

Title I School wide Plan – 2019-2020

Mooreville Consolidated School Corporation - #5930

School Name: Newby Memorial Elementary School

School Number: 5930

Principal: Mr. Rob Adamson

School Improvement Status: Identified as an A school by IDOE (2018); Not in school improvement

Component #1: Comprehensive Needs Assessment of the whole school

Newby Memorial Elementary is located in the heart of Mooresville, Indiana and is part of the Mooresville Consolidated School Corporation (MCSC). Newby is one of five elementary schools in the MCSC. Newby serves students ages 5-13 (Kindergarten-Grade 6) in brain-compatible, differentiated, and single grade classroom structures that are focused on meeting the needs of all children. Our mission is to nurture, encourage, and promote academic success for all students by inspiring lifelong learning in a safe environment.

Newby Memorial Elementary also serves many students with exceptional learning needs. All students with gifted learning abilities are serviced through our general education classrooms. Our other exceptional learners, ENL and special education students, are served through an inclusionary educational program. Exceptional learners make up about 20% of our overall student population.

The following information identifies our progress using NWEA and ILEARN data. We use this data to help our instruction for students at Newby Memorial.

ILEARN Data

Grade Level	Language Arts 18-19	Math 18-19
Third	29.82%	58.62%
Fourth	42.31%	67.31%
Fifth	48.28%	53.45%
Sixth	53.19%	55.32%

ISTEP+ Trend Data

[ISTEP+ Trend Data](#)

Grade Level	Language Arts 13-14	Language Arts 14-15	Language Arts 15-16	Language Arts 16-17	Language Arts 17-18
Third	82.2%	70.00%	62.00%	65.12%	52.27%
Fourth	85.1%	76.09%	80.00%	70.00%	49.09%
Fifth	85.0%	60.00%	57.00%	75.00%	73.17%
Sixth	83.0%	83.79%	87.00%	84.78%	78.72%

Grade Level	Math 13-14	Math 14-15	Math 15-16	Math 16-17	Math 17-18
Third	75.6%	76.00%	52.00%	50.00%	43.18%
Fourth	85.1%	78.26%	87.00%	77.50%	58.18%
Fifth	92.5%	73.34%	68.00%	90.91%	83.33%
Sixth	90.6%	86.49%	76.00%	75.56%	89.36%

Please see this [link to view NWEA](#) school wide summary data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: Mooresville Schools

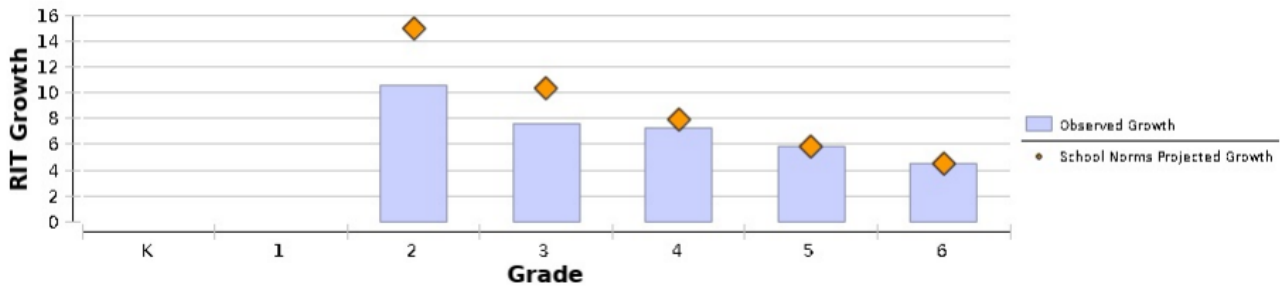
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 3 (Fall 2018)
End - 29 (Spring 2019)
Grouping: None
Small Group Display: No

Newby Memorial Elementary

Language Usage

Grade (Spring 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**		**			**						**			
1	0	**		**			**						**			
2	55	177.3	16.2	71	187.9	14.8	45	10.6	1.1	14.9	-1.78	4	55	17	31	33
3	52	193.1	13.4	75	200.6	11.3	58	7.6	1.0	10.3	-1.34	9	52	21	40	37
4	50	199.0	12.9	54	206.3	10.4	50	7.3	1.1	7.9	-0.34	37	50	26	52	47
5	53	205.1	14.5	48	210.9	14.3	48	5.8	1.0	5.8	-0.01	49	53	31	58	58
6	46	213.3	8.3	69	217.7	8.3	68	4.5	1.0	4.5	-0.03	49	46	27	59	57

Language Usage



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: Mooresville Schools

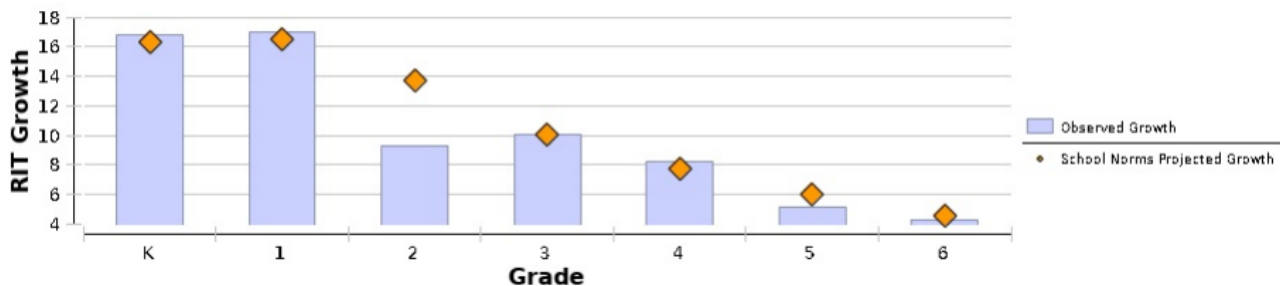
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Grouping: None
Small Group Display: No

Newby Memorial Elementary

Reading

Grade (Spring 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	36	139.0	10.2	41	155.7	11.8	45	16.8	1.5	16.3	0.14	55	36	20	56	56
1	46	166.0	10.8	85	182.9	12.4	85	17.0	1.2	16.5	0.17	57	46	26	57	51
2	55	176.4	18.4	65	185.7	17.8	38	9.3	1.2	13.7	-1.90	3	55	16	29	25
3	52	191.5	15.6	71	201.5	13.8	70	10.1	1.1	10.1	-0.08	47	52	26	50	46
4	50	199.1	13.5	58	207.3	12.4	61	8.2	1.0	7.7	0.32	63	50	27	54	55
5	52	206.5	17.0	57	211.6	14.3	51	5.1	1.0	6.0	-0.54	29	52	25	48	45
6	46	215.2	9.5	76	219.5	10.4	74	4.3	1.2	4.6	-0.16	44	46	25	54	54

