

Title I Schoolwide Plan – 2019-2020

Mooresville Consolidated School Corporation - #5930

School Name: Northwood Elementary

School Number: 6387

Principal: Erin Bechtold

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

Component #1: Comprehensive Needs Assessment of the school:

Our Vision

We at Northwood envision a school where... Students are actively engaged in learning; High expectations are held by all; Respect is reflected in all decision and actions; and Commitment to collaboration is evident.

The Mission of Northwood Elementary School is to become:

Seekers of Knowledge,
Builders of Character,
and Models of Excellence.

Demographics:

Northwood Elementary School is the third largest of the five elementary schools in Mooresville, Indiana. We serve students in grades K-6 in self-contained, differentiated classrooms. We are a Title One school with approximately 47% of our students qualifying for free/reduced lunch and textbook assistance.

The teaching staff at Northwood Elementary has an average of 12 years of experience. The curriculum is provided by 22 regular classroom teachers with approximately 23 students per classroom along with a fulltime music teacher, art teacher, physical education teachers, and two special education teachers. The principal is in her sixth year at Northwood and has worked in the school corporation for 14 years.

Mooreville is a suburban community of 9,326 (2010 Census) located 7 miles southwest of Indianapolis. A large percentage of Northwood parents are employed in blue-collar, service-oriented, low-income jobs. Northwood is one of two elementary schools in Mooreville with 40-60% mobility of their enrollments during a school year. We have a high ability program for grades K-6 which is inclusive with the regular education students.

Enrollment

Year	Total Enrollment
2008-2009	449
2009-2010	494
2010-2011	494
2011-2012	505
2012-2013	581
2013-2014	550
2014-2015	555
2015-2016	564
2016-17	522
2017-18	519
2018-19	514

Attendance

Year	Attendance Rate
2008-09	96.8%
2009-10	96.0%
2010-11	95.9%
2011-2012	96.1%
2012-2013	95.9%
2013-14	96.88 %
2014-15	96.4 %
2015-16	96.4 %
2016-17	96.8%
2017-18	96.1%

2. Include summary information regarding the school's Language Arts, Mathematics, Science and Social Studies program offerings. Describe how the school's curriculum and instructional strategies support and are aligned to the Indiana Academic Standards. (PL221) / (SI – Component #1)

English and Language Arts

Northwood Elementary currently uses in grades K-2: Indiana State Standards, Heidi's Song, Fast Track Phonics, and Pearson's My View Literacy Program. In grades 3-6: Indiana State Standards and Pearson's My View Literacy Program. We also utilize the following instructional models:

Literature Circles/Studies

Heterogeneous groups of children engage in dialogue about shared literature with focused questions that have been formulated by both students and teachers. Literature is selected based on thematic studies, student choices, and current events.

Study Island

Study Island combines engaging and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program built from state and Common Core standards. The Study Island program combines data-driven progress monitoring tools with differentiated practice and easily fits within Northwood's response to intervention (RTI) framework. Study Island is self-paced, individualized learning or teacher-led, whole-class instruction. This program is used to support our Language Arts curriculum.

Math

Northwood Elementary utilizes the Houghton Mifflin's Go Math! program in grades K through 6.

The scope of the K-6 Go Math! curriculum includes the following mathematical strands: algebra and uses of variables, data and chance, geometry and spatial sense, measures and measurement, numeration and order, patterns, functions, sequences, operations and reference frames. The authors were able to carefully map out a sequence of instruction that interweaves concepts from each of these content strands throughout the curriculum. The curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. The Go Math! curriculum includes many differentiated learning strategies. Go Math! emphasizes the application of mathematics to real world situations. Each lesson includes time for whole-group instruction as well as small group, partner, or individual activities.

Students who struggle with basic math concepts as assessed by their classroom teachers are provided with interventions that occur during their normal classroom time. Periodically those students are assessed so that they may be removed from the intervention if they achieve at an appropriate level.

