

HENRY P. FIELER ELEMENTARY SCHOOL



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.4
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. 10
3	Highly qualified teachers in all core content area classes	p. 17
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	p. 18
5	Strategies to attract high-quality teachers to this school	p.19
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. 20
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.22
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.22
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. 10 p.25 p. 34
10	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components	p.23
10a.	List programs that will be consolidated under the schoolwide plan (if applicable)	

Narrative Description of the School

Fieler Elementary School is one of five public elementary schools within the Merrillville Community School Corporation (MCSC). The MCSC serves students who reside in Ross Township, which consists of all of the town of Merrillville, and portions of the cities of Hobart and Crown Point.

Fieler Elementary School is located in the town of Merrillville, Indiana, and serves a student population that comes mainly from the northwest quadrant of the town.

The student population of the school presently includes 429 students in grades K-4. The ethnic make-up is as follows: 66.5% African American, 6% White, 21.25% Hispanic, 5.9% multi-racial, .001% Native Hawaiian and 0.002% Asian.

The school population could be described as transient in nature. During the school year it is common for a large number of students to move and just as common for a large number of students to enter our school. The mobility rate is about 33%. This is partially attributed to a rather large apartment complex that allows low-rent thirty day leases as well as surrounding neighborhoods that are in transition, with older families moving out and younger families moving in and an increasing number of houses being rented.

There is a classroom instructional staff composed of 28 highly qualified certified teachers. The instructional staff at Fieler School is stable with 55% of the staff having 11 years or more of experience. thirty-nine certified staff members provide instruction or services in music, art, physical education, Title I Reading and Math, social work, speech therapy, and special education. In the past several years, we have also included two instructional/behavioral assistants that assist teachers and students as needed.

Special Education services for Mild Mental Disabilities and Learning Disabilities are provided by two L.R.E. facilitators and two paraprofessionals. Fieler School has been involved with the inclusion of special education students since 1994.

Fieler is fortunate to have a highly qualified nurse to help students. She services many students who take medication on a daily basis and other students who may become ill or injured during the school day. We also have two full-time social workers in our building, five days a week.

Four kitchen staff members provide breakfast service and hot lunch daily. Secretarial and Clerical services are provided by two full-time secretaries. A teacher aide is also on staff to assist teachers with clerical related duties. A full-time technology aide is employed to coordinate and assist students and teachers with computer lab work. A staff of four full-time custodians and one part-time custodian.

There is one full-time principal for the school. She is currently in her 4th year as principal of Fieler Elementary School. There is one full-time assistant principal who is in her tenth year at Fieler.

Other auxiliary personnel include three cafeteria aides and four playground supervisors. After-school day-care services are provided by The Adventure Club.

Mission and Vision Statements

Vision

Every Child. Every Day. Whatever It Takes.

Mission Statement

Merrillville Community School Corporation:

- 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.

Henry P. Fieler Elementary School

Vision

Fieler staff, students and parents working together to become responsible, respectful and safe citizens and lifelong learners.

Mission

Our mission is to provide opportunities for continuous improvement in academic achievement through a safe and nurturing environment that promotes responsible citizenship.

Comprehensive Needs Assessment

The goals set forth in the 2025-2026 SIP are based on the 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 a need for increasing the low proficiency rates, especially within the Special Education subgroup.

Grade 3: Mathematics Standards % At or Near & Above Proficiency									
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN	Spring 2022 ILEARN	Spring 2023 ILEARN	Spring 2024 ILEARN	Spring 2025 ILEARN
# 1-Number Sense	60	47	Number Sense	71	45	47	61	63	59
#2-Computation	61	52	Computation	71	42	43	62	59	57
#3-Algebraic Thinking/Data Analysis	58	48	Algebraic Thinking/Data Analysis	68	36	35	56	59	58