Reading





Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
 District: Mooresville Schools

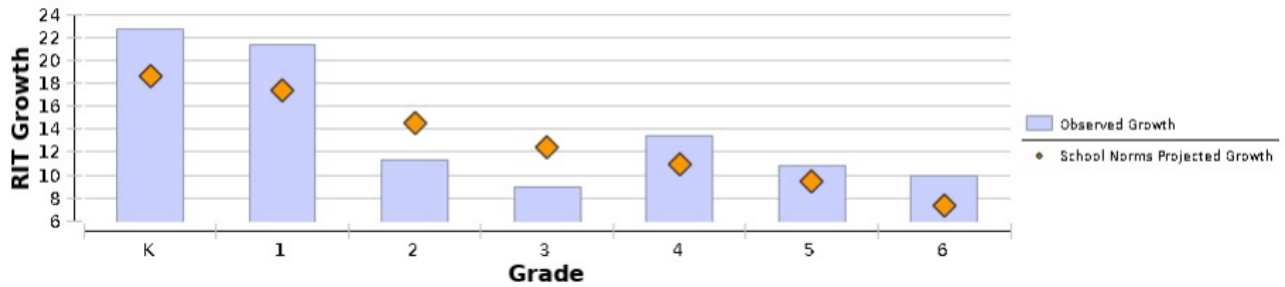
Norms Reference Data: 2015 Norms
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Newby Memorial Elementary

Mathematics

Grade (Spring 2019)	Growth Count	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	37	135.8	10.0	31	158.5	11.7	58	22.7	1.4	18.6	1.58	94	37	26	70	74	
1	46	165.6	11.7	76	186.9	15.5	89	21.3	1.2	17.4	1.39	92	46	31	67	77	
2	55	177.4	11.7	58	188.7	10.6	37	11.3	0.9	14.5	-1.31	10	55	19	35	30	
3	52	194.2	11.0	77	203.1	10.3	56	9.0	0.8	12.4	-1.71	4	52	20	38	28	
4	50	202.0	11.0	53	215.4	11.8	67	13.4	0.9	10.9	1.24	89	50	35	70	62	
5	52	213.0	13.4	61	223.8	15.6	67	10.8	1.1	9.5	0.55	71	52	30	58	60	
6	46	220.4	8.3	67	230.3	11.5	77	9.9	1.1	7.4	1.20	88	46	33	72	62	

Mathematics



Strengths and Weaknesses of Current Programs

A. Family and Community

Areas of strength:

Based on the [Fall/Spring 2018 Parent Survey](#) sent to all families at Newby, strengths are:

List Strengths

- Newby Memorial is a safe and secure place for students.
- There is clear, strong centralized instructional leadership from the principal in this school.
- A positive feeling permeates the school.
- All materials and supplies necessary for instruction in basic skills are available.
- The school building is neat, bright, clean, and comfortable.
- Teachers believe that all students in this school can master basic skills as a direct result of the instructional program.
- District and school policies are well defined and communicated.
- The principal makes informal contacts with students and teachers around the school.
- An atmosphere of caring exists at Newby Memorial.

Areas of concern:

- A significant number of parents are not supporting their children in their academic work. This may be caused by a lack of understanding of the parent's role in school support.
- Teachers and administrators need to make learning for students more challenging, so that students will be eager and enthusiastic about learning.
- Parents need support with homework help in the evenings.

B. Professional Development

Areas of strength:

Newby Memorial staff has attended professional development in these areas: Indiana College and Career Readiness Standards, Depth of Knowledge RIGOR in the classroom, Positive Behavior Support Model, Professional Learning Communities

Areas of concern:

The Newby Memorial staff needs to continue with a Professional Learning Community (PLC) that focuses on improving reading instruction and the mental health of students.

C. Curriculum and Instruction

Areas of strength:

Newby Memorial has developed Professional Learning Community (PLC) teams at every level in the school and has required weekly meetings to focus on the four questions of a PLC. Newby Memorial and MCSC have developed Essential Learning Skills in Language Arts and Mathematics for each grade level. Teachers from Newby Memorial represented Language Arts and Math selections at corporation grade level meetings. Common Formative assessments have been developed based upon the identified standards in Language Arts and Math. Teachers provide feedback to each other to help improve instructional practices.

Areas of concern:

Limited time to discuss classroom practice as it relates to student achievement has not allowed us to collaborate. During PLC time staff members discuss student data and SUCCESS instructional practices. This is critical to the student growth process at Newby Memorial. Teachers and administrators need to work together to foster more enrichment learning and challenging instruction at all grade levels.

D. School Context and Organization

Areas of strength:

Newby Memorial has a Positive Behavior Support committee. The committee, in collaboration with the entire faculty, has developed, refined and implemented a school-wide matrix for behavior expectations in common areas. We use communication reports to reinforce positive behaviors and as a consequence for unacceptable behaviors. The committee meets regularly to discuss data and ways in which the school can be proactive as it relates to data trends. We also have Team procedures in place, and we conduct functional behavior assessments for students with strong needs for individualized behavior supports. Continued review of expectations and posted signs with expectations are used to solidify the procedures and expectations for our students. All teachers utilize a program called Class Dojo. Dojo is used to reinforce the PBIS expectations throughout the building. Support staff utilize Dojo tokens to reward students for meeting expectations in the cafeteria, hallway and other commons areas.

A licensed therapist comes to Newby Memorial to work with at-risk students, through Adult and Child Services. The families make arrangements outside of school and then services are provided in school. This allows student to receive consistent social services when parents cannot provide transportation or make a commitment to the therapy.

Areas of concern:

Student behavior is an area of concern. Issues often discussed in the behavior team meetings is behavior in the restrooms, noise level in the cafeteria, and disrespectful behavior to classmates and adults. The behavior team has instituted full school reward parties for students that have A or B grades in citizenship at the end of each grading period.

E. Student Achievement

Areas of Strength: Data based on AYP Results 2017 compared to 2018

- Our average attendance rate has remained steady at an average of 95.5% through most of the year including times when significant illnesses

Areas of Concern:

- As of September 2019 the Free/Reduced rate at Newby is 58.03%.