Science and Social Studies

Pearson Scott Foresman is the science curriculum that we use at Northwood Elementary. We believe that students learn science by doing science. Pearson Scott Foresman engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

In addition to the Pearson Scott Foresman program, the Northwood staff implements four modules of Project Lead the Way LAUNCH program at each grade level. The PLTW initiative is designed to provide Kindergarten through Fifth grade, opportunities to learn important, future-changing lessons. The focus is on project-based learning and allowing the students and teachers to discover together science in areas such as Light and Sound, Motion, and Robotics. Our Sixth grade students started the Project Lead the Way Gateway program this school year. They are working through the appropriate modules at their grade level.

The social studies curriculum supports the Indiana Academic standards in all grade levels. The current social studies program is Macmillan McGraw Hill. This adoption provided teacher manual and support materials (black masters and overheads) and a text for each student. Staff and students also have the capability of using on-line resources that include up to date maps and social studies information.

Additional Programs and Services

The curriculum is kept in multiple locations throughout Northwood Elementary, ensuring opportunities for full knowledge and implementation. Curriculum is located in the:

- Conference Room
- Title 1 Room
- K-6 Classrooms

Parents and other community members can access the curriculum through the office. Standards for each grade are sent home annually to each family.

Extended Learning Opportunities

Support Services, such as early interventions, are embedded through our professional development and implementation. The support services are in addition to the integral parts of our program. Some of these opportunities include:

- Full Day Kindergarten for all students at Northwood Elementary
- Full Inclusion Program for students with Special Needs
- Mooresville Parks & Recreation- Before and After-school care is provided for all students and provide activities such as homework support, physical activity (indoor/outdoor), and arts & crafts
- Math Bowl-Teams are created to participate in corporation and state-level competitions. The teams are composed of students from grades 4-6 and are selected based on their performance on various pre-tests and teacher selection.

- Spell Bowl- Teams are created to participate in corporation and state-level competitions. The teams are composed of students from grades 4-6 and are selected based on their performance on various pre-tests and teacher selection.
- Student Council- Students are elected to represent their school as leaders who want to improve the school by listening to and sharing ideas, interests, and concerns with teachers and the school principal. Student council helps to raise funds for school-wide activities, including community projects, social events, and helping people in need.
- Robotics Team- A third grade robotics team started in the 17-18 school year to supplement our PLTW program and encourage STEM for our 3rd grade students. Two additional teams of 4th-6th graders were created to enhance our Robotics program and increase collaboration with students. These students get the opportunity to work with a robot and will compete against other schools around the state.

Safe and Disciplined Learning Environment

Northwood Elementary parents, students, and staff believe Northwood provides a safe environment for all students to learn. The principal is highly visible and the staff works cooperatively to ensure that all students are safe each and every day. Elements to create a safe learning environment include:

- Staff identification badges (which also allow building access).
- Quick references to the emergency procedure plan for all staff
- Building is secured by maintaining locked doors at all entrances except for the front doors which are monitored by the office staff.
- Safe visitor system is installed to track visitors and provides picture ID for visitor badges.
- Sign-in and sign-out sheets for students who are absent or leaving early kept in the front office.
- All staff members recognize the need to verify the identity of visitors without a nametag.
- School personnel monitor the hallways, cafeteria, playground, and buses. School personnel also ensure the safety for our walkers and car riders on school grounds.
- Crisis Disaster Plan is in place.
- Administrator is constantly available through electronic means, i.e., intercom, radio.
- Student Handbook is provided to all students and reviewed by teachers.
- Skyward is utilized by the staff, parents, and administrator to communicate with the parents about their child.
- Promote character education, and we recognize students who demonstrate good character through the MHS Athletic Department's Champions of Character Program.
- Partnerships with local optometrists, dentists, and counselors to promote good health.

