



Northview Elementary

725 E. North H. Street, Gas City, IN 46933

Title I Schoolwide Plan: 2026-2027



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Mississinewa Community Schools Northview Elementary School

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Components of a Schoolwide Plan

Components of a Schoolwide Plan	Found on Page #
1. Northview Elementary Mission/Vision Statement	Page 4
2. A comprehensive needs assessment of the whole school	Pages 4 - 26
3. 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 ▪ Increased the amount of learning time ▪ Includes strategies for serving underserved populations ▪ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ▪ Address how the school will determine if those needs of the children have been met ▪ Are consistent with and are designed to implement state and local improvement plans if any	Pages 27 - 32
4. Highly qualified teachers in all core content area classes	Pages 32 - 33
5. High quality and on-going professional development for teachers, principals, and paraprofessionals	Pages 34 - 35
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9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of students achievement	Page 41 - 42
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Northview Mission Statement

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

Northview Vision Statement

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

Comprehensive Needs Assessment

Demographics

At the end of the 2008/2009 school year Mississinewa Community Schools reconfigured the two elementary schools making Westview a primary building and

Northview an intermediate building. Beginning with the 2009/2010 school year, Northview Elementary became a 2nd-5th grade building located in Gas City, Indiana. The current enrollment is 667 students. Northview has an ethnicity population of 79% white, 2.2% black, 7.9% Hispanic, 9.6% Multiracial, 0.3% American Indian, and 0.15% Asian. Currently 65.7% of our students participate in our free or reduced lunch program. Northview has a high stability rate at 96.7%. Many of our students have parents who graduated from Mississinewa High School and still live in this community.

Classrooms

Northview has five to seven general education classrooms and two high ability classrooms at each grade level. In addition, Northview has a classroom to support emotionally disabled students, a life skills classroom, a multi-categorical classroom, and an alternative education room. All of these rooms are run by highly qualified licensed teachers. Two special education resource classrooms provide interventions for students with individualized education plans.

SEL Comprehensive Needs

In May of 2018, Mississinewa partnered with Family Services to conduct an annual School Connectedness Survey with Northview students in grades 2nd-5th grade. It was indicated that 63% of our students felt they had a difficult time making friends; 54% had a difficult time controlling their anger; and 71% stated they were hurt by what people say to them. Mississinewa staff and Radiant Health, formerly Family Services of Grant County, analyzed the data and developed a plan to meet the needs of all students and target groups of students with the most SEL needs. After programming was put in place for one school year, the 2019 survey indicated that 20% of our students feel they

had a difficult time making friends; 28% had a difficult time controlling their anger; and 29% stated they were hurt by what people say to them. This data demonstrated that the SEL programming was not only beneficial for our students, but needed to become a focus during our school year to improve mental health and get students in the right mindset to learn.

The elementary schools continue to provide SEL for all students with a focus on providing all 2nd, 3rd, 4th, and 5th graders with a 15 minute SEL time. Students are provided with research based group activities and individualized social and emotional instruction based on durability skills to prepare them for successful college/career opportunities.

During the 2020-2021 school year, our data improved in the areas of friendship, but 41.6% of the elementary students stated they had a difficult time controlling their anger and 26.21% stated they had a difficult time staying focused in the classroom. Northview's 2021-2022 data indicated that 34.2% of the elementary students had a difficult time controlling their anger; 21.8% stated they had a difficult time staying focused in the classroom; and 17.2% of students had trouble making friends.

In response to this data, Northview added a full time school counselor, a behavioral specialist, and a school-based therapy partnership with Radiant Health counseling and skills coaches and Mackee Therapy. Northview provides weekly counseling for students and skills coaches provided by community partners. All classrooms are now equipped with sensory materials and alternative seating with a focus on mindfulness. All students will participate in short, daily SEL activities and take daily "brain breaks" throughout the school day. The school counselor and school

service coordinator provide weekly individual and small group sessions for students who need extra support. After school SEL groups are offered, including an all girls group called “Just Us Girls” and a drum circle club for students who need extra sensory behavioral support.