As a result of the comprehensive needs assessment, the specific priority needs areas for the school wide program are below.

1. It is our desire to DECREASE the number of office referrals for defiance and disruption in the classroom by 20%.
2. Students at Newby Memorial need to be more proficient in reading comprehension as measure by NWEA and our Tier 2 data.
3. Students at Newby Memorial need to be more proficient in math problem solving as measured by NWEA and our Tier 2 Data.

School wide Program Goals

Goal # 1 - Discipline: The number of office discipline referrals for 2018-19 was 111. The goal for 2019-20 is under 75.

Goal #2 – Language Arts: As measured by the Spring 2017 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. As measured by 2018 Spring ILEARN assessment, 42.9% of students in grades 3-6 achieved a passing score. Our goal for the Spring 2019 ILEARN assessment is for 70%

Goal # 3 - Math: As measured by the Spring 2018 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. As measured by the Spring 2019 ILEARN assessment, 58.6% of students in grades 3-6 achieved a passing score. Our goal for the Spring 2020 ILEARN assessment is for 75% of students in grades 3-6 to achieve a passing score.

Goal #4 - Attendance: The student attendance average at Newby Memorial will be 96.0% or better during the 2019-2020 school year.

Explanation on how reaching the goals will meet the needs of all the students at

Newby Memorial

The school-wide goals will help all students reach the academic standards set by the State of Indiana. Not only do we want our students to achieve based on a state standard, we want our students to be successful life learners. The specific strategies outlined in our plan set the framework for targeting our areas of improvement with the greatest needs. The staff will fully implement the strategies, make adjustments in instruction, develop effective interventions, participate in meaningful professional development centered on student work, and then carefully monitor student results. We believe that if we can strengthen the skills in our core academic areas then each student will feel success. This success will help push him/her into higher levels of engagement.

These goals were written for ALL students at Newby Memorial. The implementation section of this plan will highlight the specific strategies in writing, reading, and math, along with how to support extended learning opportunities, supplement the core curriculum, and differentiate for our learners with special needs (special education and ELL).

Component #2: Implementation of School wide Reforms

Newby Memorial is currently implementing curricular and instructional strategies that are designed to provide an opportunity for all children to meet the state's proficiency level for student academic achievement. These strategies are also aligned with the Indiana State Standards. The current work will be supported by the implementation of the school wide reform strategies that are outlined in this plan.

The strategies listed on the next page will be implemented and used in conjunction with the current core curriculum.

Behavior (Goal # 1)	Actions/ Instructional Strategies
Frequent review of PBS Expectations by student body and staff	Plan quarterly review of procedures with students and staff.
Establish use of common language	Review common language used with staff so there is consistency throughout the school.
Improved Communication with students and parents regarding behavior expectations	Use of Class Dojo to communicate with students and parents how students regarding behavior expectations

Language Arts (Goal # 2)	Actions/ Instructional Strategies
Continue teaching reading comprehension strategies and common test-taking language, including Indiana College and Career Readiness Standards.	PLC meetings will facilitate collaboration as staff develops teaching strategies. Lists of test taking strategies will be available to all staff and posted on the T:// drive.
Implementation of the Smekens Literacy Model during Reader's Workshop.	Staff will attend district, building and national professional development opportunities.
Continue to create quality fiction/non-fiction classroom libraries that meet individual student needs.	Determination of needed quality fiction/non-fiction books for each classroom.
Teachers will use common language to support literacy instruction and assessment (including writing project based learning opportunities).	Teachers will refine and improve existing methods of instruction as they incorporate common language. PLC meetings provide opportunities for faculty to discuss student writing to assess student growth.

Math Problem Solving Strategies (Goal #3)	Actions/ Instructional Strategies
Continue with fidelity "Study Island" as a tool for assessment and support for student learning.	Provide staff development framework and opportunities for collaboration on the best use of these resources.
School-wide effort on Computation and set benchmarks for each grade-level.	Leadership Team will meet to discuss grade level benchmarks for implementation of nine weeks testing.

Attendance Strategies (Goal # 4)	Actions/ Instructional Strategies
Educate parents and teachers about the attendance policy at Newby Memorial.	Present an informational brochure to parents about the attendance policy at the Open House. Parents will sign a form stating they understand the attendance policy.
Accurately report and respond with attendance by 9:30 a.m.	Teachers will submit attendance by 9:30 a.m., so that we can call families who have not reported their child(ren) absent.
Develop Attendance Incentives for all students.	Continue Attendance Rewards for students with good attendance. Use groups to target students who have poor attendance and, if necessary, provide differential rewards based on individual goals.
Yearly Attendance Rewards	Certificate and incentive party for students with perfect attendance

The Newby Memorial school-wide reform strategies incorporate effective methods and instructional strategies that are taken from scientifically based research models. These strategies will strengthen the core academic programs at Newby Memorial.

Grade Level	Assessments
Kindergarten	Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Common Formative Assessments
First Grade	Running Records, Writing Prompts, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory, Common Formative Assessments
Second Grade	Running Records, Common Formative Assessments, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Third Grade	ILEARN Language Arts and Math, IREAD-3, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory, Common Formative Assessments
Fourth Grade	ILEARN Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Fifth Grade	ILEARN Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Sixth Grade	ILEARN Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory

A Staff Survey and a Parent Survey will be administered in the Fall/Spring of each school year in order to guide conversations about program quality. The Parent Survey is sent home with all students and should be returned to school within two weeks. The Student Survey is conducted during class time with the classroom teacher. The Staff Survey is also placed on Survey Monkey to be completed during a staff meeting.

Positive Behavioral Supports data is examined regularly and compared to previous year data. Data is uploaded and is reviewed by the Behavior Team once a month. The Newby Memorial staff will review data during staff meetings.

Description of district and school- wide assessments

ILEARN

ILEARN assessments measure the academic performance of students in English/Language Arts, Mathematics, Social Studies, and Science. In addition to individual student data, aggregated ILEARN student results are used as primary performance indicators for continuous school improvement.

IREAD-3

The Indiana Reading Assessment for Third Grade Students is given once a year in the spring. The test measures student knowledge in language arts.

NWEA

NWEA is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention in language arts and mathematics.

Running Records— Running Records are administered with students in grades K – 2. This assessment provides information on reading progress, growth, and specific areas of weakness.