- A Positive Behavior Program called Pioneer Pride tickets encourages students to go above and beyond. Each time a student is “caught” making a good decision or being a good citizen, they get a ticket that is entered into a weekly drawing. Each time a student earns 10 tickets, they earn a different bracelet to represent the levels of success.
- Monthly Fire Drills are held as well as frequent tornado and intruder drills. The Intruder drills are practiced with local and state law enforcement and in 2012, students were evacuated to a safe location during the drill.

Overview of School wide Plan

Explanation: The Northwood School wide Plan (SWP) provides a map for student success. The goals are written to address the areas of weakness as seen in ILEARN data and other grade level assessments. The focus of strategies applied to student learning and staff development will focus on a Professional Learning Community model that addresses four questions. A rigorous viable curriculum must be established which is accessible to all students. Northwood staff must develop methods to frequently measure the effectiveness of instruction and interventions must be in place to modify programs and staff development.

Northwood staff understands the importance of every student reading proficiently by grade 3, and therefore, is the primary focus of our instruction in our primary grades. A focused reading program that utilizes the classroom teacher and Title I staff in both instruction and analysis of data is an integral part of literacy at Northwood. Opportunities are available for the Title I staff to collaborate with classroom teachers to make instructional decisions to deliver PIONEER and Tier III instruction during PLC time and throughout the school day.

Increasing student comprehension is our number one academic goal. As research shows, there is a strong correlation between volume of reading and reading achievement. Students will increase the amount of time they read leveled texts from the leveled libraries in the student classrooms.

Math is the focus of our second goal in our school wide plan. Our approach to increase math achievement will include strategies that address computation and problem solving. Students who do not exhibit mastery in basic computation facts appropriate to their grade level will be provided additional instructional time in order to demonstrate mastery. Regular assessments will guide the interventions put in place for students.

Goal #1- Reading Comprehension: Measures will be taken during the 2019-20 school year and students will meet or exceed comprehension goals by using NWEA and ILEARN.

As measured by NWEA, 75% of Kindergarten students will meet or exceed 158 RIT score as determined by NWEA.

As measured by NWEA, 75% of First Grade students will meet or exceed 177 RIT score as determined by NWEA.

As measured by NWEA, 75% of Second Grade students will meet or exceed 189 as determined by NWEA.

As measured by the Spring 2020 ILEARN, greater than 60% (adjusted by the Confidence Interval) of Grade 3-6 students will pass the English/Language Arts portion.

Goal #2-Math: As measured by ILEARN, greater than 70% of students in grades 3-6 will be proficient in the Math portion.

A Staff Survey and a Parent Survey will be administered in the Spring of each school year in order to guide conversations about program quality and school climate. The Parent Survey is sent electronically to all parents listed in Skyward. The survey is open for a window of two weeks. The Student Survey is conducted in class with the Principal. The Staff Survey is placed in mailboxes and staff is given time during their team meeting to complete the survey.

ILEARN:

The Indiana Learning Evaluation Assessment Readiness Network was developed collaboratively with Indiana educators to measure student growth and achievement of Indiana Academic Standards.

IREAD-3

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

NWEA

The NWEA Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual in the areas of Reading, Language, and Math.

easyCBM –

This assessment is used monthly to measure word recognition, reading fluency and comprehension.