Northview also adopted the Wayfinder SEL and College/Career Pathway program that focuses on Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose.

Assessment Data Analyzed for Comprehensive Needs Assessment

In the 2008/2009 school year second grade teachers voted to include the state sponsored mClass reading and math benchmark assessments as part of their assessment tools. In addition to the ISTEP+, Northview teachers voted to have students in grade 3 through 5 participate in the Acuity online assessments administered three times a year. These assessments were given until the end of the 2014-2015 school year. After our students completed the ISTEP+ in the spring of 2015, the Northview staff felt a strong need to evaluate other assessment programs that better aligned with the new Indiana Academic Standards. This evaluation process began in the fall of 2015. Teachers voted to begin implementing NWEA and Skills Navigator with 2nd - 5th grade students in October of 2015 with the first test administration taking place in December of 2015. Northview continued to administer NWEA three times during the 2021/2022 school year.

During the spring of 2022, the Northview staff asked to meet with the iReady implementation team and learned about how iReady not only provides our students with individualized learning paths to meet the rigor of Indiana State Standards and an assessment that prepares them for ILEARN, but also provides teachers and administrators with high quality assessment data that enables them to group students and focus on high priority standards. After Northview's spring and summer training, iReady assessments started in August of 2022 and will continue for the 2025-2026 school year.

All third grade and second grade students took the IREAD-3 assessment in the Spring of 2024 and 2025 and will continue this in the spring of 2026. Mississinewa's high ability coordinator will administer the CogAT to all 2nd and 5th grade students to determine if a student has high ability potential. Mississinewa will also assess all 2nd grade students and teacher or parent referred students in 3rd-5th grade to determine if students are at risk of struggling with beginning reading skills due to poor phonemic awareness and phonics through our iReady dyslexia screener and MindPlay dyslexia diagnostic assessment.

Summary of Comprehensive Needs Assessment Data

The most recent data from MCSC's annual Data Book is outlined in the table below and includes student performance data on iReady, IREAD, and ILEARN over the past four years.

ELA											
	2025					2024		2023		2022	
Grade	# of Students	Formative Prediction	Percent Proficient	School Goal	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg
K I-READY	185	-	51%	70%	-	55%	-	41%	-	-	-
1 I-READY	182	-	51%	70%	-	42%	-	41%	-	-	-
2 I-READY	151	-	31%	50%	-	40%	-	28%	-	-	-
2 IREAD	149	-	53% before SS 60% after SS	55%	-	44% Pass, 12% on Track	-	39% Pass, 14% on Track	-	-	-
3 IREAD	166	-	67% before SS 87% after SS	85%	87%	71% before SS 79% after SS	-	75% before SS 82% after SS	-	74% after SS	-
3 ILEARN	164	47% (i-Ready)	40%	50%	40%	29%	39%	37%	40%	30%	41%
4 ILEARN	142	32% (i-Ready)	28%	50%	41%	37%	42%	32%	40%	38%	41%
5 ILEARN	196	45% (i-Ready)	39%	50%	41%	34%	40%	28%	40%	27%	41%
6 ILEARN	147	34% (i-Ready)	35%	42%	41%	36%	41%	25%	41%	31%	39%
7 ILEARN	154	36% (i-Ready)	35%	42%	38%	34%	42%	29%	40%	23%	42%
8 ILEARN	173	38% (i-Ready)	30%	40%	43%	34%	43%	21%	44%	37%	43%
11 SAT	184	-	46%	52%	55%	42%	50%	45%	49%	31%	52%

MATH											
	2025					2024		2023		2022	
Grade	# of Students	Formative Prediction	Percent Proficient	School Goal	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg
K I-READY	185	-	58%	70%	-	61%	-	46%	-	-	-
1 I-READY	183	-	47%	70%	-	32%	-	42%	-	-	-
2 I-READY	151	-	28%	50%	-	37%	-	25%	-	-	-
3 ILEARN	164	57% (i-Ready)	51%	50%	52%	43%	52%	50%	53%	45%	52%
4 ILEARN	142	35% (i-Ready)	42%	50%	49%	49%	48%	42%	49%	48%	48%
5 ILEARN	196	39% (i-Ready)	45%	60%	42%	34%	41%	35%	41%	27%	41%
6 ILEARN	147	33% (i-Ready)	24%	40%	40%	32%	38%	29%	38%	25%	36%
7 ILEARN	154	24% (i-Ready)	30%	40%	36%	28%	34%	29%	33%	23%	32%
8 ILEARN	173	17% (i-Ready)	19%	35%	35%	28%	32%	21%	32%	27%	30%
11 SAT	184	-	20%	27%	25%	17%	24%	20%	30%	11%	30%

OTHER										
	2025				2024		2023		2022	
Grade	# of Students	Percent Proficient	School Goal	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg	Percent Prof.	State Avg
4 - Science	142	28%	-	43%	44%	44%	28%	37%	29%	38%
5 - Social St	196	28%	-	39%	27%	38%	31%	39%	51%	38%
6 - Science	147	37%	-	42%	39%	42%	19%	38%	35%	39%
8 - Biology	43	74%	-	46%	54%	44%	38%	29%	28%	30%
10 - Biology	87	13%			3%		6%		8%	
Government	56	38%	-	28%	28%	16%	57%	19%	30%	20%

Based on this data, as well as additional information from the Wayfinder SEL program and high school graduation pathways requirement changes, the team identified the following goals for the 2026-2027 school year:

Goal #1	Mississinewa Community School Corporation (MCSC) will increase the percentage of students meeting grade level standards on ELA and Math ILEARN and SAT to meet or exceed state averages.
Identified Need	Student Achievement
Baseline Data	MCSC will use data from the ILEARN Checkpoint Average Prediction for Summative End-of-Year Proficiency, ILEARN Summative assessment data, and SAT data to measure progress toward this goal. For the 2025-2026 school year, ILEARN ELA and Math data is not yet available. As an indicator of this goal, we will utilize the ILEARN Checkpoint Average Prediction for Summative End-of-Year Proficiency. For grade 3, 24% of students are projected to meet proficiency in ELA on ILEARN, for grade 4, 35%, for grade 5, 33%, for grade 6, 29%, for grade 7, 20%, and for grade 8, 26%. On ILEARN Math, the projections are as follows: 35% for grade 3, 48% for grade 4, 34% for grade 5, 37% for grade 6, 20% for grade 7, and 13% for grade 8. SAT data indicates that 16% of high school juniors meet performance expectations in math and 39% of high school juniors meet performance expectations in ELA.

Targeted Measure of Success	To measure success on this goal, we have identified these performance goals for ILEARN ELA: 3rd grade- 50% at or above proficiency, 4th grade- 50% at or above proficiency, 5th grade- 50% at or above proficiency, 6th grade- 42% at or above proficiency, 7th grade- 42% at or above proficiency, and 8th grade- 40% at or above proficiency. For ILEARN Math: 3rd, 4th , and 5th grade all have an at or above proficiency goal of 50%, 6th grade- 40% at or above proficiency, 7th grade- 40% at or above proficiency, and 8th grade- 35% at or above proficiency. 8 For SAT data, the goal is for all high school juniors to achieve a 25% proficiency rate in ELA, and 48% proficiency rate in Math.
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Goal #2	Mississinewa will increase the percentage of teachers using highly effective instructional strategies at a proficient level that enable students to meet grade level standards.
Identified Need	Educator Effectiveness
Baseline Data	MCSC will use data from the ILEARN Checkpoint Average Prediction for Summative End-of-Year Proficiency, ILEARN Summative assessment data, and SAT data to measure progress toward this goal. For the 2025-2026 school year, ILEARN ELA and Math data is not yet available. As an indicator of this goal, we will utilize the ILEARN Checkpoint Average Prediction for Summative End-of-Year Proficiency. For grade 3, 24% of students are projected to meet proficiency in ELA on ILEARN, for grade 4, 35%, for grade 5, 33%, for grade 6, 29%, for grade 7, 20%, and for grade

	8, 26%. On ILEARN Math, the projections are as follows: 35% for grade 3, 48% for grade 4, 34% for grade 5, 37% for grade 6, 20% for grade 7, and 13% for grade 8. SAT data indicates that 16% of high school juniors meet performance expectations in math and 39% of high school juniors meet performance expectations in ELA. Currently, MCSC teachers participate in weekly, job-embedded professional development through PLCs, but the focus has been on unit planning and not specific instructional strategies for student achievement in all buildings. Based on administrator walkthroughs, approximately 70-80% of teachers are consistently employing highly effective and high-impact instructional strategies regularly.
Targeted Measure of Success	To measure success on this goal, we have identified these performance goals for ILEARN ELA: 3rd grade- 50% at or above proficiency, 4th grade- 50% at or above proficiency, 5th grade- 50% at or above proficiency, 6th grade- 42% at or above proficiency, 7th grade- 42% at or above proficiency, and 8th grade- 40% at or above proficiency. For ILEARN Math: 3rd, 4th, and 5th grade all have an at or above proficiency goal of 50%, 6th grade- 40% at or above proficiency, 7th grade- 40% at or above proficiency, and 8th grade- 35% at or above proficiency. To reach these goals, 100% of teachers will use highly effective instructional strategies to increase student achievement. For SAT data, the goal is for all high school juniors to achieve a 25% proficiency rate in ELA, and 48% proficiency rate in Math. Teachers will strengthen and synthesize their instructional strategies through weekly job-embedded professional development in PLC's and administrators will monitor progress through frequent walkthroughs

	with timely feedback.
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Goal #3	Mississinewa will increase the percentage of students enrolling in a post secondary certification program or college; increase the number of students graduating with a CTE Concentrator; increase the percentage of students graduating with industry-level certifications; and increase the number of students graduating with Level 2 Internship WBL experiences.
Identified Need	Other- College and Career Readiness (Completion of Indiana Graduation Pathways)
Baseline Data	47% LEA graduates enrolled in a post-secondary certification program or college in 2024, 68% in 2025, and 77% 2026. The goal for 2027 is 80%. In 2024, 25 students graduated with a Manufacturing CTE Concentrator, 17 in 2025 and 16 students in 2026. The goal for 2027 is 20 students. In 2024, 4 students graduated with a Software Development CTE Concentrator, 2 in 2025, and 0 in 2026. The goal for 2027 is 5. Although there were 0 graduates in 2026, 5 students who were underclassmen received this concentrator. In 2024, 20 students graduated with a Health Science CTE Concentrator, 15 in 2025, and 18 in 2026. The goal for 2027 is 20 students. In 2024, 38% of students graduated with industry level certifications, this decreased to 12% in 2025, and rose again to 20% in 2026. The goal for 2027 is 23% with a focus on manufacturing, software development, and health sciences. In 2024, 2 students earned a Level 2 Internship WBL experience, this increased to 7 in 2025

	and increased again in 2026 to 14 students. The goal for 2027 is 20 students.
Targeted Measure of Success	The post-secondary college or certification program enrollment goal for 2027 is 80%. The goal for the Manufacturing CTE concentrator for 2027 is 20 students. The goal for the Software Development concentrator for 2027 is 5. Although there were 0 graduates in 2026, 5 students who were underclassmen received this concentrator. The goal for the Health Sciences concentrator for 2027 is 20 students. The goal for graduates with industry certifications in 2027 is 23% of the class with a focus on manufacturing, software development, and health sciences. The goal for Level 2 WBL certifications in 2027 is 20 students.

Implementation of Schoolwide Reform

Northview began to implement RTI in the 2008/2009 school year. Through this process, it became evident how important it was to have the mindset of teaching students, not grade levels. The idea that all Northview students were the responsibility of all staff members became the focus. We thought if we supported students at their instructional level, implemented scientifically research based interventions, and tracked their progress, we would be successful in helping students grow and make progress towards mastering grade level standards. This worked for students who were scoring in the average to above average range, but our at-risk students were not making adequate progress to close grade level gaps. Starting in 2022-2023, administrators met with teachers and parents, gathered data, voluntarily met with the IDOE Department of School Improvement, hired NIET for professional development facilitation, and went through our comprehensive needs assessment. Mississinewa Community Schools discovered we needed to reevaluate how to support our students in their journeys to meeting grade level standards. We realized we weren't moving the students quickly enough and we weren't exposing all of our students to the rigor of Indiana's high priority standards and providing the scaffolding needed to achieve grade level proficiency. Northview teachers and staff reconfigured their plan to focus all interventions around high priority standards.

Tier I Reading and Math Intervention

Northview's Schoolwide plan for the 2026-2027 school year is as follows:

- Grade level teams determine high priority standards based on the Indiana Academic Standards and the ILEARN Blueprints for Math and ELA.
- Grade level teams create new instructional calendars for the 2026-2027 school year based on the high priority standards and ILEARN Checkpoints.
- The 2nd grade teams will utilize unit curricular assessments based on the high priority standards. These assessments will provide students with the rigor of the Indiana Academic Standards, as seen on ILEARN. The 3rd-5th grade students take the ILEARN Checkpoints 3 times per year to assess growth on Indiana Academic Standards.
- Grade level teams create, gather, and organize their curriculum resources to guide students in the direction of mastering high priority Indiana Academic Standards.
- Teachers use Professional Learning Clusters (PLCs) to discuss and learn best practices for teaching and learning each high priority standard. Teachers work together to develop weekly lesson plans based on the adopted curriculum, high priority standards, instructional strategies learned in PLC.
- Grade level teams will meet to discuss the unit assessments, iReady, and ILEARN Checkpoint data to place students in Tier II Interventions within the daily ELA RTI time and math blocks. Students who did not meet

mastery will be provided Tier II small group interventions from their classroom teachers or intervention teachers and paraprofessionals.

- Students are also invited to after school tutoring one to two times per week, if their data is not showing proficiency.

Tier II and III Reading and Math Intervention

Since the 2009/2010 school year, Northview Elementary has had at least one intervention teacher. Currently, Northview has four intervention teachers who oversee and guide a team of paraprofessionals working to provide students with needed interventions. The intervention teachers are highly qualified, licensed teachers with specific training in the areas of:

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

Northview's intervention teachers support at-risk students as they work towards progress of high priority standards. Intervention teachers develop lesson plans that scaffold the learning process to enable students to meet grade level standards.

Students needing additional support will have supplemental reading and math Tier II and/or Tier III instruction during the day that is outside the 90 minute reading block.

- Intervention teachers also work and collaborate with classroom teachers to help strengthen the core academic curriculum. Specifically, each intervention teacher will work as a coach to help support classroom teachers in both reading and math.

- Students identified as being at risk, as measured by the i-Ready assessments and their Common Formative Assessments or ILEARN Checkpoints, will be given additional support in the classroom through Tier I intervention and supplemental reading and/or Tier II and/or Tier III reading and math instruction during RTI times. This additional time will focus on specific deficiencies and instruction will be designed to implement research based interventions to help support the student as he/she works toward proficiency of the identified grade level skill.
- Data will be collected and analyzed throughout the school year to ensure all students are receiving the services needed to become successful, proficient readers and mathematicians. In addition, emphasis will be put on progress monitoring to help teachers and interventionists identify those students who are responding to interventions and instruction and those who need additional support. Data for specific groups will be collected to ensure all populations are being served.
- Interventionists work with students each day for 20-30 minutes of reading intervention and 20-30 minutes of math intervention.
- Collaboration time will be built into teachers' and intervention teachers' schedules to allow time to discuss student progress. Progress monitoring will be implemented with consistency and fidelity as needed for each individual student. Data analysis will be conducted on a regular basis and changes will be made to the student's learning plan as needed based on the data. Student progress will be measured by bi-weekly progress monitoring, i-Ready, and ILEARN

assessments. When progress is not visible, a meeting will be held that will include the classroom teacher, intervention teacher, director of intervention, and school administrator to create a new plan. Parents will be contacted for input and to be notified of the student's new plan. Meetings will be scheduled four times throughout the school year to discuss student progress and make changes when needed.

Highly Qualified Teachers and Staff

Staff Name	Licensure/Certification	Assigned Class/Subject
Budde, Rachel	Praxis II	2nd Grade Teacher
Dudelston, Heidi	Praxis II	2nd Grade Teacher
Fuqua, Lori	Praxis II	2nd Grade Teacher
Hoover, Chloe	Praxis II	2nd Grade Teacher
Overmyer, Morgan	Praxis II	2nd Grade Teacher
Van Patten, Allison	Praxis II	2nd Grade Teacher
Webb, Marlane	Praxis II	2nd Grade Teacher
Bougher, Ericka	Praxis II	3rd Grade Teacher
Dilly, Hazel	Praxis II	3rd Grade Teacher
Dittmar, Victoria	Praxis II	3rd Grade Teacher
Masters, Kathryn	Praxis II	3rd Grade Teacher
Scholz, Courtney	Praxis II	3rd Grade Teacher
Toevs, Dave	Praxis II	3rd Grade Teacher
Walker, Corinne	Praxis II	3rd Grade Teacher
Frantz, Katie	Praxis II	4th Grade Teacher

Fulda, Jon	Praxis II	4th Grade Teacher
McKee, Haley	Praxis II	4th Grade Teacher
Petersen, Jessica	Indiana Emergency Permit	4th Grade Teacher
Raef, Angie	Praxis II	4th Grade Teacher
South, McKenzi	Praxis II	4th Grade Teacher
Corn, Abigail	Praxis II	5th Grade Teacher
Fields, Taylor	Praxis II	5th Grade Teacher
Head, Shelby	Praxis II	5th Grade Teacher
Martin, Sarah	Praxis II	5th Grade Teacher
Moore, Jennifer	Praxis II	5th Grade Teacher
Scott, Alysha	Praxis II	5th Grade Teacher
Scull, Ryan	Indiana Emergency Permit	Special Ed Resource Teacher
Semple, Victoria	Praxis II	Multi-Cat Room Teacher
Skeens, Isabella	Indiana Emergency Permit	Life Skills Classroom Teacher
Stark, Mikayla	Praxis II	Special Ed Resource Teacher
Steely, Kaitlin	Praxis II	Life Skills Classroom Teacher
Teagle, Sherry	Indiana Emergency Permit	Special Ed Resource Teacher
Wakeman, Karah	Praxis II	ED/ALT Classroom Teacher
Branock, Cheryl	Praxis II	2-5 Science Teacher
Friday, Laura	Praxis II	2-5 P.E. Teacher
Baker, Leah	Bachelor's Degree	Library Paraprofessional
Neal, Shelly	Praxis II	K-12 Art/Music Teacher
Roberts, Ashley	Praxis II	STEM Lab Teacher
Atkins, Dottie	Praxis II	Reading Interventionist
Brooks, Jennie	Praxis II	Reading Interventionist
Poe, Julia	Praxis II	Math Interventionist
Varner, Amanda	Praxis II	Dir. of Curriculum

Working, Heather	Praxis II	Math Interventionist
Bosworth, Misty	Bachelor's Degree	School Service Coordinator
Niebauer, Christina	Master's Degree, SLP	Speech/Hearing
Shipley, Shaley	LPN	Nurse
Stanley, Michele	Bachelor's Degree	Director of Guidance
Spencer, Tracy	Master's Degree, SLP	Speech/Hearing
Cox, Marlie	1,000 Hours+ Exp.	Ex. Ed. Multi Cat Para
DeShane, Megan	1,000 Hours+ Exp.	RTI Intervention Para
Edwards, Ginger	Associate's Degree	Ex. Ed. Intervention Para
Elliott, Lauren	1,000 Hours+ Exp.	Functional Skills Para
Fields, Heather	Bachelor's Degree	RTI Intervention Para
Hartley, Cierra	1,000 Hours+ Exp.	Functional Skills Para
Johnson, Kaylene	1,000 Hours+ Exp.	Ex. Ed. Multi Cat Para
Jones, Kim	ParaPro Exam	Ex. Ed. ED Para
Lewis, Tineah	Bachelor's Degree	Functional Skills Para
Lyons, Karla	Bachelor's Degree	Ex. Ed. Intervention Para
Maine, Shelli	ParaPro Exam	Ex. Ed. ED Para
Miller, Hillary	Associate's Degree	RTI Intervention Para
Smith, Lori	ParaPro Exam	Ex. Ed. Intervention Para

High Quality Professional Development

MCSC is committed to providing high-quality, job-embedded professional development that is aligned with student needs, school improvement goals, and the instructional priorities of the Title I Schoolwide Plan. A key component of MCSC's professional development model is the Professional Learning Community (PLC)

structure, which provides teachers with ongoing opportunities to collaborate, learn from one another, analyze student data, and continuously improve instructional practices.

PLC meetings serve as job-embedded professional development by connecting professional learning directly to teachers' daily work and classroom experiences. During PLCs, teachers collaboratively examine student work and assessment data, identify student strengths and areas of need, develop and implement evidence-based instructional strategies, and monitor the effectiveness of those strategies. This collaborative process allows professional learning to be timely, relevant, and directly connected to improving student outcomes.

Through a continuous cycle of collaborative planning, implementation, data analysis, reflection, and adjustment, PLCs provide staff with sustained opportunities to strengthen instructional practices and address the diverse needs of all learners. Teachers share successful strategies, problem-solve challenges, examine evidence of student learning, and support one another in implementing effective interventions and differentiated instruction.

MCSC leadership will support the effectiveness of PLCs by providing protected collaboration time, facilitating data-informed discussions, identifying professional learning needs, and connecting staff with additional training and resources when needed. Professional development will be monitored through teacher participation, implementation of new instructional practices, student work and assessment data, and evidence of progress toward schoolwide goals.

By embedding professional learning within the PLC process, MCSC creates a culture of continuous improvement in which professional development is ongoing, collaborative, relevant, and focused on increasing student achievement and ensuring that all students have access to high-quality instruction.

Strategies to Attract High-Quality, Highly Qualified Teachers to Northview

Northview has a unique advantage in the area of attracting high-quality, highly qualified teachers. Northview has two respected universities as neighbors. Both Taylor University and Indiana Wesleyan University have renowned education programs. Mississinewa Community Schools has built relationships with both universities and has the pleasure of hosting many practicum and student teacher placements. Northview receives numerous inquiries from newly licensed teachers graduating from both universities. We have been fortunate in our ability to attract and hire some of the best and brightest from both Taylor and IWU as a result of student teaching placements. The candidates fall in love with our schools and our community. We believe we are a forward thinking district and offer many outstanding programs for our students and our teachers. This belief is justified when we consider the number of quality applicants we receive for each opening the school posts. In addition to our university contacts, Northview posts openings on our Mississinewa website and on the IDOE website. Principals also attend job fairs at Ball State University and IU Kokomo.

Strategies to Increase Parental Involvement, Such as Literacy Services

Through our Title I and parent information meetings we have gained greater knowledge of what our parents need and want in order for them to become more involved with their children's education. Our parents have expressed a need for more opportunities to learn how to help their children. MCSC is committed to helping parents become more involved in their child's education in the following ways:

- i-Ready Assessment Reports - Weakest Areas - Skills to focus on
- Math and reading activities to do at home
- Technology Training for parents
- PowerSchool App for easy parent access to grades, attendance, etc.
- Introduce Families to Community Partners (Mississinewa Family Wellness Fair and Monthly Second Harvest Food Bank Big Idea)
- Family Nights with literacy, math, SEL, and STEAM activities and strategies
- Weekly teacher/parent communication through Mississinewa's communication system PowerSchool Messenger and Seesaw.

Providing Individual Academic Assessment Results to Parents

Northview families will receive i-Ready reports three times per year. The reports explain the national percentile of the student, areas of weakness, and standards to focus on. Northview also provides parents with IREAD-3 results through a mailing to all families, and a phone call from the principal or assistant principal for students who don't pass the assessment. All 3rd - 5th grade students receive a detailed ILEARN report with student results.

2nd grade Northview families will also receive information about the state mandated dyslexia screener. Parents are given information indicating if their child did not meet benchmark requirements; next steps in assessment; their right to request an academic evaluation; an explanation of the beginning reading skills the child has difficulty with; and the intervention program used to help them progress in each skill area.

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

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

message to enable Northview to get as much feedback from parents as possible.

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

Mississinewa Community Schools houses 2 morning and afternoon half-day exceptional needs preschool classes, four morning and afternoon half-day preschool classes, and three full-day preschool classes. All of our classrooms are blended with children ranging in ages three to five years old. At the beginning of the 2026-2027 school year, Mississinewa Community Schools had a total enrollment of 142 preschool students.

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

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

For all incoming preschoolers and currently enrolled 3-year-old students, several sessions of roundup are held in mid-March. Likewise, four sessions of Kindergarten roundup are held in March. During these roundups, parents are introduced to the school, staff, the Westview building with a tour, and the registration process. Preschool students are given the Teaching Strategies: Gold Assessment and introduced to teachers during roundup. In early August, an Ice Cream Social is held where both parents and students are given a tour of the school to help their students transition into Preschool and/or Kindergarten.

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

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

After reviewing ILEARN results and seeing a need to align curriculum and classroom instruction to high priority Indiana Academic Standards, teachers in grades 2nd - 5th voted to implement Common Formative Assessments for the 2022/2023 school year. Teachers were provided ongoing training on CFAs. This training covered how to create CFAs; how to keep data on CFAs; progress monitor Tier I interventions; and how to utilize programming to differentiate instruction.

During the winter of 2024, teachers were surveyed to communicate their next focus of professional development. They asked for research based teaching strategies to support the progress of grade level proficiency for all students. The PLC teachers will start the school year with Learning Walks in 2nd-5th grade classrooms to identify what teaching strategies are needed. Weekly PLCs will focus on the needs that are identified during monthly Learning Walks. Teaching strategies will be taught and practiced during PLC meetings. Teachers will take the evidence based strategies back to their classrooms to practice during their lessons. PLC leaders will model and provide ongoing coaching for teachers who need extra support to utilize the new strategies in their classrooms.

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

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

Northview teachers went through a math pilot/adoption during the winter and spring of 2025. Two programs were piloted and one program was thoroughly researched. Teachers presented their findings to teachers, companies met with teachers to answer questions and clarify information, and the teachers voted on the new core curriculum for the 2025/2026 school year.

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

Activities and Programs at the School Level to Ensure Proficiency

The classroom teacher, intervention teachers in reading and math, school principal, Title I director, home service coordinator, and staff will support every student at Northview Elementary. Students failing to meet benchmarks as measured by CFAs, ILEARN Checkpoints, and iReady will receive additional Tier I intervention in the areas of reading and math. Reading and math intervention teachers and PLC lead teachers are provided to assist teachers, help strengthen the core academic curriculum, and support teachers in the area of differentiated instruction.

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

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

Coordination and Integration of Funds

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