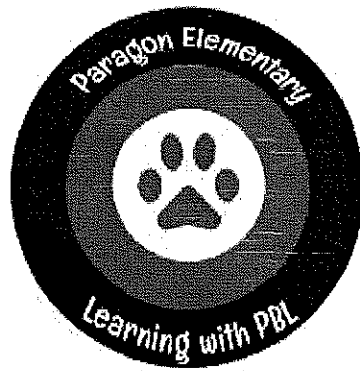


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Indiana School Improvement Plan

Paragon Elementary

Metropolitan School District of Martinsville



Ryan W. Cox
520 W Union St.
Paragon, IN 46166

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M.S.D. of MARTINSVILLE

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General Information

CORPORATION: Metropolitan School District (MSD)
of Martinsville

SCHOOL: Paragon Elementary

ADDRESS: 520 W. Union St.
Paragon, IN 46166

PHONE: 765-537-2276

FAX: 765-537-2105

WEBSITE: <http://msdmartinsville.org>

COUNTY: Morgan

ORGANIZATION: PreK -4

SCHOOL NUMBER: 5925

ENROLLMENT: 191 (as of 9/26/22)

PRINCIPAL: Ryan Cox

SUPERINTENDENT: Eric Bowlen

Narrative Description of School

Paragon Elementary School is one of the four rural elementary schools of the MSD of Martinsville's seven elementary schools. The school is located in Paragon, Indiana, six miles southwest of Martinsville. The attendance area comprises the townships of Ray, Baker, and Jefferson in southwest Morgan County, as well as the town of Paragon. The attendance area is a combination of farms, rural housing, and the small incorporated community of Paragon. The population of Paragon is 659 (United States Census Bureau 2013), which has declined since the 2000 Census reported a population of 663. Habitat for Humanity has built a small village of homes close to the school.

Paragon Elementary serves 191 students in grades pre-k through grade 4 (as of September 26, 2022). Nine buses transport rural students to school. A full day kindergarten and an additional section of kindergarten was added in 2012. A Title 1 funded, Pre-Kindergarten was added in 2018 as a four days a week program. School class sizes range from 16-26 pupils, and the Free/Reduced rate has increased from 25.6 in 2000, to approx. 63.% as of September 2022. Over one half of the school population is served by one, or some combination of Title 1, Resource, Intervention and Speech. Students are grouped homogeneously; teachers serve a wide range of abilities since the corporation has moved to keeping Mildly Mentally Handicapped students in their home schools. Classrooms are small, and have been modified to serve as contained rooms instead of the open space rooms that existed when the building was built in 1970. The heating and cooling system was replaced in the summer of 2011, which has greatly reduced the number of staff and student complaints of extremely hot or extremely cold classroom conditions. The building is two-story and having no elevator causes challenging situations when moving handicapped students and equipment. The corporation added a chair lift in the summer of 2011, but that does not alleviate the equipment issue. Every student has a classroom device, K-4chromebooks. The building has 19 wireless points.

We have a full time certified Title I teacher and a full time Resource teacher. The Music, Art, Speech, and Physical Education teachers are half time employees as we share them with Poston Road Elementary. The school nurse, school psychologist, and district family service coordinator are in our building one day per week. There is one 80% instructional aide, two 80% special education aides, one 80% Title I aide, one 80% PK teacher, and one 80% library/technology aide. Office staff includes the principal who works 214 days a year and a school secretary who works 200 days per year. A clinic aide is present five days a week. In October of 2021, a full-time School Counselor was hired to help with social emotional services. A technology service specialist visits the school when a help ticket has been submitted. High Achieving/High Ability students are served by their classroom teachers. Custodial staff is limited to one full time custodian during school hours, and a full time night custodian for cleaning. The kitchen has a staff of three, which offer 100% of our population free breakfast and 65% participate in free/reduced lunches. One lunch-time aide supervises students during lunch. Food Services fund student lunches during the summer months.

