

**Strategic and Continuous School Improvement and Achievement Plan and
Title I Plan**



Muncie Community Schools

Corp. #1970

for the period of

July 1, 2011 – June 30, 2016

West View Elementary

School # 1517

Kathaleena McCord, Principal

September, 2015

PL 221 / Title I Plan

Table of Contents

Compliance Components of the Schoolwide Plan	Page # (or n/a)
Section 1	
Title I Schoolwide Checklist	4 & 5
Steering Committee	6-7
Mission Statements-West View School & Muncie Community Schools	8
Core Beliefs	8
PL 221 School Improvement Plan Guide	9
School Profile	10
Title I Schoolwide Component #1—Comprehensive Needs Assessment (CNA)	11,12-14,26,31-33
Section 2: Data Analysis	
Data Analysis & Balanced Scorecard-Data Analysis of Corporation Short-term Goals	13-14
Free/Reduced Lunch Status	15
Ethnicity	15
ISTEP+ Data & Trends	16-20
ISTEP+ Disaggregated Data by Academic Standards	21-22
Mobility and Stability Factor Data	23
Data Analysis-Balanced Scorecard-Data Analysis of Corporation Short-term Goals	24-26
Comprehensive Needs Assessment Conclusions	26
Specific Areas Where Improvement is Needed Immediately	26
Section 3: Parental Involvement	
Parental Involvement	27
Expectations for Parent Involvement	27
School Corporation Policy	27
Title I Schoolwide Component #6	28
Title I Schoolwide Component #6a	29
Title I Schoolwide Component #6b	29
Title I Schoolwide Component #7	30
Section 4: Instruction	
Instructional Strategies	31
Safe and Disciplined Learning	32
Conclusions About the Educational Program	33
Curriculum	33
Section 5: Goal Action Plans	
Bullying Goal Action Plan	34-35
Attendance Policy	36

Attendance Objective	37-38
Technology	39-40
Exceptional Learners	41
Cultural Competency	42
Assessment/Student Achievement	
Assessment Instruments	43
Title I Schoolwide Component #8	43
Title I Schoolwide Component #9	44-45
Reform Strategies	
Title I Schoolwide Component #2	13-14,39-40,41-42,46-49,54-61
Professional Development & Highly Qualified Teachers and Paraprofessionals	
Professional Development Program-Goals and Strategies	46-48
Title I Schoolwide Component #4	49
Title I Schoolwide Component #3	50-52
Title I Schoolwide Component #5	53
PL221 Goal Action Plan	
Goal Action Plan and Strategies	55-61
Federal, State and Local Funds	
Title I Schoolwide Component #10	62
Submission Forms	
Documentation of Teacher Association Form	63
Waived Status and Rules Form	64
Certification of Submission Form	65
Review of School Board Form	66
Appendix	

Title I Schoolwide Plan Checklist – Table of Contents

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

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

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

COMPONENTS OF A SCHOOLWIDE PLAN	Found of page #:
1. A comprehensive needs assessment of the whole school.	10,11-26,31-33,34-36,44-46
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens the academic core <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any 	13-14,31-33, 39-40, 41, 54-61
3. Highly qualified teachers in all core content area classes	50-52
4. High quality and on-going professional development for teachers, principals, and paraprofessionals.	46-49
5. Strategies to attract high-quality, highly qualified teachers to this school	53
6. Strategies to increase parental involvement, such as literacy services	27-28, 30, 43
6a. Description how the school will provide individual academic assessment results to parents	29
6. b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan	29
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	30
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	14,43-45

student achievement	
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	13-14,44-45
10. Coordination and integration of federal, state, and local funds, and resources such as in-kind services and program components	62
10. a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	62

Steering Committee Membership

The following committee members comprise the School Improvement Committee:

_____, Kathaleena McCord

Principal/Chairperson

_____, Susan Cantrell

Teacher

_____, Mike Reed

Teacher

_____, Debbie Hill

Teacher

_____, Vicki Hunter

Teacher

_____, Sheryl Reed

Teacher

_____, Myranda Hughes-Piche

Parent

, Kelsey Graves *

Parent

Tracey Williams

School Employee

**Represents parent representative of exceptional learner per P.L. 146.*

MISSION STATEMENTS

School Mission Statement

West View Elementary School will provide a learning environment in which students feel valued and empowered to become self-directed, life-long learners. Students will be prepared to meet the challenges of future educational pursuits and to take their place in society as productive, knowledgeable, and responsible citizens. Through collaboration with teachers, parents, school district personnel, and the community at large, we will provide experiences and resources which will foster achievement and enable students to attain maximum success.

As a staff we did the “vision activity chart” from the IDOE planning guides. Staff worked in small groups and, through discussion, identified common language to create a school vision.

CORPORATION MISSION STATEMENT

The following is the Muncie Community Schools mission statement:

The mission of the Muncie Community Schools is to provide a quality educational environment that allows each student to maximize his or her potential and, upon graduation, possess the basic skills necessary to be a positive, productive, contributing member of society.

CORE BELIEFS

The following statements represent the core beliefs of our school culture:

1. All students are unique, valuable, capable of learning, and will be successful when held accountable for their own learning.
2. Schools need to provide a safe, caring, and non-threatening learning environment supported by effective discipline and praise.
3. Schools need to prepare individuals to be independent life-long learners who utilize their acquired knowledge in a global society.
4. Teachers, students, parents, and communities must hold high expectations for themselves and others to ensure success for all.
5. Educators need to engage in ongoing professional development through outside training, peer collaboration, and adequate planning time. Financial resources should be provided to foster achievement.

West View Elementary School

School Improvement Plan

Indiana Public Law 221

No Child Left Behind

This school improvement plan will serve as a guide to engage our school community in a process of continuous improvement. We will use this guide to demonstrate a strategic plan of initiatives that we believe may be a helpful tool in meeting the expectations and accountability of district, state, and federal requirements.

West View Elementary School Profile

West View Elementary is located at 3401 W. Gilbert Street in Muncie, Indiana. It is part of the Muncie Community School Corporation. Muncie is located in east central Indiana and has a population of approximately 67,430.

The building was constructed in 1953, with a south wing added in 1957. Major building renovations were completed the spring of 2008. Included in the renovations were the newly added administrative offices, a clinic, a media center, and a gym. The classrooms were completely renovated, including new floors, lighting, windows, and heating and air conditioning.

The student enrollment at West View is currently 313 with fifty-three percent of students being male and forty-six percent female. Our student population consists of eighty percent white, five percent black, ten percent multiracial, less than one percent American Indian, four percent Hispanic and less than one percent Asian. Twenty percent of our students receive special education instruction with the resource teacher or speech clinician. We have twenty-three certified staff members. This group consists of an administrator and thirteen classroom teachers in grades K-5, as well as one self-contained special education teacher, resource room teacher, two speech/language clinicians, media specialist, counselor, art teacher, music teacher, P.E. teacher, and a parent volunteer coordinator. We currently share our art and PE teachers with other schools. We also have a registered nurse. Our students and staff are supported by one secretary, one building aide, three cafeteria personnel, and three full-time custodians. West View also has a school psychologist and special education program supervisor assigned to the school one day per week.

West View offers many extra-curricular activities including student council, science fair, choir, spelling bee, Young Authors, seasonal athletic teams, safety patrol, and walking club.

Our school has a very active parent organization, the West View Community Association. The group meets during the school year each month at 5:30p.m. Free babysitting is provided for parents if this service is needed. The WVCA actively funds and supports the school through volunteers, equipment purchases, Accelerated Reading reward parties, enrichment grants, Family Night activities, etc.

The student activity account is used to support a myriad of student activities such as field trips, convocations, reward programs, and student incentive items. Students are recognized for demonstrating excellence in attendance, academics, character, and for special talents.

The West View staff provides a safe and caring environment for our students at school.

Title I Schoolwide Component #1

West View Elementary has used the Title I Schoolwide process to update the PL 221 Plan and to meet the requirements for a Schoolwide Title I plan. An intensive study of school data took place during the first semester of the 2010-2011 school year. The second semester was spent fine tuning our 8 Step Process Model and writing a plan that would address the needs of the students at West View Elementary with strategies that have proven to be effective at all grade levels. The 2011-2012 school year was used to improve these areas. The school improvement plan has served as a guide to engage our school community in a process of continuous improvement. We have uses this guide to demonstrate a strategic plan of initiatives that we believe will be a helpful tool in meeting the expectations and accountability of district, state and federal requirements.

The West View Elementary planning team collected data using the data guides provided by the Indiana Department of Education. One key component of our comprehensive needs assessment was surveying our parents. They were asked to complete on-line surveys concerning their attitudes toward the West View Elementary environment and academic progress. Survey information was given to parents via the monthly newsletter, Honeywell Phone System, and a flyer. The opportunity for all parents to respond was encouraged. Only twenty-two parents participated. Parents were asked to respond to the following statements.

- Focuses primarily on learning
- Has helped my child improve his/her reading
- Has helped my child improve his/her writing
- Has helped my child improve his/her math
- Is a welcoming place
- Teachers communicate to me information on the Indiana Academic Standards
- Has sufficient technology for my child
- Is a safe place
- Invites me to participate in activities

- Understands my child's needs
- Has high expectations
- Has high expectations for my child
- My child enjoys school
- My child feels safe at school
- My child is supported in his/her academic efforts
- My child receives individual attention
- My child is improving in his/her academic performance
- My child passed ISTEP+ in Reading/LA last year
- My child passed ISTEP+ in Math last year

Survey results show that parents in our school have a very positive outlook of the school as a whole. They believe their children receive quality instruction where the climate is positive and conducive to learning. Communication between the school and home is good and they believe we have a safe school environment.

The ISTEP+ data is a major component for ongoing Comprehensive Needs Assessment (CNA). It shows the performance of students tested. Reflections, interpreting trends, analyzing outcomes, and adjustments are made to instruction based on the ISTEP+ data.