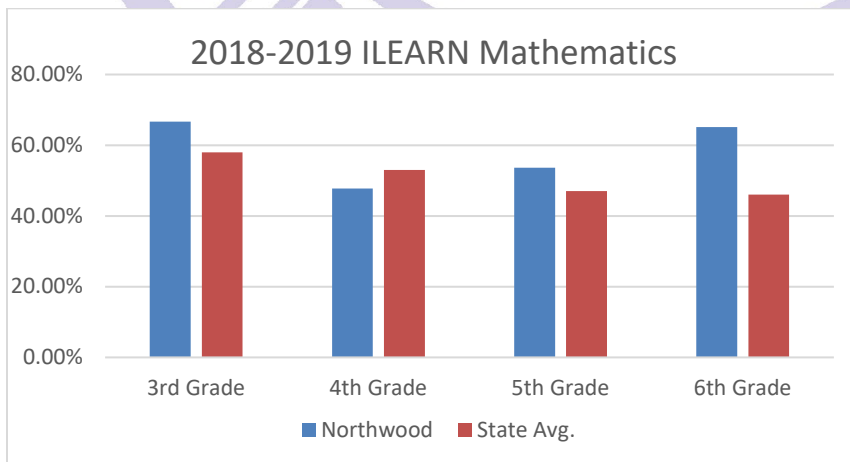
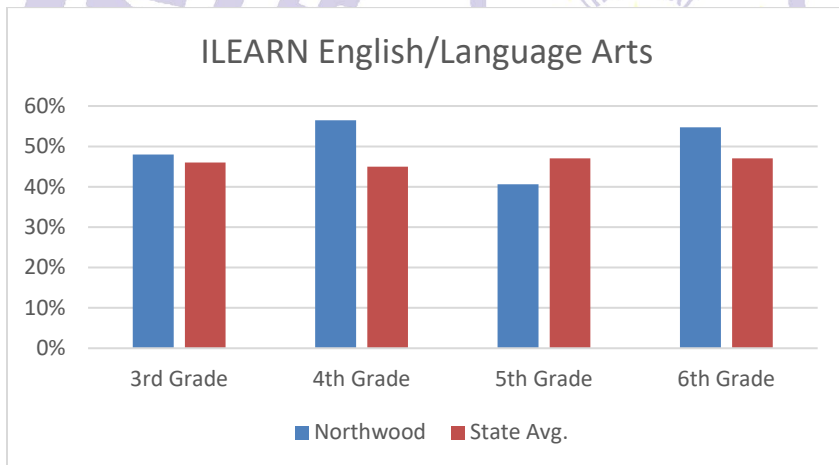
Common Formative Assessments –

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.

NWEA Data

Northwood K-2 End of Year NWEA						
	% of students at Benchmark Reading EOY 2016-17	% of students at Benchmark Reading EOY 2017-18	% of students at Benchmark Reading EOY 2018-2019	% of students at Benchmark Math EOY 2016-17	% of students at Benchmark Math EOY 2017-18	% of students at Benchmark Math EOY 2018-19
Kindergarten	47%	52%	55%	49%	56%	49%
First Grade	69%	66%	50%	58%	55%	52%
Second Grade	59%	57%	44%	64%	46%	37%

ILEARN



Areas of Strength:

- Our attendance rate has remained high despite our transient population, head lice, and influenza.
- 6th Grade Language Arts seem to be a relative strength.

Areas of Concern:

- ISTEP+ data for English/Language arts are inconsistent for Grades 4 and 5 and decline from grades 3-4.
- Math is an area of concern with most grade levels not reaching the 75% pass rate.
- NWEA data declines in Primary grades despite extra efforts to provide services to help intervene with struggling students.

Component #2: Implementation of schoolwide reform strategies that:

The Northwood Elementary teachers use Indiana College and Career Readiness Standards to establish grade level curriculum in Language Arts (Reading and Writing). The balanced literacy approach is used in all grades for an uninterrupted 90 minute block each day. Below are listed a variety of instructional strategies and methods used in our classrooms:

- Literature Circles
- 6 Traits Writing
- Accelerated Reader
- Flocabulary
- Reader's Notebooks

The Northwood teachers use Indiana College and Career Readiness Standards to establish grade level curriculum in Math. Below are listed a variety of instructional strategies used by our teaching staff:

- Small and whole group instruction
- Hands on learning experiences
- Manipulatives are used to help teach math concepts
- Math Journals
- GO Math! Curriculum
- Cooperative Learning

The strategies listed above are research-based instructional and intervention strategies that provide more direct instruction. Intensive and rigorous interventions for struggling primary and intermediate readers are provided to enhance their instructional time. Northwood uses assessments such as ILEARN, IREAD-3, NWEA, Scholastic Reading Inventory (SRI), and Essential Skills assessments to measure student achievement.