Daily announcements are presented each day through Screencastify by the Principal and Counselor.. The school has a website that is maintained by the district technology department. Twitter, Facebook, and Instagram accounts are controlled by the principal and two teachers. Classrooms are equipped with smart boards, projectors and screens, overheads and Ken-o-Vision machines. Teachers generate mid-term and nine week grades on a computerized reporting system. Each classroom/area has a teacher dedicated computer. We have instituted an on-line Response to Intervention form package for easy access to student interventions by all members of the RTI Team.

The Paragon Elementary Parent/Teacher Organization is strong and supportive. They fund and staff classroom parties, and raise money to purchase playground equipment, pay transportation costs for field trips, assist teachers in classrooms, organize special events for the students, and provide chaperones for field trips.

The community is supportive as well. The post office provides toys, games, and clothes for families at Christmas, and area churches provide money to purchase clothes and supplies for our school clinic. The Lions Club sponsors an Easter Egg Hunt for our students and brings a group of Lions Club members to test our students' vision each year. Area residents serve as Lunch Mentors for some students needing positive role models. Local churches provide third and fourth grade students forty minutes of religious instruction one time per week. The Family Service Coordinator sets up after-school clubs such as dance, board games, cooking, team sports, and homework. She also supervises the mentor program, Adult and Child Program, high school tutors, and coordinates family assistance with the local post office.

Staff members facilitate the clubs and there is high student interest in these clubs. Our FSC also runs the Character Counts program for our school. Other student programs include Student Council, Scripps Spelling Bee, Math Bowl, Spelling Bowl, Art Club, Vex Robotics, and Honors Choir. Our school is using PBL (Project Based Learning) as teaching strategies to encourage student voice and choice. The PBL model also works closely with the community. Community involvement includes caroling through the town, classrooms visiting nursing homes, and singing on the Martinsville radio station during the holiday season. Read Up (sponsored by United Way) was instituted in 2013-14 and the focus area is on grade 3 struggling readers.

The Mall and Summer-Park Program, VBS, Summer Lunch Program, Gentry Martial Arts, Veterans' Day Program, Jump Rope for Heart, Pound the Playground, Honor's Choir, Fire Safety, Wildlife Rescue, and grants for theater productions are all programs in our school.

For the 2022-2023 school year, a PBIS(Positive Behavior Intervention System) has been implemented. It is called P.A.W.S.

be Positive, be Accountable. be Wise, be Safe

Paragon Elementary staff includes the following:

1 Principal	1 Media Specialist
9 Classroom Teachers	1 Speech Pathologist
1 Title 1 Teacher	1 Lunchroom Aides
1 Special Education-Resource Teacher	1 Secretary
2 Title 1 Paraprofessionals	1 Clinic Assistant
1 Family Service Coordinator	1 Nurse
2 Special Education Assistant	2 Custodians
1 Classroom Instructional Aide	3 Cafeteria workers
1 Art Teacher	1 School Psychologist
1 Music Teacher	1 Occupational Therapist
1 Physical Education Teacher	1 School Counselor

Vision and Mission Statements

District Mission Statement

Together we challenge and inspire our children through rich experiences, empowering them to achieve success while making positive contributions to our world.

Paragon Mission Statement

Project based

Activities and

Nurturing

Teachers

Help develop

Educated and

Responsible

Students

Paragon Vision Statement

Paragon Elementary provides a quality education in a safe and nurturing environment for all students to be productive, responsible citizens and inspire lifelong learning.

MSD of Martinsville

Educational Philosophy

We believe that our schools should strive for excellence in all that they do.

We believe that the school climate should be one of trust, respect, and security. There should be open, candid communication.

We believe that each student is unique and that the school corporation's purpose is to develop the unique potential of each student. Therefore, the Metropolitan School District of Martinsville in cooperation with parents and other community institutions directs all activities, curricular and co-curricular, toward promoting the maximum intellectual, emotional, physical, social, aesthetic, and moral development of each student.