Analysis of Student Achievement

Third grade students made sizable gains from 57% in 2009 to 88% passing in spring, 2012 in Eng. /LA; math passing rates gained from 64% in 2009 to 83% passing in 2012. In 2013 third grade students made the most sizeable gain with 94% passing the ELA portions of ISTEP. Data reveals 30% of third grade students scored pass+ in math.

Fourth grade made gains from 72% in 2009 to 79 % passing in spring 2012 in Eng. /LA; math passing rates increased from 57% in 2009 to 73% in spring 2012. Data reveals that 11% of fourth grade students scored pass+ in math.

Fifth grade gained in Eng/LA in spring 2012. Overall 5th grade had 75% passing in 2009 compared to 81% passing in spring 2012 in Eng. /LA. In math students made gains from 71% in 2009 to 89% passing in spring, 2012. In 2013, fifth grade students had a pass rate of 92% in math in the spring. Data reveals that 49% of fifth grade students scored pass+ in math.

The staff utilizes all data to make decisions about classroom instruction. Staff development sessions address areas of strength as well as areas of concern. During monthly data meeting, and weekly grade level collaboration meetings, teachers discuss data, assessments, and strategies to improve student learning.

An increase in student achievement and in ISTEP+ scores was made with the instructional implementation of the 8 Step Process. This includes 90 minutes of uninterrupted Tier 1 reading blocks for grades K-5, 60 minutes of uninterrupted math for grades K-5, success time, weekly instructional focus in reading and math, DIBELS, Acuity, pre and post STI assessments, BURST and a data wall. Monthly data log meetings were held to focus on specific areas of need and instructional strategies were made in teaching. Tier 2 and Tier 3 reading instruction was provided for identified students most in need. ISTEP+ test talks were held with the student and principal, teachers, data coach, and interventionist. Countdown Calendars prior to ISTEP+ and Muncie Community Schools implementation of updated on-line curriculum maps in reading and math all played key roles in increasing student achievement.

Below are instructional strategies that teachers implemented as part of our 8 Step Process:

All students participate in Tier I research-based core classroom curriculum and instruction for all students with a focus on essential elements of a subject. Tier I provides

the foundation for instruction upon which all interventions are formulated. Pre-assessment data drives differentiated instructional decisions based on evidence of proficiency.

Students reading below grade level participate in scientifically based reading research Tier 2 small group instruction. This is an additional 30 minutes of instruction based on DIBELS data. Planned intervention is explicitly and systematically taught with fidelity.

Strategic instruction occurs in small flexible groups. Groups are guided by DIBELS data for every student, including benchmarks, and are based on the core program.

On-going monthly STI assessments are given to guide instruction.

On-going DIBELS progress monitoring is done at least every two weeks for targeted students.

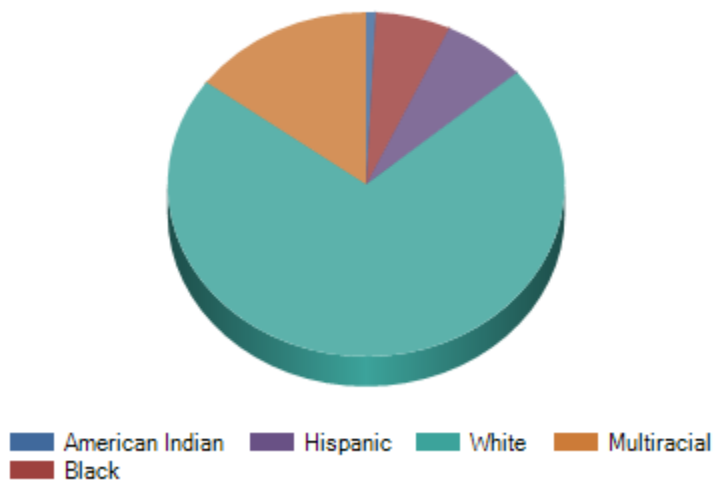
Students are grouped during Success Time based on specific skill needs.

Tier 3 is an additional intensive 30 minutes. Students in Tier 3 receive explicit, intensive, and specifically designed lessons in addition to Tier I and Tier 2 instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

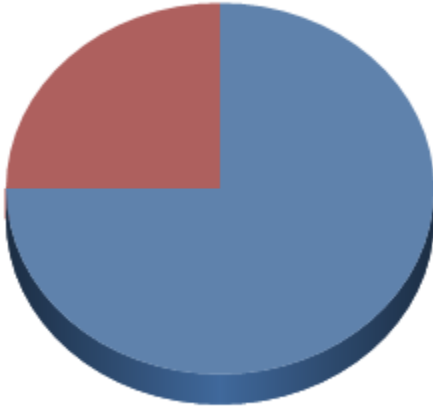
Enrollment 2014-15 by Free/Reduced Price Meals



Enrollment 2014-15 by Ethnicity



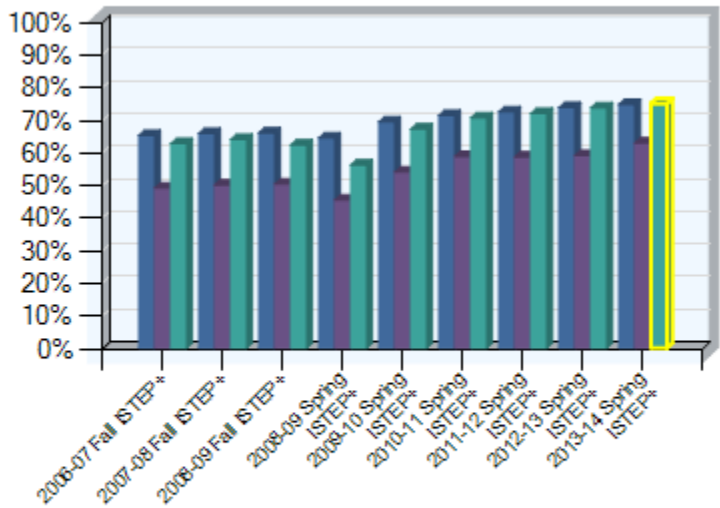
ISTEP+ 2013-14



■ Pass ■ Did Not Pass

Pass: 75.0%, 102 students

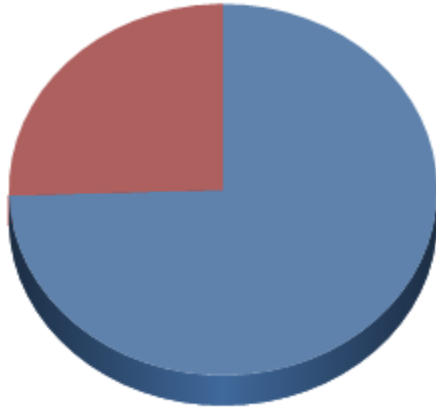
ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