IREAD-3 Literacy Summer Program – This program for students who do not pass the IREAD-3 in the Spring. Students are invited to the program that entails research – based Literacy Strategies through Smekens. Focus of the program will be: vocabulary, fluency, comprehension, and phonics.

PIONEER Time (Tier 2)– PLC Time

Literacy groups are organized and conducted by Northwood certified staff, support staff, and Title I staff. After SRI, NWEA, and Essential Skills assessments have been administered, all students in K-6 are placed in guided reading groups. These groups range in size due to intervention and enrichment lessons. The lesson framework is based on the PLC, Essential Learning lesson format. PIONEER groups are held in addition to regular classroom reading instruction and are focused on supporting the development of self-extended readers and the remediation of struggling readers. Every three weeks an instructional goal and Essential Learning Skill is chosen for each grade level. Students whose data warrants a higher level of intervention are placed in Tier 3 Intervention Groups.

All students are assessed on the Essential Learning Skills of the Mooresville Consolidated School Corporation. The results from the Formative Essential Learning Assessment determine student groupings and instructional objectives. At the end of a three week cycle, students are reassessed to check for mastery. New groupings are formed every three weeks based on the data to accommodate maximum learning.

TIER 3

Students in grades K-6 receive daily instruction in a small group setting of no more than 4 students. When students are not mastering the Essential Learning Skill at Tier 1 and Tier 2, we triple dose them with targeted skill instruction. Tier 3 targeted instruction is taught by our Title I Staff. The focus of this intervention includes, but is not limited to: phonemic awareness, sight words, phonics instruction, and reading comprehension.

Grade Level	Assessments
Kindergarten	NWEA, SRI, Common Formative Assessments, Staff, Parent, and Student Survey
First Grade	NWEA, SRI, Common Formative Assessments, Staff, Parent, and Student Survey
Second Grade	NWEA, SRI, Common Formative Assessments, Staff, Parent, and Student Survey
Third Grade	ILEARN Language Arts and Math, , IREAD-3, Common Formative Assessments, NWEA, SRI, Staff, Parent, and Student Survey

Fourth Grade	ILEARN Language Arts and Math, Common Formative Assessments, NWEA, SRI, Staff, Parent, and Student Survey
Fifth Grade	ILEARN Language Arts and Math, Common Formative Assessments, NWEA, SRI, Student Survey, Parent Survey and Staff Survey
Sixth Grade	ILEARN Language Arts and Math, , Common Formative Assessments, NWEA, SRI, Student Survey, Parent Survey and Staff Survey

Component #3: Highly qualified teachers in all core content areas:

The teachers that are hired at Northwood Elementary 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.

Northwood Elementary employs highly qualified professional staff by involving 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: 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. Northwood staff 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.

Northwood Elementary School

Highly Qualified Teachers for School Year 2019-2020:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form:
Brittany Bingham	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"/> 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"

Angela Dudley	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
Joslyn Roberson	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"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)
Elizabeth Hathaway	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"/> *100 Points on the HOUSSE rubric (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)
Morgan Martin	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 Pearson CORE: Elementary Education Generalist Exam
Alyssa Whittle	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
Tracy Grimes	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)
Jaymi Guy	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 Pearson CORE
Megan Keifer	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)
Brenda Akard	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"
Angela Kinnett	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 the NTE (National Teacher Exam) "Education in the Elementary School"
Brandy McCreary	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
Jordan Ritorto	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
Regina Anderson	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 Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA
Vicki Gilman	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
Jennifer Green	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 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)
Alley Guffey	Fifth Grade	<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
Kimberly Peck	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" 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)
Susan Stephenson	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)
Lisa Francis	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 Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA
Jonathan Nall	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)
Staci Vanover	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 Praxis II "Elementary Education: Curriculum, Instruction and Assessment" or CASA
Allyson Avery	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 <input type="checkbox"/> Passed Praxis II: Art "133"
Allison Baker	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

