instruction is conducted by a teacher-supervised paraprofessional.

Responsibilities of the School, the LEA, and the

SEA Responsibilities of the School

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

Responsibilities of the LEA

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

Responsibilities of the SEA

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

School: John Wood Elementary

I, Tina Shultz, as the exclusive representative, by signing this document, demonstrates 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>Dr. 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.