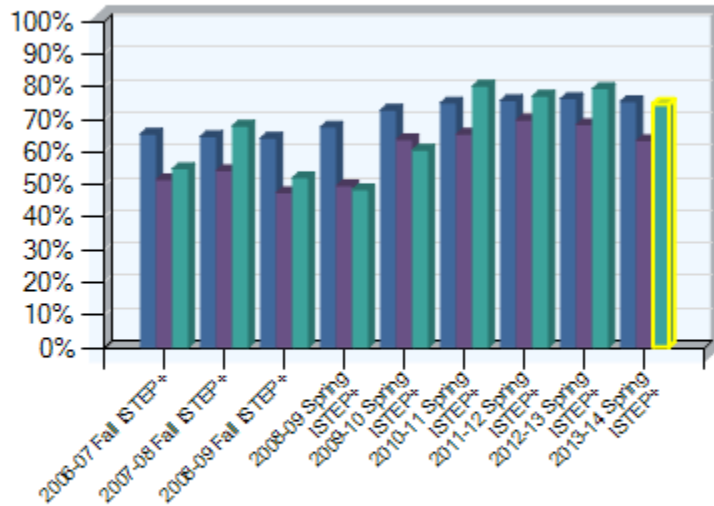
3rd Grade

ISTEP+ 2013-14



Pass Did Not Pass

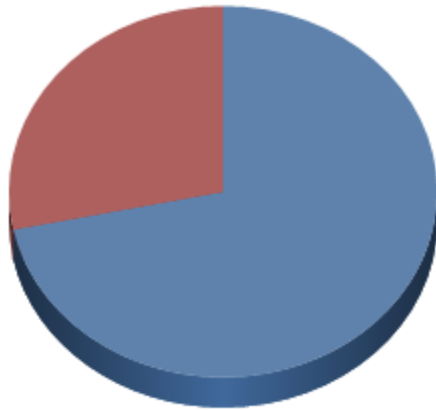
ISTEP+ Percent Passing Trend



Indiana Corporation School

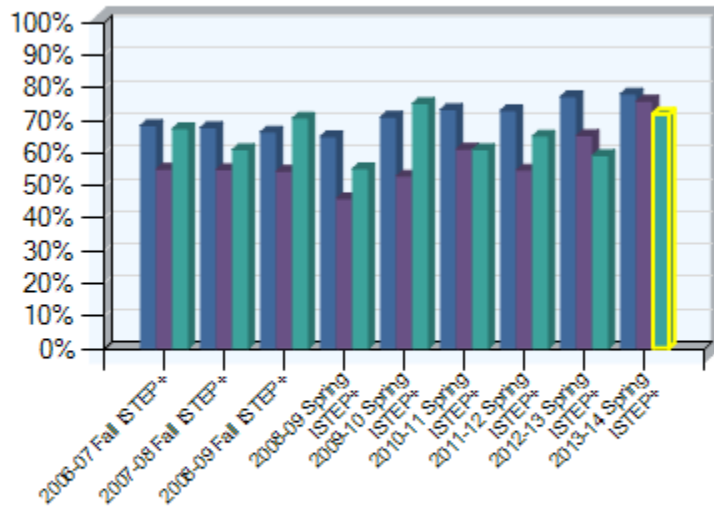
4th Grade

ISTEP+ 2013-14



■ Pass ■ Did Not Pass

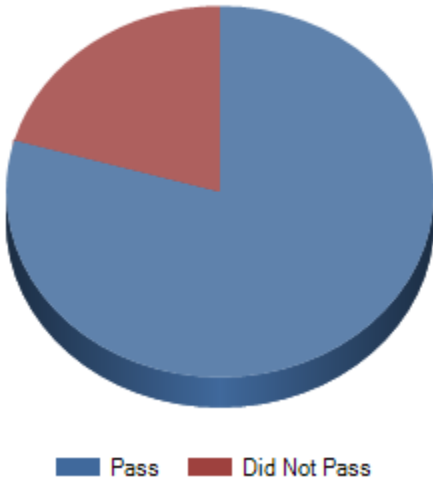
ISTEP+ Percent Passing Trend



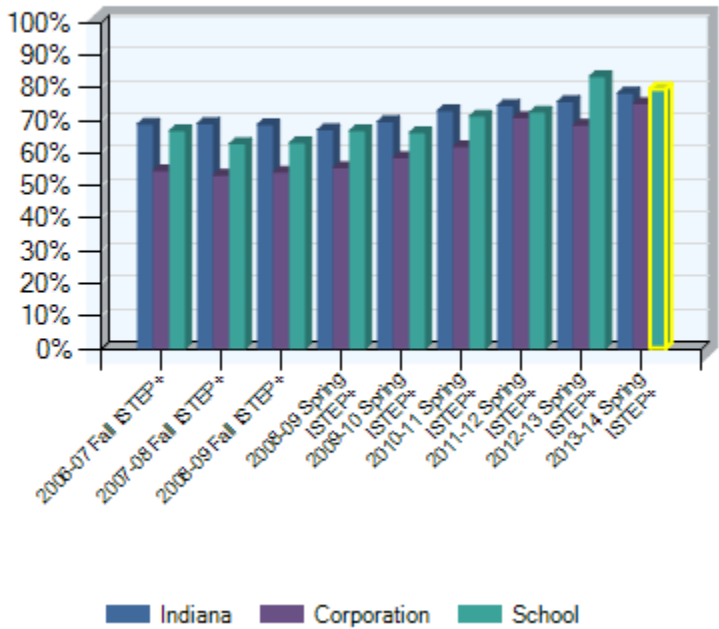
■ Indiana ■ Corporation ■ School

5th Grade

ISTEP+ 2013-14



ISTEP+ Percent Passing Trend



A. ISTEP+ Cohort Comparison of Total Percentage Passing

	ELA	Math
3rd Grade 2010	92	63
4th Grade 2011	68	65
5th Grade 2012	81	89

	ELA	Math
3rd Grade 2011	89	84
4th Grade 2012	70	73
5th Grade 2013	79	92

	ELA	Math
3rd Grade 2012	88	83
4th Grade 2013	70	76
5th Grade 2014	83	95

	Grade 3 English/Language Arts, Percentage Passing at Standard				
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-10
#1 – Vocabulary	78	93	85	89	92
#2 – Nonfiction/ Informational Text	75	91	88	93	88
#3 – Literary Text	79	94	90	93	88

#4 – Writing: Process	79	93	88	91	88
#5 – Writing: Applications	78	91	87	93	90
#6 –Language Conventions	78	89	90	91	88

Grade 3 – Mathematics Standards, Percentage Passing at Standard					
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-10
#1 – Number Sense	69	85	83	87	63
#2 – Computation	73	83	85	89	65
#3 – Algebra and Functions	72	87	81	85	63
#4 – Geometry	74	85	83	83	63
#5 – Measurement	73	87	83	89	63
#6 – Problem Solving	71	87	81	91	63

Grade 4 English/Language Arts, Percentage Passing at Standard					
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-10
#1 – Vocabulary	86	80	80	72	82
#2 – Nonfiction/Informational Text	86	78	78	78	80
#3 – Literary Text	80	64	71	72	76
#4 – Writing: Process	86	71	80	77	80
#5 – Writing: Applications	89	71	73	78	81
#6 – English Language Conventions	89	64	75	76	83

Grade 4 – Mathematics Standards, Percentage Passing at Standard					
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-10
#1 – Number Sense	83	82	73	67	82
#2 – Computation	84	73	75	68	69
#3 – Algebra and Functions	82	78	70	72	76
#4 – Geometry	84	83	70	74	72
#5 – Measurement	82	73	73	70	76
#6 – Data Analysis and Probability	80	74	75	66	80
#7 – Problem Solving	85	78	80	74	78

Grade 5 English/Language Arts, Percentage Passing at Standard					
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-10
#1 – Vocabulary	79	86	81	71	71
#2 – Nonfiction/Informational Text	78	92	81	71	69
#3 – Literary Text	77	92	81	71	75
#4 – Writing: Process	79	92	83	76	73
#5 – Writing: Applications	80	94	81	76	78
#6 – English Language Conventions	82	92	83	76	80

Grade 5 – Mathematics Standards, Percentage Passing at Standard					
Standard:	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
#1 – Number Sense	89	95	87	83	75
#2 – Computation	89	97	91	85	78
#3 – Algebra and Functions	89	97	91	87	76
#4 – Geometry	88	92	89	87	78
#5 – Measurement	87	89	91	87	76
#6 – Data Analysis and Probability	86	92	91	87	75
#7 – Problem Solving	87	89	87	89	78

Mobility & Stability Factor

Mobility & Stability Factor								
	2012-2013		2011-2012		2010-2011		2009-2010	
	Mobility	Stability	Mobility	Stability	Mobility	Stability	Mobility	Stability
Kindergarten	23.21%	87.50%	32.08%	84.91%	11.11%	100%	17.46%	87.30%
Grade One	10.42%	97.92%	25.76%	84.85%	24.59%	93.44%	23.44%	84.38%
Grade Two	16.36%	96.36%	35.29%	82.35%	18.87%	92.45%	14.55%	87.27%
Grade Three	30.00%	94.00%	17.65%	92.16%	26.19%	100%	24.07%	87.04%
Grade Four	14.00%	94.00%	20.45%	90.91%	22.92%	93.75%	5.45%	94.55%
Grade Five	30.43%	84.78%	14.00%	96.00%	34.04%	93.62%	22.41%	89.66%
Special Ed. Self Contained	83.33%	50.00%	24.00%	88.31%	0.00%	100%	35.29%	82.35%

Mobility & Stability Factor (Cont.)				
	2013-2014		2014-2015	
	Mobility	Stability	Mobility	Stability
Kindergarten	25.93%	77.78%		
Grade One	34.62%	82.69%		
Grade Two	28.00%	84.00%		
Grade Three	27.12%	81.36%		
Grade Four	12.00%	94.00%		
Grade Five	24.44%	84.44%		
Special Ed. Self Contained	0.00%	100.00%	0.00%	100.00%

Data Analysis

A. Data Analysis of Corporation Short-Term Goals

Goal		Measures	Baseline	2010 Target	2011 Target	2012 Target	2013 Target	2014 Target
Goal 1: Improve Academic Achievement								
1.1 Improved standardized test scores.	1.1a	Percent passing ISTEP+ English/Language Arts:						
		Grade 3	74%	57%	92%	88%	94%	90%
		Grade 4	75%	72%	78%	70%	70%	72%
		Grade 5	83%	75%	68%	79%	79%	74%
	1.1b	Percent passing ISTEP+ Mathematics:						
		Grade 3	72%	64%	63%	83%	81%	83%
		Grade 4	75%	57%	78%	73%	76%	72%
		Grade 5	74%	71%	75%	89%	92%	90%
	1.1c	Kindergarten TerraNova Reading	70.9	65	74%	N/A	N/A	N/A
	1.1d	Kindergarten TerraNova Language	65.9	64	74%	N/A	N/A	N/A
	1.1e	Kindergarten Terra Nova Math	70.7	67	73%	N/A	N/A	N/A
	1.1f	Grade 1 TerraNova Reading	62.1	67	59%	N/A	N/A	N/A

	1.1g	Grade 1 TerraNova Language	71.2	69	56%	N/A	N/A	N/A
	1.1h	Grade 1 TerraNova Mathematics	65.0	74	60%	N/A	N/A	N/A
	1.1i	Grade 2 TerraNova Reading	54.2	53	55%	96%	85%	91%
	1.1j	Grade 2 Terra Nova Language	61.4	60	58%	89%	87%	88%
	1.1k	Grade 2 Terra Nova Mathematics	57.4	61	60%	90%	70%	85%
1.4 Attendance Rate	1.4a	Elementary	96.82%	97.%	97%	96.7%	97%	96.3%
1.5 Retention Rate	1.5a	Elementary	5%	5%	4%	1%	1%	3%
1.8 Implement MCS plans for utilization of information technologies (STI, email, etc.)	1.8c	% of teachers utilizing STI Classroom Module – <u>Attendance</u>	100%	100%	100%	100%	100%	100%
	1.8d	% of teachers utilizing STI Classroom Module – <u>Grade Book</u>	100%	100%	100%	100%	100%	100%
	1.8e	% of teachers utilizing STI Classroom Module – <u>Lesson Plans</u>	100%	100%	100%	100%	100%	100%
	1.8h	% of teachers utilizing STI Home	100%	100%	100%	100%	100%	100%
1.9 Mentoring New Teachers	1.9a	% of participation in building level new teacher orientation.	100%	100%	100%	100%	100%	100%
Goal 3: Community Collaboration								
3.1 Increase Parental Involvement	3.1a	% of participation in elementary parent/teacher conferences, K-5 Fall	100%	100%	47% **	N/A	N/A	N/A
	3.1b	% of participation in elementary parent/teacher conferences, K-5 Spring	100%	100%	47% **	N/A	N/A	N/A

	3.1c	Parent Volunteer Hours	855	1425	942	1230	1588	1580
	3.1d	% of parents participating in school open house opportunities	71%	83%	85%	84%	88%	86%
** Early dismissal for parent teacher conference taken away from State								
Goal 4: Human Resources								
4.4 Professional Development	4.4c	% average of employee participation in professional development activities	88%	100%	100%	100%	100%	100%
Goal		Measures	Baseline	2010 Target	2011 Target	2012 Target	2013 Target	2014 Target
Goal 5: Safe School Environment								
5.1 Improve Suspension/Expulsion Rates	5.1b	Out-of-School Suspension/Elementary Schools	3 %	3%	4%	3%	4%	4%
5.2 Standardize Safety Drills	5.2a	Required state reporting for tornado, fire, and earthquake.	100%	100%	100%	100%	100%	100%
	5.2b	Reviewed and revised drills as per up to date standards.	100%	100%	100%	100%	100%	100%

Comprehensive Needs Assessment Conclusions

Our CNA information and on-going examination and disaggregation of ISTEP+ data, DIBELS, Acuity, and STI assessment allows teachers to make adjustments to instruction based on individual and group needs based on specific skills. Our data gives us information on students and to what extent individual students are attaining mastery of the Academic Standards.