#4-Geometry/Measurement	60	52	Geometry/Measurement	78	42	49	57	65	61
#5-Mathematical Process	51	52	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Grade 3: English/Language Arts Standards % At or Near & Above Proficiency									
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN	Spring 2022 ILEARN	Spring 2023 ILEARN	Spring 2024 ILEARN	Spring 2025 ILEARN
#1-Reading Literature	73	45	Key Ideas & Textual Support/Vocabulary	66	36	38	45	43	41
#2-Reading Nonfiction and Media Literacy	80	46	Structural Elements & Organization/Connection of Ideas/Media Literacy	73	47	57	45	45	39
#3-Writing Genres, Writing, and Research Process	74	50	Writing	60	35	26	36	36	N/A
#4-Writing: Conventions of Standard English	72	49	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Grade 4: Mathematics Standards % At or Near & Above Proficiency									
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN	Spring 2022 ILEARN	Spring 2023 ILEARN	Spring 2024 ILEARN	Spring 2025 ILEARN
# 1-Number Sense	69	67	Number Sense	68	33	36	40	68	69
#2-Computation	66	69	Computation	72	34	32	48	63	69
#3-Algebraic Thinking/Data Analysis	65	70	Algebraic Thinking/Data Analysis	70	34	38	52	66	66
#4-Geometry/Measurement	62	67	Geometry/Measurement	70	35	29	39	45	63
#5-Mathematical Process	52	67	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Grade 4: English/Language Arts Standards % At or Near & Above Proficiency									
ISTEP Standard	Spring 2017 ISTEP	Spring 2018 ISTEP	ILEARN Reporting Category	Spring 2019 ILEARN	Spring 2021 ILEARN	Spring 2022 ILEARN	Spring 2023 ILEARN	Spring 2024 ILEARN	Spring 2025 ILEARN
#1-Reading Literature	65	64	Key Ideas & Textual Support/Vocabulary	58	39	36	52	68	79
#2-Reading Nonfiction and Media Literacy	62	63	Structural Elements & Organization/Connection of Ideas/Media Literacy	50	53	60	56	78	76
#3-Writing Genres, Writing, and Research Process	60	62	Writing	50	36	27	25	69	N/A
#4-Writing: Conventions of Standard English	60	63	N/A	N/A	N/A	N/A	N/A	N/A	N/A

3rd Grade Math Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing
	57	13	50

3rd Grade ELA Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing Total
	57	13	48

4th Grade Math Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Proficient
	75	17	68

4th Grade ELA Spring 2018 ISTEP	% Passing Gen Ed	% Passing SpEd	% Passing Total
	73	8	64

3rd Grade Math Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	47	6	39

3rd Grade ELA Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	27	6	23

4th Grade Math Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	54	4	42

4th Grade ELA Spring 2019 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	25	4	20

3rd Grade Math Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	13	6	11

3rd Grade ELA Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	16	11	15

4th Grade Math Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	16	3	12

4th Grade ELA Spring 2021 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	21	7	16

3rd Grade Math	% Proficient Gen Ed	% Proficient SpEd	% Proficient
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Spring 2022 ILEARN	26	9	22
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3rd Grade ELA Spring 2022 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	14	0	10

4th Grade Math Spring 2022 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	13	6	11

4th Grade ELA Spring 2022 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	7	18	9

3rd Grade Math Spring 2023 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	36	13	29

3rd Grade ELA Spring 2023 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	16	0	12

4th Grade Math Spring 2023 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	20	0	15

4th Grade ELA Spring 2023 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	11	0	9

3rd Grade Math Spring 2024 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	37	18	31

3rd Grade ELA Spring 2024 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	28	7	21

4th Grade Math Spring 2024 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	45	21	38

4th Grade ELA Spring 2024 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	53	29	46

3rd Grade Math Spring 2025 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	43	11	33

3rd Grade ELA Spring 2025 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	26	7	20

4th Grade Math Spring 2025 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	51	32	46

4th Grade ELA Spring 2025 ILEARN	% Proficient Gen Ed	% Proficient SpEd	% Proficient
	62	32	53

Spring 2018 IREADY Math % of Student Proficiency by Grade

Spring 2018	KG % On or Below	KG % Below	1st % On or Below	1st % Below	2nd % On or Below	2nd % Below	3rd % On or Below	3rd % Below	4th % On or Below	4th % Below
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IREADY Math	Above	Level	Above	Level	Above	Level	Above	Level	Above	Level
	50%	50%	44%	55%	25%	75%	22%	78%	35%	65%

Spring 2018 IREADY Reading % of Student Proficiency by Grade

Spring 2018 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	58%	42%	51%	49%	25%	75%	14%	86%	19%	82%

Spring 2019 IREADY Math % of Student Proficiency by Grade

Spring 2019 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	57%	43%	49%	51%	16%	84%	26%	74%	22%	78%

Spring 2019 IREADY Reading % of Student Proficiency by Grade

Spring 2019 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	55%	45%	51%	49%	23%	77%	24%	77%	13%	87%

Winter 2020 IREADY Math % of Student Proficiency by Grade

Winter 2020 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	42%	58%	15%	84%	28%	73%	19%	81%	21%	79%