Literacy Level Tracking— Each student’s literacy level is tracked and compared to expectancy at their grade level. Team meetings are held regularly and data is examined to determine the most appropriate interventions and/or instructional plans. Title I staff uses it to measure student progress.

Common Formative Assessments— Formative assessment questions are developed based upon the Essential Learning Skills identified by the schools and corporation. Assessments are administered every three weeks and drive interventions in individual classrooms.

Scholastic Reading Inventory— This assessment is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the *SRI* is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

The Professional Learning Community (PLC) Model that focuses on student learning in a collaborative culture that is characterized by collective inquiry and an action orientation will become the norm at Newby Memorial Elementary. This process will be supported by the collaborative development of the necessary structure to support this work. The work will include the development of regular assessments of a guaranteed and viable curriculum and the resultant interventions that address deficiencies immediately. The models presented in Professional Response to Intervention (Mattos, Buffum, Weber) will be used to design interventions specific to all learners. The implementation of the PLC model will be supported by central administration and by building level administration through staff development and collaborative time for staff to work.

In the area of reading, there is a strong correlation between volume of reading and reading achievement. The reading of appropriately leveled material can be oral, silent, choral or paired, but time allocated to reading must be 90 minutes daily. Students will be taught comprehension through strategy lessons that immerse them in teacher demonstrations of the thinking, the strategy-in-use, and the application of the strategy across a number of different texts. Strategies will be presented one at a time and will be developed through longer-term instruction and repeated application activities. The research-based comprehension strategies that will be taught are: activating prior knowledge, summarizing, story grammar lessons, imagery, question generating, and thinking aloud. Though students don’t learn how to comprehend from answering the questions at the end of the passage, this assesses their recitation proficiency. Practice with these tasks is necessary because they simulate standardized tests. Study Island, textbook assessments, Common Formative Assessments, released ILEARN items, and Department of Education websites provide resources for this practice.

In the area of math, we have drawn our research from the National Council of Teachers of Mathematics. In 2000, The National Council of Teachers of Mathematics states “problem solving is a major component in developing mathematical knowledge”. (NCTM 2000. p. 116) This particular strategy we have chosen will support teachers in developing a way of teaching students how to think mathematically by providing a framework and a common language to discuss mathematics. Students will hold a grade level appropriate proficiency on basic math facts since non-mastery often results in struggles with problem-solving. Common language will enable students to perform better on standardized assessments.

Our attendance goal is to achieve 96.0% or higher during the 2019-20 school year. Research has shown that improved attendance increases academic achievement. The Newby Memorial staff has -explored strategies to help increase daily attendance.

Based on the demographics at Newby Memorial, extended learning opportunities (before and after school as well as summer programming) are difficult to attend for many families. Therefore we extend student learning opportunities by providing engaging and interactive homework and keeping open lines of communication with families. We also have a large selection of after school clubs that help students with their academics, physical, emotional, and social well-being.

School Reform Strategies

The nature of our reform strategies easily lends itself to differentiated learning opportunities. For example, throughout all of our reform strategies we have incorporated the development of a common language for all students. This common language will support our low-achieving students by providing them with the repetition of vocabulary. Another example, which supports our struggling students, is the implementation of the 6+1 Writing Traits, which breaks down the complex task of writing into smaller, more manageable components.

We will use a variety of assessment methods to monitor the growth of our low-achieving students. The assessments we will use are as follows: ILEARN, WIDA (assessment for ELL), NWEA, running records, literacy levels, writing prompts, IREAD-3, Scholastic Reading Inventory, observation surveys, and common formative assessments in math and reading. The Newby Memorial staff will review and discuss the data in order to make instructional decisions.

School wide reform strategies are consistent with and designed to implement the State and local improvement plans.

The reform strategies that Newby Memorial will implement align with the MCSC goal pertaining to Rigorous Curriculum and Instruction. The goal states “Rigorous curriculum and instruction are paramount for our children to succeed; we must develop a flexible and rigorous learning environment that affords students the opportunity to achieve 21st Century skills.” This goal was developed by the Strategic Planning committee of MCSC.

Technology as a Learning Tool

Integration

Newby Memorial follows the guidelines set forth by the Mooresville Consolidated School Corporation technology standards. The plans were developed locally and are aligned to the Indiana State Standards. Individual teachers are responsible for the implementation of lessons to meet these standards.

Integration of technology is woven throughout the curriculum and is viewed as a critical tool to meet academic benchmarks. In recognition of technology, as educational tool hardware, software and training are provided to staff and students. In addition to district-supported programs, Newby Memorial has purchased and continues to review possible purchases which support student learning.

As of the 2019-2020 school year all our students are 1:1 with technology. Students in Kindergarten-1st grade have a touchable screen HP product that has a full keyboard as well. Our students in 3rd-6th grade have Chromebooks. All of these devices stay in the classroom and are maintained and charged by school staff.

Professional Development

Newby Memorial faculty receives training for the implementation of new district programming and hardware. Tutorials for all district and building supported programs are available to all users.

Evaluation

District wide meetings and initiatives lead the continual evaluation of current and possible future technology hardware, software, and practices. Annual staff comprehensive needs assessments are evaluated for the effectiveness of current building practices.

Cultural Competency

Newby Memorial celebrates diversity through our school culture every day. Our mission includes this celebration. The underlined sections show this focus.

Newby Memorial Elementary School prepares all students to be successful, contributing, and responsible citizens in our diverse global society by inspiring the desire for lifelong learning.

Some of the on-going elements related to human understanding and diversity that are integrated in our day-to-day experiences include:

- Respect Learning, Respect the Environment, Respect Yourself and Respect Others is posted throughout the building as a constant reminder to students and adults. This is also reiterated every day on the announcements.
- Family Literacy Opportunities
- Community Circles
- Literacy Engagement
- Compassion Projects
- School wide Behavior Supports/Positive Behavior Supports

Positive School wide Behavior Supports

A culturally appropriate strategy that has been interwoven into all areas of the curriculum is “Positive Behavior Supports.” Positive Behavior Supports or “PBS” is a research-based strategy, which has been proven to be effective and culturally sensitive to all children. The primary function of PBS is to provide school wide, classroom, and individual behavior support systems. Ultimately the PBS strategy supports student learning by increasing instructional time, thus allowing more educational opportunities for all. (See page 8 for more information about PBS.)

Some of the focus areas for PBS in the upcoming plan include the following.