Specific Areas Where Improvement is Needed Immediately

ISTEP+ trend data reveals over the last several years that we have a weakness in process writing and writing applications in Eng /LA, and problem solving and measurement in Math in grades 3-5. The Five Paragraph Writing Model is being used in many classrooms as a strategy to improve the writing process and writing applications of our students. As recently as March 2015, West View has been identified as a Focus-Target school in the area of Math for the subgroup of white students in grades 3-5. To address this area of needed improvement, the following interventions have been implemented immediately while continuing with the 8-Step Process. 1). each class begins the day with Math bell work during the “maintenance” time on the master schedule. The teachers will determine the daily math bell work at their weekly grade level meetings. 2) Students will be routinely assessed in grades 3-5 and placed in Tiered intervention and Success groups for Math. Students then are able to participate in Math activities at their level for remediation, maintenance and enrichment. 3). Teachers in all grade levels will provide a daily Math maintenance/review problem which is aligned to an identified standard and note said standard in their daily lesson plans. Math strategies such as our daily 60 minute math block, mental math, daily math “Success Time” are being implemented to improve student achievement.

Our data suggests this weakness is across the curriculum in grades three through five. The focus of our goal is to improve students’ skills by using research-based core curricula and differentiated instructional materials to guide instruction. Teachers are also using differentiated instruction using flexible groups determined by benchmark and progress monitoring data for, application of skills, re-teaching, and additional practice, and/or challenge activities.

Parent Involvement

The West View Elementary staff uses many methods to communicate with parents, volunteers, and members of the community, such as our outside marquee, newsletters, school phone messenger, flyers, STI Home, etc. The school staff actively encourages continued parent and volunteer involvement in their classrooms and strongly believes that the home/school/community connection improves student achievement and social development. Our parent volunteer coordinator is helpful in planning and organizing parent and school activities. The West View Community Association, our parent organization, is very generous in its support and fundraising. One unique opportunity offered by the West View Community Association is the Teacher Enrichment Grant Program, which allows West View teachers to apply for grants to fund special enrichment opportunities in their classrooms. These grants help enrich all levels of academic learning.

Expectations for Parent Involvement

West View Elementary School intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.

Any comment indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compulsory Education, Office of Title I.

The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Muncie Community Schools Corporation School Board. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the education and (2) monitor and improve the educational achievement of their child.

School Corporation Policy

West View Elementary must submit its Title I school parent involvement policy, which must meet all legal requirements, to the Muncie Community School Corporation School Board. This policy must be developed jointly with and distributed by the school to parents of participating students. This policy must be updated annually.

A copy of West View Elementary parent involvement policy shall be kept on file with the school's Title I program plan in the central office.

Title I Schoolwide Component #6

West View Elementary encourages and supports parent involvement in student learning. Parents have the opportunity to participate in a variety of academic/non-academic student enrichment formats.

Our school has a very active parent organization, the West View Community Association. The group meets during the school year on the first Tuesday of each month at 5:30 p.m. Free babysitting is provided for parents if needed. The WVCA actively funds and supports the school through volunteering, equipment purchases, Accelerated Reading reward parties, enrichment grants, Family Night activities, etc.

West View also has one part-time parent volunteer coordinator. She coordinates the volunteer process. The school has a large number of adult volunteers who help within the classrooms in a variety of ways.

The student activity account is used to support a myriad of student activities such as field trips, convocations, reward programs, and student incentive items. Students are recognized for demonstrating excellence in attendance, academics, and special talents.

We maintain community partnership with Westminster Presbyterian Church. Through Kids' Hope US, eight of our students are partnered with a mentor. Fifty of our 1st grades through 5th grade students take part in College Mentor for Kids with Ball State University. Both mentoring programs meet weekly with students throughout the school year.

Other Involvement Opportunities

Kindergarten Popsicle Night	Fall and Spring Family Festivals	Fall and Spring Book Fairs
Open House/Meet the Teacher	Family Skating Parties	I Love to Read Family Night
Dr. Seuss Reading Literacy Day	Grade Level Parent Meetings	Christmas Music Program
Spring Music Program	Title I Parent Meetings	Coat Drive for any families in need.
Donuts For Dad Muffins For Mom	Book Fair Nights	Science Fair Night

Title I Schoolwide Component #6a

West View Elementary School provides individual academic results to parents through the following methods; ISTEP scores, IREAD scores, Terra Nova results, progress reports, report cards, and DIBELS and Acuity reports are sent home to parents. STI provides on line access to grades and homework.

Title I Schoolwide Component #6b

The following are the ways we involve parents in planning, review, and improvement of the Schoolwide plan; book adoption, district accreditation, and PL221 committees. Parents participated in completing a survey regarding the school atmosphere for the comprehensive needs assessment. WVCA members are involved in all aspects of parent involvement. Our current Schoolwide plan is posted on the school's website and we invite parent feedback. Parent members of the PL 221 committee are involved in developing and reviewing the plan.

Title I Schoolwide Component #7

In the spring we invite preschool students to West View for a Kindergarten Round-Up. We use this opportunity to assist the preschool student and their parents with the transition from a preschool program or home daycare to an elementary classroom situation. Students and parents are given the opportunity to discuss expectations and procedures for our corporation and school. During the Round-Up, we provide the families with information packets. The packets contain materials that will answer many questions that may arise. We include information on Muncie Community Schools Childcare Program, County Health Department's information on immunizations, as well as, West View's daily schedules and basic procedures. We also include a summarization of kindergarten expectations for the preschool student before entering kindergarten.

Students, along with their parents, who are enrolled in Head Start are invited to our school in the spring. During the visit, they meet the principal and kindergarten teachers. To help familiarize the child with the building and facilities, they tour West View. We gather information from parents about their child's preschool experience. Attempts are made to form kindergarten classrooms with classmates from similar preschool programs.

During the afternoon and evening prior to the start of school, all incoming kindergarten students and their families are invited to a "Popsicle Night". Students will be welcomed by their classroom teacher as they see their assigned classroom. Students are encouraged to bring all school supplies to put into their own cubby. Popsicles, books and a special t-shirt are given to each new kindergarten student. The new kindergarten student will be asked to wear their new "All Star" t-shirt to school on their first day. The principal, office staff, custodian and kindergarten teachers will also wear the new "All Star" t-shirt on the first day of school. By wearing the t-shirt, we hope the new kindergarten student will feel comfortable about becoming a member in West View's group of All Stars.

Instructional Strategies

Teachers in all grade levels follow the Curriculum Maps which categorize levels of instruction and assessment. Each standard has one of the levels of taxonomy attached to it. Questions within the curriculum calendar are categorized by the listed levels of the taxonomy. The curriculum is taught, at the very least to the level recommended within the calendar.

Teachers use STI, our student management system, to post attendance, grades and homework assignments. Teachers in grades 2-5 also access STI Assessment to view scores, graphs, etc. from monthly pre and post test student data. Teachers use this student data to guide their classroom instruction.

Classroom instruction is aligned to the Indiana academic content standards in grades 1-5 through the use of adopted textbooks, which are also aligned to Indiana standards, Curriculum Frameworks activities, ideas, and assessments. Teachers select instructional strategies through collaboration, professional development, and personal teaching experience and knowledge. In the classroom, teachers meet the needs of different learners by using a variety of instruction groupings such as paired, small group, whole group, peer coaching, remediation, and cross grade level groups. Teachers also look at different modalities and use hands-on materials, visual aids, and auditory equipment.

Safe and Disciplined Learning Environment

West View Elementary School provides a copy of the student conduct handbook to students, parents, and staff members. This handbook, explaining the student dress code, school discipline, bus conduct, etc. is handed out on the first day of school. Parents are expected to sign a form stating they have received the handbook. All signed forms are on file in the front office.

Each classroom has an emergency crisis bag which contains the West View Emergency Preparedness and Crisis Intervention Plan, emergency phone numbers and supplies. The crisis plan provides guidelines for each emergency situation and directions on how to respond. The staff and student body of West View practice regular emergency drills, including monthly fire drills, two tornado drills, one man-made occurrence drill, and one earthquake drill per semester. Students recite the school behavior pledge with daily announcements. Classroom rules are posted in each classroom. Anti-bullying procedures are in place to foster a disciplined learning environment.

The implementation of “Quiet Zone” and “No Bullying” in hallways helps to provide a safe environment conducive for learning. Both “Quiet Zone” and “No Bullying signs are posted on the walls throughout the building as a reminder to students. Teachers monitor the “Quiet Zones” and the “No Bullying Zones” from outside their classroom doors.