Winter 2020 IREADY Reading % of Student Proficiency by Grade

Winter 2020 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	63%	37%	32%	68%	38%	62%	48%	52%	29%	71%

Winter 2021 IREADY Math % of Student Proficiency by Grade

Winter 2021 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	42%	58%	29%	71%	24%	76%	22%	78%	23%	77%

Winter 2021 IREADY Reading % of Student Proficiency by Grade

Winter 2021 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	66%	34%	39%	62%	39%	61%	48%	52%	37%	63%

Winter 2022 IREADY Math % of Student Proficiency by Grade

Winter 2022 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	24%	76%	4%	95%	19%	82%	15%	86%	10%	90%

Winter 2022 IREADY Reading % of Student Proficiency by Grade

Winter 2022 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level

	59%	42%	14%	87%	23%	77%	34%	66%	19%	81%
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Spring 2022 IREADY Math % of Student Proficiency by Grade

Spring 2022 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	44%	55%	16%	83%	27%	73%	24%	76%	20%	81%

Spring 2022 IREADY Reading % of Student Proficiency by Grade

Spring 2022 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	74%	26%	31%	69%	39%	61%	40%	60%	22%	78%

Spring 2023 IREADY Math % of Student Proficiency by Grade

Spring 2023 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	64%	36%	19%	80%	31%	69%	27%	73%	24%	76%

Spring 2023 IREADY Reading % of Student Proficiency by Grade

Spring 2023 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	78%	21%	30%	69%	33%	67%	48%	51%	19%	80%

Spring 2024 IREADY Math % of Student Proficiency by Grade

Spring 2024 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	81	18	38	62	21	80	32	67	44	56

Spring 2024 IREADY Reading % of Student Proficiency by Grade

Spring 2024 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	86	14	47	52	38	61	46	54	40	59

Spring 2025 IREADY Math % of Student Proficiency by Grade

Spring 2025 IREADY Math	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	58	42	43	57	43	57	24	76	39	60

Spring 2025 IREADY Reading % of Student Proficiency by Grade

Spring 2025 IREADY Reading	KG % On or Above	KG % Below Level	1st % On or Above	1st % Below Level	2nd % On or Above	2nd % Below Level	3rd % On or Above	3rd % Below Level	4th % On or Above	4th % Below Level
	77	23	54	46	58	42	36	64	46	54

Attendance

Although attendance has continued to improve, the attendance data over two years 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
September	96.25	96.66	96.90	98.48	90.46	92.34	94.60	94.69
October	95.92	95.75	96.50	97.56	91.27	89.09	93.12	94.00
November	95.40	95.76	95.68	97.64	91.07	93.36	93.44	94.19
December	95.22	95.11	95.35	97.25	86.84	89.09	91.48	92.35
January	94.72	92.26	95.05	97.31	88.70	93.20	90.28	91.34
February	93.14	94.46	94.03	94.90	93.18	90.66	92.17	93.95
March	95.60	94.26	92.33	94.90	91.56	92.99	90.03	93.68
April	95.66	94.98	N/A	93.30	93.44	94.61	93.65	94.48
May	94.94	94.64	N/A	92.62	93.67	95.10	93.25	93.16
Total School Year	95.40	94.88	94.42	95.95	90.95	91.53	92.86	93.60

Discipline Data

The total number of suspensions, both in school and out, were increased during the 2024-2025 school year in comparison to the 2023-2024 school year. Continuing to find ways to reduce suspensions in order to help students achieve greater success is a priority in the current plan. This year's plan focuses on reducing the number of suspensions as well.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Recess Detention	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	113	245
Bus Suspension	2	21	10	31	24	1	8	8	13	14
Combination Lunch/Recess Detention	N/A	924	567	891	155	0	102	89	73	196

In-school Suspension	41	135	60	117	58	6	99	15	7	12
Out of School Suspension	178	116	89	182	87	13	68	79	40	57
Lunch Detention	15	115	55	16	25	0	21	39	9	1

An analysis of **2025 ILEARN** data led to the following observations and conclusions:

