



# SCHOOL IMPROVEMENT PLAN

2025-26 School Year

Merrillville Community School Corporation

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## Comprehensive Needs Assessment

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve their level of student achievement. School improvement plans are selective, strategic plans based on the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

Merrillville Community School Corporation (MCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that Merrillville Community School Corporation (MCSC) traveled through in the development of their plans. All the district's administrators gathered for two-full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard, which included the following data points: attendance, behavior, English language proficiency, observation and academic data. School teams dug through attendance data by semester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspensions, reviewed averages and numbers of indicators identified in all 8 areas of Marzano's evaluation rubric, and analyzed ISTEP+, iReady (K-6), NWEA (7-8), graduation rate.

CIC & School Improvement Team Members	
NAME	ROLE
James Stamper	Principal
Victoria Patton	Assistant Principal
Jaleesa Cook	Dean of Students
Ivan Ursery	FACES
Camille Lavelle	Instructional Coach
Jessica Uporsky	SPED Teacher
Kathleen Drillias	Teacher
Monique Warren	Teacher
Shannon Cicero	Teacher
Nina Milunovic	Teacher
Morgan Smith	Teacher
Richard Struck	Teacher
Breanna Bartman	Social Worker
Leanne Lambeth	Interventionist/RTI
Shannon Strom	Parent

## Schoolwide Plan Components – Checklist

	Required Components of a Title I, A Schoolwide Plan	LEA Review
1	A comprehensive needs assessment of the whole school	
2	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▫ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li>▫ Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program</li> <li>▫ Increases the amount of learning time</li> <li>▫ Includes strategies for serving underserved populations</li> <li>▫ 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</li> <li>▫ Address how the school will determine if those needs of the children have been met</li> <li>▫ Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul>	<a href="#">p. 25</a>
3	Highly qualified teachers in all core content area classes	<a href="#">p.32</a>
4	High quality and ongoing professional development for teachers, principals, and paraprofessionals	<a href="#">p.32</a>
5	Strategies to attract high-quality teachers to this school	<a href="#">p.35</a>
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	<a href="#">p.36</a>
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	<a href="#">p.39</a>
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	<a href="#">p.39</a>
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	<a href="#">p. 44</a> <a href="#">p. 47</a>
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)	<a href="#">p.55</a>

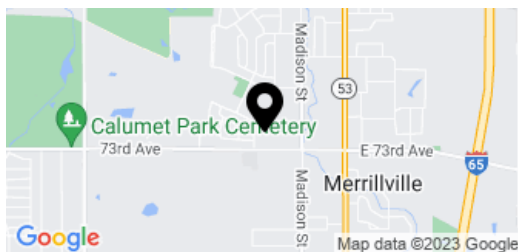
## PROFILE

### Description of the Community

Homer Iddings Elementary School is a part of the Merrillville Community School Corporation in Merrillville, Indiana. Merrillville is located in the northwest corner of Indiana. It is approximately forty miles from Chicago and one hundred fifty-five miles from Indianapolis. Students attending Merrillville Community Schools live in either the town of Merrillville, Crown Point, Hobart, or in Ross Township.

Merrillville serves as a major retail and business hub in Northwest Indiana along the US-30 corridor, hosting Southlake Mall, numerous big-box stores, restaurants, and car dealerships. The AmeriPlex at the Crossroads, an Indiana Certified Technology Park anchored by Amazon distribution, ProFab Sheet Metal, and corporate offices such as NiSource and Centier Bank, supports a broad economic base. Residents also enjoy a wealth of parks and trails: Oak Ridge Prairie Park, Hidden Lake, Forest Hill, Tahoe, Independence, and Rosenbaum Parks are scattered throughout, while the 17.7-mile Erie Lackawanna Trail connects Merrillville to neighboring communities. Cultural and recreational venues such as Deep River Waterpark and the historic Saint Sava Serbian Orthodox Church add community character.

With its proximity to Chicago, Merrillville residents also have many opportunities to participate in a variety of recreational and cultural activities which include sporting events, zoos, museums, art galleries, and the like. Also nearby are the Indiana Dunes National Lakeshore. Within a short distance are institutions of higher learning, including Valparaiso University, Purdue University Northwest, Indiana University Northwest, and Calumet College of St. Joseph. The Merrillville Community School Corporation also has an Adult Education Program.



7249 VanBuren St  
Merrillville, IN 46410-3857

[View on Google Maps](#)

### Description of the School and the Educational Programs

Merrillville Community Schools consists of one high school, one middle school, one intermediate school, and five elementary schools. Iddings School opened in 1963 and continues to be one of the largest elementary schools in the State of Indiana. Currently there are five hundred and fifty students who attend Iddings School. There are forty-three regular classrooms, a gymnasium, a multipurpose room, one cafeteria, two music rooms, one art room, two science labs, one media center, and four small conference rooms/offices. The staff of Iddings School consists of thirty-six certified staff members and thirty eight non-certified staff members.

### Description of the School and the Educational Programs

1 Principal	1 Pre-K Sped Teacher	4 Title I Aides
1 Assistant Principal	2 Pre-K Sped Aides	1 Copy Aide
1 Dean	1 ESL Teacher	2 Instructional/Behavior Aides
23 Classroom Teachers	.5 Speech/Language Pathologist	3 Lunchroom Aides
1 Art Teacher	1.5 Social Workers	4 Playground Aides
1.2 Music Teacher	1 Family and Communication Engagement Specialist	6 Custodians
1.2 Physical Education Teacher	1 Nurse	3 Food Service Personnel
1 Instructional Coach	2 Secretaries	3 Head Start Lead Teacher
2 LRE Special Ed Teachers	1 Library Aide	3 Head Start Classroom Aides
4 SBS Special Ed Teachers	1 Technology Aide	1 Head Start Program Assistant 1
5 Special Education Aides		Head Start Family Advocate

# Mission and Vision Statement

## MCSC Mission

Provide high-quality learning experiences that prepare students to be productive citizens in a global society.

## MCSC Vision

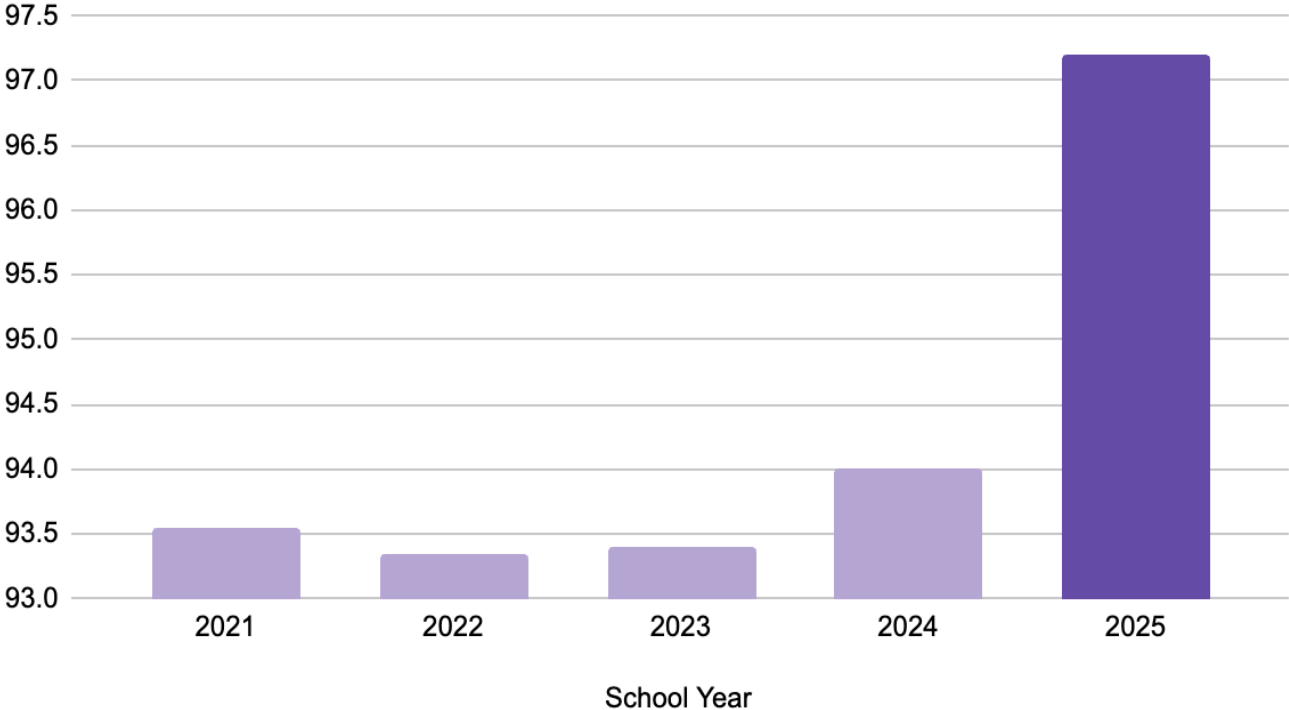
We challenge our students with an inclusive, world-class education that affords exciting opportunities for growth and development. We engage our families and community through timely and accurate communications that cultivate dynamic relationships. Our commitment establishes Merrillville schools as the dominant leader of relentless success.

