



Title 1 School-Wide Plan

2019-2020

Neil A. Armstrong Elementary School (6375)

1000 State Road 144

Mooresville, IN

L. Paul Spencer, Principal



Updated September 2019

Title I School-Wide Plan Checklist – Table of Contents

Directions: Review the Title I School-wide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

School-Wide Plan: Section 1114 (b) (2) Any school that operates a school-wide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the school-wide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a School-Wide Plan:	Component found on page(s):
1. A Comprehensive Needs Assessment (CNA) of the whole school	3-16
2. Implementation of school-wide reform strategies that: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Strengthens the core academic program • Increases the amount of learning time • Includes strategies for serving underserved populations • Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards • Address how the school will determine if those needs of the children have been met • Are consistent with, and are designed to implement state and local improvement plans, if any 	16-17
3. Highly qualified teachers in all core content area classes	18-21
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	21-22
5. Strategies to attract high-quality, highly qualified teachers to this school	22
6. Strategies to increase parental involvement, such as literary services <ul style="list-style-type: none"> 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 school-wide plan 	22-23
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	23
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	23-24
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	24-25
10. Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components <ul style="list-style-type: none"> 10a. A list of programs that will be consolidated under the school-wide plan (if applicable) 	25

Title I Schoolwide Plan – 2019-2020

Mooresville Consolidated School Corporation - #5930

School Name: Neil Armstrong Elementary School

School Number: 6375

Principal: Mr. Paul Spencer

School Improvement Status: 2018 IDOE “B” Rated School

Component #1: Comprehensive needs assessment of the whole school

Review of Mission: NAES conducts an annual review of our Mission, Vision and Values to maintain focus and provide clarity for the students, staff and community. In addition, formative and summative data is reviewed to determine student growth, areas of strength and needs.

Mission

The Neil Armstrong Community will work to help all students achieve high standards of learning.

Vision

Neil Armstrong Elementary gets better every day. Students’ needs are identified and addressed to promote learning. Staff members collaborate to examine best practices and use student data to drive instruction.

Values

*The essential skills will be our curriculum. We will share it with parents and students, closely monitor student progress and celebrate success.

*We will create a safe, exciting, caring atmosphere to promote the joy of learning.

*Students and staff will treat each other with respect.

*We will consistently regroup our students to address individuals’ needs.

*We will be flexible in instruction to benefit all students and provide a variety of opportunities to demonstrate mastery.

Student Achievement Data: Assessment data used for our annual review.

2013-2018 ISTEP Grade Level Percent Passing

	English/Language Arts					Math				
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18
3 rd grade	84%	67%	47%	61%	57%	77%	38%	43%	51%	53%
4 th grade	90%	75%	79%	59%	65%	89%	58%	75%	72%	76%
5 th grade	81%	68%	56%	69%	52%	94%	72%	56%	80%	64%
6 th grade	76%	70%	66%	62%	79%	88%	66%	67%	69%	76%

2015-2018 ISTEP+ results-percent of students passing at each grade level 3rd/4th/5th/6th Academic Standards Summary

E/LA	2015	2016	2017	2018	MATH	2015	2016	2017	2018
Reading: Literature	77/75/69/75	49/77/54/64	55/61/69/62	57/66/53/83	Number sense	38/58/69/69	43/73/57/69	50/74/78/69	55/76/65/76
Reading: NF & media	69/77/66/69	52/86/57/67	59/60/64/62	60/65/52/79	Computation	39/56/70/68	44/75/56/68	49/71/76/69	52/76/65/76
Writing: genres, writing & research processes	75/75/69/74	51/77/59/69	57/64/71/64	57/65/56/84	Algebraic thinking and DA	41/61/76/68	45/75/63/67	53/76/80/68	55/76/66/76
Writing: conventions and standard English	73/73/65/73	53/77/58/69	59/61/64/62	58/63/55/83	Geometry & Measurement	38/60/70/63	46/75/57/69	54/72/82/68	57/75/61/78
					Math process standards	TBA	45/77/61/67	49/61/78/71	58/75/59/78
School-wide total		47%/79%/56%/66%	56/59/69/62	57/65/53/79			43%/75%/56%/67%	49/72/80/69	53/76/65/75
Cohort			Grade 4 +12 Grade 5 -10 Grade 6 +6	Grade 4 +4 Grade 5 -6 Grade 6 +10				Grade 4+29 Grade 5 +5 Grade 6+13	Grade 4+25 Grade 5 -7 Grade 6 -5

2019 ILEARN Percent Passing Summary Total for students enrolled more than 162 days

Grade Level	Math	E/LA	Both Math & E/LA
3 rd	49.3%	38.8%	34.3%
4 th	64.6%	40.5%	40.5%
5 th	51.5%	47.1%	38.2%
6 th	63.3%	42.9%	39.8%

2019 ILEARN Results, Percent of Students performing ABOVE proficiency, Grades 3,4,5,6

ELA	2019	Math	2019
Key ideas and Textual Support/Vocabulary	22%, 20%, 23%, 15%	Algebra and Functions	30%, 32%, 28%,29%

Structural elements and organization/synthesis and connection of ideas/media literacy	21%, 15%, 13%, 17%	Computation	29%,33%,17%,35%
Writing	18%, 15%,20%, 13%	Geometry and measurement, Data analysis and statistics	27%,38%,27%,33%
Total	38%,40%,44%,42%	Number Sense	30%,33%,24%,27%
		Total	49%, 62%,47%,63%