Successes

- 4th ILEARN Math scores increased in every category (Gen. Ed., Sp. Ed., and % Proficient)
 - 4th - Improved by 2 - 18% in every category except Algebraic Thinking/Data Analysis which remained constant at 66%
 - Number Sense 68% -> 69%
 - Computation 63% -> 69%
 - Geometry/Masurement 45% -> 63%
- 3rd ILEARN Math scores increased in the categories of Gen. Ed. (37% -> 43%) and % Proficient (31% -> 33%)
- 3rd overall performance in math proficiency increased from 2023-2024 school year (31% -> 33%); 3rd ILEARN Math decreased by 1 - 4% in every category although the overall score improved by 2%.
- 4th overall performance in math proficiency increased from 2023-2024 school year (37.8% -> 46%)
- ILEARN Math (Sp. Ed.) increased by 11% (21% -> 32%) for 4th gr
- 4th overall performance in ELA proficiency increased from 2023-2024 school year (46.3% -> 53%)
 - 4th grade ILEARN ELA score increased by 11% in Key Ideas & Textual Support/Vocabulary (68% -> 79%)
- ILEARN ELA (Sp.Ed.) remained constant at 7% for 3rd gr and increased by 3% (29% -> 32%) for 4th gr
- 61% of 2nd grade students passed IREAD3 assessment; 31% increase from last year
- 80% (8 of 10) of the 4th grade students passed IREAD3 assessment
- Attendance improved by .74% from 23-24 school year.
 - Although attendance improved by .74% from 23-24 school year, many of our students that are enrolled on an addendum have poor attendance/often tardy.
- Although discipline infractions have increased, since 23-24, the data shows that 219 of our infractions were committed by move-in students (addendums, foster students, first year students and misplaced students); they are also repeat offenders.

Areas of Weakness

- 3rd ILEARN Math (Sp. Ed.) decreased by 7% (18% -> 11%)
- 3rd ILEARN Math decreased by 1 - 4% in every category (Number Sense, Computation, Algebraic Thinking/Data Analysis, Geometry/M Measurement)
- 3rd grade overall performance in ELA proficiency decreased from 2023-2024 school year by 1.2% (21.2% -> 20%)
- 3rd grade ILEARN ELA Key Ideas & Textual Support/Vocabulary declined by 2%
- 3rd grade ILEARN ELA Structural Elements & Organization/Connection of Ideas/Media Literacy declined by 6%
- 4th grade ILEARN ELA score decreased by 2% in Structural Elements & Organization/Connection of Ideas/Media Literacy (78% -> 76%)
- 61% of 3rd grade students passed IREAD3 assessment; 24.1% decrease from last year
- OSS increased by 17 (40 -> 57) from 23-24 the school year.
- ISS increased by 5 (7 -> 12) from the 23-24 school year.
- Recess detention more than doubled from the 23-24 school year (113 -> 245)
- Combo lunch/recess detention almost tripled from the 23-24 school year (73 -> 196)

Root Causes

- poor classroom management of a handful of teachers
- a teacher preparing for retirement had a noticeable decline in her day-to-day instructional engagement and disciplinary follow-through
- unidentified special needs students (e.g. autistic, deaf, etc.) placed in general education population
- Students not acclimated to the “Fieler” way of learning and behaving; old habits die hard; 219 incidents involved students new to Fieler this year
- Students not living in district; attending via an addendum

Implementation of Schoolwide Reform Strategies

- RTI Professional Development & Implementation
- Common assessments in math and ELA-scoring using the rubric, analyzing, and planning next steps
- Identify Best Practices for teaching Main Idea, Comprehension, and Vocabulary
- Schoolwide focus on i-Ready Vocabulary Domain
- Provide Professional Development for the identified best practices
- Using RACE across the curriculum
- All K-4 staff complete the Science of Reading Modules
- Standards Mastery to progress monitor
- Goal setting for iReady

- Behavior Matrix enforced in all classrooms
- Weekly attendance progress monitoring

Focus Area : English/Language Arts

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2026 MEASURABLE OUTCOME: Grades K-2 will achieve at least 70% on or above grade level on final i-Ready diagnostic. 70% of Grade 2 students will pass the IREAD3 assessment by the end of the school year. Grades 3-4 will increase their At-Proficiency by 10% on the ILEARN Spring 2026 assessment.				
Focus Area	i-Ready, IREAD3, & ILEARN ELA Growth			
Root Cause	i-Ready, IREAD3 & ILEARN ELA shows inadequate growth.			
Data Based Rationale	i-Ready Beginning of Year/Middle of the Year Diagnostic Spring 2026 ILEARN Results			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take iReady diagnostic assessments three times a year to monitor the effectiveness of the 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
Professional development on Marzano's High Leverage Strategies	Video PD will be provided by the coaches for the teacher to view.	Principal, coach	Data for the scale rating will increase in iObservation	Monthly
Marzano evaluation tool has been altered to focus on High Yield Strategies.	Focused evaluations will include certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield Strategies will increase in iObservation	Monthly
Data Meeting by grade level	Grade levels will meet with a coach or administrator to evaluate data and growth.	Teachers, coach, administration	Small Group and Differentiated instruction	Monthly
Intervention	The RtI team will identify students	Teachers, coach, Title staff	CFA Data	Monthly