Northwood 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
Shanda Grounds	Media Specialist	Passed the Praxis ParaPro Exam
Janet McGaha	Technology Assistant	Transcripts showing at least two years of college or more
Clarice Roberts	Special Ed. Aide	Passed the Praxis ParaPro Exam

Nicole Speaks	Special Ed. Aide	Passed the Praxis ParaPro Exam
Michelle Duncan	Prime Time Aide	Associate's Degree
Melinda Hall	Prime Time Aide	Associate's Degree
Laura Gutzwiller	Prime Time Aide	Bachelor's Degree
Michelle Lynn	Prime Time Aide	Passed the Praxis ParaPro Exam
Hannah Peterson	Prime Time Aide	Transcripts showing at least two years of college or more
Kathy Coon	Title Aide (Lead)	Passed the Praxis ParaPro Exam
Kathy Ballard	Title Aide	Passed the Praxis ParaPro Exam
Cheryl Bemenderfer	Title Aide	Valid Teaching License
Angela Tomlin	Title Aide	Transcripts showing at least two years of college or more

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 and correlate meetings focused on the core subject areas, the staff has developed templates and identified common language for use in classroom instruction. Parent nights are scheduled each semester. District wide opportunities organized around the Professional Learning Communities will provide more focused professional development with the implementation of District wide initiatives. The Northwood staff is committed to having time provided for the purpose of working collaboratively to implement the goals of our school wide plan.

Special Area teachers – Art, Media, Music, and Physical Education will be given opportunities to attend workshops and trainings 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, sharing of resources, and at faculty meetings. All materials will be available for further study. The Northwood Design Team will develop a calendar of suggested topics for the year in which they feel will benefit the staff. This will be shared with the staff at a Faculty meeting and updated as the year progresses.

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 Northwood Elementary's goal to recruit, hire, and retain the highest quality personnel. 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 have the ability to relate to both high and low achieving students and can address multiple learning styles. 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 Northwood Elementary. In addition, we also work hard to train, screen, and mentor the certified substitute teachers who come to our building as possible teaching candidates.

Component #6: Strategies to increase parental involvement:

Northwood strives to keep the parents well informed regarding school expectations, successes, and areas of improvement. Northwood staff utilizes a variety of methods to keep the parents informed. Parents have access to Skyward, an online grading system, to keep informed of grades, attendance, and discipline. Teachers update grades on a bi-weekly basis in order for parents to be aware of their child's strengths and weaknesses. Another communication tool that is used to keep parents informed are agenda books. The agenda book contains the school handbook and is also used for teacher-parent communication. Northwood maintains a school website that is updated weekly with a calendar of events, school schedules, teacher and school newsletters, and other important information.

Northwood has an active PTO (Parent Teacher Organization) that sponsors several school wide events throughout the year for students and families, including book fairs, Grandparent Night, Parent Involvement nights, and rewards for our Accelerated Reader high achievers. The PTO also helps out within the school day for various activities and supports teachers within the classroom. PTO sponsors several fundraisers throughout the year to support the classrooms with some of their academic needs.

Several Northwood parents volunteer in the classrooms working with students and teachers on various assignments and projects. Parents also volunteer to chaperone various field trips and in-school activities throughout the school year to supervise the students. Through our reading program, parents engage with their child by reading for 20 minutes together every night. This is recorded in many grades with a reading log that is signed by the parent each night.

Parent-Teacher conferences are held at a request of a parent or teacher. These are no longer limited to a certain time of the school year. This is an excellent opportunity for parents to meet with their child's teacher to discuss student performance and to review recent standardized test scores. Reports of all standardized testing scores are sent home with each child to keep parents informed of their performance.