ILEARN 2019 Schoolwide Standards Breakdown (Numbers and Percent of students in each category)

	Algebra and Functions Reporting Category Achievement Category	Computation Reporting Category Achievement Category	Geometry and Measurement, Data Analysis, and Statistics Reporting Category Achievement Category	Number Sense Reporting Category Achievement Category
2019 ILEARN Math Total Above	100/334=30%	98/334=29%	106/334=32%	96/334=29%
At/Near	177/334=53%	163/334=49%	194/334=58%	165/334=49%
Below	57/334=17%	73/334=22%	34/334=10%	73/334=22%

	Key Ideas and Textual Support/Vocabulary Reporting Category Achievement Category	Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy Reporting Category Achievement Category	Writing Reporting Category Achievement Category
English/Language Arts Total Above	65/334=19%	55/334=16%	54/334=16%
At/Near	177/334=53%	204/334=61%	178/334=52%
Below	92/334=28%	75/334=22%	102/334=31%

IREAD Data-percent of the students passing

	2012	2013	2014	2015	2016	2017	2018	2019
Grade 3	91.7%	91.9%	96.1%	95.6%	87%	88%	90%	91%

2018-2019 NWEA Data (End of Year)

Teacher	Math Percent of students who met or exceeded their projected RIT	Reading Percent of students who met or exceeded their projected RIT	Language Usage Percent of students who met or exceeded their projected RIT
	75%	80%	

Kindergarten	95.8%	83.3%	
	90.5%	81%	
	60.9%	78.3%	
1 st Grade	50%	50%	
	50%	65.4%	
	71.4%	53.6%	46.4%
2 nd Grade	26.9%	23.1%	34.6%
	48%	64%	44%
	17.6%	27.8%	22.2%
3 rd Grade	62.5%	62.5%	66.7%
	33.3%	33.3%	29.2%
	69.2%	61.5%	73.1%
4 th Grade	36%	28%	48%
	57.1%	64.3%	53.6%
	50%	50%	40%
5 th Grade	52.2%	30.4%	30.4%
	76.9%	50%	50%
	62.5%	58.3%	62.5%
6 th Grade	69.2%	61.5%	69.2%
	69.2%	61.5%	46.2%
	95.7%	69.6%	52.2%

Mooresville Con School Corp 2018 Annual Performance Report

Neil Armstrong Elementary School, Mooresville 6375

A-F Accountability Grade	School Results State Indicator				Total
	'14-'15	'15-'16	'16-'17	'17-'18	
Student Enrollment	546	560	537	519	1,139,822
Number of Certified Teachers	28	28	29	28	60,085
Percentage of Students Passing IREAD	95.3	86.5	87.3	91.1	86.6
Grade 3 Percent Passing ISTEP+ Math Standard	37.7	44.2	51.3	53.2	59.3
Grade 3 Percent Passing ISTEP+ Language Arts Standard	73.2	47.9	60.8	57.1	67.4
Grade 4 Percent Passing ISTEP+ Math Standard	58.4	75.0	72.3	76.1	60.9
Grade 4 Percent Passing ISTEP+ Language Arts Standard	75.3	78.5	58.5	65.7	63.8
Grade 4 Percent Passing ISTEP+ Science Standard	57.9	76.7	60.6	64.8	57.6
Grade 5 Percent Passing ISTEP+ Math Standard	71.6	56.2	80.0	65.0	65.6
Grade 5 Percent Passing ISTEP+ Language Arts Standard	68.9	56.2	68.8	52.5	60.4
Grade 5 Percent Passing ISTEP+ Social Science Standard		51.2	71.1	45.5	56.0
Grade 6 Percent Passing ISTEP+ Math Standard	66.3	67.9	68.9	75.9	57.9
Grade 6 Percent Passing ISTEP+ Language Arts Standard	70.0	68.7	62.0	79.3	65.2
Grade 6 Percent Passing ISTEP+ Science Standard	62.0	56.2	48.2	55.2	58.2
Pupil Enrollment to Certified Employee Ratio	18.1	18.6	17.3	17.3	13.5
Attendance Rate	96.3	96.1	96.4	95.9	95.3
Number of Students with More Than 10 Unexcused Days Absent	24	50	33	25	76,150
Number of Students absent greater than 10% of School Year	23	28	16	22	80,423
Number of Students Suspended	9	14	8	14	96,436
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol		1	1		5,749
Number of Out of School Suspensions	10	8	4	5	65,437
Number of In School Suspensions	10	11	5	10	49,853

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

ISTEP+ and NWEA Standards Comparison

2018 Goal Setting Data (NWEA Grade report by academic standard, percent of students in average, hi average and hi categories)

MATH NWEA EOY 2017 2018	K-% on grade level	1 st	2 nd	3 rd	4 th	5 th	6 th
Number Sense +5	63% 78%	68% 75%	77% 62%	68% 66%	75% 91%	82% 69%	81% 81%
Computation 0	52% 84%	69% 79%	47% 48%	65% 66%	67% 86%	79% 76%	72% 78%
Algebraic Thinking -1	67% 83%	58% 79%	64% 63%	72% 61%	65% 80%	70% 63%	77% 83%
Geometry 0	59% 83%	52% 62%	72% 64%	65% 68%	66% 89%	86% 69%	G&M 80% 75%
Measurement & DA -2	61% 69%	53% 65%	Meas. 61% 60%	Meas. 62% 70%	Meas. 61% 81%	Meas. 67% 71%	
DA & Stats -2			64% 59%	67% 74%	53% 75%	77% 71%	68% 75%
Overall +76 %	62% 85%	63% 79%	60% 59%	61% 70%	65% 87%	72% 70%	71% 80%
Cohort		+17%	-4%	+10%	+26%	+5%	+8%