	requiring Tier 2 and 3 interventions.			
SRT/Title I Time	Teachers and Title staff will group students across the grade level for 25 - 35 minutes daily to remediate, maintain, and enrich identified standards based on CFA data.	Teachers, coach, Title staff	CFA data	Bi-weekly

Focus Area : Mathematics

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.				
June 2026 MEASURABLE OUTCOME: Grades K-2 will achieve at least 70% on or above grade level on final i-Ready diagnostic. Grades 3-4 will increase their At-Proficiency by 10% on the ILEARN Spring 2026 assessment.				
Focus Area	i-Ready & ILEARN Math Growth			
Root Cause	i-Ready & ILEARN Math data shows inadequate growth			
Data Based Rationale	i-Ready Beginning of Year/Middle of the Year Diagnostic Spring 2026 ILEARN Results			
Research-Based Goal	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.			
Evidence-Based Intervention	Description: Instructional strategies will be monitored through classroom observations and post conferences. Students will take iReady diagnostic assessments 3 times a year to monitor the effectiveness of the instructional strategies.		Core Component (if applicable) ☐ Safe Learning Environment ☐ Technology ☐ Curriculum X 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
Provide Professional development on Marzano’s High Leverage Strategies	Video PD will be provided by the coaches for the teacher to view.	Principal, coach	Data for the scale rating will increase in iObservation	Monthly
Marzano evaluation tool has been altered to focus on High Yield Strategies.	Focused evaluations will include certain High Yield Strategies.	Administration	Data for the frequency of observed High Yield	Monthly

			Strategies will increase in iObservation	
Data Meeting by grade level	Grade levels will meet with a coach or administrator to evaluate data and growth.	Teachers, coach, administration	Small Group & Differentiated instruction	Monthly
SRT/Title Time	Teachers and Title staff will group students across the grade level for 25 - 35 minutes daily to remediate, maintain, and enrich identified standards based on CFA data.	Teachers, coach, Title staff	CFA data	Bi-weekly
Intervention	The RtI team will identify students requiring Tier 2 and 3 interventions.	Teachers, coach, Title staff	CFA Data	Monthly

Focus Area : Attendance

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.				
June 2026 MEASURABLE OUTCOME: Students will achieve a 96.5% attendance rate.				
Focus Area	Attendance			
Root Cause	A small population of students exhibit chronic absenteeism.			
Data Based Rationale	In 2024-2025, Fielier Elementary achieved an attendance rate of 93.60%.			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: Compulsory Attendance Law Weekly Attendance Report Truancy Court Data	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
Communicate with parents and students the MCSC Attendance policy at Open House and Beginning of the Year Information	Handouts of attendance literature during back to school gatherings	Administration Secretaries Teachers FACES	Parent and student attendance at meeting	August
Run and analyze monthly attendance	Gathering and reviewing attendance	Administrators, Attendance	Increase in student attendance. Targeting	Monthly

reports and data	reports	Clerk, Social Worker, FACES	chronic absenteeism	
Implement with fidelity the MCSC Truancy Court program.	Track and record student attendance data	Administrators, Attendance Clerk, Social Worker, FACES	Student and parents will receive assistance the Truancy Court program	Ongoing

Promote consistent attendance	Having a drawing at the end of each trimester for students who achieved at/or above 95% attendance.	Attendance Clerk, Administration FACES	Number of students who are eligible to enter drawing will increase each trimester.	Mid-November, End of February, End of May
Promote consistent attendance	Reward the grade level classroom and overall highest attendance each month.	Attendance Clerk, Administration FACES	Improved attendance	Monthly

Focus Area : Behavior

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.				
June 2026 MEASURABLE OUTCOME: Decrease ISS/OSS percentage by 5% from 2024-2025 discipline data.				
Focus Area	Reduction in the number of students using the amygdala room.			
Root Cause	Students are not able to regulate their behavior in the classroom, causing an increase in the number and frequency of students being sent to the amygdala room and office.			
Data Based Rationale	In 2024-2025, there were 12 ISS and 57 OSS.			
Research-Based Goal	All staff will consistently apply the SEL competencies and neuroscience of the brain strategies to help students regulate their own behavior.			
Evidence-Based Intervention	Description: • Trauma-informed classroom strategies • PBIS • Restorative Practice • RTI • Social emotional learning	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	Person	Evidence of	Date to Evaluate