- Intensive focus on classroom and individual student supports
- Continued efforts to collect and analyze behavior data
- Provide ongoing support to staff for PBS
- Integration of PBS throughout the school
- Creating a Life Skills library for teachers, staff and parents
- Use of morning meetings to set a positive tone for each day
- School-wide adoption of Zones of Regulation

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

The teachers that are hired at Newby Memorial are initially screened at the corporation level. Those individuals who meet the criteria for being a highly qualified teacher are then permitted to interview at individual buildings.

Newby Memorial employs highly qualified professional staff by involving many current staff members in the interview process. The staff members who are involved in the process look for these characteristics and skills in new staff: involvement in activities outside of school, a passion for all learners, previous professional development opportunities, knowledge of the Indiana standards and how to use them for instruction, parent and family involvement opportunities, use of data to guide instruction, previous experiences with special needs students and other grade/area specific questions.

New teaching candidates will be made aware of the school wide plan during the interview process. Newby Memorial will request that this information be made available to the potential candidate through the school corporation office, before he/she attends an interview. Prior knowledge of school initiatives will allow the candidate the opportunity to research the school and ask questions. The ownership of making a conscious choice to join a school with a set agenda will help narrow our field to dedicated and committed staff members.

Newby Elementary School Highly Qualified Certified Staff for School Year 2019-2020:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <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	Location of Verification Form and supporting documentation:
Jehri Fledderjohn	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	Ed. Office Personnel File
Londa Soladine	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	Ed. Office Personnel File

		<input type="checkbox"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	
Whitney Bolton	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 5031	Ed. Office Personnel File
Christie 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 <input type="checkbox"/> Passed Praxis II 5031	Ed. Office Personnel File
Anne Gothe	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. Office Personnel File
Sarah Vance	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	Ed. Office Personnel File
Cassandra DeWitt	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. Office Personnel File
Amanda Witt	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. Office Personnel File
Jill Cross	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	Ed. Office Personnel File
Jessie Monts	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	Ed. Office Personnel File
April Cronin	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	Ed. Office Personnel File
Jessica McDaniel	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	Ed. Office Personnel File
Jayna Merkle	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. Office Personnel File
Wayne Venable	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"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Ed. Office Personnel File
Dawn Millis	Special Education (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	Ed. Office Personnel File
Elyse Abbott	Art 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. Office Personnel File
Melissa Mohler	Music 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. Office Personnel File

**Newby Memorial 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:
Kayla Greider	Media Specialist	Passed the Praxis ParaPro Exam	Ed. Center Personnel File
Jeffrey Callahan	Title I Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Jocelyn Copeland	Special Ed. Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Adriana Culver	Special Ed. Aide	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Karen Strohmeier	Special Ed. Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Brittany Waller	Special Ed. Aide	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Stacie Ward	Special Ed. Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Debbie DeMoss	Prime Time Aide	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Jamie Marocco	Prime Time Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Rolleen Jones	Prime Time Aide	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Darcie Catellier	Title I Aide (Lead)	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Teresa Abney	Title I Aide	Passed Praxis ParaPro Exam	Ed. Center Personnel File
Meredith Lynn	Title I Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Kimberly Schofield	Title I Aide	Transcripts showing at least two years of college or more	Ed. Center Personnel File
Katie Stout	Title I Aide	Bachelor's Degree	Ed. Center Personnel File

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

Staff meetings provide professional development opportunities for teachers and administrators. Using resource books obtained with professional development money, the faculty has developed templates and identified common language for use throughout the Newby Memorial community. Parent nights are scheduled each semester. The specific reform strategies were created in response to the needs identified by 2019-2020 ILEARN data.

Special Area teachers – Art, Media, Music, and Physical Education will be given opportunities to attend workshops, training or conferences specific to each area.

The school administrator is actively involved in professional development with staff members, in order to keep up on best practices in the classroom.

Information from study groups and conferences will be shared among faculty members through e-mails, the corporation intranet, community bulletin boards, sharing of resources, and at faculty meetings. All materials will be available for further

study. The Newby Memorial Staff will begin to implement suggested strategies developed from input from committees to the Leadership Team.

Professional development activities for reading: 2019-2020

- Professional Learning Communities (PLC) concepts will be a priority of staff development and action planning for all teams..
- Teachers will be encouraged to seek professional development opportunities related to the four questions of PLC.
- Staff will integrate reading strategies discussed in PLC groups into their reading instruction and practice.
- Continued implementation of the adopted literacy programs including building and district opportunities.
- Teachers and staff will attend Indiana Department of Education College and Career Readiness seminars and workshops throughout the state, to build a better of understanding of the standards and increasing our Newby resources.
- Implement MCSC Units of Study in Grades K-6
- A Reading Team was created in the 2017-18 year. The Team worked to create incentives for students to read as well as revise school wide expectations during Reading time.
- PLC time will be used in the 2019-20 school year to analyze ILEARN data and create school wide strategies to address weaknesses

Professional development activities for math: 2019-2020

Teachers will meet in grade level teams to;

- Assess effectiveness of instruction based on analysis of ILEARN, NWEA, and Common Formative Assessment data.
- Continuation of Math SUCCESS Groups (Tuesday and Thursday with TITLE 1)
- Monthly Data Team Meetings
- Provide staff development framework and opportunities for collaboration on the best use of ILEARN resources.
- Establish Math Workshop Best Practices and BIG IDEAS in each K-6 classroom

Professional development activities for attendance: 2019-2020

- Continue attendance incentives or alternate activities for students with good attendance
- Use groups to target students who have poor attendance and, if necessary, provide differential rewards based on individual goals.
- Implement attendance incentives every nine weeks.
- School Principal will focus on individual students who have difficulty with attendance by using individual incentive plans.

Professional Development	Staff Involved	Date Ranges	Resources
Positive Behavior Support Implementation	All Newby Staff and Parents/Guardians	August 2019- May 2020	Dr. Lori Desautel's online textbook Positive Discipline in the Classroom Zones of Regulation
Pyramid of Interventions for Reading Comprehension	All Newby Staff	August 2019-May 2020	Pyramid Response to Intervention Strategies that Work
Units of Study	Certified Staff	August 2019- May 2020	MCSC Units of Study Grade Level Representatives
Orton-Gillingham	Certified Staff	June 2019-May 2020	Orton-Gillingham
Indiana College and Career Readiness Standards	All Newby Staff	Continuation from 2015-2016	IDOE

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

In agreement with the strategic plan of the Mooresville Consolidated School Corporation, it is Newby Memorial's goal to recruit, hire, and retain the highest quality personnel. Open positions are posted both on the district webpage but also on the state website in order to recruit the best possible candidates. Only with a talented teacher in every classroom will our students have the opportunity to excel. To that end, it is our policy to interview and screen all potential student teachers that will serve in our building through in state colleges. Beyond the qualifications to become licensed, we look for candidates who are culturally sensitive, have the ability to relate to both high and low achieving students, and can address multiple learning styles. Newby has recruited many experienced teachers that come to us with a rich background of different instructional strategies. Once a student teacher has been placed, we work hard to mentor each of them. Through this process, we are able to assess and identify strong candidates as potential teachers for Newby Memorial. In addition, we also work hard to train, screen, and mentor the certified substitute teachers who come to our building as possible teaching candidates.