Reading NWEA EOY 2017 2018	K-% on grade level	1 st	2 nd	3 rd	4 th	5 th	6 th
Reading:Foundations +3	61% 77%	63% 80%	Lit-66% 67%	Lit-63% 75%	Lit-68% 70%	Lit-88% 63%	Lit-76% 70%
Reading: Lit & NF +4	57% 80%	56% 78%	NF 58% 63%	NF-67% 80%	NF 70% 74%	NF-79% 69%	NF-79% 65%
Reading: Vocab. -4	53% 76%	51% 80%	64% 63%	60% 72%	67% 72%	72% 78%	78% 74%
Writing -3	51% 74%	60% 74%					
Overall +73%	50% 78%	59% 79%	65% 67%	59% 80%	66% 78%	78% 71%	70% 67%
Cohort		+29%	+8%	+15%	+19%	+5%	-11%

LU NWEA EOY 2017 2018	K-% on grade level	1 st	2 nd	3 rd	4 th	5 th	6 th
Write, develop, revise for purpose & audience +2			56% 66%	65% 74%	73% 74%	86% 60%	77% 71%
Conventions: understand & edit grammar +1			68% 62%	60% 80%	77% 74%	72% 70%	75% 65%
Conventions: understand& edit mechanics -4			72% 70%	58% 60%	68% 70%	71% 67%	66% 68%
Overall +15%			68% 70%	62% 71%	68% 72%	74% 69%	66% 70%
Cohort				+3%	+10%	+1%	-

Staff Standards Review

Characteristic	My Team					Our School				
	1	2	3	4	Ave	1	2	3	4	Ave
Clear & Shared Focus	0	5	11	16	3.3	1	4	17	13	3.2
High standards & expectations for all students	0	0	9	14	3.6	0	1	16	18	3.5
Effective School leadership	1	4	9	12	3.2	0	6	15	12	3.2

High levels of Collaboration and Communication	3	6	8	12	3	5	13	9	7	2.5
Curriculum, Instruction & assessment aligned with standards	0	1	8	20	3.7	0	5	12	18	3.4
Frequent monitoring of teaching and learning	0	0	7	22	3.8	0	1	13	20	3.6
Focused professional development	0	3	15	10	3.3	0	4	17	11	3.2
Supportive Learning environment	1	3	7	17	3.4	1	3	16	16	3.3
High levels of family & community involvement	1	4	12	12	3.2	1	8	13	12	3

Internal Survey results of Strengths and Weaknesses

NAES Strengths: Frequent monitoring of learning and teaching (5) Curriculum & instruction assessment aligned with standards (4)

NAES Areas of Improvement: High levels of Collaboration & Communication (4), High levels of Family & Community Involvement (4)

Comprehensive Needs Assessment Narrative

The data above represents a portion of the total data collected by our teachers, staff and administration. In addition, our corporation regularly collects data as part of an annual corporation strategic plan. The Neil Armstrong Elementary annual review will focus on five components; family and community involvement, professional development, curriculum and instruction, school context and organization and student achievement.

Family and Community Involvement- The sense of community is prevalent in all that we do at Neil Armstrong Elementary. Numerous activities including Title 1 math and literacy nights, parent-teacher conferences, fall, winter and spring music programs, and monthly PTO meetings encourage parents to become involved in their child's education. Parents are included in the decision making process as they attend these events and decisions are made regarding Title 1, school improvement plan, and PTO budgetary allowances. In addition, NAES hosts several before and after school clubs including; garden club, Scrabble club, gaming club, book club, instrumental music, choir, math bowl and spell bowl to further engage students and parents. Our Title 1 staff maintains a family involvement policy and compact and annually reviews them with input from parents to help us continually improve our student achievement and our connection to parents.

Students and staff of NAES benefit from a small but dedicated group of parent volunteers. These volunteers support students for academic growth by volunteering in classrooms, funding school-wide incentives for student attendance, reading achievement and math facts achievement and by organizing and working monthly events for our families. All teachers routinely utilize parents to support classroom activities, field trips and upcoming events.

Communication with our school community takes place regularly with newsletters from the PTO, classroom teachers and the office, with group e-mails and texts using our student information system, Skyward, and with an automated text service. In addition, an on-line school calendar keeps parents apprised of all activities.

A summary review of the family and community involvement discussed by our PTO officers, indicates that our strengths are that parents and students enthusiastically attend activities, stay closely tied to their child's academic progress by monitoring the NA website and their child's Skyward gradebook. Also, that parents and community members volunteer to support each child's academic growth by helping in the classroom when needed. The areas of need would be regularly attending monthly PTO meetings, supporting academic growth by committing to an academic routine at home to help take ownership of their child's growth and developing a clearer understanding of the college and career ready standards.