## Iddings School Mission

Iddings Staff work together with parents and community to empower our students to become confident and courageous readers, critical thinkers who are creative, curious, and collaborate. Our portrait of an Iddings Graduate reflects integrity, leadership, and a commitment to have a positive impact on their community and show empathy as global citizens.

## Attendance

### Attendance



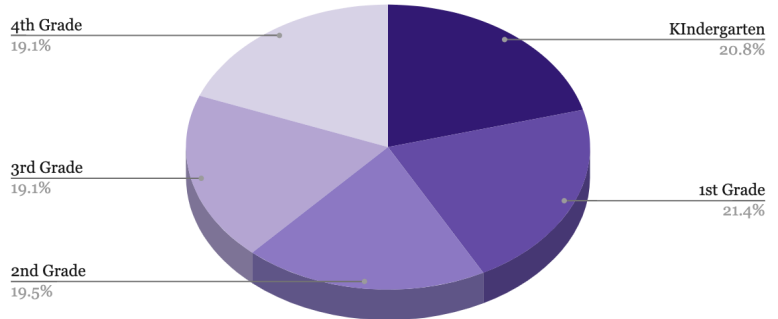
# STUDENT ENROLLMENT DEMOGRAPHICS

Total Enrollment: 550

## By Grade

KG: 82  
 1st: 85  
 2nd: 91  
 3rd: 89  
 4th: 109  
 SPED/SBS: 16  
 SPED/Pre-K: 18  
 MCSC Pre-School/ 60  
 English Learners: 5.8%  
 Economically Disadvantaged: 60.1%  
 Students with Disabilities: 14.2%

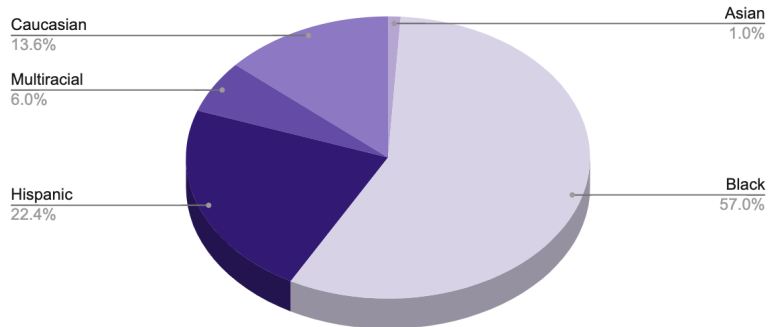
## Enrollment by Grade



## By Ethnicity

Iddings student body is very diverse and ethnically mixed. Our current student body is 14% White, 57% Black, 22% Hispanic, 6% Multi-racial, and 1% Asian or Pacific Islander.

## ETHNICITY



## Extracurriculars

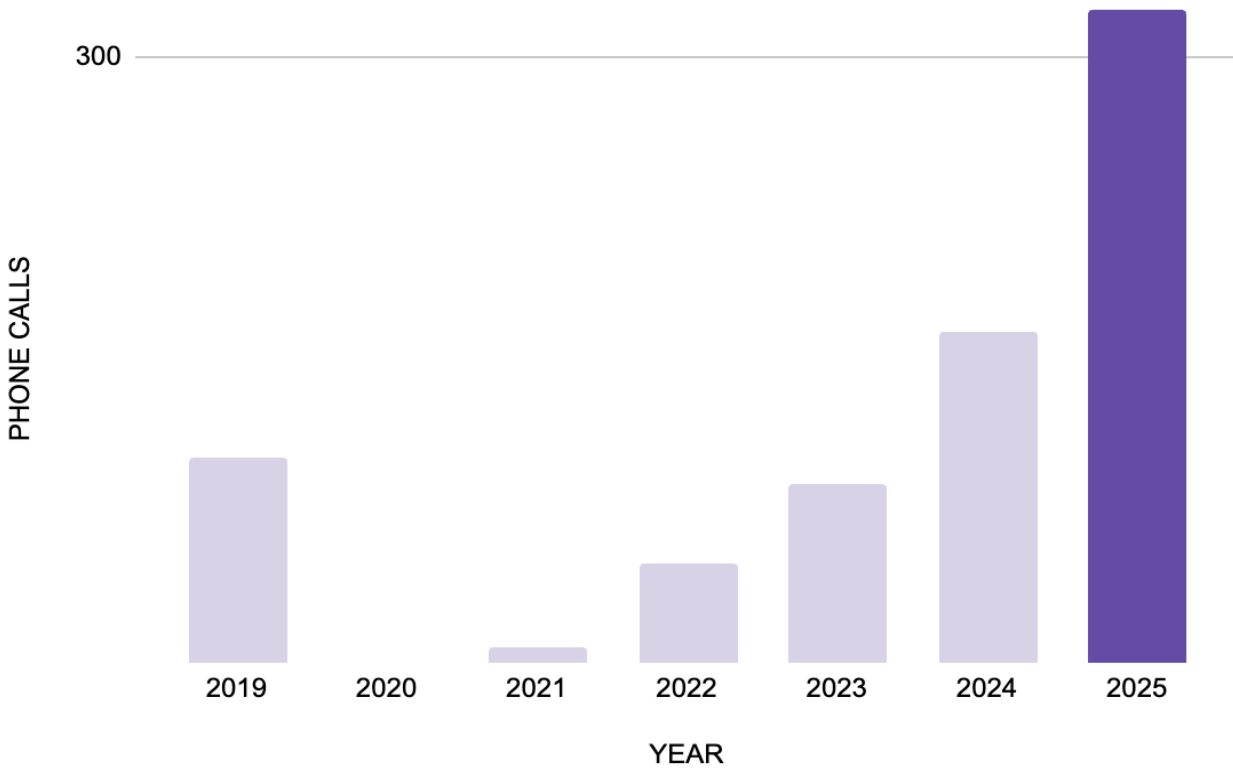
Iddings School offers extracurricular activities for our students. These activities include Student Council, Girls on the Run, Math Bowl, Science Bowl, Spell Bowl. Fine Arts are an important part of our educational program. Students perform twice a year in a program for their families and other community members.