	Action	Responsible	Success	
Provide ongoing PD for all staff to deepen their understanding of effective strategies.	Tuesday early releases will be set aside for teachers to receive more PD.	District SEBW team	Discipline data	Monthly
Implement the SEL curriculum during the 10 minute morning block.	Daily implementation of SEL, brain, restorative practices and social justice.	Admin, SEBW Team, All teachers	Discipline data	Monthly
Data Review	The SEBW Team will review data monthly and share with staff.	Admin, SEBW Team	Discipline data	Monthly
PATHS Program	PD for teachers and staff	Social Workers, District SEBW Team, staff	Discipline data	Month

Highly Qualified Teacher Information

Fieler Highly Qualified Teacher Information					
LAST NAME	FIRST NAME	LICENSE SUBJECT	ASSIGNMENT	EXP. DATE	License #
Burkhart	Amy	kindergarten-primary	Kindergarten	3/2/2025	1485123
Machura	Kathryn	general elementary, (kinder. endorsement)	Kindergarten	4/08/2028	1267040
Sanders	Jacqueline	Elementary Generalist	Instructional Coach	9/15/2025	10226916
Olson	Nicole	Elem Gen/Mild Intervention REPA	Kindergarten	4/30/2026	10186823
Konkoly	Ralph	Elementary Generalist	GRADE 1	5/21/2024	1098255
Daggett	Crystal	Elementary Generalist	GRADE 1	6/16/2025	10318803
Collins	Colleen	general elementary (reading minor 1-6, 7/8nd)	GRADE 2	12/2/2026	1486048
Polites	William	general elementary (1-6, 7/8nd)	GRADE 2	4/21/2027	1194187
Moffett	Paul	Elementary Generalist	GRADE 2	5/14/2025	10167282
Tackett	Mary	Elementary Generalist	GRADE 2	2/7/2033	10311934
Hoots	Jacqueline	Elementary/Intermediate/Primary Generalist	GRADE 3	7/31/2025	1612266
LaBuda	Steven	Elementary Generalist	GRADE 3	4/9/2031	10102586
Huff	LaShonda	Elem/Prim/Inter Generalist	GRADE 3	4/11/2027	10018646
Wineland-Nondorf	Abigail	Elementary Generalist	GRADE 3	4/28/2030	10188038
Silverthorn	Jessica	Elementary/Primary Generalist	GRADE 4	7/23/2030	10039255
Hightower	Erica	General elementary	GRADE 4	06/28/2028	1549773

Issa	Furdose	Elementary Generalist	GRADE 4	12/16/2024	10309789
Albanese	Alecia	Elementary Generalist	GRADE 4	4/27/2025	10316763
Ewasiuk Anthony	Dawn	Rules 2002 Visual Arts	Art	3/21/2026	1591224
Turek	Haley	Fine Arts-Instrumental & General Music	General Music	3/12/2027	000034786
Myers	Richard	Elementary Generalist/Physical Education	PE	4/18/2028	10161133
Govert	Lori	general elementary/Gifted and Talented K-12	Title 1 Reading	5/23/2028	1289877
Zorich	Linda	Gen Elementary	GRADE 1	12/13/2027	1150621
Connor	April	Elementary/Primary/Intermediate Generalist	GRADE 1	6/3/2027	1613201
Bray	Bernadette	Elementary generalist, mild intervention, reading	Kindergarten	11/29/2027	10198636
Geile	Tracey	Elementary Generalist	ESL Teacher	2/25/2027	10130858
Gruessing	Laura	Mild Intervention	LRE	9/01/2026	10331541
Baylor	Toi	Mild Intervention	LRE	2/26/2027	000008973
Wagoner	Kristen	kinder/primary	ECD	1/28/2029	1307833

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.