Professional Development-Professional development at NAES is based on the goal(s) and initiatives determined annually by our school improvement team. Our school improvement team meets three to five times each year to review data and discuss ways our staff can best serve our students. These meetings include reviewing progress toward our goals, planning appropriate staff training and organizing upcoming events. Component #4 outlines the professional development plan for this school year and focuses on improving our instruction and clarifying our curriculum in the areas of Writing and Reading: Vocabulary. This goal area was identified based on the 2019 ILEARN and NWEA data.

A summary review of professional development indicates strengths in the areas of highly qualified and committed staff, contract time set aside for daily professional development, and a collaborative and supportive culture. The areas of need include professional development to target increasing rigor of curriculum to better prepare our students, improving focus on PLC collaboration time, and developing and implementing a grade level consistent curriculum.

Curriculum and Instruction-The next area of review is curriculum and instruction. Curriculum and instruction are in a constant state of review for the entire staff of NA. In 2015, the state of Indiana changed the high stakes ISTEP+ assessment to reflect the new, more rigorous, state standards and NA, like many Indiana schools, is working hard to help students meet those standards. In 2019, a new ILEARN assessment was initiated and passing rates again dipped at Neil Armstrong and state wide. 2020 begins the process of understanding the new assessment and developing a targeted plan for student and ILEARN growth. Our elementary curriculum

includes priority standards, identified by teams of teachers at each grade level and local assessments to determine mastery of those standards. In addition, every summer, since 2016, the corporation brings together available teachers to develop units of study for each grade level in the areas of Math and English/Language Arts. Following the development of these units, teachers organized a calendar for the school year to determine when each unit will be taught in order to put our students in the best position to be successful on the ILEARN assessment. Staff now feel more confident in our curriculum and know that we are teaching the same standards, at the same time, as all other schools in our district. Daily conversations regarding curriculum and instruction are the norm for our staff.

The NA vision begins, Neil Armstrong Elementary gets better every day, and during our bi-weekly PLC meetings, teachers routinely share best and next practices that are most effective and discuss how their students respond to recent lessons or assessments. This constant conversation of best and next practices for instruction, keeps our staff sharp and aware of effective and engaging practices. Recent ILEARN test scores reflect that our students are struggling to meet the new state assessment expectations. Our NWEA and essential skill data has remained consistent, but, like many schools, we have dropped significantly on our state assessment. Our school goal and our professional development reflect an emphasis on continuing to refine our curriculum and improve and enhance our daily instruction.

Technology plays a key role during instruction for our students and staff. Neil Armstrong is fortunate to have individual student computers in all classrooms and a classroom lab. Students at all levels have daily access to a wide variety of curricular based software to enhance, engage and monitor their academic progress. The need for a consistent engaging typing program exists as students prepare for a more technological future.

A summary review of curriculum and instruction indicates strengths in the areas of available technology, implementation of units of study in the areas of math and ELA, effective contract time to collaborate with grade level colleagues during scheduled PLC time and utilization of instructional frameworks for consistently effective instruction. The areas of need include increasing rigor of curriculum to better prepare our students for the assessments and the need for a consistent school wide writing program emphasizing grade level vocabulary.

School Context and Organization-An analysis of our school context and organization begins with our school vision. “Neil Armstrong Elementary gets better every day. Students’ needs are identified and addressed to promote learning. Staff members collaborate to examine best practices and use student data to drive instruction.” This vision was developed by our school improvement team and is reviewed annually. The first seven words guide our daily practices and efforts.

NAES has a principal, a part time assistant principal and a lead teacher. In addition, a school improvement team made up of seven teachers, three parents and the school principal meet three to five times annually to review an agenda set by the school principal. An average administrator day includes time spent in case conferences, in classrooms for evaluation and other purposes, talking with parents, bus drivers, teachers and students regarding student behaviors and time working on paperwork in the office area.

The learning environment at NA is very positive and caring. A friendly collegial staff works well together and maintain high standards and expectations for students. This is evident in our school climate survey and in all staff meetings as we work together to improve instruction for all. The survey also identified frequent monitoring of teaching, learning and curriculum and instruction and assessment aligned with standards as the highest rated for teachers in their grade level teams, and high standards and expectations as a strength for our school. The areas of improvement identified for our school were high levels of collaboration and communication and high levels of family and community involvement. The school improvement team has addressed these needs by increasing our communication with our community via newsletter, phone calls, e-mail and text and by requiring teachers to provide feedback to administration of what was discussed and decided at bi-weekly PLC meetings. With this feedback we hope to monitor and promote productive best practice conversations during this key professional time.

Student and staff safety is a priority for all of Mooresville Schools. Our corporation is a model for the state in the area of school safety, conducting regular code red drills that include a fake intruder and all local public safety organizations are involved. Students and staff feel at ease as police officers and fire fighters are regular visitors to all MCSC buildings.

Communication is a key to a successful elementary school experience. Teachers and students must communicate each day to monitor progress. Parents and teachers must communicate so that the parents know their child is being successful. Teachers and administration must communicate regularly to make sure expectations are clear and procedures are compliant, and the school must communicate effectively to the parents and community to make sure they know what is happening at the local schools. The NA staff know that education has become a service industry. Parents now have options regarding where they send their child to school and NAES needs to be a caring and creative school which promotes itself and our achievements. NA has a staff member who regularly updates our web pages and our Skyward student information service to keep parents up to date. In addition, teachers, our PTO and our office regularly sends out communications to keep parents aware of progress, expectations, and upcoming events. MCSC also has an automated text service for immediate notifications to parents regarding important and/or emergency notifications.