We retain highly qualified staff through the nurturing and caring environment that is provided for staff, students, and families. Teachers are given multiple opportunities for professional growth through professional development provided by Newby Memorial, Mooresville Consolidated School Corporation, and experts in the field. We have a very low turnover rate of teachers and through staff surveys, we believe this is through the support we give all teachers throughout the school year. Teachers receive support not only from administration but also from each other. Weekly PLC meetings are structured to provide teachers a mechanism to collaborate with other teachers from their grade level as well as quarterly cross grade level meetings. Teachers are also given the leadership opportunities. One example of this is the opportunity to lead full staff professional development meetings after they have attended special trainings. This opportunity to learn from each other as well as other as needed supports helps teachers feel valued for their thoughts, practices, and actions at Newby.

Component #6: Strategies to increase parental involvement

Parents are welcome at Newby Memorial and are invited to visit or volunteer anytime. They are specifically invited through Family Share and other activities. At an Open House, parents are encouraged to join the PTO and to familiarize themselves with the teachers, school culture, and school climate. Parents are encouraged to serve on school wide committees such as PTO, Parent Talks, and school reform initiatives. Parents are informed about and invited to classroom activities through frequent teacher newsletters. Parents are encouraged to e-mail, write notes, or telephone teachers to maintain communication. Conferences are scheduled on an as needed basis. Additional conferences are scheduled for annual case reviews, retention, and ISTEP/IREAD-3 remediation.

Newby Memorial supports the broad needs of our entire student community by providing a variety of opportunities and resources to extend far beyond the regular school day and structure. The family learning opportunities that have been afforded by our staff, parents, children, community members, and extended families have been a fabulous resource for our school community. Some of these activities include:

Activity	Description of Activities
Family Share	Periodically parents are invited to observe the normal classroom activities for 30 minutes. An informal time for parents to see what and how their children are learning. Parents also may attend a welcome session where refreshments are served, selected staff is present to greet parents, and pertinent information is shared.
Parent Teacher Organization	This group consists of school staff, administrators, parents, and community partners. PTO organizes one Family Fun and Learning Event per semester and supports family engagement efforts.
Literacy Celebrations	Celebrations may involve guest readers from the community, music concerts that integrate science and writing standards, and school principal contests/incentives.
Early Childhood Connections/ Transition Events	Kindergarten transition materials and registration follow up letters are mailed to families.

Literacy Night	Families gather together to work on literacy strategies and explore the joy of reading through various stations created by our TITLE 1 staff.
Math Night	Families gather together to work on math strategies and explore math around the world.
Social Media	Video updates and print updates will be posted to Facebook, Newby Webpage, Instagram and Twitter
Reader of the Week	A student is selected each week and celebrated throughout the school for reading during any available moment

Parents and teachers serve together in the PTO organization at Newby Memorial and, as a result, have been involved in the design of the school-wide plan as well as in the implementation and evaluation process. PTO serves to review the Parent Involvement Component of the School wide Plan. Parents were verbally invited to be part of the School-wide Planning Team. Parents were surveyed about their perceptions in relation to climate, curriculum, instruction, assessment and leadership. The data from those surveys helped to guide the planning process for the team.

During the school's online registration period, parents receive all required Title I documents. These documents are also posted on the district's website. Newby's webpage has a link to this information as well.

The annual TITLE 1 Parent Meeting will be held in the fall each school year. The School wide Title 1 Program will be explained as well as the Parent Involvement Policy, the Complaint Resolution Procedures, and The Parent Right to Know. A question and answer session will be provided. Parents will be informed of the event through the Newby Memorial newsletter, teacher newsletters, and a special invitational flyer. A follow-up survey will be completed at the close of the school year.

Parents are involved in the ongoing design of the School-wide Plan and are involved in the implementation and evaluation process. At the end of every school year parents and students are surveyed to gather feedback on parent involvement activities as well as their general feelings toward Newby Memorial Elementary.

PTO and Title I help design, implement, and evaluate activities that bring families to school for literacy based or literacy enhancing programming as outlined in the school wide plan. Parents were surveyed about their perceptions in relation to climate, curriculum, instruction, assessment, and leadership. The data from those surveys helped to guide the planning process for the team.

Newby Memorial believes that parents are integral to the success of its students. Therefore, parents will be involved in the evaluation of the school wide program. The results of this survey will be studied by our school improvement team and will guide the school improvement process at Newby Memorial.

Newby Memorial Elementary School provides the following information for parent:

- TIER 2 Remediation Plans (sent home when student enters TIER 2)
- TIER 3 Remediation Plans (sent home when student enters TIER 3)
- NWEA Data (sent home when necessary 3x a year)
- Nine Weeks Report Cards (available electronically 4x a year)
- Updated Website

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

Newby Memorial works hard to make all students feel welcome in our building. That starts with preschool students and their parents. We offer a variety of programs for families and their preschool-aged child through Special Education Services and Head Start. MCSC's Director of Title I meets twice a year with the staff at the local Headstart to gather pertinent information about the students that will soon be transitioning to Kindergarten. This information is then discussed with Principal at the receiving schools. The following table outlines strategies and programs we use to help preschoolers transition into kindergarten.