Fieler Professional Development Calendar 2025-2026

Date	Time		Topic
August 28, 2025	PM	Building Level	SEL Strategies/BIPs
September 9, 2025	PM	½ Building Level ½ Corporation Level	Classroom Management
September 23, 2025	PM	Building Level	Differentiated Instruction
October 7, 2025	PM	Building Level	Checkpoint 1/IREADY Data Digs/Curriculum Mapping

October 21, 2025	PM	Building Level ½ Corp. & ½ Bldg.	Differentiated Instruction/ MITSS
* November 4, 2025	All Day	Corporation Level (All Staff)	Job Embedded PD
December 9, 2025	PM	Building Level	Checkpoint 2/IREADY Data Digs/Curriculum Mapping
January 13, 2026	PM	½ Building Level ½ Corporation Level	Staff SEL
February 10, 2026	PM	Building Level	
March 10, 2026	PM	Building Level	Checkpoint 3/IREADY Data Digs/Curriculum Mapping
April 14, 2026	PM	Building Level	Staff SEL
* May 5, 2026	All Day	½ Building Level (All Staff) ½ Corporation Level	

Plan to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

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

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

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

District Teacher Mentoring Program

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

Parental Participation

- The Parent-Teacher Organization is stronger than it has been in many years. Under the direction of two parents and an executive board of five more parents, many exciting things have happened:
 - Monthly meetings have occurred. The number attending has gone from 4 parents to well over 50.
 - Family nights sponsored by the PTO have occurred bi-monthly and have averaged 75 parents and students.
 - The PTO fundraiser sold \$18,000 of product with a 40% yield for the PTO.
 - Each month representatives attend a Monday morning meeting to reward students for good behavior and achievement.
- At PTO Meetings, parent workshops will be provided, to include childcare and food for families. Parents will be encouraged to attend so that they may learn ways they can become more involved in the school, and so that they will become aware of upcoming school events and activities.
- A Parent Resource Room is established in our building to be a comfortable place for parents to read parenting materials. Parents may also meet individually or in groups with the social worker or FACES in the parent resource room.
- The social worker and FACES will hold regular parent sessions throughout the year to assist families in learning more about our school and how they can support their child at home.

Additional Parental Activities

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

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

Parental Notification of Individual Academic Assessment 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 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.

4th to 5th Grade Transition Plans

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

- The 4th grade students meet with 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 Fielers, 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.

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

Local Programs

The Merrillville Community School Corporation provides funding for instructional coaches, classroom teachers, support staff and social workers. Title 1 funding will be used to supplement our staffing needs by providing a Title I teacher and paraprofessionals. The role of the Title I funded teacher and paraprofessionals is to provide small group learning opportunities for

students during the school day. Title 1 funding will also be used to extend learning opportunities for our students, and may include 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 will 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

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

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** will be in place this year, replacing ISTEP+. This state-wide assessment is given once a year to measure student progress on the Indiana State Standards for grades 3-4.
- **IREAD3** is a state-wide assessment given in March to all 2nd and 3rd grade students. There is a summer assessment for 2nd and 3rd grade 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.
- **Pre-Kids** are given to kindergartners to assess kindergarten readiness skills.
- **Running Records** are used to determine individual reading levels. (Fountas and Pinnell).
- **Common Formative Assessments** are district math tests designed for students to take at the end of each quarter.

Include Needs of All Learners

Merrillville Community Schools 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. Merrillville Community Schools 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 Schools, including the students of Fieler Elementary School.

General educators at Fieler work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided by MCSC Special Education Department at Fieler include: psychological evaluations; speech,

language and hearing services; Least Restrictive Environment (LRE) programs, occupational and physical therapy, and related services.

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

Fieler'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. The PBIS team meets once a month to disaggregate data and service students and teachers within our school. The PBIS secondary team meets at least twice a month to discuss services/interventions that need to be provided to students.

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

PBIS Team Members:

LaFonda Morris	Amy Hinkel	Jessica Silverthorn	Savannah Wilgus
Nicole Olson	Ralph Konkoly	Dawn Anthony	Andrea Ruvalcaba
Jackie Hoots	Paul Moffett	Darcia Parham	

Technology as a Learning Tool

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

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

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

Every student has access to an assigned chromebooks in grades K-4. These devices enhance learning and provide students with the opportunity to collaborate, communicate, create, and think critically.

Cultural Competency

The PBIS Model encourages and supports culturally responsive environments throughout MCSC. The data collected provides useful information 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 to 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.
- Teachers will collaborate with one another to improve instructional methods so that the individual learning needs of students will be met.

Appendix

Fieler Elementary School-Family Compact



Dear Fielier Families,

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. Fielier Elementary is participating in a Title I Schoolwide Program where all students will benefit from the school improvement plan.