The typical day for all students at NAES includes, at least, ninety uninterrupted minutes for English/Language Arts and sixty uninterrupted minutes for math. Most grade levels include significantly larger blocks of time. These blocks of time are protected as much as possible, with

the most popular interruption, by far, being assessments. In addition, identified high ability students at each grade level move up to the next grade level for math instruction. Each classroom has scheduled special activities, art, music, physical education and computer. Each grade level has a scheduled “Success” period. The success period is a time for tier II interventions for our students. Each grade level also has a scheduled tier III time for supporting our most intensive needs. Additional, Title 1 and special needs staff are utilized to create smaller groups of students and to instruct each child at their current level of performance. The master schedule is maintained and adjusted to preserve class time and reduce the number of interruptions. As programs and required interruptions are scheduled, special consideration is always given to maintain the English/Language Arts and math blocks.

NAES holds monthly staff meetings to inform staff of upcoming events and to discuss issues and concerns. Grade level PLC meetings take place in a central location and announcements or topics for discussion are reviewed and added as needed. The decision making body of the school is the school improvement team. This team meets three to five times annually to review data and make decisions. All staff have input into the topics via this group as the agenda is shared by e-mail.

Policies and procedures at NAES center on our Essential Skills for Life. These skills, tailored to all areas of the building, help our staff and students understand that we are developing educated human beings and are referenced regularly in all that we do, from behaviors to academic achievements. All classrooms have Essential Skills for Life tailored to their classrooms and have voice volume posters from zero to five. In addition, the gradual release of responsibility model is also prominent in all classrooms.

As guests walk into NA, they are met by our school staff at our secure entrance. If they are entering the building, they need to show identification, have that identification run through our “Raptor” system, and be released into the building with a name badge. All MCSC Schools have a secure single point of entry for visitors. This helps our community feel more comfortable with their child at school and our students feel safe.

A summary review of school context and organization indicates strengths in the areas of school safety, a dedicated, caring and highly qualified staff and clear mission, vision and values. The areas of need include instructional strategies to increase students engagement and identifying a better way to schedule our high ability math instruction into our master schedule.

Student Achievement- Recent ISTEP, ILEARN, and other assessment data are above and include overall grade level performances and standard breakdowns. As our teachers and school improvement team have reviewed this data, two clear goal areas have surfaced. The goal areas identified are Writing and Reading: Vocabulary. Specific plans to address these goal areas are laid out in detail in our professional development plan, section 4 and in the implementation of school-wide reform strategies, section 2.

Our school improvement team meets three to five times annually to review data and develop a plan of improvement. The school improvement team includes teachers and parents and serves as the decision making body of the school with regard to long range planning. All staff and students receive a page outlining the school year goals and plan with regard to their progress during the first week of school. This page is sent home to be shared and students who return the page signed by their parents or have their parents send an e-mail to the classroom teacher responding that they have seen the goal sheet receive a special treat on the second day of school.

The NAES attendance rate has remained around 96%. An attendance policy is outlined in our school handbook and Mooresville Schools work in cooperation with the Morgan County Prosecutor to support regular school attendance. In addition, NA has a school wide attendance incentive. Classrooms with the highest attendance percentage for the month receive a special treat.

A review of the current assessment data routinely reflects student growth and the staff and our school improvement team review a statistical breakdown from the state department of education as data is available for long range planning. This review also helps us to identify instructional gaps. A complete breakdown of all ISTEP+ and ILEARN data for the last five years is above. It is difficult to draw conclusions from this data because it appears to be all over the place. Our school improvement team, examines and discusses the data to look for trends and to look for gaps in instruction and curriculum. At this time, vocabulary and a consistent writing program are areas of emphasis.

NAES has a daily intervention to address each student's individual needs. The daily intervention is called "Success" and varies from thirty to forty minutes for each grade level. During this time Title 1 and special needs staff work with the grade level teachers to re-group students for instruction on their level. Students performing below grade level, around twenty per grade level, are placed into small groups for a double dose of the curriculum and individualized attention to make sure students are understanding and retaining the skill(s). The current schedule for most grade levels is math two days, reading two days and then progress monitoring on Fridays. Another consistent intervention NA has been implementing is after school tutoring for our third grade students. Tutoring and transportation costs for these students has been funded by Title 1. Our third grade tutoring includes up to thirty-two students with eight instructors. Tutoring is three times each week, immediately after school until 4:15. This gives us a total of twenty-four to thirty sessions to target our students most in need. Our data has shown significant growth from these students based on these extra tutoring hours.

Mooresville Schools have a high ability program to identify and serve our highest performing students. A curriculum specifically for these students has been cooperatively developed and implemented at grades first through sixth. NA utilizes the annual NWEA assessment and a cognitive assessment for students in grade kindergarten, second, fourth and sixth to identify eligible students. Overall, about eight percent of our students qualify for the program. A new

component of this program is moving students up a grade level for math instruction. The scheduling for this has been very difficult, but students and staff are confident this will be beneficial for our students as we follow high ability best practice strategies.

A summary review of student achievement indicates strengths in the areas of consistently high school attendance and a caring dedicated and highly qualified staff. The areas of need include increasing student engagement, increasing our rigorous instructional strategies, addressing an increasing free and reduced student population, improving our students ILEARN performance in the specific area of writing.