In addition, a Title I parent meeting is held in the fall to involve parents and provide strategies to help their children find more success in school. At this meeting parents are informed of The Parent Right to Know.

Northwood Elementary 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:

- Print Connections- *Northwood Monthly*, our school newsletter, includes monthly information for parents to enhance their child's learning at home
- Literacy Night- Families gather together to work on literacy strategies and explore the excitement of reading through various stations created by our Title I staff
- Math Night- Families gather together to work on math strategies and explore math together

Parents and teachers serve together in the PTO organization at Northwood Elementary 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.

Each August a Parent Compact will be sent electronically to all Northwood Elementary parents. During the fall, the annual TITLE 1 Parent Meeting will be held. The Schoolwide 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 *Northwood Monthly* newsletter, teacher newsletters, and a special invitational flyer. Another Title I parent meeting is held in April to review the Title I program and documents for the upcoming school year. A follow-up survey will be completed at the close of the next school year.

Northwood Elementary believes that parents serve as an integral part to the success of its students. Therefore, parents will be involved in the evaluation of the schoolwide program. The results of this survey will be studied by our school improvement team and will guide the school improvement process at Northwood.

Northwood Elementary School provides the following information for parent:

- Northwood Newsletter (sent home monthly)
- NWEA reports (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:

Northwood Elementary 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. The Developmental Preschool is a half-day program that follows the MCSC school calendar. The curriculum follows the Foundations to the Indiana Academic Standards for Young Children. Special Education services, such as speech, occupational and physical therapy are integrated into the daily routine. Students who have an IEP and range from three to pre-kindergarten can attend this preschool.

To ensure a smooth transition of students from the Mooresville Headstart Program, the Mooresville Schools Director of Title 1 meets periodically with the local Head Start and shares relevant data and information with the school principal.

Kindergarten Round Up is scheduled each year in April to register each student for Kindergarten. These scheduled visits include a literacy screening that is administered by Northwood staff while the office staff collects information to complete the student's registration. Parents meet with Kindergarten teachers to learn the expectations and routines for the Kindergarten classroom. A Kindergarten Camp is held each year to get students a jump-start into Kindergarten by introducing phonics and math skills needed to be successful in Kindergarten.

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:

The school Design Team made up of teachers and administration examine data from state and local assessments to inform their decisions about improving particular areas of the curriculum they determine as an area of concern. These areas of concern are communicated and discussed during grade level PLC meetings. The teachers make adjustments to their curricula and instruction based upon these findings. Grade level teachers will use ILEARN, SRI, and NWEA results to discuss outcomes and help drive instructional decisions.

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:

ILEARN, NWEA, SRI, and Essential Skills results are used to identify students' academic strengths and weaknesses. We determine who may need additional instruction. Teachers follow student performance throughout the year to monitor their progress. In addition to using NWEA, ILEARN, and SRI, we also progress monitor struggling and at risk students' weekly and bi-weekly instruction, in order to keep track of students' progress and gear our lesson plans accordingly. Every three weeks, students are assessed on an Essential Learning Skill and are divided into ability level groups to enhance the instruction outside of the classroom. Below level groups are kept to a minimum of 6-8 students and grade levels range from 5- 9 different groups. This program is called PIONEER Time and takes place four times per week for 30 minutes. The focus for our PIONEER program is Reading/Language Arts instruction.

For Tier III, students who perform at the bottom 5% of their grade level receive an additional 30 minutes of instruction provided by the Title I staff. This time is intentional focus on fluency, comprehension, and standard based skills. These students are progress monitored bi-weekly by the Title I staff. This information is provided to the Principal and RTI team. These students are identified by the standardized assessments that are given three times per year.

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

Northwood uses Title 1 funds to implement the strategies that are outlined in this schoolwide plan. Our plan does not require the integration of federal, state, and local funds.