## Iddings Behavior Data

At Iddings Elementary, tracking positive referrals and making positive phone calls home has been a valuable practice since its implementation in 2018. By recognizing students for qualities like listening, kindness, empathy, helpfulness, respect, academic growth, care, and effort, staff help reinforce and celebrate the behaviors we want to see. When students know their positive actions are noticed and shared with families, motivation and pride in their choices increase. These calls strengthen school-home connections and shift the focus toward growth and encouragement. As a result, student behavior often improves, creating a more supportive and respectful school culture.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Positive Referrals	234	206	208	219	230	253	309

# PHONE CALLS vs. YEAR



## V.A.U.L.T

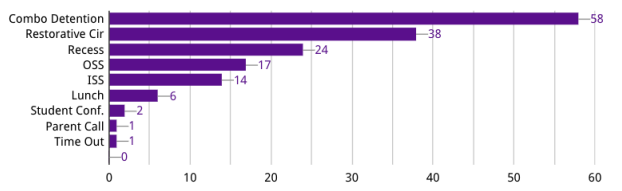
Versatile Academic Universal Learning Tracker

Grade Selection  Location Description  Staff Member

Offense **175.0** **Previous Month**

Offense	Count	Location	Count
1. Physical Aggression	31	1. Classroom	87
2. Disruptive in Class/ Excess Ta	29	2. null	26
3. Disrespect to other student(s)	26	3. Playground	24
4. Serious Disrespect to Staff	26	4. Bus	11
5. Refuses Direction > Defiance	16	5. Hallway	10
6. Misbehavior on Bus	10	6. Cafeteria	6
7. Miscellaneous Behavior	7	7. Music Room	4
8. Fighting - No Weapon Involv...	6	8. Auxiliary Gym	3
9. Civility- Disrespect to Peers	5	9. Library/Media cen...	2
10. Throwing Objects/Food	5	10. Main Gym	1

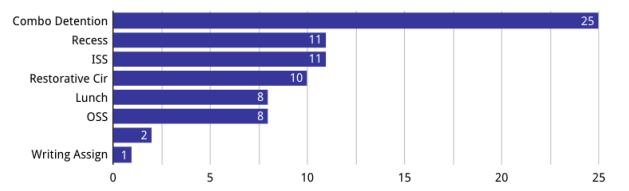
Consequences



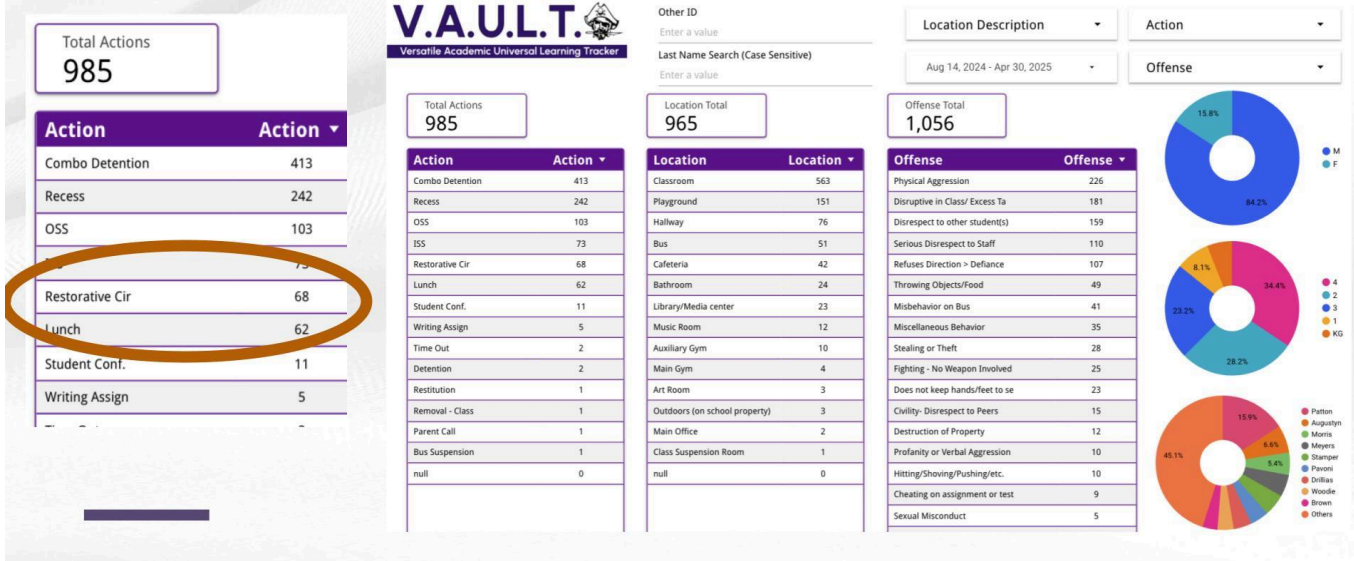
Offense **76.0** **Current Month**

Offense	Count	Location	Count
1. Disrespect to other...	16	1. Classroom	39
2. Physical Aggression	15	2. null	11
3. Disruptive in Class...	11	3. Playground	10
4. Serious Disrespect ...	10	4. Cafeteria	7
5. Refuses Direction ...	7	5. Hallway	5
6. Throwing Objects/...	5	6. Bus	2
7. Cheating on assign...	3	7. Main Gym	1
8. Destruction of Pro...	2	8. Outdoors (on schoo...	1
9. Does not keep han...	2		
10. Stealing or Theft	1		

Consequences



# Being Intentional about Behavior

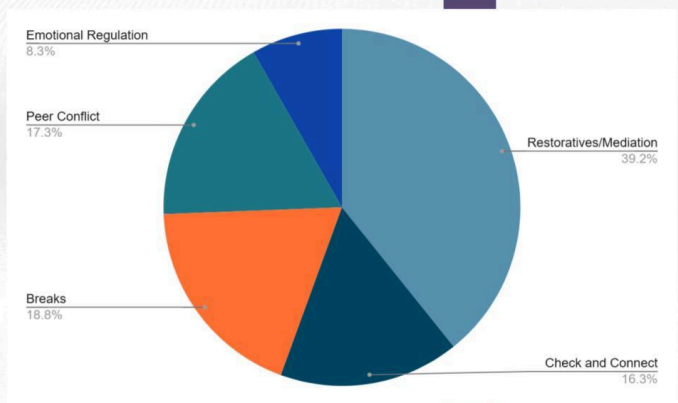


# Social Workers Restorative Meetings



Gender	# of Students
Males	215
Females	141
Total	356

Type	# of Interventions
Restoratives & Mediation/Peer Conflict	423
Breaks	203
Check and Connect	176
Emotional Regulation	89
Total	1,078



# STUDENT ACHIEVEMENT

How we meet course and grade level outcomes. Established processes to assess, analyze and measure student learning for continuous growth & improvement.

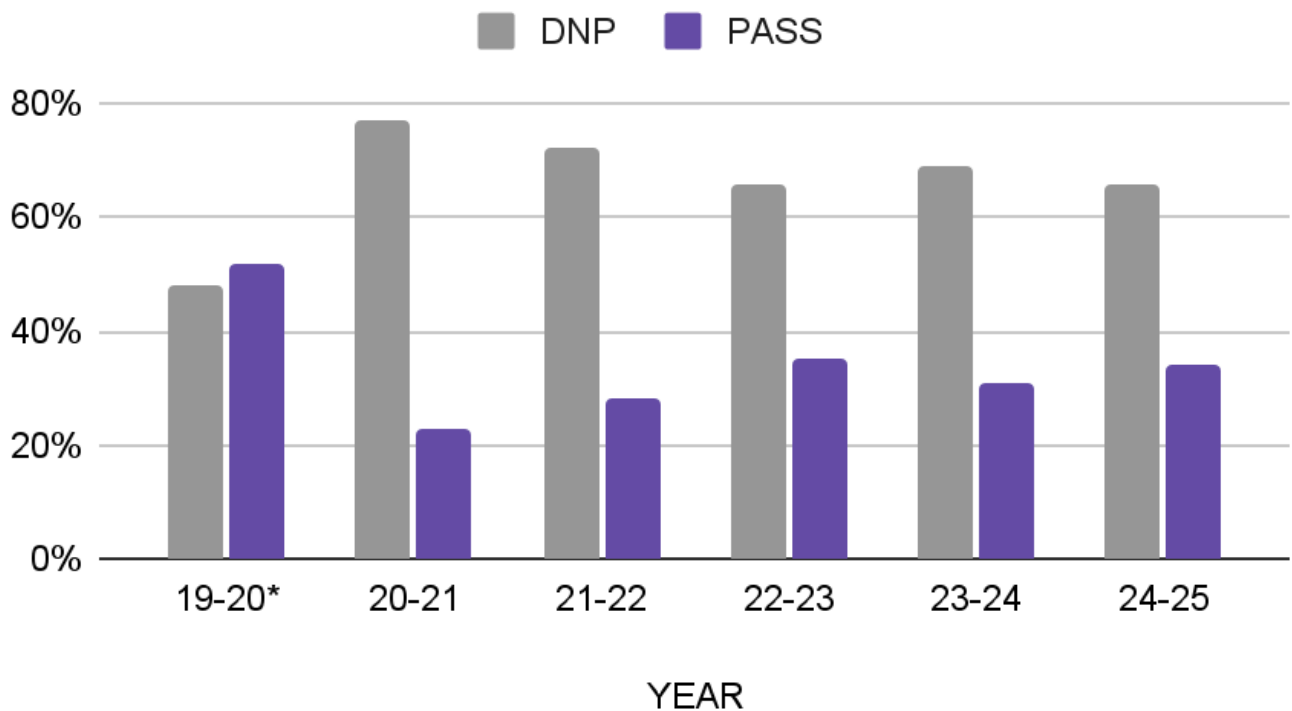
## Academic Data

The following charts display ILEARN passing percentages from 2019- 2020 school year, through the 2024-2025 school year.