Conclusions About the Educational Program

This section contains statements regarding required provisions of 511 IAC 6.3 that deal with the school's educational program. Each provision is identified by its own heading and narrative summary.

Curriculum

Muncie Community Schools use Curriculum Maps for all subject areas. These maps are available online for teachers to access at any time. These maps align with the Indiana Academic Standards in the elementary schools, and are taught systematically, while utilizing Bloom's Taxonomy, across the school corporation. Each month, there is a common assessment of skills given to monitor and measure the progress of students. This data is then used to identify student strengths and weaknesses. Teachers then reinstruct those areas where gaps in instruction have occurred. Curriculum Maps are working documents, so during the school year, these maps are revised to be more efficient instructionally for the coming school years. Curriculum Maps curb the loss of mastered skills taught to those students who have a high mobility rate.

Muncie Community Schools, as a corporation, reviews and revises curriculum on a six (6) year rotating basis that follows the state guidelines for textbook adoption. During the adoption year for each subject area, a committee is appointed and is comprised of teachers, parents, and administrators. This committee is charged with writing curriculum for the subject area. The curriculum is developed in conjunction with, and aligned to, state content area standards. The completed Muncie Community Schools' curriculum guide/curriculum map includes curriculum that is aligned with state standards with uniform time frames throughout the corporation. Copies are also placed in each school's professional library and administrative office. The curriculum handbooks are distributed to students and parents, as well as school personnel, in preparation for yearly course selection. The elementary and middle school Course of Study documents are given to all teachers and made available to the public.

“Bullying” Goal Action Plan & HEA 1423

Goal: West View Elementary School in cooperation with the corporation leadership will develop and implement a plan for safe schools as per HEA 1423. A behavioral baseline was established by using data from 2006-07 school year and used in conjunction with the expectations of the new legislation.

Strategies for Attainment:

1. The Safe School Committee will plan educational outreach and training sessions for school personnel concerning: a) the identification of; b) the prevention of; and c) the intervention in bullying.

Action Steps for Strategy #1: The Safe School Committee will provide educational materials (books, videos, MCS student handbook, speakers, available community resources), information, and train school personnel in the basics of what bullying is, how and why it happens, and what can be done to prevent it.

1. The Safe School Committee will administer questionnaires to students and teachers to determine the nature and extent of bully/victim problems in our school.

Action Steps for Strategy #2: Questionnaires about bullying will be administered to students and teachers in the fall and spring of 2012-2013 to determine the nature and extent of bullying/victim problems in our school.

1. Staff members will work together to address identified school safety issues and develop strategies that can prevent bullying and maintain a safe school environment.
2. The counselor will implement a school wide “bully box” where students can anonymously submit problems they are having with bullies as well as for acts of kindness.

Action Steps for Strategy #3: As a staff, we will establish classroom/school rules against bullying, as defined in the MCS school handbook and HEA 1423, to improve the overall school climate and maintain a safe school environment. We will work toward identifying bullying situations during unstructured times throughout the school day in an effort to eliminate or quickly intervene in the event of bullying incidents. The staff in conjunction with the corporate leadership will develop and implement school wide standard procedures to handle bullying. These procedures will be followed by all school personnel as well as any adult in the building with immediate contact with any child.

Evaluation of Goal: Staff members will become proactive in dealing with bullying situations. Student bullying questionnaires will be given in the fall and if results of the survey indicate specific bullying problems, students will be surveyed again in the spring to see if bullying issues have decreased and newly implemented school-wide procedures were effective.

Attendance Policy

We make daily phone calls to the homes of students who do not call in to report an absence. This is either done by school personnel or our Honeywell phone service, which allows us to automatically call all absent students. It is the policy of Muncie Community Schools that all students attend school and be on time each day. In an effort to document an attendance rate of at least 95%, the percentage needed to be scored favorably during the performance-based accreditation process; phone calls home are made if a student is absent 1-3 consecutive days without notification to the school. After a total of 5 cumulative absences, the principal/assistant principal sends a letter home to the parent or guardian. A copy is also retained in the student's file. After a total of 7 cumulative absences, a letter from the principal/assistant principal is sent to the parent or guardian stating that the Muncie Community Schools attendance officer will be notified. The principal/assistant principal will hold a conference with the parent or guardian unless the conference is waived. Documentation of the letter and conference (or a waiver) will be retained in the student's file. A total of 9 cumulative absences is an indication that the above steps have been ineffective. The principal or attendance officer will inform the parent or guardian that an appropriate agency may be contacted. If a student accumulates 20 absences he/she will be referred to the Division of Family and Children Services.

At the beginning of the year, parents will be informed of the 95% attendance requirement for Annual Yearly Progress. Parents will be reminded throughout the year of the importance of having their child at school each day. The Honeywell phone service is also utilized.

Letters are sent out each summer to parents of students with attendance/tardy concerns from the previous year to encourage avoidance those same issues for the upcoming school year.

Tardies and early departures are recorded in the office, and after a student accumulates 5 tardies/early departures in a single year, the parents will receive a letter outlining the above steps to be taken if the problem continues. A copy of the letter will be kept in the student's file. If additional tardies/early departures occur, a referral is made to the Division of Family and Children Services.

Students with perfect and excellent attendance are recognized every grading period for their accomplishments. At the end of the year, special recognition is given to students reaching perfect attendance for the entire year.

Attendance Objective

Goal: Over the next three years, West View will maintain an annual attendance rate of no less than 95%.

Plan of Action: We make daily phone calls to the homes of students who do not call in to report an absence. This is either done by school personnel or our Honeywell phone service which allows us to automatically call all absent students. It is the policy of Muncie Community Schools that all students attend school and be on time each day. In an effort to document an attendance rate of at least 95% to be scored favorably during the performance-based accreditation process, phone calls home are made if a student is absent 1-3 consecutive days without notification to the school. After a total of 5 cumulative absences, the principal/assistant principal sends a letter home to the parent or guardian. A copy is also retained in the student's file. After a total of 7 cumulative absences, a letter from the principal/assistant principal is sent to the parent or guardian stating that the Muncie Community Schools attendance officer will be notified. The principal/assistant principal will hold a conference with the parent or guardian unless the conference is waived. Documentation of the letter and conference (or a waiver) will be retained in the student's file. A total of 9 cumulative absences is an indication that the above steps have been ineffective. The principal or attendance officer will inform the parent or guardian that an appropriate agency may be contacted. If a student accumulates 20 absences he/she will be referred to the Division of Family and Children Services.

At the beginning of the year, parents will be informed of the 95% attendance rate requirement for Annual Yearly Progress. Parents will be reminded throughout the year of the importance of having their child at school each day. The Honeywell phone service may also be utilized.

Letters are sent out each summer to parents of students with attendance/tardy concerns from the previous year to encourage the avoidance of those same issues for the upcoming school year.

As stated tardies and early departures are recorded in the office, and after a student accumulates 5 tardies/early departures in a single year, the parents will receive a letter outlining the above steps to be taken if the problem continues. A copy of the letter will be kept in the student's file. If additional tardies/early departures occur, a referral is made to the Division of Family and Children Services.

Students with perfect and excellent attendance continue to be recognized every grading period for their accomplishments. At the end of the year, special recognition will be given to students reaching perfect attendance for the entire year.

Technology

Muncie Community Schools provide resources for current technological equipment, professional development, and technical support for students, staff, and community to improve achievement. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society. As a continuing learning community, West View Elementary focuses on being a positive environment, and encouraging active involvement in the use of technology. Equity of access, equipment, and services for all stakeholders is imperative.

West View Elementary students have immediate access to the world's information. Hardware, software and other media align with the curriculum and building technology plans. Learners have sufficient access to productivity tools, online services, media-based instructional materials and primary sources of data in order to enrich and extend the learning goals for our students. Full time access to technology allows learners to deepen their understanding of academic skills, advance their knowledge of the world around them, and learn new ways of thinking and understanding. With this on demand, current technology, students take on independent roles in learning, communication, and acquiring life skills essential to future success.

Effective and engaging instructional software is an integral part of the academic curriculum. West View teachers have access to a variety of instructional programs that are used as a key part of the academic curriculum. Students use the Accelerated Reader program on a daily basis to improve reading comprehension skills. Reading A-Z, provide tools from which teachers will be incorporating activities into their curriculum to improve student achievement. Individual classroom teachers use software of their own to reinforce standards as well. Scott Foresman Envision our adopted math textbook, and other adopted texts provide each teacher with technology on-line and CD's to reinforce standards taught to students.

Teachers use Information Now, our student management system, to post attendance, grades and Indiana State standards. Teachers in grades 2-5 also access Information Now Assessment to view scores and gather monthly pre and post test student data.

Technology-based instruction through Acuity and Burst can be used to customize student learning and support the school's remediation plan. Technology is used regularly throughout the school day, across all subject areas, and as needed to access information, communicate with others, and create project-based products. The use of technology helps students to achieve academic standards. Equity of access to technology is of paramount importance to West View Elementary.

Exceptional Learners

Muncie Community Schools maintain a K-12 Gifted and Talented Program, which provides programming for high ability, general intellectual students. During the elementary school years, students are selected for a self-contained Expanded Learning Program located at East Washington Academy. Middle school students are chosen for enrollment in Honors classes in the areas of Humanities, Math and Science. High school students are selected for Honors enrollment in the content areas of English/Language Arts, Social Studies and Science. High school students may also select Advanced Placement classes in English, Math and Science.