Activity	Description of the Activity	Who the Activity Serves
Developmental Preschool - a.m. class	The Developmental Preschool is a half-day program that follows the MCSC school calendar. Preschool activities focus on cognitive development, communication, reading and math skills, social/emotional development, adaptive behavior, fine motor, and gross motor skills. The curriculum follows the Foundations to the Indiana Academic Standards for Young Children. Special Education services, such as, speech and both occupational and physical therapy are integrated into the classroom day. Typically developing children are included in the program as peer role models/mentors.	Students with an IEP from age three to pre-kindergarten attend this preschool.
Kindergarten Registration	Scheduled visits occur in April for each student to register for Kindergarten. The Newby Memorial staff administers literacy screening at this time. Office staff collects information to complete the registration for school. Students and their families are given a tour of the school and visit a kindergarten classroom. Parents are provided with all necessary information in English. Tours of the school are given to registering Kindergarteners and parents.	All preschool children who meet the age requirement for kindergarten for the upcoming school year and their families may attend.
Kindergarten Readiness Camp	Kindergarten students are asked to come to school, the week before school starts, to learn about their day and participate in activities. Parents are included as well, for half the day, so they may have their questions answered, tour the school, and meet the teachers and staff.	Incoming Kindergarten students and parents

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.

Newby Memorial uses the following assessments: NWEA, DIBELS, ILEARN, Scholastic Reading Inventory, Literacy Levels, IREAD-3, and Common Formative Assessments. Teachers, administrators and parents will examine benchmark assessments to inform their decisions about improving particular areas where they see weakness. Teachers will fine-tune their curricula and instruction, based on those findings. Data will be compiled in spreadsheets and a team of teacher and administrators will analyze the data and share with parents and community members through our data boards. Teachers, administrators, and parents will analyze classroom, benchmark and summative assessment data to drive instructional efforts and to improve the overall instructional program.

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

Currently, Newby Memorial has implemented a well-defined process to identify and serve students experiencing difficulty mastering IN state standards.

- ILEARN tests the academic achievement of Grade 3-6 students in the areas English Language Arts, Math, Science (Grades 4 and 6, only), and Social Studies (Grade 5 only).
- The NWEA is administered to all Grades K-6 students. This assessment, a computer-based testing format, provides evidence for early detection of students who need assistance mastering the State's Standards prior to ILEARN administration. This instrument is administered three times during the school year and is also used to identify student needs for other supplemental interventions.
- Scholastic Reading Inventory is given to all students in grades 1-6 multiple times throughout the school year. All students take a benchmark test in August, MOY test in December, and EOY test in April. Throughout the school year, TIER 2 and TIER 3 students will be progress monitored monthly.

When ISTEP+ test scores are available, they are used to determine which students are eligible to receive remediation assistance. We recommend that support begin immediately following the prior year's ILEARN score availability so that there is immediate assistance. Newby Memorial staff will look at alternate ways to use the monetary resources available to accomplish this goal.

Research-based best practice language arts interventions are presently in place in all primary grades. Special needs preschool is available for students meeting the required criteria. Full-day Kindergarten is available to all age-qualified students entering Newby Memorial. SUCCESS and TIER 3 instructional time meets the needs of K-6 students, as they are taught reading and math strategies.

Effective, timely assistance is in place at Newby Memorial. These activities are designed to ensure that students who are experiencing difficulty mastering the proficient and advanced levels of academic achievement standards are able to improve. They include measures to ensure that students' difficulties are identified on a timely basis (as listed in the paragraphs above) and that sufficient information on which to base effective assistance is part of our school wide planning. The following is a complete list of these supplemental activities:

Response to Intervention

Newby Memorial implements MCSC's framework for RtI. The RtI Team is a problem solving framework in which teachers assist other teachers, in a one on one setting, to better their own instruction as well as to increase student academic gains. The problem solving process includes a thorough problem identification step, taking assessments to define the problem, and an intervention step including baseline and ongoing data collection. Throughout the process at least weekly conversations are taking place to ensure student and teacher success. If the goals are not being met, the problem solving process goes back to the beginning to either identify if the problem was truly the problem, or design a new intervention. The problem solving process ends with closure and evaluation.

There is a specific model that has been put in place for referral to RTI and Special Education Referral. This process will continue during 2019-2020 school year with professional development being offered for the TIER support system and team meetings.

PLC Intervention

Intensive intervention to accelerate students toward grade-level reading is included in Intervention by Design. Students reading below their grade level as assessed by various tools receive twenty to thirty minutes of daily intensive, flexible instruction that targets, reinforces, and builds mastery of needed reading skills. This instruction is provided by the Title I staff, and is supported by supplementary instructional materials, such as teaching cards, leveled readers, and comprehension bridge cards for intervention that reinforce comprehension strategies taught in the classroom.

English Language Learners (ELL) program

Students who qualify through the LEP criteria are supported in an inclusive structure. Students remain at Newby Memorial and receive direct services from a ESL licensed teacher until a proficiency level five is achieved. These students receive ELL service in either the inclusive setting in their classroom as well as a small group pull-out setting.

Full Inclusion Program

Students who are identified for special-education services available within the regular classroom qualify for Full Inclusion. Student exceptionalities including Learning Disabilities, Mild Mental Handicaps, Moderate Mental Handicaps, Emotional Handicaps, Severe Disabilities, Speech and Hearing, Vision, Other Health Impairments and Profound Disabilities participate in this program.

Attendance Strategies for the 2019-2020 school year

To further assist all Newby Memorial students to achieve their personal best, classroom attendance is carefully monitored. The list of attendance strategies below are in place for 2019-2020 and have been communicated to parents at the beginning of the school year, as well as at other times as needed.

For Tardies:

- attendance letter sent after student reaches 5 tardies/partial days
- second letter sent after student reaches 10 tardies/partial days asking that any further tardies/partial days be accompanied by a doctor's statement
- if tardies/partial day absence continue, referral to Family Services Coordinator

For Absences:

- 5-day letter – all students receive regardless of absences
- 10-day letter – requests that a doctor's statement be given for any further absences. This is discretionary and depends on family situation.
- ODLN (One Day Legal Notice) – a legal notice stating that if the parent does not return the child to school within 24 hours of an absence without a legally recognized excuse, the school administrator may refer case to prosecutor. The school administrator sometimes sends this out earlier if student has had attendance issues in previous years.
- Referral to CPS (Child Protective Services) for Educational Neglect
- Truancy filed with prosecutor's office and talk with the student (if in the fifth or sixth grade)
- Referral to prosecutor's office for Educational Neglect

To promote student attendance:

- Attendance brochure to go home with students at the beginning of the school year.
- Quarterly recognition and tangible incentives (to be determined) for those students who have reached their attendance goal for the quarter.
- Semester Attendance Rewards for students with perfect attendance.
- Attendance contract to be signed by parent and student at the beginning of the school year.