At Iddings Elementary School, both grade levels showed slight improvements. Grade 3 increased by 2.8%, from 31.2% to 34%, and Grade 4 saw a smaller but still positive increase of 1.3%, from 24.7% to 26%. These improvements, although modest, suggest a trend toward gradual growth in math proficiency at Iddings.

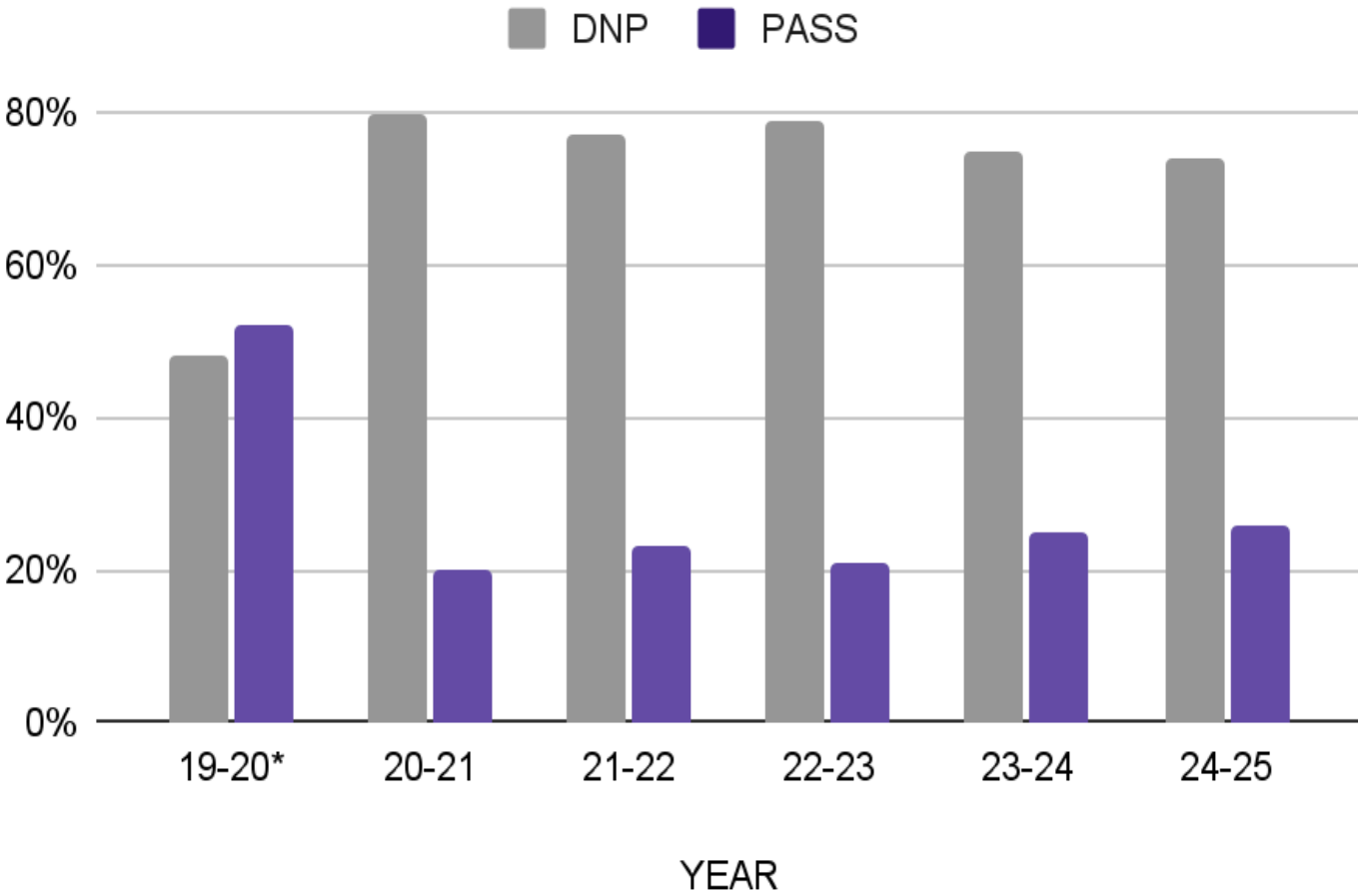
iLEARN Gr. 3 Math		
YEAR	DNP	PASS
19-20*	48%	52%
20-21	77%	23%
21-22	72%	28%
22-23	66%	35%
23-24	69%	31%
24-25	66%	34%

iLearn Math Grade 3



iLEARN Gr. 4 MATH		
YEAR	DNP	PASS
19-20*	48%	52%
20-21	80%	20%
21-22	77%	23%
22-23	79%	21%
23-24	75%	25%
24-25	74%	26%

iLearn MATH Grade 4

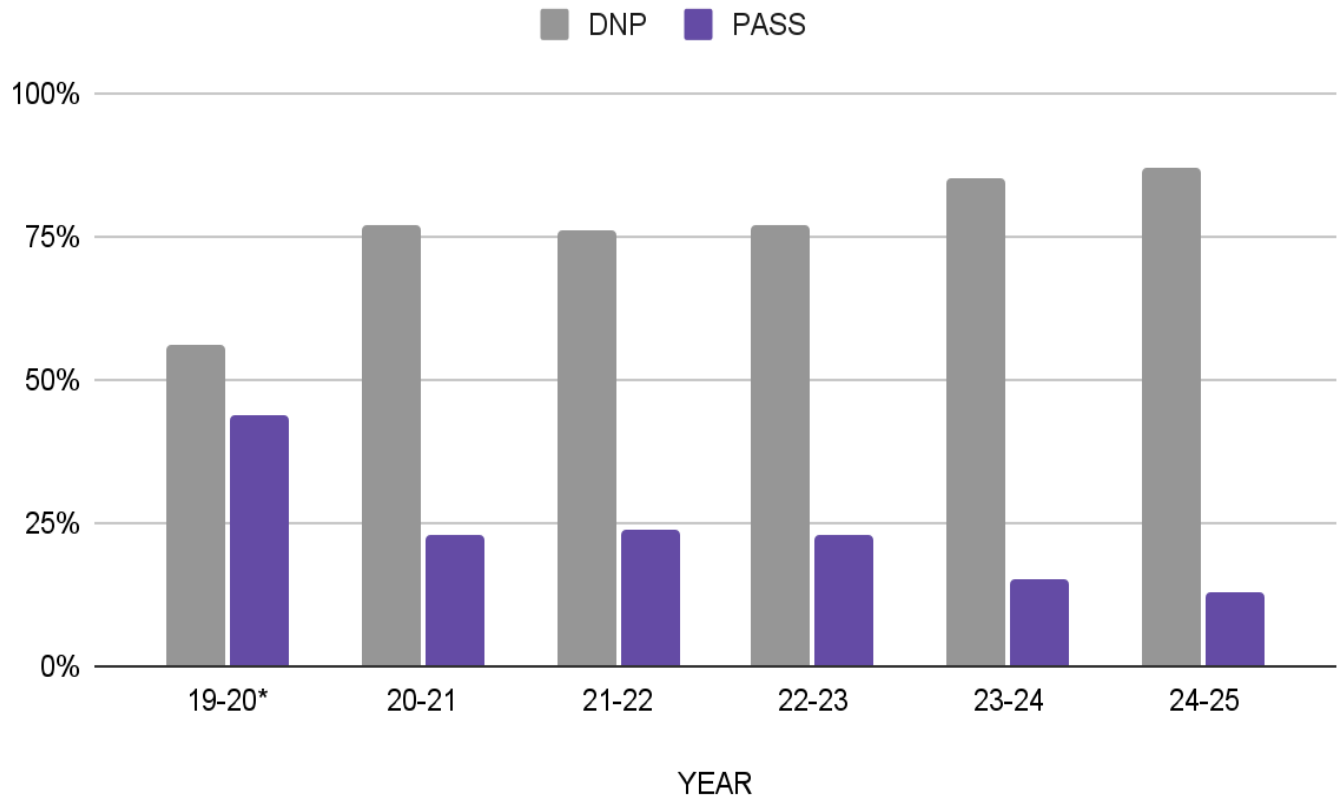


# iLEARN ELA

Iddings Elementary presents the greatest cause for concern in this analysis. Both grade levels experienced a decline in ELA proficiency. Third grade fell from 15.1% to 13% (-2.1%), while fourth grade dropped from 26.9% to 21% (-5.9%). These results suggest systemic challenges that may require focused leadership attention, professional development, and a renewed instructional focus. The low overall percentages also indicate a pressing need to explore student support services, literacy interventions, and instructional quality.