School wide Program Goals

Based on a comprehensive and on-going review of the data above, the following goals were developed by our school improvement team.

1. Reading: Vocabulary-All students will improve in knowledge of reading vocabulary. Current NWEA performance for students in grades K-6 identified this standard as consistently low in four out of seven grade levels. We will improve this performance with an annual goal of 5% in each grade level and monitor it regularly with our local essential skills, Moby Max, SRI, NWEA and ILEARN and with daily rigorous instruction targeting identified grade level core vocabulary.

Strategies:

- a. Identify and instruct so that all students must master core grade level vocabulary.
 - b. Utilize various programs including Newsela, Scholastic News, Time for Kids, Storyworks, Moby Max, Readworks, Study Island resources and online ISTEP+ resources for daily group practice understanding and citing assessment vocabulary
 - c. Utilize weekly and unit assessments with our adopted reading series Pearson, My View.
 - d. Provide students daily practice understanding and utilizing core grade level vocabulary in all content areas.
 - e. Daily 90 minute literacy instruction includes word work that addresses content vocabulary.
2. Writing: Conventions and Vocabulary. All students will improve their writing as measured and monitored by NWEA, ILEARN and local writing assessments. Each grade level will improve their percent of students ABOVE standard by 6% or more on ILEARN. Current ILEARN performance indicates that writing conventions is an area of need for all grade levels.

Strategies:

- a. The school improvement team members will research and share a consistent writing approach for all grade levels.
- a. Increase and incorporate daily writing activities as part of the literacy block.
- b. All units of study include a rigorous writing component at every grade level.
- c. Increase writing opportunities for all students on the computer.

- d. Utilize the corporation grade level team members to share instructional strategies including; how to respond and edit writing and the frequency of writing final draft style text.
- e. Emphasis on writing conventions extend into all subjects and writing expectations.
- f. Emphasis on writing and speaking in complete sentences to develop consistent habits and increase vocabulary.

Component #2: Implementation of School wide Reform

NAES has adopted the state recommended time allotments for all grade levels. All classrooms follow precise schedules including a 90 minute, or more, literacy and a 60 minute, or more, math block. Also, at least 4 times each week, students are re-grouped to address their progress on essential skills and standardized testing results. Title 1 staff supports this tiered intervention with daily small groups. Targeted Title 1 interventions include Orton-Gillingham, Fontas and Pinnell Leveled Literacy Intervention and NEWSELA. Tier II interventions address each child at their level to make progress on grade level standards. In addition to daily tier II interventions, Title 1 staff also provides daily tier III instruction to address student deficits on our priority standards and to build student confidence with research based interventions. Instruction during this intervention time is broken down through the use of researched based interventions and software including Moby Max, Easy CBM, Study Island, Edmentum-Exact Path and Newsela. Mooresville CSC has adopted the Professional Learning Community (PLC) model for school improvement. Grade level teachers meet to prioritize standards and to determine those most relevant and crucial for continued growth. These standards are constantly under review and scrutinized as we look to maintain the most relevant and up-to-date curriculum. These standards are taught on a prescribed time-table, determined by teachers and administrators and are assessed with common grade level assessments. Student performance on these assessments determines how their needs are met during success time, either remediation, approaching, at grade level or above grade level. Quarterly meetings of the school improvement team monitor goal progress and assure that the needs of all learners are addressed. In addition, instructional frameworks for math and ELA outline instructional expectations to meet all student’s needs. Frequent progress monitoring with tools such as NWEA, Moby Max, Study Island, Reading Eggs and Reading Express, help teachers track student progress. A tiered intervention system (below) is in place at all grade levels to monitor student progress and keep track of student achievement.

2019-2020 Formative Assessment Calendar		
Assessment	Date(s) to be taken	Grade levels assessed
NWEA	August, December, April	Grades K-6
Grade Level Essential Skills	Monthly	Grades K-6
SRI	September, December, May	Grades 1-6
Moby Max	Monthly (Progress monitoring)	Grades K-6
Edmentum On-line assessments	As needed (Progress monitoring)	Grades K-6

ILEARN	Apr/May	Grades 3-6
IREAD	March	Grade 3

NAES Pyramid of Interventions

Tier III Intensive Intervention

Meant to address the needs of around 5-8% of school population not making adequate progress in tier II.

Strategies to be utilized include: All those implemented in Tier II, plus begin documentation of all interventions and increase progress monitoring to determine if an evaluation is necessary. Increase all interventions showing progress to daily. A prescribed regiment of interventions is utilized and then adjusted as each student's progress dictates.

Tier II Ability Level Intervention

Meant to address the needs of around 20% of the students in every classroom.

Strategies to be utilized include: daily small group instruction by the classroom teacher, document discussion of interventions with grade level team members and special needs teacher, daily Title 1 remediation, Orton-Gillingham instruction, Acuity or Edmentum programs 4 or more times each week, progress monitoring with Edmentum or Easy CBM, at least twice a month.

Tier I Classroom Instruction

Meant to address the complete needs of around 80% of the students in every classroom.

Techniques include but are not limited to: whole group, small group, peer group instruction on grade level and on student's ability level.