School Responsibilities

1. 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.
 - Additional support is provided in the area of math fact fluency and problem-solving strategies.
2. Hold Family-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Fall conferences will be scheduled by the district for grades K-4.
 - 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.
 - 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.
4. Provide families opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
 - Families 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. Make sure my child attends school each day and arrives on time, barring illness.
2. Make sure that homework is completed and my child is reading each night for at least 20 minutes.
3. Monitor the amount of television, video games, and screen 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 every day and ask for help when needed.
2. Read at least 20 minutes every day outside of school time.
3. Give my family, or guardian, all notes and information that I receive.
4. Work hard and cooperate with teachers while in school.
5. Follow all school rules.

LaFonda Morris, Principal
Amy Hinkel, Assistant Principal
Lori Govert, 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
Revision – Fall 2013 Orientation Meeting
Revision – Fall 2014 re: conferences
Revision: Nov. 2014 Math
Revision Fall 2015: Math 180 and conferences
Spr. 16 – Change to Family Compact
Spr. 17 – ESSA
Spr. 18 - No Changes
Spring 19: Conferences
Fall20-Revisions
Spring 2021 - no revisions
Spring 2022-no revisions
Spring 2023-no revisions
June 2023-revisions
June 2024 -no revisions

Fieler Elementary School
School Family Involvement Policy



The staff at Fieler 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 Reading and Math program shall be invited to participate in the following events:

- ❖ Annual morning and evening meetings, held no later than October 1st of each school year. In addition to being informed of Fieler 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:
 - 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
 - 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
 - Helpful ideas and training to assist in the education of their student at home
 - Online resources & support at <http://www.mvsc.k12.in.us/titlei/>

- ❖ A Family Fun Night, held no later than December 1st of each school year. This training session will give families helpful ideas to assist in the education of their children at home. Topics will provide assistance in understanding the State's academic standards and may include one or more of the following; Phonics and Decoding Skills, Vocabulary Development, Comprehension, Fluency, Math Facts, Technology & Internet Resources

- ❖ A family teacher conference that allows families to meet with teachers to discuss their child's progress. Title I teachers are 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 Fieler Title I

teacher, Mrs. Lori Govert through email lgovert@mvschools.k12.in.us or phone 650-5301 (Ext. 6142).

- ❖ A Spring Family Event, held no later than May 20th 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. 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, Fieler 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.
- ❖ The FACES will support Title I staff by providing information to families, encouraging parent engagement/involvement and promoting Title I sponsored events.
- ❖ 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.

Revisions – Spring 17 Family input/meeting
Revisions Spring 18 -Reading and Math
Spring 19 - No revisions
Fall 2020-Revisions
Spring 2021 - no revisions
Spring 2022-no revisions
Fall 2022-no revisions
Spring 2023-no revisions
June 2023-revisions
June 2024-no revisions

Title I Program Description

The Title I Reading Intervention Program serves 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 Title I eligible students identified with reading difficulties as evidenced by the selection process. Title I students receive supplemental small group instruction provided in a push in setting for 20-30 minutes per day. Level III Reading Instruction consists of additional pull out support provided to the school's most struggling students that have not responded adequately to the first two levels of instruction. Both level II and Level III instruction are conducted by a teacher or supervised paraprofessional. Results of progress monitoring and benchmarking assessments are reported to parents.

The Title I Math Intervention Program serves students in grades K-4 through a 2-leveled approach. The Level I math program consists of daily whole group instruction delivered solely by the classroom teacher. It is in this setting that math benchmark criteria are established and testing is conducted for the purpose of determining student eligibility. Level II math instruction is provided to the Title I eligible students identified with math difficulties as evidenced by the selection process. These Title I students receive supplemental small group instruction provided in a push in setting for 30 minutes up to 5 times a week. Level II instruction is conducted by a teacher-supervised paraprofessional. Results of math benchmarking assessments are reported to parents.

Responsibilities of the School, the LEA, and the SEA

Responsibilities of the School

The school, Fieler 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 Fieler'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 Fieler by providing sufficient Title I funds received through the SEA.

Responsibilities of the SEA

The SEA will provide technical or other assistance as requested by Fieler Elementary School. That assistance can include Spring and Fall Administrative Workshops, application assistance workshops, School Improvement Grants, and an opportunity to request School Support Teams. The State's website has many instructional power points and other information that can also be used to assist Fieler Elementary. The assistance provided by the SEA is meant to help the LEA

develop and implement its improvement plan and work with schools that are in need of improvement.

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.

8/27/25
Date

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.