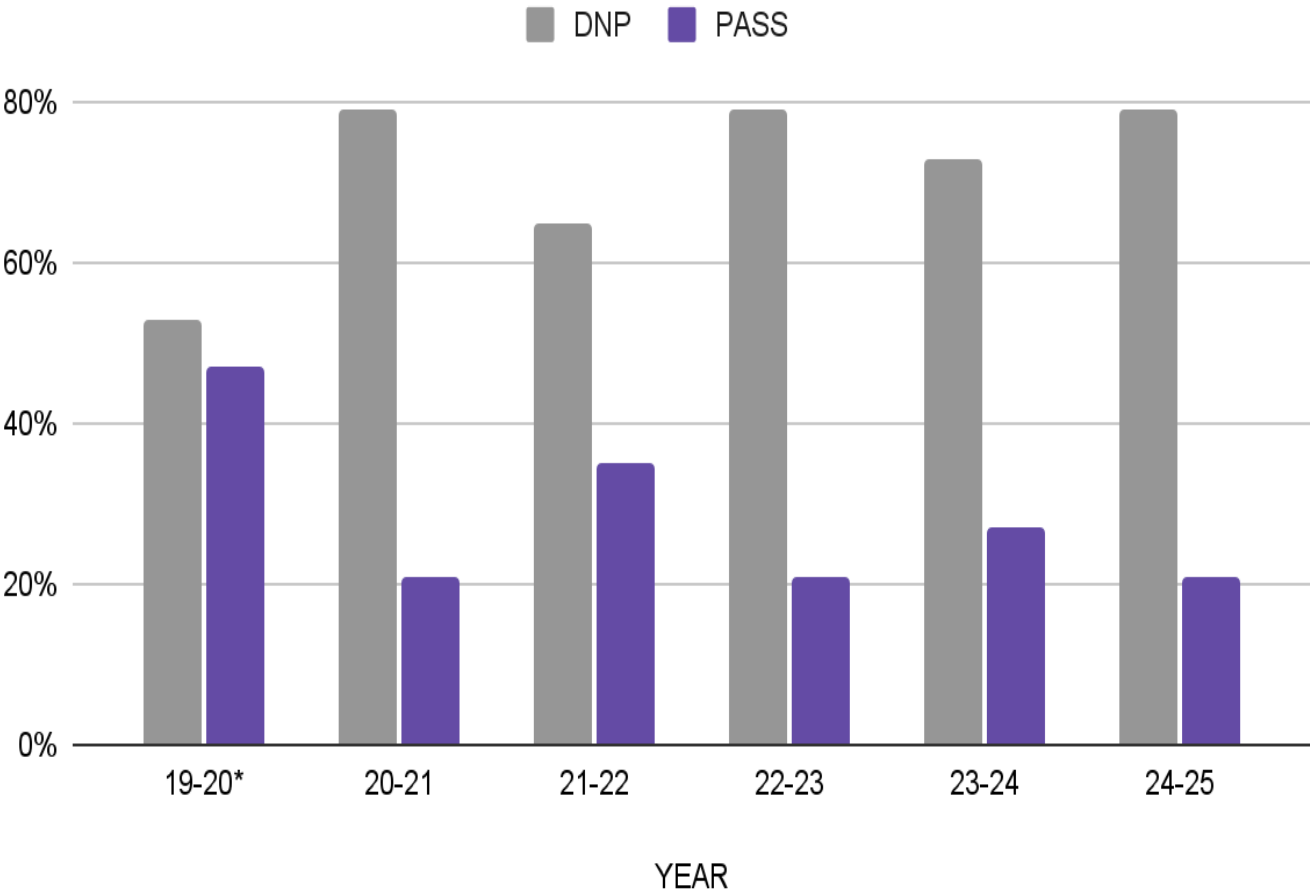
iLEARN Gr. 3 ELA		
YEAR	DNP	PASS
19-20*	56%	44%
20-21	77%	23%
21-22	76%	24%
22-23	77%	23%
23-24	85%	15%
24-25	87%	13%

iLEARN ELA Grade 3



iLEARN Gr. 4 ELA		
YEAR	DNP	PASS
19-20*	53%	47%
20-21	79%	21%
21-22	65%	35%
22-23	79%	21%
23-24	73%	27%
24-25	79%	21%

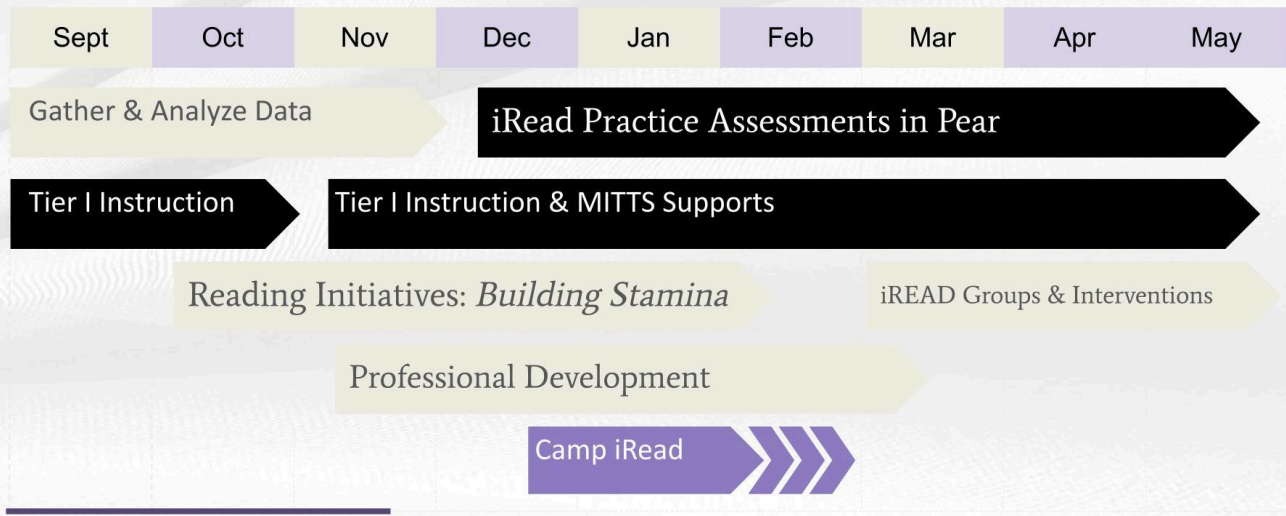
iLEARN ELA Grade 4



## iREAD 3

The school's literacy efforts have led to substantial student growth, most notably a **26%** increase in iREAD-3 pass rates. Central to this success are a solid SRT-Remediation and Enrichment program as well as Camp iREAD, a targeted before-school program that helped **74%** of participants pass iREAD-3. Additionally, Iddings Administrative team met one on one with every single family of those students who were not successful on iRead. Collaboration between educators and families, ultimately benefiting the students it serves.