Newby:Projected Budget for 2019-2020										
<u>Assistant's Name</u>	<u>Job Title</u>	<u>Rate</u>	<u>Hours/Day</u>	<u>Days</u>	<u>Salary</u>	<u>FICA</u>	<u>PERF</u>	<u>Medical</u>	<u>District Portion</u>	
Amanda Mendenhall	Lead	\$13.07	5.80	181	\$13,720.89	\$1,063.37	n/a	No	\$0.00	
Teresa Abney	Assistant	\$12.00	5.80	181	\$12,597.60	\$963.72	n/a	No	\$0.00	
Mredith Lynn	Assistant	\$10.94	5.80	146	\$9,263.99	\$708.70	n/a	No	\$0.00	
Kimberly Schofield	Assistant	\$10.94	5.80	146	\$9,263.99	\$708.70	n/a	No	\$0.00	
Katie Stout	Assistant	\$10.94	5.80	146	\$9,263.99	\$708.70	n/a	No	\$0.00	
Salary Total		\$54,110.46								
Additional Salary		\$6,202.15								
FICA Total		\$4,153.17								
PERF Total		\$0.00								
Insurance		\$0.00								
Jumpstart Certified Salary		\$350.00								
Jumpstart Certified Benefits		\$63.53	(FICA= 26.78 TRF=36.75)							
Jumpstart Non-certified Salary		\$158.20								
Jumpstart Non-certified Benefits		\$29.82	(FICA= 12.10 PERF=17.72)							
Tutoring Certified Salary		\$800.00								
Tutoring Certified Benefits		\$145.20	(FICA= 61.20 TRF=84)							
Tutoring Non-certified Salary		\$542.40								
Tutoring Non-certified Benefits		\$102.24	(FICA= 41.49 PERF=60.75)							
Transportation for Tutoring		\$720.00								
Benefits for Transportation		\$135.72	(FICA= 55.08 PERF=80.64)							
General Supplies		\$500.00								
Parent Supplies		\$500.00								
Property		\$0.00								
Total Amount:		\$68,512.89								
Tutoring = 8 weeks/2 days/1 hours a day 2 certified/3 non-certified										
Jumpstart K = 1 week/1 day/7 hours a day 2 certified/2 non-certified										
Newby will receive \$1000 for certified tutoring (40 hours) from the Homeless Set Aside Budget										
Tutoring and Jumpstart Stipend for Certified Teachers= \$25.00										
Tutoring and Jumpstart Stipend for Non-certified Assistants= \$11.30										
181 day: Start: Thursday, August 1, 2019/End: Wednesday, May 20, 2020										
146 day: Start: Tuesday, September 3, 2019/End: Friday, May 1, 2020										

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

Newby Memorial Elementary chooses not to consolidate funds at this time. 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.



Appendix

Newby Memorial Elementary School Parent Satisfaction Survey – 2019-2020

The purpose of this survey is to help identify strengths and areas of concern perceived by parents. It consists of a series of descriptors that we believe describe a quality school and its format allows each parent to choose a response to each descriptor.

Please complete this survey by checking your agreement level on each of the descriptors below. Please be thoughtful since the results will guide our continuing school improvement efforts at Newby.































Descriptor	Agree	Neutral	Disagree
1 This school is a safe and secure place for my child.			
2 Most students in this school are eager and enthusiastic about learning.			
3 Most parents would rate this school as superior.			
4 School-wide objectives are the focal point of reading instruction in this school.			
5 There is clear, strong centralized instructional leadership from the principal in this school.			
6 Ninety-five to one hundred percent of the students in this school can be expected to complete high school.			
7 A positive feeling permeates the school.			
8 All materials and supplies necessary for instruction in basic skills are available.			
9 All teachers in this school hold consistently high expectations for all students.			
10 Social and academic information is communicated to parents weekly.			
11 Teachers, administrators and parents assume responsibility for discipline in this school.			
12 There is cooperation with regard to homework monitoring between parents and teachers in this school.			
13 The school building is neat, bright, clean and comfortable.			
14 District and school policies are well defined and communicated.			
15 Most parents understand and promote the school's instructional program.			
16 There is an active parent/school group in this school that involves many parents.			
17 Teachers believe that all students in this school can master basic skills as a direct result of the instructional program.			
18 Student behavior is generally positive in this school.			
19 Conferences, home visits, phone calls, newsletter, notes are ways that staff frequently communicate regularly with parents.			
20 The principal makes informal contacts with students and teachers around the school.			
21 An atmosphere of caring exists in this school.			
22 Grading scales and expectations are consistent throughout the school.			


Please add any comments that might help Newby become a better school:

Student Survey:


What do you think?

Please circle your feeling about each one of the statements listed below.

I feel safe at Newby.			
I learn new things at school.			
I am expected to do my best in my classroom.			
I help make Newby successful .			
I'm allowed to show what I learn in different ways.			
I feel welcomed by and comfortable with my teacher .			
I feel welcomed by and comfortable with my schoolmates .			
I know how I'm doing in class.			
I like Newby and I'm proud to be here.			
The things I learn at Newby are important to me.			
The work I do at Newby is:	Too Easy	Just Right	Too Hard

 = Agree

 = Don't Know

 = Disagree

Title I Parent Involvement Survey – 2019-2020

The purpose of this survey is to help identify strengths and areas of concern perceived by parents. It consists of a series of descriptors that we believe will help guide planning in parent involvement activities and workshops and its format allows each parent to choose a response to each descriptor.

Please complete this survey by checking your agreement level on each of the descriptors below. Please be thoughtful since the results will guide our continuing school improvement efforts.

I. Please check the box that applies to you:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel my contribution to my child's education is valuable.					
I know how to help my child with his/her schoolwork.					
My child's teacher expects me to help with homework.					
I feel welcome when I enter my child's school.					
My calls to school staff are answered promptly.					
My work schedule interferes with my ability to be involved with school activities.					

II. Indicate "Yes," "No" or "Don't know" to the following questions:

	Yes	No	Don't know
Has your child's teacher suggested specific ways you can help your child with his/her schoolwork?			
Has your child asked you to help him/her with homework?			
Do you look at your child's homework?			
Have you participated in a parent-teacher conference?			
Have you been invited to observe or help in your child's classroom?			
Has your child's teacher ever phoned or e-mailed you?			
Have you been invited to a meeting or activity sponsored by Title I?			
Have you been invited by school staff to participate in planning, such as the school improvement plan, the Title I plan, or the parent involvement policy?			
Have you received a copy of the school-parent compact?			

Please add any comments that you feel will be beneficial: