



Title I Schoolwide Plan

Westview Elementary
709 W. 6th Street, Jonesboro, IN 46938



Updated August 2026

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Components of a Schoolwide Plan

Components of a Schoolwide Plan	Found on Page #
1. Westview's Mission and Vision Statements	Page 4
2. A comprehensive needs assessment of the whole school	Pages 5 - 22
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 22 - 27
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Westview Mission Statement

In cooperation with families and the community, the staff at Westview is committed to 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.

Westview Vision Statement

At Westview 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.

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Comprehensive Needs Assessment

At the end of the 2008/2009 school year Mississinewa Community Schools reconfigured their two elementary schools making Westview a primary building and Northview an intermediate building. Westview's current enrollment is 517 students and has an ethnicity population of 80.9% white, 6.8% Hispanic, 10% Multiracial, and 1.4% Black. Currently about 66% of our students participate in our free or reduced lunch program.

Westview participates in full inclusion and has nine kindergarten classrooms and eight 1st grade classrooms. In addition, Westview has two special education intervention rooms, one resource room, one alternative education room, and a special education preschool classroom. Westview has a high stability rate at 92.3%. Many of our students have parents who graduated from Mississinewa High School and still live in this community.

In the 2008/2009 school year, teachers voted to implement the state-sponsored mClass reading and math benchmark assessments; however, beginning in the 2016/2017 school year, Westview began administering the NWEA with a focus on growth. In the spring of 2022, westview teachers were provided professional development opportunities to properly analyze NWEA data projections and 3rd grade ILEARN data. Westview teachers voted to adopt a new assessment program that meets

the rigor of ILEARN. Four teachers piloted iReady in the spring of 2022. Students began taking iReady in the fall of 2022. After two years of data collection it was easy for us to see that iReady is the assessment that aligns with ILEARN and provides teachers with the best data and learning opportunities to support students in meeting grade level standards and preparing them for ILEARN. This assessment will continue to be taken three times a year.

All kindergarten students are given the Cog-AT assessment by the Mississinewa high ability coordinator, Chirs Shively, to determine if a student has high ability potential. Students who indicate they have potential on either iReady or the Cog-AT are placed in high ability classes and are provided the Indiana High Ability Curriculum along with Junior Great Books Inquiry Based Learning.

Mississinewa's reading intervention teachers will assess all kindergarten and 1st graders to determine if students are at risk of becoming struggling readers due to poor beginning reading skills such as phonemic awareness and phonics.

Through the analysis of the 2022/2023 school year data we have been able to identify specific areas of great success and those areas that continue to be of concern. Our percentages of students meeting their growth goals and stretch growth goals in reading and math for kindergarten was sufficient, but we are not meeting our goals in the area of reading and math in first grade. This might be due to a poor curriculum alignment. The reasons pertaining to poor curriculum alignment were that our teachers were not focused on the same high priority standards that align by grade level to help students meet proficiency on IREAD-3 and ILEARN when they reach 3rd grade.

Even though our growth data was strong, with the voluntary support of the Indiana Department of Education's School Improvement Department and NIET, we were able to see that Westivew was not close to meeting Mississinewa's ILEARN projected grade level proficiency goal of 60%. Their training throughout the 2022-2023 school year helped us shift our focus and goals to implementing a curriculum and intervention that enables students to become proficient on high priority grade level standards and not just make progress.

The percentage of kindergarten students meeting grade level standards in the spring of 2023 was 41%. With the alignment of curriculum and the use of common formative assessments the percentage increased to 55%. First grade students went from 41% in the spring of 2023 to 42% in the the spring of 2024. This is a focus area for the 2025-2026 school year. Teachers will be provided professional development and coaching in the areas of best practices in reading instructional strategies.

The percentage of kindergarten students meeting math grade level standards in the spring of 2023 was 46%. With the alignment of curriculum and the use of common formative assessments the percentage increased to 61%. First grade students were at 42% in the spring of 2023 and dropped to 32% in the spring of 2024. This is a focus area for the 2025-2026 school year. Teachers will be provided professional development and coaching in the areas of best practices in math instructional strategies.

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	-	38% Pass, 14% on Track	-	-	-
3 IREAD	166	-	67% before SS 67% 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%

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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

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	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.

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	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.

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.
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Implementation of Schoolwide Reform

Westview 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 Westview students were the responsibility of all Westview 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. As we met with teachers, gathered data, voluntarily met with the IDOE Department of School Improvement, and went through our comprehensive needs assessment we discovered that 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. Westview reconfigured their plan to focus all interventions around high priority standards during the spring of the 2022-2023 school year. The teachers spent the 2023-2024 school year aligning curriculums, identifying high priority standards, creating instructional calendars, and creating common formative assessments to drive instruction. After the teachers had fixed the 'what we teach' it is time for them to focus on the 'how we teach'. The 2026-2027 school year weekly professional development is focused on best practices in

the areas of both reading and math instructional strategies and providing data driven interventions to all students at Westview.

Tier I Reading and Math Intervention

With this information Westview will amend its schoolwide plan for the 2026-2027 school year. The 2025-2026 i-Ready data indicates that Westview teachers need to focus on high priority state standards. See the following plan provided:

Westview's new 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 created new instructional calendars for the 2024/2025 school year based on the high priority standards.
- Grade level teams created Common Formative Assessments (CFAs) based on the high priority standards. These assessments will provide students with the rigor of the Indiana Academic Standards.
- Grade level teams created and gathered resources to help guide students in the direction of mastering high priority Indiana Academic Standards.
- Teachers will use weekly Professional Learning Communities (PLCs) to discuss and learn best practices for teaching and learning each high priority standard.
- At the end of each month, students take a grade level common formative assessment to see if they have mastered the high priority standards they

have learned for the month and also if they have retained the standards from the previous months.

- Grade level teams will meet to discuss the CFA data and place students in Tier I Interventions within the ELA and math blocks. Students who did not meet mastery will be provided Tier II small group interventions from their classroom teachers.
- Students who do not meet mastery of high priority standards and who are not projected to pass ILEARN, in 3rd grade, based on i-Ready data, will also receive Tier II interventions planned by the reading intervention teacher and provided by highly qualified paraprofessionals.
- Students who do not show an indication of mastery with Tier II intervention will be provided Tier III interventions after a six-eight week data period.

Westview will continue to work with our Kindergarten and 1st grade students through interventions and classroom instruction with the use of CFA data, i-Ready data, IXL, Reading Eggs, and Math Seeds in the 2026-2027 school year. To focus on high priority standards Westview will continue using the Eureka Math curriculum for the 2024/2025 school year, to improve student growth in the areas of concept development and problem solving. Westview teachers also improved their ELA Curriculum by adopting the McGraw Hill Wonders reading and writing program to align with the College and Career Readiness Standards' level of rigor. Reading comprehension, story analysis, and writing are still areas of focus.

Administrators will continue to meet during the 2026-2027 school year with targeted teachers. Intervention meetings will be held four times per year to discuss student progress on i-Ready, IXL, CFAs and intervention progress monitoring data to develop individual student RTI plans that address students' academic needs. All of the information gathered is used to help plan for areas of concern for each student and teacher.

Tier II and III Reading and Math Intervention

Beginning with the 2009/2010 school year, Westview Elementary has had 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
1. Westview's intervention teacher supports at-risk students as they work towards progress of high priority standards. The intervention teacher will develop lesson plans that scaffold the learning activities 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.
 2. The intervention teacher collaborates with classroom teachers to help strengthen the core academic program. Specifically, the intervention teachers will work as a teacher

leaders to help support classroom teachers as they work to strengthen the core curriculum in both reading and math.

3. Students identified as being at risk, as measured by i-Ready and MindPlay assessments and their monthly Common Formative Assessments, will be given additional support in the classroom through Tier I intervention and supplemental reading and/or Tier II and/or Tier III reading 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.

4. Data will be collected and analyzed throughout the school year to ensure all students are receiving the services needed to become successful, proficient readers. 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.

6. Collaboration time will be built into teachers' and interventionists' 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 expected as measured by i-Ready assessments. When progress is not visible, a meeting will be held that will include the teacher, intervention teacher, administrator, and parents to look at a new

plan. Meetings will be scheduled 4 times throughout the school year to discuss student progress.

Highly Qualified Teachers and Staff

Staff Name	Licensure/Certification	Assigned Class/Subject
Coffee, Teairah	Preschool License/Assoc. Degree	PreK Teacher
Worrell, Courtney	Preschool License/Bach. Degree	PreK Teacher
Elkins, Breanna	Preschool License/Bach. Degree	PreK Teacher
Hurt, Rachel	Preschool License/Assoc. Degree	PreK Teacher
Magers-Brooks, Melissa	Preschool License	PreK Teacher
Smith, Mata	Praxis II	PreK Teacher
Richards, Liz	Master's Degree/Praxis II	PreK Director
Hobbs, Shannon	Praxis II	KDG Teacher
Felver, Lisa	Praxis II	KDG Teacher
Walton, Tracy	Praxis II	KDG Teacher
Wright, Stacy	Praxis II	KDG Teacher
Yoder, Dawn	Praxis II	KDG Teacher
Riley, Laura	Praxis II	KDG Teacher
Heaton, Melissa	Bachelor's Degree/T2T	KDG Teacher
McDaniel, Janelle	Praxis II	1st Grade
Baiao, Lindsay	Praxis II	1 st Grade
Overmyer, Tami	Praxis II	1 st Grade
Parks, Ashley	Praxis II	1 st Grade
Krevda, Katie	Praxis II	1 st Grade
Carper, Hallie	Praxis II	1 st Grade
Toevs, Ronda	Praxis II	Art and Music Teacher

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Gleason, Kristina	Praxis II	Reading Intervention Teacher
Lochner, Hilary	Praxis II	Reading Intervention Teacher
Mazellan, Jil	Bachelor's Degree	Intervention Para-Math
Ellis, Kim	ParaPro	PreK Paraprofessional
Cruz, Celina	Associate's Degree	PreK Paraprofessional
Richardson, Grace	ParaPro	PreK Paraprofessional
Ebert, Makayla	1,000+ Hours	PreK Paraprofessional
Smith, Abygail	ParaPro	PreK Paraprofessional
Diskey, Kenzi	ParaPro	PreK Paraprofessional
Robinson, Tiffany	ParaPro	PreK Paraprofessional
Vetor, Rhona	ParaPro	PreK Paraprofessional
Fugate, Nancy	Bachelor's Degree	PreK Paraprofessional
Whitacker, Alicia	ParaPro	Sp Ed Paraprofessional
Cole, Megan	ParaPro	Sp Ed Paraprofessional
Parish, Sarah	ParaPro	Sp Ed Paraprofessional
Mauler, Hailey	Associate's Degree	Sp Ed Prek Paraprofessional
Catey, Jacob	Bachelor's Degree	Physical Education
Kikendall, Cassie	1,000+ Hours	K-1 Paraprofessional
McVicker, Miriam	ParaPro	K-1 Paraprofessional
Leonard, Miranda	Associate's Degree	Library
Frazier, Sydney	Associate's Degree	LEGO STEM
Felger, Jacob	Praxis II	Director of Student Data, Co-Director of High Ability
Spidel, Olivia	Emergency Teaching Permit	SPED Intervention Teacher
Niverson, Shanna	Praxis II	SPED Intervention Teacher
Varner, Amanda	Praxis II	Director of Curriculum, Federal Programs and Grants, Co-Director of High Ability
Ludlow, Michelle	BS/MA	Speech/Lang

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Sherbondy, Abigial	Master's Degree	Speech Pathologist
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High Quality Professional Development

During the 2023-2024 comprehensive needs assessment, the teacher committee decided Westview Elementary should focus on providing on-going professional development for teachers, principals, and paraprofessionals in the areas of Response to Intervention, differentiated instruction for Tier I interventions, creating common formative assessments based on high priority standards, curriculum mapping, data collection and analysis, and use of technology resources to differentiate learning.

The teacher committee has switched gears for the 2024-2025 school year. The teachers spent last year focused on the 'what to teach' now they are going to focus on the 'how to teach'. Teachers will receive weekly 45 minute professional development on instructional strategies in the areas of math and reading. Individualized coaching and modeling will also be available to support teachers.

In the winter of 2022, teachers were trained on Mississinewa's new Eureka math curriculum for the 2022/2023 school year that contains the rigor of ILEARN expectations. Teachers were also provided training during the summer of 2022 on the McGraw Hill Wonders reading program that was voted on by teachers to begin implementation during the 2022/2023 school year. All staff members are provided ongoing coaching with curriculum through coaches and administrative support.

During RTI meetings, teachers are given specific interventions and training on how to implement Tier I interventions in the areas of math, reading, and behavior. The director of intervention, the intervention teachers, and the school psychologists provide training for implementation of the interventions.

In July of 2020, all Westview teachers went through a 45 hour training on the Orton Gillingham based Phonics First program created by Brainspring. Phonics First will continue to be Westview's reading intervention program and classroom teachers will utilize the strategies throughout their day. New teachers receive Phonics First training from the intervention teachers.

Throughout the 2023/2024 school year, teachers were provided in-house professional development on online synchronous teaching and learning. Mississinewa conducts an all-day technology PLC day to provide best practices in the areas of literacy, math, effective parent communication, and technology programs. This will continue for the 2026-2027 school year.

Strategies to Attract Highly-Quality, Highly Qualified Teachers to Westview

Westview has a unique advantage in the area of attracting high-quality, highly qualified teachers. Westview has two highly respected universities as neighbors. Both Taylor University and Indiana Wesleyan University have renowned Education programs.

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Mississinewa Community Schools has built relationships with both universities and has the pleasure of hosting many practicum and student teacher placements. Westview receives many 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, Westview posts openings on our school website and on the IDOE website.

Strategies to Increase Parental Involvement, Such as Literacy Services

Through our Title I parent information and evaluation meetings we have gained greater knowledge of what our parents need and want in order for them to become more involved and better equipped at helping their children reach grade level proficiency on state standards. Parents have expressed a need to learn how to help

their students at home. With these requests we will provide more information to parents in the 2026-2027 school year in the following areas:

- 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.

Westview will meet the needs of all families by continuing to provide the activities and resources that are laid out in the Westview Parent Involvement Plan.

Providing Individual Academic Assessment Results to Parents

Westview 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. The first report is provided at parent teacher conferences in the early fall, so

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the teacher can review the information with parents and help them understand the report and how to utilize the information to help their children at home.

Westview 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

- Convene an annual meeting – an annual parent information meeting will be held each year in the fall. Such meeting 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. Training will be recorded and placed

on the school website for parents to view as needed. 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, Westview 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, Westview's parent communication platform, to enable Westview to get as much feedback from parents as possible. The Title I Director will also meet with families at the spring carnival to get feedback about programming.

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

Mississinewa Community Schools houses a morning and afternoon half-day exceptional needs preschool classroom, one morning and afternoon half-day preschool classroom, and five full-day preschool classrooms. 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 will have approximately 142 preschool students enrolled.

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. 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.

The 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 the spring. Likewise, four sessions of Kindergarten roundup are held in the spring. 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 Brigance screener 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 Westview 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

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get teacher input. Teachers voted for every assessment used at Westview and created all of the CFAs.

After analyzing 2022 NWEA data and Northview's 3rd grade ILEARN results and seeing a need to align curriculum and classroom instruction to high priority Indiana Academic Standards, teachers in grades K-1st voted to implement Common Formative Assessments and i-Ready for the 2022/2023 school year. Teachers are provided ongoing training on CFAs. This training covers how to create CFAs; how to keep data on CFAs; progress monitor Tier I interventions; and how to utilize programming to differentiate instruction. Teachers were given professional development days during the 2023/2024 school year to create Common Formative Assessments that follow the high priority Indiana Academic Standards. This professional development will continue through the 2024/2025 school year as teachers work on utilizing best practices in the areas of math and reading instructional strategies.

Westview 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.

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

Teachers and parents also received presentations and voted on a new reading curriculum in the spring of 2022 for the 2022/2023 school year and will continue for the 2024-2025 school year.

Activities and Programs at the School Level to Ensure Proficiency

Classroom teachers, intervention teachers in reading, school principals, director of intervention, home service coordinator, and staff will support every student at Westview Elementary. Students failing to meet benchmarks as measured by CFAs and the i-Ready assessments will receive additional Tier I intervention in the areas of reading and/or math. Reading intervention teachers are provided to assist teachers and help strengthen the core academic curriculum and support them in the area of differentiated instruction.

Reading intervention teachers are also utilized to help students with their individualized academic needs. The reading intervention teachers oversee the paraprofessionals who work directly with our students and provide 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 progressed 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 coordinators will work with high ability teachers and students in the high ability classrooms. Westview 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 students achieving well above grade level with acceleration and project-based learning opportunities. The coordinator will also work with students to fill in grade level gaps in addition to providing them 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 this year.