The program mission is for the high ability students to understand, develop, and apply the skills of critical, logical, analytical, and creative thinking through the study of broad based multi-disciplinary problems, issues, and themes. The high ability student will pursue accelerated, differentiated curriculum, which will allow him/her to become producer of original, sophisticated, and innovative products. The high ability student will accept, recognize and respect the uniqueness of each individual's views as he/she interacts cooperatively and responsibly with society. The high ability student will become more aware of his/her abilities, as well as the needs he/she has in common with others in order to develop a positive self concept.

Selection criteria is documented and executed consistently from year to year. Multiple criteria applied include standardized test scores, local assessments, SAGES 2, Naglieri Non verbal Aptitude Test, portfolios, teacher referrals, and parent referrals,

High ability students not in the self-contained program classrooms of the Gifted and Talented Department receive instruction to address their academic needs within the general education classroom. West View Elementary School utilizes the following strategies to service the high achieving students: differentiated instruction according to reading levels determined through leveled readers, opportunities for challenging projects, and peer presentations, enrichment activities from the reading, math, language, and social studies texts and Success.

Muncie Community Schools also provides services to those students eligible for special education services under the Individual with Disabilities Education Act (IDEA). A wide-range of special education services are provided through the Blackford-Delaware County Special Education Cooperative. Students receive services as described in the Individualized Educational Plan (IEP), and classroom teachers work cooperatively with special education teachers to ensure that every child receives a Free and Appropriation Public Education (FAPE).

Cultural Competency

Teachers at West View provide an educational experience appropriate to all children. We have ongoing dialogue with parents and students to determine diverse backgrounds, attitudes, and customs. MCS provides an ESL teacher who provides instruction to students. She partners with teachers to prepare lessons. Outside resources, such as Ball State, provide information and guidance for meeting individual needs and integrating diverse perspectives. Teachers prepare lessons to supplement the curriculum. Art, Music, and P.E. provide varied experiences related to cultural diversity. Teachers choose a variety of materials to share in class that open dialogue about cultural differences. West View teachers will continue to discover ways to meet varied cultural needs. At monthly staff meetings a “Take 5” professional development provides cultural competency training to all staff through the schools trained Cultural Competency Team.

Assessment Instruments

Many assessments are used to measure academic progress at West View Elementary School. The following assessments are currently used; ISTEP+ for students in grades 3, 4, and 5, Terra Nova Tests for 2nd grade students, DIBELS NEXT, and Burst, for students in grades, K, 1, and 2. Also used are Acuity for students in grades 3, 4 and 5, STI Assessments in reading and language arts for students in grades 2, 3, 4, and 5, IREAD3 and Unit Reading and Math tests.

Title I Schoolwide Component #8

Our professional development enables teachers to make informed educational decisions and provides them with the necessary skills that will lead to the improvement of student achievement. Refer to component #4.

Our teachers collaborate on a regular basis through formal and informal communication. These include curriculum alignment, weekly grade level meetings, monthly data log meetings, and cross grade level data meetings. Teachers have organizational meetings at the beginning of the year to discuss upcoming yearly goals. Classroom teachers meet with resource teachers, data coaches, interventionists, and specials teachers on a weekly basis to discuss individual and small group needs based on specific skill progress monitoring.

West View Elementary communicates information to stakeholders as noted in component 5a and 6b.

Collaboration at West View Elementary includes planning, data analysis, professional development and monitoring, and ISTEP+/Terra Nova analysis at the grade level and subject area.

Teachers evaluate ISTEP+, STI Assessments, DIBELS NEXT, IREAD3 and Acuity assessments to differentiate instruction throughout the classroom.

Title I Schoolwide Component #9

The following activities and programs at the school level ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance. This includes an annual examination of programs and services that address the learning needs of all students, as required by our PL221 planning process.

Currently, kindergarten through fifth grade students are identified for the Title I program using DIBELS, Acuity, Terra Nova, ISTEP+, and teacher input.

The staff utilizes all data to make decisions about classroom instruction, and designs activities and group students for instruction. Staff development sessions address areas of strength, as well as areas of concern. During monthly data meetings and weekly grade level collaboration meetings, teachers discuss data, assessments, and strategies to improve student learning.

The 8 Step Process includes 90 minutes of uninterrupted Tier 1 reading blocks for grades K-5, 45 to 60 minutes of math block for grades K-5. Success time, weekly instructional focus in reading and math, DIBELS, Acuity, pre and post STI assessments, and our data wall provide all certified staff a means to give additional support for students who struggle academically. Monthly data log meetings are held to focus on specific areas in need, and instructional strategies are made in teaching. Tier 2 and Tier 3 reading instruction, for identified students most in need, give additional small group instruction to our students. Below are instructional strategies teachers implemented as part of our 8 Step Process:

All students participate in Tier I research-based core classroom reading curriculum instruction for all students with a focus on the essential elements of a subject. Tier I provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data drives differentiated instructional decisions based on evidence of proficiency.

Students reading below grade level participate in scientifically based reading research Tier 2 small group instruction. This is an additional 30 minutes of instruction based on DIBELS NEXT and Acuity data. Planned intervention is explicitly and systematically taught with fidelity.

Strategic instruction occurs in small, flexible groups. Groups are guided by DIBELS NEXT, BURST and Acuity data for every student, including benchmark, and are based on the core program.

On-going DIBELS NEXT and BURST progress monitoring is completed at least every two weeks for targeted students in grade K-2.

Students are grouped during “Success Time.” Student needs include remediation, monitoring and enrichment.

Tier 3 is an additional intensive block. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

Professional Development Program

Goal #1: The faculty will utilize the Indiana Department of Education ISTEP Info Center website, Acuity, DIBELS, and STIA websites focusing on language arts, for the purpose of improving teaching strategies which focus on the areas of need according to our ISTEP data.

Strategy #1: The faculty of West View Elementary School will collaborate to analyze current ISTEP, Acuity, DIBELS, and STIA data, looking for areas of weakness and strength, trends, etc. in an effort to identify and implement strategies that will improve student achievement. The faculty of West View Elementary School will work not only within grade levels but grade levels and with the IDOE ISTEP Info Center website to analyze ISTEP sampler questions and language applied skills assessments. As a result, teachers may use various sample items as part of classroom instruction.

Action Plan: Teachers will participate in professional development activities regularly throughout the school year. During this time, teachers may work by grade level and use student ISTEP data, ISTEP sampler questions, IDOE standards activities, and applied skills assessments to help. Teachers will use the information gained to adjust and implement similar ISTEP strategies in their classrooms.

Persons Responsible: Building principal, all K-5 faculty, special area teachers, data coach, and interventionists

Timeline for Completion: Teachers will meet, analyze, and discuss during corporation staff development. This will be ongoing throughout the year.

Evaluation of Goal: Teachers will provide feedback on professional development sessions.

Strategy #2: The faculty of West View Elementary School will collaborate on the implementation of the MCS Curriculum Maps.

Action Plan: Teachers will collaborate by grade level to develop a teacher resource packet using the Indiana Standards resources section of the IDOE website. The activities will allow teachers to align classroom instruction and assessment with Academic Standards, Common Core (K-1) Acuity, DIBELS, and STIA. They will also be able to make instructional decisions that will improve student achievement.

Persons Responsible: Building principal, all K-5 faculty, special area teachers,

data coach, and interventionists.

Timeline: The implementation of this strategy will be ongoing throughout the year.

Evaluation of Goal: Teachers will provide feedback at professional development sessions.

Goal #2 The faculty will collaborate using the 8 Step Process to implement differentiated reading instruction within individual classrooms.

Strategy #1: The faculty of West View Elementary School will collaborate using a research based core reading program that includes the five components of scientifically-based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension, to differentiate instruction for the purpose of improving teaching strategies that are effective. This will lead to better intervention strategies, and in turn, will improve student achievement.

Action Plan: The faculty of West View Elementary School will work in small groups by grade level to further investigate the Macmillan/McGraw Hill Treasures differentiated instruction component. As a result, teachers will better understand this strategy of differentiating instruction component, and find ways to best implement the components effectively into their reading program.

Persons Responsible: Building Principal, all K-5 teachers, special area teachers, data coach, and interventionists

Timeline for Completion: Teachers will meet, analyze, and discuss during corporation staff development.

Evaluation of Goal: Teacher evaluation of differentiated instruction will be on-going throughout the school year, and progress will be discussed at regularly scheduled data meetings.

Goal #3: The faculty will work to provide a safe environment for all students.

Strategy #1: Faculty members will participate in educational outreach and training sessions for school personnel concerning: a) the identification of; b) the prevention of; and c) intervention in bullying.

Action Plan: Teachers will participate in professional development activities on a regular basis throughout the school year. The West View faculty members will establish classroom/school rules against bullying, as defined in the MCS student handbook, to improve the overall school climate and maintain a safe school environment. We will work toward identifying bullying situations during unstructured times throughout the school day in an effort to eliminate or quickly intervene in the event of bullying incidents. The staff will develop and implement school wide safety

procedures.

Persons Responsible: Building principal, K-5 faculty, special area teachers, data coach, and interventionists.

Timeline for Completion: The implementation of this strategy will be ongoing throughout the year. **Procedures will begin the first day of the school year.**

Evaluation of Goal: Teachers will compare results based on surveys taken from the fall to spring.

Goal #4: The K-5 faculty of West View will work with our existing PL 221 plan and 2012-2013 ISTEP+, Acuity, DIBELS, and STIA results. We will collaborate and discuss the changes needed for our 2013-14 plan, which will focus on changes to improve student learning.

Strategy #1 Faculty members will begin to make suggested changes for the 2013-2014 PL 221 plan using ISTEP, Acuity, DIBELS, and STIA data as a focus to improve student achievement.

Action Plan: The faculty will analyze ISTEP, Acuity, DIBELS, and STIA data to chart weaknesses by grade level, as well as across grade levels. We will investigate the areas of weakness in scores and look for strategies that will help to improve student achievement.