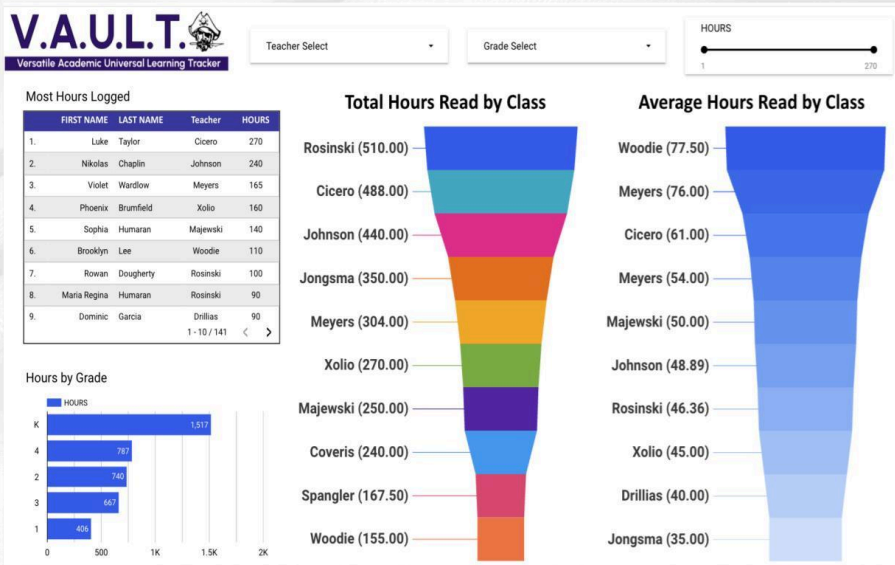
### iREAD- 3 Literacy Initiative Timeline



## Reading Log Program

The Iddings Reading log program:

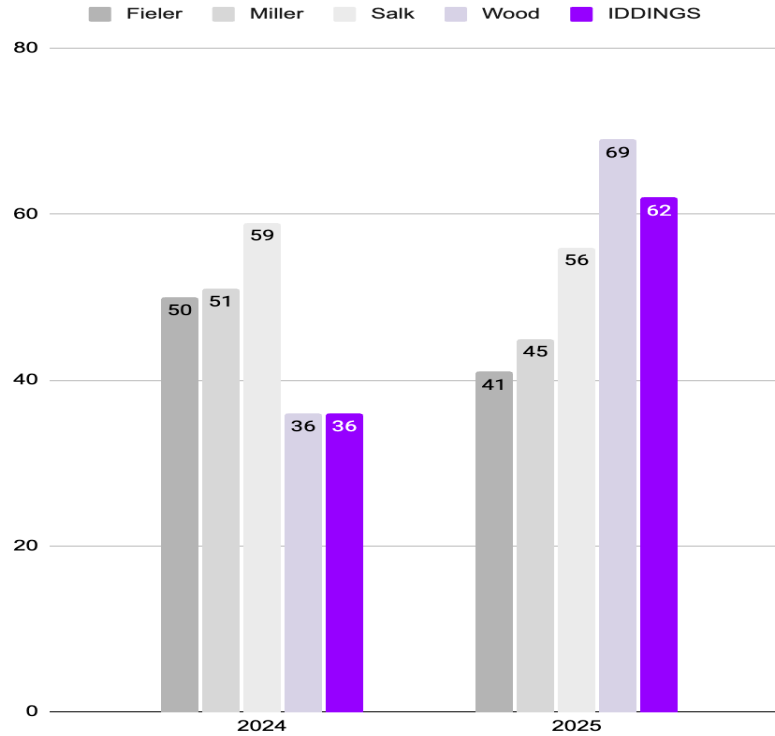
- Increases motivation and Reading Engagement
- Improves Comprehension and Fluency
- Enhances accountability and Reflection
- Tracking & Progress Monitoring
- Builds Love for Reading
- Communicates literacy initiative to parents



## iREAD - 3 Grade 3

Third Grade Pass Rate March 2024 - March 2025. Iddings saw a 26% increase in winter iREAD-3 pass rate from last year's scores.

**iRead Scores - All Merrillville Schools- Growth**



## Grade 2

Second Grade student pass rate increased from 29% to 41% pass rate from March 2024 to March 2025.

**iRead (winter) Test Scores Grade 2**



# iREADY MATH

## 2024-25 School Year Growth in Math compared to last year.

Percentages indicate proficiency on iReady assessments. Proficiency is defined as at or above grade level.

- In 2023-24 "On Grade Level" Growth increased from 6% to 40% from the first to third testing window.
- In 2024-25 "On Grade Level" Growth increased from 5% to 43% in the 3rd window from )

### WINDOW 1:

Grade 1		1%	1%	80%	18%	0%	80/91
Grade 2		0%	6%	48%	46%	1%	90/94
Grade 3		3%	1%	34%	39%	24%	80/92
Grade 4		0%	7%	43%	24%	27%	101/111

### WINDOW 3:

Grade 1		20%	13%	59%	8%	0%	88/91
Grade 2		18%	25%	38%	19%	0%	91/94
Grade 3		11%	25%	44%	10%	10%	89/92
Grade 4		9%	26%	39%	14%	12%	110/111

# iREADY READING

## 2024-25 School Year Growth in Reading compared to last year.

Percentages indicate proficiency on iReady assessments. Proficiency is defined as at or above grade level.

- In 2023-24 "On Grade Level" Growth increased from 21% to 56% from the first to third testing window.
- In 2024-25 "On Grade Level" Growth increased from 20% to 53% in the 3rd window from )

### WINDOW 1:

Grade 1		4%	9%	74%	14%	0%	81/91
Grade 2		4%	15%	41%	40%	0%	91/94
Grade 3		1%	25%	31%	18%	25%	84/92
Grade 4		9%	12%	37%	14%	27%	99/111

### WINDOW 3:

Grade K		51%	20%	29%	0%	0%	84/84
Grade 1		20%	13%	59%	8%	0%	88/91
Grade 2		18%	25%	38%	19%	0%	91/94
Grade 3		11%	25%	44%	10%	10%	89/92
Grade 4		9%	26%	39%	14%	12%	110/111

## Successes

- Percentage of proficiency on ILEARN increased for Math in both grades 3 & 4
- Analysis of scores prompted action by each grade including the fluidity of instructional groupings.
- Each year we see growth in iReady scores, 33% in ELA and 32% in Math over the course of the school year.
- iREAD 3 Successes included double figure growth in second and third grades. 98% of third grade students will move on to 4th grade.

## Areas of Improvement Needed

- iLEARN scores are low in comparison to state and district averages.
- Literacy: 26% of our grade 3 students are below proficiency when measured by iRead3 at the end of the year.  
*Of those below proficiency only one has not received an iRead 3 Waiver.*

## Root Causes

- Iddings is still establishing Tier I updated curriculum maps/ Scope & Sequences aligned to Indiana Academic Standards in the areas of Math, ELA, Science & Social Studies for certain grade levels
- End of year iLearn scoring does little to help guide interventions throughout the year. Next year's iLearn Checkpoint pilot will alleviate that issue.
- Iddings saw no science texts which contribute to informational reading scores and understanding.

## Action Plan (Detailed plan can be seen in the goals.)

- CFA data analysis-identify standard reteach in small groups
- Consistent Science of Reading PD- for ALL grade levels
- Common performance tasks in math and ELA-scoring using the rubric, analyzing, and planning next steps
- Ensure every student is meeting minimum number of IReady or Mindplay software pathway minutes each week
- Data driven PLC's and instructional groupings

## Implementation of Schoolwide Reform Strategies

After conducting the root cause analysis, Iddings identified 4 smart goals in the areas of attendance, behavior, academics and/or graduation. Once the smart goals were identified, school teams created objectives, data based rationales, strategies, activities, target groups and actions steps. Each action step identified person(s) responsible, evidence of success, and dates for review. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders, it will increase learning and academic achievement for all the students of Merrillville Community School Corporation.

## Focus Area – iREAD-3

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by grade levels and focus areas.

**June 2025 MEASURABLE OUTCOME:** If Iddings Elementary School focuses effective instruction based on informal and formal observations and student learning data, then each grade level will achieve at least **100%** of third grade students will pass the final iREAD-3.