Component #3: Highly qualified teachers in all core content area classes

Neil Armstrong Elementary School

Highly Qualified Teachers for School Year 2019-2020:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form:	Location of Verification Form and supporting documentation:
Abigail Apodaca	Kindergarten Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II 0031	Ed. Center Personnel File
Kellie Bungard	Kindergarten Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA	Ed. Center Personnel File
Stephanie Burns	Kindergarten Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Pearson Pedagogy: Elementary Education (after 2-10-2014) <input type="checkbox"/> Passed Pearson CORE: Elementary Education Generalist Exam	Ed. Center Personnel File
Erica Knierim	First Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Jena Smith	First Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA	Ed. Center Personnel File
Megan Taylor	First Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	Ed. Center Personnel File
Nikole Elliott	Second Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Kelly Tooley	Second Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	Ed. Center Personnel File
Gillian Skiles	Second Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Whitney Fulk	Third Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	Ed. Center Personnel File

Lisa Randall	Third Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Mandy Sichting	Third Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	Ed. Center Personnel File
Molly Wood	Third Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA	Ed. Center Personnel File
Lori Hagee	Fourth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Letter from the DOE varying Passed the Praxis II/NTE for Highly Qualified Status <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Wendy Haas	Fourth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"	Ed. Center Personnel File
Suzie Pritchard	Fourth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Beth Perry	Fifth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Heather Gormon	Fifth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment" <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Ben Silver	Fifth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School" <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Laurie Allison	Sixth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School" <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Mandy Chitwood	Sixth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Letter from the DOE varying Passed the Praxis II/NTE for Highly Qualified Status	Ed. Center Personnel File

Samantha Ricks	Sixth Grade Teacher	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	Ed. Center Personnel File
Ryan Burress	Special Ed. Teacher (self-contained)	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School" <input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Center Personnel File
Ann Billiard	Music	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Music in Elementary Education"	Ed. Center Personnel File
Anne Dowland	Art	<input type="checkbox"/> Bachelor's Degree earned <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Art Content Area"	Ed. Center Personnel File

Neil Armstrong Elementary School
Highly Qualified Paraprofessionals for School Year 2019-2020:

Paraprofessional's Name:	Assignment:	Indicator of HQ status: <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input type="checkbox"/> Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Donna Bolton	Media Specialist	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Angela Zickmund	Technology Assistant	Bachelor's Degree	
Alice Cook	Special Ed. Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Susan Lowry	Special Ed. Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Melinda Mendenhall	Special Ed. Aide	Bachelor's Degree	Ed. Center Personnel File
Annette Roberts	Special Ed. Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Paul Smith	Special Ed. Aide	Bachelor's Degree	Ed. Center Personnel File
Paula Striegel	Special Ed. Aide	Associate's Degree	Ed. Center Personnel File
Kimberly Webster	Special Ed. Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Emily Jackson	Prime Time Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File

Abbie Avery	Prime Time Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Patricia Bodell	Prime Time Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Candace Jones	Prime Time Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Elyse Overpeck	Prime Time Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Caryn Morris	Title I Aide (Lead)	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Carolyn Larracuenta	Title I Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Julia Meek	Title I Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Debbie Shirar	Title I Aide	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Cynthia Terrell	Title I Aide	Valid Teaching License	Ed. Center Personnel File

Component 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals

NAES Staff take advantage of several professional development opportunities to improve. Professional development is embedded into our daily routine with scheduled professional learning community time twice each week from 8:15-8:45. During the summer of 2019, the corporation organized three curriculum writing days for each grade level. NAES was represented at each grade level meeting and teachers developed curricular units to address the pacing and instructional methods most effective for teaching our priority standards. In the summer of 2015, eight staff members from NA participated in Orton-Gillingham training provided by the corporation. This training has been found to be very effective as a tier II and tier III reading intervention for our primary students. The school improvement team has organized and begun planning staff meetings to address key needs based on our ILEARN data. Another professional development component will be scheduled school visits. Our school improvement team will each research a goal area and prepare a presentation for the staff that includes a plan for improvement moving forward.

PD Title	Staff Involved	Date Ranges	Resources
Bi-weekly PLC mtgs.	All certified	Aug. 2019-May 2020	Student data
Goal Area Presentations	4Star, School Improvement Team	Sept.-Dec. 2019	Time/Transportation

Corp. grade level mtgs.	One teacher per grade level	Quarterly beginning in Sept.	TBD
Student Data Folder To track individuals progress in goal areas.	All certified	Aug. 2015-May 2016	Student data
Goal teams will create and share best practices annually to provide staff with creative ideas.	All staff	Spring 2018	TBD

Component #5: Strategies to attract high-quality, highly qualified teachers to this school

NAES, as part of the Mooresville Consolidated School Corporation, works in cooperation with area universities and Mooresville High School to attract and promote the teaching profession. Certified staff positions are posted on all area university and college job boards and with the state department of education. MCSC maintains a new teacher academy that meets monthly, to provide support and respond to new teacher’s questions and concerns. Each month new staff are surveyed to see what topics are most essential to their current needs and then those topics are prioritized and included. All staff who work directly with students are highly qualified and familiar with our mission and goal. MCSC offers a competitive pay and benefit scale and a safe and caring work environment. An added benefit is the small town feel close to the amenities of Indianapolis. NAES hosts many prospective teachers including Mooresville High School cadets, Indiana University field experiences and student teachers from many Indiana Universities.

Component #6: Strategies to increase parental involvement

NAES sends both NWEA and ILEARN home with students so parents can stay informed. Report cards are made available at the end of each 9 weeks electronically for parents to access. In addition, parent-teacher conferences are held per request. Also, classroom teachers and Title 1 staff maintain progress monitoring data that is included in each child’s data folder in the classroom. This data folder includes student made graphs and samples demonstrating their child’s academic standing. These data folders are available anytime for review by the student and parent.