We believe that each student should be motivated to succeed in school and that the desire to learn is accentuated when learning experiences are stimulating and non-threatening.

We believe that all students need success to prosper. Success breeds success; and a positive self-image is paramount to proper development. A proper school climate should be flexible and divergent enough to allow each person to have some measure of success regularly.

We believe that rote learning of facts is important only to the degree that they become the building blocks for concepts and processes. Developing the ability to solve problems whether social, mathematical, or economic should be given preference. Students should experience regular opportunities for rigorous analytical thinking, which involves planning, applying, validating, and evaluating in all curricular areas commensurate with their ability and maturity. They should develop a sense of responsibility for their own learning.

We believe that students need teachers of vision, empathy, and ability who are committed to helping students grow into all they are capable of becoming. The teacher's role should not be solely that of disseminator of knowledge but must include the ability to establish an effective teaching/learning environment. The teacher should help each student realize what he has learned and channel random discoveries into systematized learning.

We believe that education should have a humanizing effect; it should arouse in all students a genuine concern for themselves, their peers, and other human beings. Students should understand the value and integrity of each human life. They should come to know themselves and develop respect and compassion for their fellow man.

We believe that students should demonstrate love for and pride in their country and school. They should demonstrate an appreciation for the freedoms and privileges and country, respect for the government of which they are a part, and respect for all school and other public property.

We expect students to develop their moral sense so that as adults they will be able to make principled judgments in the fact of complex and adverse circumstances.

We believe that the excellence of education is equally dependent upon the teacher's ability to teach, the student's desire to learn, and the quality of administrative and parental support of the teacher's task. Therefore, we pledge the resources of the Metropolitan School District of Martinsville to the development of an effective teaching and learning climate and each student adequate opportunities to achieve our educational goals.

Areas for Continuous Improvement

Paragon School is striving to achieve improvement by implementing Project Based Learning which is a student driven instruction to raise engagement, collaboration with students, and real life learning skills. Project Based Learning will change the classroom from a teacher led class to a student led class. The learning that will take place will enhance the test scores within the next three years. Paragon would like to keep excelling in energy conservation through a project that will be driven by the student body.

Reading and Language is an area of immediate need for improvement. Our students continually score lower than their peers in Reading, Language, and Writing. By introducing Orton-Gillingham in Kindergarten, we will be able to identify young struggling readers in a more timely manner. We will then be able to put support services in place to help them achieve academic success as they grow as a student. Lexia, Freckle, Study Island, ESGI tests for K-1, Dyslexia screeners, Read Up program, the new reading series, and an emphasis on including writing in all subject areas will help Paragon Elementary students succeed at their weaknesses.

In the Spring of 2022, students in grades 3 and 4 took the ILEARN statewide assessment.

Spring 2022:

<u>English/Language Arts</u>	<u>Math</u>	<u>Science</u>
<u>Grade 3:</u> 30%	59%	
<u>Grade 4:</u> 21%	43%	29%

Paragon Elementary Goals and Action Plan

Goal 1: 80% of 3rd and 4th grade students will pass E/LA portion of 2023, 2024, and 2025 ILEARN assessments.

Activity (Action Steps)	Person(s) Responsible	Timeline	Resources and Budget	Professional Development in support of this strategy
Implementation of a schedule for School-wide Title 1 Lexia 90 min. literacy blocks Orton-Gillingham K-2 RtI Interventions-Study Groups Study Island	Rti Committee Title 1- Resource Classroom Teachers Principal	Ongoing	New Reading Series Lexia and Freckle OG Materials Title 1 Funds & Elementary Budget Indiana Department of Education	Curriculum Mapping Orton-Gillingham Training WELL Wednesday Data Analysis

Benchmark Data

- NWEA: (Grades K-4) Fall, Winter, and Spring
- Study Island- Learning Pathways (Grades 2-4)
- Dyslexia Screeners: (Grades K-2)
- ESGI Tests (Grades K-1)
- Lexia Data Assessments
- Study Groups- Pre/Post Assessments

Goal 2: 80% of 3rd and 4th grade students will pass the Math portion of the 2023, 2024, and 2025 ILEARN assessments.