Focus Area	iREAD			
Root Cause	Historical data illustrates a slow growth in the area of iREAD, with the exception of last school year where Iddings saw a 34% increase in pass rate on the first iREAD-3 given in March.			
Data Based Rationale	See data in SIP Plan			
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 iREAD diagnostic assessments three times a year to monitor the effectiveness of the instructional strategies.	Core Component <i>(if applicable)</i> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group <i>(for focused data analysis)</i>	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Link to Data Dashboard - Iddings English / Language Arts: <a href="#">Data Link</a> Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Coach or Principal lead PD will focus on instructional strategies	Instructional Coaches	The data for the scale rating of the observed high-yield instructional strategies will increase in iObservation	Each Trimester
Marzano Evaluation Tool	Marzano Evaluation Tool has been altered to focus on high yield instructional strategies	Administrators	The data for the frequency of observed high-yield instructional strategies will increase in iObservation	Monthly
Data Meetings	Grade levels will meet with the instructional coach or administrator to evaluate data and growth	Teachers Instructional Coaches Administrators	Small group and differentiated instruction	bi-weekly
SRT Time	A 30 minute block of Student Resource Time will be serve students in using targeted interventions.	Administrators Teachers Instructional Coaches Title Teachers	Monitor with fidelity	Daily
iReady Remediation	Those students who are at least one grade level below in ELA will complete 90 minutes / week of iReady Remediation	Teacher & Parents	Monitor with fidelity, time on iReady. Increase to 90 minutes per week for students below grade level. Support from parents to help students access at home.	Weekly

## Focus Area – iReady Math Growth

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

**June 2025 MEASURABLE OUTCOME:** If Iddings Elementary School focuses effective instruction based on informal and formal observations and student learning data, each grade level will achieve at least **60%** of students will be on or above grade level when taking the final iReady diagnostic test.

Focus Area	ILEARN Math Growth	
Root Cause	Historical math data illustrates inadequate growth.	
Data Based Rationale	See data in SIP plan	
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 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) <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk	

Link to Data Dashboard - Iddings Math: [Data Link](#)  
 Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Professional Development	Coach or Principal lead PD will focus on instructional strategies	Instructional Coaches	The data for the scale rating of the observed high-yield instructional strategies will increase in iObservation	Monthly
Marzano Evaluation Tool	Marzano Evaluation Tool has been altered to focus on high yield instructional strategies	Administrators	The data for the frequency of observed high-yield instructional strategies will increase in iObservation	Monthly
Data Meetings	Grade levels will meet with the instructional coach or administrator to evaluate data and growth	Teachers Instructional Coaches Administrators	Small group and differentiated instruction	Monthly
Scheduling	Create 90 Minute Uninterrupted Block of ELA	Administrators	Monitor with fidelity	Daily
iReady Remediation	Use multi-level readings to help students level up. ... Use explicit instruction for targeted literacy skills. ... Bolster inference-making skills.	Teachers, Parents	Monitor with fidelity, time on iReady. Increase to 90 minutes per week for students below grade level. Support from parents to help students access at home.	Monthly

## Focus Area – Attendance

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

**June 2025 MEASURABLE OUTCOME:** If Iddings Elementary School consistently uses multiple forms of data to monitor attendance and follows the MCSC attendance protocols, then the student attendance rate will reach **98%**.

Focus Area	Attendance			
Root Cause	A target population exhibit chronic absenteeism			
Data Based Rationale	In the 2018 - 2019 school year, Iddings Elementary School has an average attendance rate of 96.07%. In the 2019 - 2020 school year, Iddings Elementary School has an average attendance rate of 95.91%. In the 2020 - 2021 school year, Iddings Elementary School has an average attendance rate of 95.60%. In the 2021 - 2022 school year, Iddings Elementary School has an average attendance rate of 93.37%			
Research-Based Goal	A specific schedule and process are used to monitor processes.			
Evidence-Based Intervention	Description: Compulsory Attendance Law MCSC Attendance Policy Truancy Court Data	Core Component ( <i>if applicable</i> ) <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group ( <i>for focused data analysis</i> )	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Link to Data Dashboard - Iddings Attendance <a href="#">Data Link</a> Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Attendance policy will be shared with parents at Open house	Email the newsletter All-call to parents about the newsletter	Administrators Social Worker Teachers	Parents will sign off on the attendance policy	Virtual
School newsletter will have a focus on the importance of attendance	Email a monthly newsletter highlighting the importance of regular attendance All-call to parents about the newsletter	Principal	Newsletter posted on the school's website	Monthly
Meet with the attendance committee to monitor collection of data	Weekly attendance data Telephone call logs Attendance letter logs	Attendance Committee	Attendance rates decreasing	Monthly
Telephone calls and letters sent to parents for students with 5 days of absences	Telephone calls and letters sent to parents for students with 5 days of absences based on the attendance policy	Social Worker Attendance Secretary	Google doc listing all of the parents contacted	Ongoing

## Focus Area – Behavior

The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregated data by subgroups and focus areas.				
June 2025 MEASURABLE OUTCOME: If Iddings Elementary School implements PBIS initiatives and Restorative Practices, the number of positive referral telephone calls will increase by 30% each year. For the 2025 - 2026 school year, the positive referral goal is <b>402</b> .				
Focus Area	Behavior			
Root Cause	Tracking positive referrals was a new implementation for the 2017-2018 school year. Clear expectations were not given as baseline line data needed to be collected. During the 2020 - 2021 school year, we experienced the COVID-19 pandemic. We were virtual for the first 2 trimesters.			
Data Based Rationale	When students know their positive actions are noticed and shared with families, motivation and pride in their choices increase. These calls strengthen school-home connections and shift the focus toward growth and encouragement. As a result, student behavior often improves, creating a more supportive and respectful school culture. Next year's goal is to make <b>402</b> calls home.			
Research-Based Goal	The school community supports a safe, orderly and equitable learning environment			
Evidence-Based Intervention	Description: Positive referrals will be tracked and charted monthly.	Core Component (if applicable) <input checked="" type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input type="checkbox"/> Curriculum <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level		
Targeted Group (for focused data analysis)	Choose all that apply <input type="checkbox"/> F/R Lunch <input type="checkbox"/> SPED <input type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input type="checkbox"/> High-Risk			
Link to Data Dashboard - Iddings Behavior plan <a href="#">Data Link</a>				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Teachers complete a positive referral form.	Teachers complete a positive referral form. The administrators or teachers call home for a Good News Call of the Day	Teachers/ Administrators	Anecdotal	5/21
Monitor monthly referrals	Look at the monthly referrals and see if referrals are going down compared to last year.	PBIS Team		5/21

## 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.

### Iddings Professional Development Calendar 2025-2026

Date	Topic	Notes
Aug 26, 2025	SRT Training for Iddings Teachers	Science
Sept 09	Differentiation & UDL Strategies Students, Increasing Engagement	Reading
Sept. 23	Pirate Partners Explore Marzano Best Practices for Struggling Students	Math-
Oct. 07	Science of Reading Strategies	Behavior
Oct 21	Book Club	
Nov 04	Science or Reading Strategies Pt. 2	
Dec 09	PLCs and SEL	
Jan 13	Self-Care & Mental Health for Educators, Work Life Balance	
Feb 10	Student Accountability	
Mar 10	District PD	
Apr 14	TBD	

### Strategies to Attract Highly Qualified Teachers

The Merrillville Community School Corporation attracts qualified teachers by:

- Support Teachers with Classroom Management
- 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.

### Iddings Teacher Mentoring Program

New teachers meet with their grade level teachers once a week to plan instruction and discuss standards, I Can statements and best practices. Professional Learning Communities have also been created within the building that allow the staff opportunities to meet, mentor, share ideas, study student data, and strategize on how to improve student achievement. Additional

opportunities for in-school mentoring include working with the school's instructional coach. If required, release time is provided for new teachers to observe grade level and/or reading staff. Each teacher new to is also paired with a veteran teacher, and they attend a monthly support meeting.

#### Parental Involvement

- The Parent-Teacher Organization
  - Monthly meetings have occurred.
  - Family nights sponsored by the PTO/School Staff
  - The PTO fundraiser
- A Parent Resources are available for check out in our library including games and reading materials. Parents may also meet individually or in groups with the social worker in the parent resource room.

#### Additional Parental Activities

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

- School-Family Compact - This compact outlines school, parent and student responsibilities (see Appendix).
- Iddings Family Involvement Policy - This policy outlines opportunities for family involvement. Both the compact and family involvement policy are distributed to families in August for their review and signed copies are collected (see Appendix).
- Homework Information - 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 Iddings 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 undergo a criminal history/background check.
- E-mails to parents
- Phone calls to parents
- Parents support school fundraising efforts.
- Via Iddings's [website](#), parents receive communication via Skyward, school messenger, and our Homework Hotline.