In an effort to improve student achievement, we will have regular data meetings, focusing on the data wall at all grade levels. Teachers will share with the staff areas of weakness they have noted as students arrive to their classrooms in the fall. We will collaborate using data to guide our instruction in those areas.

We will examine the ISTEP, Acuity, DIBELS and STIA data, and use summary reports to determine areas of weakness. This focus will give teachers a better understanding of the skills assessed, as well as areas that need remediation or enrichment. Teachers will be able to adjust teaching strategies and assessments in an effort to increase student achievement.

Persons Responsible: Building principal, K-5 faculty, special area teachers, data coach, and interventionists.

Timeline for Completion: Teachers will examine the Indiana Academic Standards and the indicators during professional development sessions.

Evaluation of Goal: Teachers will provide verbal feedback.

Title I Schoolwide Component #4

Professional development opportunities are offered to all staff members, including paraprofessionals. All Professional Development is directly related to our 8 Step Process, and is tied to our student achievement and Corporation Balanced Scorecard goals.

<p>2013-2014</p> <p>Professional Development</p>

Date	Topic	Objective	How Selected	Person Responsible	Evaluation
2014-2015	8 Step Process	Instruction	Corporation Initiative	Central Office Director, Principal, Data Coach	Agendas
Yearly	Textbook adoption	Curriculum adoption Information	Based on specific skill need	Central Office Director, Principal, Teachers	Agendas, Adopted textbook
Weekly	Grade Level Team Meetings	Curriculum and Instruction	8 Step-Corporation Initiative	Principal, Teachers, Data Coach, Interventionists	Log Minute Meeting Note Sheet
Weekly	Principal and Data Coach log meetings	Curriculum and Instruction	8 Step-Corporation Initiative	Principal and Data Coach	Log Minute Meeting Note Sheet
Monthly	Grade level data log meetings	Curriculum and Instruction	8 Step-Corporation Initiative	Principal and Data Coach	Log Minute Meeting Note Sheet
Quarterly	8 Step Process Check	Curriculum and Instruction	8 Step-Corporation Initiative	Central Office Director, Principal, Data Coach, Teachers	Process Check Success and Challenge Worksheet
Monthly	8 Step Process-staff meetings	Curriculum and Instruction	8 Step-Corporation Initiative	Principal, Teachers, Data Coach, Interventionists	Meeting Agendas

Title I Schoolwide Component #3

Template for Elementary Schools

Highly Qualified Teachers for School Year 2014-2015:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form:	Location of Verification Form and supporting documentation:
		<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? Plus one of the following: <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	
Victoria Bixler	Kdg.	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Debbie Hill	Kdg.	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Sandra Burks	1st	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Adrienne Mahaffey	1 st	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Talia Traub	2nd	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Angie Bryan	2nd	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Kasey Hyneman	2 nd	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Fran Short	3rd	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files
Vicki Hunter	4th	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> 100 Points on HOUSSE rubric	Central Office – HR Files

Chris Rodgers	5th	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSE rubric 	Central Office – HR Files
Rachel Vance	5th	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Christy Myers	Intervention-ist	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSE rubric 	Central Office – HR Files
Casey Barnet	Data Coach	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSE rubric 	Central Office – HR Files
Brenda Cribbs	Special Education	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSE rubric 	Central Office – HR Files
Nancy Swickard	Art	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ Earned a Master's Degree in Art or Music 	Central Office – HR Files
Tiffany Ingles	Music	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files

Template for Paraprofessional Highly Qualified Status for School Year 2014-2015:

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 documentat status:
Susan Cartwright	Special Education Aide	✓ Passed ParaPro Test 6/12/2004	Central Office – HR Files
Teresa White	STIA Aide	✓ Passed ParaPro Test 11/20/2004	Central Office – HR Files
Peggy Wright	Special Education Aide	✓ Passed ParaPro Test 6/12/2004	Central Office – HR Files

Title I Schoolwide Component #5

Muncie Community Schools prides itself on the low turnover rate of its certified instructional staff. This is directly linked to higher average salary than our surrounding county school corporations, an exceptional and affordable insurance plan, high quality, and on-going teacher professional development. When these components are found in one School Corporation, it is easy to understand why Muncie Community Schools is an attractive place to work. Ball State University and Ivy Tech are added positives for our teachers, as they offer the advantage of further educational opportunities.

Muncie Community Schools strives to improve recruitment for teachers. We participate in many College/University Teacher Job Fairs in the spring of each year to find strong academically prepared candidates. The job fair and building level interviews and the open discussion of candidates allows MCS administrators to hire the best person for the job. Our corporation website allows Candidates to view and apply for positions online. This is another way we attract more applicants.

All teachers must be certified by the State in the content area to be considered for a position with the Muncie Community School Corporation. Teachers who are hired from out of state must have received their Indiana State Teacher's License or have applied for an emergency license. When searching for new teachers, the corporation lists the vacancy and key requirements (licensure, resume of experiences, transcripts, letters of recommendation) on the IDOE and MCS websites. We contact references and conduct criminal history checks.

Paraprofessionals must pass their Para Pro exam or have accumulated at least 60 hours of college credits.

Title I Schoolwide Component #2

At West View, we provide opportunities for all children to meet proficient and advanced levels of student academic achievement, such as:

Below grade level readers will participate in scientifically based reading research Tier 2 small group instruction. This is an additional 30 minutes of instruction based on DIBELS data. Planned intervention is explicitly and systematically taught with fidelity.

Strategic instruction occurs in small flexible groups. Groups are guided by DIBELS data for every student, including benchmark, and are based on the core program.

On-going monthly pre and post STI assessments will be given to guide instruction.

On-going DIBELS progress monitoring will be done at least every two weeks for targeted students.

Students will be grouped during Success Time based on specific skill need.

Tier 3 is an additional intensive 15 minutes. This intensive level of instruction utilizes a combined of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

Goal Action Plan

PL 221 Corrective Action (Y/N): N

Title I School Improvement (Y/N): N

Subgroups Identified for Improvement: None

Goal #1: Over the next three years, West View Elementary will show sustained, measurable improvement in the total ISTEP+ scores for Language Arts of not less than 80.1% passing for all students in grades 3-5 or reduce the failure rate by 10% in grades three through five.

<p>Intervention #1:</p> <p>Teachers will implement word recognition and vocabulary development instructional strategies in their classrooms.</p>	<p>Research/Best Practice for Intervention:</p> <p><i>“Classrooms That Work They Can all Read and Write”</i> by Cunningham and Allington</p> <p><i>“The Word-Conscious Classroom”</i> by J. Scott, B. Skdael, and J Wells</p> <p>8-Step Process Model</p> <p>DIBELS & Acuity Intervention Resource Activities</p> <p>Uninterrupted Reading Block</p>

	<p>Research Based, Effective, Strategic Lesson Plan Model</p> <p>Macmillan Triumphs Intervention Kit</p>
--	----------------------------------------------------------------------------------------------------------

Strategies for Implementation:

1. During the 90 minute Tier 1 uninterrupted LA block teachers in grades K-5 will teach, review, and practice word recognition on a daily basis. During an additional 30 minute Tier 2, LA block differentiated instruction will be accomplished through the use of small group lessons, intervention groups, and phonics activities to improve student word recognition skills. Vocabulary development in grades K-5 will be taught daily with best practice vocabulary components provided through the Scott Foresman reading series. These vocabulary components incorporate best practice strategies that teach children how to use letter sounds to decode words by blending the separate sounds together to form a word using explicit instruction (Dr. Jan Hasbrouck). Teachers may utilize the academic standards section of the Indiana Department of Education, Acuity, and mClass websites to access activities and assessments to support Indiana academic standards.

2. When appropriate, teachers will model strategies using the thesaurus, dictionary, and basal texts to teach word parts, base words, synonyms, antonyms, and context clues. Students will use vocabulary strategies when reading leveled texts to increase vocabulary knowledge and fluency. Best practice strategies will continue to be used. Special teachers will also incorporate vocabulary building activities in their classrooms. Teachers will monitor vocabulary and implement strategies and skills for comprehension growth by using student data from Scott Foresman weekly selection, unit, and fluency assessments to guide their instruction.

3. Teachers will implement daily academic vocabulary lessons related to the Indiana Academic standards through systematic classroom instruction. Each day the vocabulary word will be expanded, including the definition, spelling, etc. Teachers will incorporate these vocabulary words in the curriculum.

Person(s) Responsible:	Start	End	Resources
<p>The building principal, K-5 faculty and special area teachers, data coach and interventionists and Title I Aide</p> <p>An STIA aide will scan student answer sheets, and score completed assessments</p>	<p>August, 2013</p>	<p>May, 2014</p>	<p>MCS Curriculum Maps and mini assessments, STI Assessments, Scott Foresman reading series, Triumphs Intervention Kit, The Five Paragraph Writing Model (adapted by Micky Houston, Miller Elementary School) Vocabulary activities, IDOE Website, other teacher resources, daily academic vocabulary lessons, www.easycbm.com,</p>

			www.freereading.net, www.FCRR.org, www.readinga-z, www.enchantedlearning.com, www.kellyskindergarten.com
Intervention #2:			
Teachers will follow the process of a directed reading lesson that includes pre-reading, during-reading, and after reading activities.		Research/Best Practice for Intervention:	
		<p><i>“What Really Matters for Struggling Readers: Designing Research Based Program”</i> by Richard Allington</p> <p><i>“Literacy Work Stations: Making Centers Work”</i> by Debbie Diller</p> <p><i>“Best Practice for Teaching and Learning in America’s Schools,</i> Zemelman, Daniels, Hyde</p> <p>Scott Foresman reading series, Triumphs Intervention Kit</p> <p>8-Step Process Model</p> <p>Teaching Steps to an Effective and Strategic Reading Lesson Plan Format</p>	
Strategies for Implementation:			
<p>1. Teachers will use the pre-reading activities of building background, prior knowledge, picture walks, setting purpose, and predicting. During reading, teachers will guide comprehension through the use of questions and student participation. The after reading activities include reader response and practice of weekly reading skills. Indiana Standards resources website can be utilized as an additional teacher resource to help students meet grade level expectations. The Scott Foresman main reading selections ISTEP+ Selection Tests are available and can be utilized as a tool for assessing reading comprehension. Teachers may utilize the Indiana Standards resources section of the Indiana Department of Education website to access activities and assessments to support Indiana academic standards.</p> <p>2. Universal Screenings, DIBELS, Acuity and STIA will be administrated throughout the school year to monitor student comprehension. Assessment data will drive instruction.</p>			
Person(s) Responsible:	Start	End	Resources
The building principal, K-5 faculty, and special area teachers, data coach, interventionists,	August,	May,	MCS Curriculum Maps and mini assessments, Scott Foresman

and Title I Aide An STIA aide will scan student answer sheets, and score completed assessments	2013	2014	reading series, IDOE Website, Library AR books and quizzes, www.easy cbm.com, www.freereading.net, www.FCRR.org along with other teacher resources
-------------------------------------------------------------------------------------------------------	------	------	----------------------------------------------------------------------------------------------------------------------------------------------------