Activity (Action Steps)	Person(s) Responsible	Timeline	Resources and Budget	Professional Development in support of this strategy
Math Study Groups REVEAL Math Implementation of School-wide Math Fact tests RtI Intervention Groups Curriculum Mapping Project Based Learning-STEM Title I Support Study Island PLTW	Certified Teachers Title I- Resource Principal	Ongoing	Technology Budget Textbook Fees IXL Math Study Island REVEAL Math	Curriculum Mapping Staff Collaboration Grade Level Meetings Study Groups WELL Wednesday Data Analysis PLTW

Benchmark Data

NWEA: (Grades K-4) Fall, Winter, and Spring
 Study Island- Learning Pathways (Grades 2-4)
 Study Groups Pre/Post Assessments
 Lexia Data Assessments
 REVEAL Math

Goal 3: Paragon Elementary will have an attendance rate of over 98% for the following school years: 2022-2023, 2023-2024, 2024-2025.

Attendance Rate

Paragon Elementary strives to increase our attendance rate regularly. The 2018-2019 attendance rate was at 96.06%. During the 2020-2021 school year, attendance was an issue due to the COVID-19 pandemic. For 2021-2022, our attendance rate was at 94.77%. Our goal is to have an attendance rate of over 98%. Several strategies have been implemented to help increase our attendance rate to:

- We currently have an incentive program at the front entrance of our school called The Panther Paw Club. Everytime a class has 100% attendance, they get a Paw next to their classroom name. The winner at the end of the 9 weeks receives a prize.
- Another way we have tried to increase our attendance rate is through an incentive for the students. At the end of each 9-weeks, those with perfect attendance get a donut party.
- Each month, we give out perfect attendance charms that the students collect on a chain. These are given to students who display perfect attendance without any tardies during each month.
- We also have an attendance competition versus Brooklyn Elementary in which the winning school receives an award.
- The school district has implemented TBRI into our curriculum this school year. This social and emotional program will help build relationships with students and families.
- The Family Services Coordinator, School Counselor, and Principal routinely seek out professional development opportunities from research based professional organizations such as Attendance Works to grow in the area of helping students and families with attendance issues..
- At the Nine Weeks Honors Program, students with perfect attendance are recognized.
- Finally, the students with perfect attendance for the entire school year receive a special lunch and get to eat lunch with the principal.

The MSD of Martinsville uses a program, School Messenger, which is a computer based calling system. Every day, School Messenger calls those parents who did not report their children absent in the morning. A new district attendance policy was implemented at the beginning of the 2022-2023 school year. After six absences, an email is sent via Skyward and the Principal calls the family for a meeting.

Paragon has a School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly.

In severe cases, the Home School Advisor and/or Principal may make home visits to discuss with the parents the importance of sending their child to school. They may also discuss arranging pick up for children that have no way to school due to transportation issues.

Description and Location of Curriculum

Paragon Elementary utilizes the *Indiana Academic Standards* as the core curriculum for language arts, mathematics, social studies, and science. Teachers have copies of the Indiana Academic Standards for all core curricular areas in their classrooms. The principal also has copies of the *Indiana Academic Standards* for all of the core subject areas in her office, which parents and community members can review. All instructional strategies and assessments support student progress toward mastery of the *Indiana Academic Standards*.

Titles and Descriptions of Assessment Instruments

AR (Accelerated Reading) – AR is a computer-based assessment that tests students' comprehension after they read library books at their reading level. This assessment gives the student and teachers immediate feedback on the student's comprehension of the content read.