#### Reporting Individual Academic Results

- Trimester Report Cards (Every 12 weeks)
- Progress Reports every 6 weeks
- Communication of ISTEP+/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 to our school. Information will be provided to parents in their home 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.

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

Students who are transitioning from PreK to K are afforded:

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

Students transitioning from 4<sup>th</sup> to 5<sup>th</sup> grade are afforded:

- The 4<sup>th</sup> grade students take a field trip to the Merrillville Intermediate School in the Spring.
- An informational letter written by a Merrillville Intermediate student
- 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 Iddings, 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. The staff also participate in school data meetings every other Thursday during the designated professional development.

## Coordination/Integration of Funding

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. Additionally, we have a remedial reading teacher who assists with Tier 3 Rtl interventions.

### 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. An Early Child Intervention Grant also aligns with our district technology and literacy initiatives.

### 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 the Curriculum

Our curriculum is based on the Indiana Academic State Standards. These standards are posted on the Merrillville Community School's website and at [www.doe.in.gov](http://www.doe.in.gov). Teachers receive links to the updated standards every year. Merrillville Community Schools also has developed curriculum maps for ELA, Math, Social Studies, and Science. These curriculum maps help align the curriculum of the Merrillville students. Having a curriculum map benefits our many students who transfer from school to school within the district.

### 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.

### Assessments

The classroom teacher does continuous assessment to assess whether students are mastering the skills necessary for their grade level and to check for daily understanding. Teachers use exit tickets or quick checks daily to guide their instruction and remediation. Sometimes informal data is shared with team members to discuss adjustments to their instruction. Each month grade levels look at student work samples and exit slips to plan together for small group intervention and RtI. Teachers are starting to be more mindful on how to use the data they have collected to improve their craft.

Students in Grade 3 and 4 are tested annually on the ILEARN. They are also given the IREADY diagnostic tests three times during the school year. The IREADY testing assesses the Indiana Standards. Our Merrillville curriculum is based on the same standards. The IREADY scores are therefore tied directly to outcomes the students are to learn in each grade. The IREADY assessment system is a computer program that requires a short amount of time to administer for each subject area (usually one hour). It provides parents and educators with data that can address individual strengths and weaknesses and provides a profile of a student's academic progress over time.

In addition, students in Kindergarten are given a letter sounds assessment, a letter identification assessment, and an initial sight word assessment at the beginning of the school year to determine individual growth of a student. Results are shared with the parents at parent-teacher conferences. Additional testing using these instruments is also given to kindergarten students in the spring.

District-wide universal screeners for reading and math are administered to all students in Grades K-4 three times a year. Reading tests include DIBELS testing, SRI reading level tests, and Balanced Literacy Running Record level tests. Universal screeners for math will be given using the easyCBM-Math program. These scores are ranked and analyzed to identify students at risk for academic failure. RTI guidelines are used for eligible students needing intensive individual interventions.

We administer the IREADY assessment in kindergarten through fourth grade. By looking at the data, we can pinpoint the areas of weakness for each child, class, and grade level. We use this data to group students for instruction according to their strengths

and weaknesses. The reports allow us to target the specific standards with deficits, but it also gives us information on how to differentiate instruction for all levels of students. IREADY is a research based computer adaptive interim assessment designed to: provide information about students with on, above, or below grade level performance; provide information to help educators guide instruction for all students; provide educators and parents with an accurate measure of students' growth over time; predict student proficiency on summative assessments; serve as a time-efficient means of measuring student progress within a general subject area; measure instructional readiness; compare and predict student achievement and growth over time; create and reinforce data-informed instructional practices; and evaluate academic programs and identify professional development needs.

### 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.
- IREAD 3 is a state-wide assessment given in March to all 3<sup>rd</sup> 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.
- Pre-Kids is given to kindergartners to assess kindergarten readiness skills.
- Benchmark Literacy is a reading series (K-4) that provides teachers with the tools needed to benchmark or level each student's reading ability.
- 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 the 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 3-4. 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 Special Education Cooperative, or NISEC, is a special education cooperative sponsored Merrillville Community Schools and other surrounding school corporations. NISEC 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 Northwest Indiana area, including the students of Iddings Elementary School.

General educators at Iddings work with special educators to provide each student with an appropriate individualized education plan (IEP) to meet their needs. Programs provided by NISEC at Iddings 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 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.

Iddings Elementary School'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 20 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 monthly to disaggregate data and service students and teachers within our school.

Our staff has participated in ongoing professional development to deepen their understanding of the brain and dysregulation. A calming area has been set up in the learning lab to allow students the opportunity to regulate their brains.

**PBIS Team Members:** James Stamper, Victoria Patton, Nina Gavric, Bobbie Jean Johnson, Monique Warren, Samantha Brusceci, Brianne Majewski, Tori Morris, Melissa Davis, Jennifer Jongsm

### 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; Summer (2019) technology boot camp.

Currently, each teacher is provided with a desktop PC equipped with Windows 2010 Professional, Internet access, and e-mail as well as an iPad and a laptop. Each teacher also has a password-protected folder located on the school corporation main server. Along with teachers having access to their own PC, Iddings School is equipped with 3 PC labs, each containing 31 student workstations, a laser printer, a scanner and a projector. Each workstation is connected to the corporation server via an Ethernet connection, providing fast access to the Internet and to the students' personal password-protected folder located on the server.

All student workstations are equipped with Windows 2000 Professional. Every student has access to an assigned iPad in all grades. 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. 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 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.

Teachers spent six weeks in district-led study circles which focus on developing cultural competency.

## Appendix

The Merrillville Community School Corporation and the families of the Iddings 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 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.

This school family compact is in effect during school year 2025-2026.

### 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 conferences on November 19, as scheduled by the classroom teacher. **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
  - The Title I Progress Report specifying what areas need to be addressed will be distributed in January and June.
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 [lszczpons@mvsc.k12.in.us](mailto:lszczpons@mvsc.k12.in.us) and phone 650-5302 x. 6290 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
4. Attend events hosted by the school as a way to participate in decisions relating to my child's education
5. 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 homework everyday 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

Mr. Stamper

Mrs. Lambeth, Title I Teacher

Date

Date

# Iddings Elementary

## School Family Involvement Policy

The staff at Iddings 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 and 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 program shall be invited to participate in the following events:

- ❖ Annual morning, afternoon, and evening meetings, held no later than October 1st of each school year. In addition to being informed of Iddings school's participation in Title I and families rights to be involved, they will receive written information about the Title I Reading 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 and/or 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 Parental 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 Family Fun Night, held no later than December 1<sup>st</sup> 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, Math Skills.
  - ❖ A Parent Teacher Conference where Title I teachers are available to explain how to monitor student progress and understand the Title I report. Suggestions will be provided to help parents improve academic achievement of their children. Individual student information is also available throughout the school year from the Iddings Title I teacher, Mrs. Szczepanski through email [lszczpons@mvsc.k12.in.us](mailto:lszczpons@mvsc.k12.in.us) or phone 650-5302 x6290.
  - ❖ A Spring Family Input Meeting, 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. These resources will provide families ways to work with their children at home. Available materials cover the following areas; Phonics, Vocabulary Comprehension and Fluency as well as Math skills.
- To further build family involvement, Iddings Elementary 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.
  - ❖ Providing Information related to school and parent programs, meetings and other activities are sent to the parents of participating children in a format and, to the extent possible, in language families can understand.
  - ❖ Other reasonable support for family involvement activities as families may request.

### Title I Program Description 2022-2023

The Title I Reading Intervention Program serves students in grades 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 solely 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 pull out setting for 30 minutes up to 5 times a week. Level III Reading Instruction consists of additional in class support up to 5 times a week for 30 minutes depending on need. 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 2-4 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.

## **Responsibilities of the School, the LEA, and the SEA**

### **Responsibilities of the School**

The school, Iddings 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 Idding'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 Iddings 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 Iddings 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 Iddings 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.

Documentation of Support by Teachers

District Assurance Form