Intervention #3: Grade level teachers will use writing prompts in alignment with the Indiana State Standards and MCS Curriculum Maps.	Research/Best Practice for Intervention: <i>“Literacy Work Stations: Making Centers Work”</i> by Debbie Diller <i>“Best Practice for Teaching and Learning in America’s Schools,</i> Zemelman, Daniels, Hyde The Five Paragraph Writing Model (adapted by Micky Houston, Miller Elementary School)
-----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies for Implementation:

1. Teachers will model the use of Indiana Writing Development and Language rubrics for scoring. The use of appropriate anchor papers will be used to show the students examples of scored writing. Teachers will model the use of grade appropriate editing marks.
2. Teachers may utilize the academic standards section of the Indiana Department of Education website to access activities and assessments to support Indiana academic standards. Students will follow the ISTEP+ rubric and writing process; organize ideas, write, edit, revise, and publish.
3. Teachers will follow the MCS curriculum maps to provide daily instruction and practice on language conventions. Daily review and maintenance will be embedded. (sentence structure, capitals, punctuation, grammar, etc.)

Person(s) Responsible:	Start	End	Resources
The building principal, K-5 faculty, and special area teachers, data coach, interventionists, and Title I Aide	August, 2014	May, 2015	MCS Curriculum Maps, Building developed ISTEP+ Countdown Calendars, Scott Foresmn reading series, Words Their Way writing series, IDOE Website, ISTEP rubrics, graphic organizers, anchor papers, Write Source Language book, IRDA components, other teacher

			resources
--	--	--	-----------

Goal #2: Over the next three years, West View Elementary will show sustained, measurable improvement in the total ISTEP+ scores for mathematics of not less than 83.1% passing for all students in grades 3-5 or reduce the failure rate by 10% in grades three through five.			
Intervention #1: Teachers will provide daily opportunities for computational practice in an effort for students to master the IN state standards on computation at each grade level.	Research/Best Practice for Intervention: <i>"Best Practice for Teaching and Learning in America's Schools,</i> Zemelman, Daniels, Hyde 45-60 minute Math Block Success Time EnVision Math Textbook		
Strategies for Implementation: Teachers at each grade level will use a portion of the daily 45-60 minute math block to teach, practice, or apply computational strategies for students to use. An additional 25 minute success period is used to re-teach, maintain, or enrich these computational strategies. Special area teachers will also incorporate math skills in their classrooms through collaboration with regular teachers and adhere to the guidelines of the curriculum calendars. Information on how to access the corporation adopted EnVision math curriculum website will be provided to parents.			
Person(s) Responsible:	Start	End	Resources
The building principal, K-5 faculty, and special area teachers, data coach, interventionists and Title I Aide	August, 2014	May, 2015	IDOE Website, MCS Curriculum Map, EnVision math program, ISTEP+/Terra Nova Countdown

			Calendars, MCS math maintenance materials, Acuity, mClass and STIA resources, various computational materials, and other teacher chosen resources
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------

--

Intervention #2: Teachers will model and students will use manipulative materials to develop skills in geometry and measurement including time, money, temperature, weight, volume, linear measurement, etc.	Research/Best Practice for Intervention: <i>"Best Practice for Teaching and Learning in America's Schools,</i> Zemelman, Daniels, Hyde 45-60 minute math block Success Time EnVision Math Textbook
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategies for Implementation:

In alignment with the MCS math curriculum map, mastery of geometry and measurement standards including time, money, temperature, weight, linear measurement, etc. will occur through various instructional strategies. Teachers will utilize the EnVision math program as the primary source of activities and assessments. Teachers may also use utilize the Indiana Standards resources section of the Indiana Department of Education website for additional activities and assessments to support Indiana academic standards. Special area teachers will also incorporate math skills in their classrooms through collaboration with regular teachers and adhere to the guidelines of the curriculum calendars.

Person(s) Responsible:	Start	End	Resources
The building principal, K-5 faculty, and special area teachers, data coach, Interventionists, and Title I Aide	August, 2013	May, 2014	IDOE Website, MCS Curriculum Map, EnVision math program, ISTEP+/Terra Nova Countdown Calendars, MCS math maintenance

			materials, Acuity, mClass and STIA resources, various computational materials, and other teacher chosen resources
<p>Intervention #3:</p> <p>Teachers will present instruction and provide practice for students using problem solving strategies similar to released ISTEP+ sampler questions. Focus will be directed to open ended problem solving questions, and multi-step problems with students showing work, and explaining it through pictures and/or written explanation. Assessment in grades 3-5 will model the ISTEP+ scoring rubrics.</p>	<p>Research/Best Practice for Intervention:</p> <p><i>“Best Practice for Teaching and Learning in America’s Schools”</i>, Zemelman, Daniels, Hyde</p> <p>45-60 minute math block</p> <p>Success Time</p> <p>EnVision Math Textbook</p>		
<p>Strategies for Implementation:</p> <p>Teachers will model and involve students in using problem solving strategies similar to ISTEP+ sampler and released questions from the Indiana Department of Education website. Teachers may utilize the Indiana Standards resources section of the Indiana Department of Education website to access activities and assessments to support Indiana academic standards. Teachers will utilize the EnVision math program as the primary source of activities and assessments. Special area teachers will also incorporate math skills in their classrooms through collaboration with regular teachers and adhere to the guidelines of the curriculum calendars.</p>			
<p>Person(s) Responsible:</p> <p>The building principal, K-5 faculty and special area teachers, data coach, interventionists and</p>	<p>Start</p> <p>August, 2013</p>	<p>End</p> <p>May, 2014</p>	<p>Resources</p> <p>IDOE Website, MCS Curriculum Map, EnVision math</p>

Title One Aide			program, ISTEP+/Terra Nova Countdown Calendars, MCS math maintenance materials, Acuity, mClass and STIA resources, various computational materials, and other teacher chosen resources
----------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title I Schoolwide Component #10, 10a

We understand that funding sources can be consolidated; however Muncie Community Schools does not participate in the consolidation of federal, state, and local funds.

Title I funding is used to supplement other programs within the school. Other federal, state and local funding is coordinated and integrated by MCS and building level administration. The General Fund provides assistance for teacher salaries and for school level materials needed to enhance instruction. Title II – Part A Funds are used mainly for class size reduction. IDEA funds are used to provide educational opportunities for our special education population.

Additional grant funds received periodically from private foundations or other sources compliment the programming in the district.

Documentation of Support by Muncie Teachers' Association

As required by 511 IAC 6.2-3-3, I, as the exclusive representative of the Muncie Teachers' Association, have reviewed and are in support of the Professional Development Section of the Strategic and Continuous School Improvement and Achievement Plan for West View Elementary School.

Signature of Exclusive Representative

Date

Waived Statutes and Rules

No statutes or rules have been waived at this time.

The following list of statutes and rules have been waived:

<Insert any waived rules here.>

Certificate of Submission

The committee, comprised of the building principal, administrators, teachers, parents, and community member(s), have submitted the final draft of the Strategic and Continuous Improvement and Achievement Plan to the superintendent. The school improvement committee has considered the recommendations of the superintendent and revised the plan at their discretion. The final plan has been presented to the superintendent and the school board.

Signature of Building Principal

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.

Review by Muncie Community Schools Board of School Trustees

WHEREAS a three year Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included the principal, teachers, parents, students, and community member(s) for

West View Elementary School, and

WHEREAS, the Superintendent of Schools has reviewed the plan to ensure that the plan aligns with the school corporation’s mission statement, goals, and expectations, and

WHEREAS the governing body is required under Indiana Law to review said plan, and

WHEREAS the governing body reviewed this plan on this date, at the Administration Building located at 2501 N. Oakwood Ave, Muncie, IN 47304.

THEREFORE BE IT KNOWN that the governing body will submit this plan to the Indiana Department of Education as required under 511AC 6.2-3-5 Sec. 5.and directs that a copy of this plan remain on file for public review in the office of the building principal.

Signature of Superintendent

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.

Steering Committee Membership

The following committee members comprise the School Improvement Committee:

Kathaleena McCord

, Kathaleena McCord
Principal/Chairperson

Susan Cantrell

, Susan Cantrell
Teacher

Mike Reed

, Mike Reed
Teacher

Debbie Hill

, Debbie Hill
Teacher

Vicki Hunter

, Vicki Hunter
Teacher

Sheryl D Reed

, Sheryl Reed
Teacher

Myranda Piche

, Myranda Hughes-Piche
Parent

Kelsey Graves

Kelsey Graves *

Parent

Tracey Williams

Tracey Williams

School Employee

**Represents parent representative of exceptional learner per P.L. 146.*