NAES benefits from an active and supportive parent teacher organization. This team and other parents are involved in all aspects of planning at NAES. Specific strategies to increase parental

involvement include regular parent surveys, monthly meetings, family nights, Title 1 events and quarterly programs. In addition, classroom teachers routinely invite parents and community members to be guest speakers and readers in each classroom. Ongoing efforts to increase parental involvement include grade levels and Title 1 teaming up to sponsor events like, poetry cafes, grandparent's day, Escape Room STEM night, Mad Scientists Days, and many others. Parents participate in an annual review of our Title 1 plan and are kept up to date with annual mailings of required documentation and providing parents detailed information about how to be more involved in their child's education. Parents participate in the decision making body of the school by serving on a variety of committees and assisting with many school activities. These committees and activities include serving on the school improvement committee, the PTO board, or a classroom celebrations committee. Activities parents participate in include field day, carnival, staffing book fairs, being guest speakers in classes and/or attending one of our many programs. The PTO board and NA administration meet monthly throughout the school year to review effective practices and to promote parental involvement. A review of the end of year parent evaluation data reflects the vast majority of our parents feel engaged in their child's education and feel a connection to our school community through the many programs and activities.

Component #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

Neil Armstrong Elementary and all of Mooresville School Corporation benefits from a community closely tied to the school system. Several community daycares and instructional preschools maintain close relationships with the schools. Neil Armstrong hosts a corporation wide pre-kindergarten fair each April to meet and greet families of our next kindergarten class. At this fair many community agencies and programs have booths to connect with clientele. NA also hosts a bus introduction at the end of July so that kindergarteners and their parents can become familiar with bus safety and driver expectations. Another kick-off event is our annual ice cream social to bring in our youngest students and their parents for one more chance to become familiar with our building and to help students locate their classrooms on the first day. Mooresville School Corporation runs a developmental preschool out of one of the elementary schools for three to five year old students who are eligible. For each of these students a case conference is held in the spring so that staff at NA can become familiar with their needs prior to their fall starting date. The Mooresville Schools Director of Title 1 meets periodically with the local Head Start and shares relevant data and information with the school principal.

Component #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 school improvement team made up of school personnel with input from our PTO board is the decision making body of the school. Team members are Nikole Elliott-primary teacher, Cortnie Query-special needs teacher, Laurie Allison-intermediate teacher, Lisa Randall- primary teacher, Ann Billiard-music teacher, Mrs. Knierim,-primary teacher, Mrs. Haas-intermediate teacher, Mr. Silver-Intermediate teacher, Mrs. Moore-assistant principal and Paul Spencer, school principal. This committee meets three to four times annually to review student data, to provide vision for all staff, and to review long and short term goals. The group serves as the decision-making body of the school for instruction. Specific decisions they are responsible for include; setting and monitoring goals, monitoring student progress, determining effective interventions and scheduling events and activities. All staff groups are included in one way or another. Committee members disseminate information regarding school policies and procedures to their grade level colleagues via bi-weekly Professional Learning Community, PLC, meetings on Monday and Wednesday mornings. School and grade level planning occurs regularly on Tuesdays, when PLC meetings are held for all staff in the library. At this time information is disseminated and building wide decisions are discussed. Non-certified staff meets annually with the principal and frequently with committee members to provide input and community and staff surveys also provide necessary feedback.

The Mooresville Consolidated School Corporation provides a day each semester for a representative from each grade level to meet to develop curriculum and discuss best and next practices. These meetings are facilitated by an administrator and provide teachers with professional development, give direction on curricular and non-curricular issues and examine corporation assessment procedures and practices.

Component #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

NAES plans daily for the success of every student. Title 1 and other assistants serve as immediate tier II interventionists in all classrooms. Assistants are in each classroom each day to address students' needs and build confidence for academic success in all students. NAES has a daily "Success period" at every grade level, as our Tier II intervention. This is supported by our Title 1 staff and addresses all students at their level. Students levels are determined using all available data including NWEA and ILEARN testing results, essential skills testing results, and progress monitoring completed with available software programs. From this data, students are re-grouped into smaller groups to address each child's abilities. Specific strategies used during our "Success period" include Orton-Gillingham, use of the grade level text, use of leveled readers from the Title 1 library, small group and one on one instruction of site words, or essential

skills review to help students master the curriculum. Grade level teams meet twice weekly to review this data and respond to students at their level. Other school-wide programs include E/LA and Math instructional frameworks that include daily instruction in both at the students' level and at the grade level to address the individual student's needs. Tier III instruction is limited to our highest need students and targeted interventions are Orton-Gillingham, Leveled Literacy Intervention and Newsela.

Component #10: Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components

Neil Armstrong Elementary chooses not to consolidate any funds at this time.

Component #10a: A list of programs that will be consolidated under the schoolwide plan (if applicable)

The Director of Title I, Director of Special Education, Director of Curriculum and Instruction (overseer of Title II), and Building-Level Administrators meet monthly to discuss the coordination and integration of all federal, state, and local funds to ensure students' needs are met.

- Title I- Part A
- Title II-Part A (Preparing, Training and Recruiting HQ Staff)
- IDEA-Individuals with disabilities Act