Lexia- An online software program that K-4 students work independently to develop critical reading and language skills through individualized, motivating learning paths.

REVEAL Math- An online software tool that helps K-4 teachers differentiate instruction and reach every student at their own level in Math. Students work at their own skill level and pace.

Study Island- An academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Our Study Island learning paths are connected to our students NWEA data. It allows students to develop appropriate skills based on data assessments.

Dyslexia Screener- The state of Indiana now has requirements for dyslexia screeners in grades K-2. The requirements state that all students in-kindergarten, first, and second grade shall be screened in all six subsets (phonemic awareness, alphabet knowledge, sound-symbol relationship, decoding, rapid naming, and encoding) during the academic year.

NWEA (Northwest Evaluation Association) – NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading, mathematics, social studies, and science. NWEA is a computer-based benchmark assessment given to students in grades 3-5 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards to grade 3 students each spring. Based on the Indiana Academic Standards, **IREAD-3** is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010)

Indiana's Learning Evaluation Readiness Network(ILEARN) – ILEARN is an annual standardized, criterion-referenced test mandated by the state of Indiana for all students in grades 3-4. It is used as the basis for determining Adequate Yearly Progress. The ILEARN assessment measures the academic performance of students in English/language arts, mathematics, and science.

Plan for Submission/Updating Schoolwide Plan

The purpose of the school improvement team is to lead the staff of Paragon Elementary in the creation, implementation, and revision of a school improvement plan that addresses high student achievement. The following members will collaborate throughout the school year to evaluate and amend the school improvement plan.

At Paragon Elementary, the Instructional Leadership team includes the following staff members:

Name	Position
Ryan Cox	Principal
Beth Hodges	KDG Teacher
Stephanie Kern	1 st Grade Teacher
Angie Smethurst	2 nd Grade Teacher
Jackie Champlin	3 rd Grade Teacher
Hayley Hook	School Counselor
Ciarra Prewitt	Resource Teacher

Paragon Elementary has met on many occasions to work on improving our school. The entire staff meets every Wednesday for professional development, student data analysis, and regularly to make decisions about our school improvement plan.

Planning Process Meetings

Date	Group/Committee	Purpose of Meeting
2.2022	ILT Meeting	Review MOY NWEA Data
5.2022	ILT Meeting	Review EOY NWEA Data
5.2022	ILT Meeting	Review IREAD data
5.2022	ILT Meeting	Review ILEARN data
8.2022	NIET Meeting	Set school goals
8.2022	WELL Wednesday Meeting	Staff Collaboration on BOY data
8.2021	WELL Wednesday Meeting	Student Data Analysis
9.2022	WELL Wednesday Meeting	Share data review
9.2022	Staff Meeting	Share goals, statements
9.2022	SIP Meeting	Principal submits

Grade levels work together to score their opinions of our school. Staff members used items such as last year's improvement plan, student assessment data, website vision and mission, and our school's handbook to gather needed information and daily communication. We used Google Docs and email to share information.

The plan is shared at a staff meeting so all stakeholders are aware of the complete plan. Every staff member has a copy of the school improvement plan available to them via paper or email. The school improvement plan goals will be shared with students and parents through newsletters and announcements over the intercom and School Messenger or Skyward Email. Stakeholders will receive information on its progress when ISTEP scores are released. Parents will be updated on math, language arts, and reading scores 3 times a year through the NWEA summative assessment.

Technology

Paragon Elementary currently has a computer in each classroom with sharing capabilities. Each student has a personal device for learning. All classrooms have technology class at least once a week for 50 minutes per session. Teachers can also sign up for additional time in the lab as needed throughout the week. Students have a variety of programs available to them on the computers. Some of these programs include: Lexia, Freckle, Study Island, Accelerated Reader, and IXL Math. All computers are networked and are equipped with Google Classroom, Seesaw, Clever, and Microsoft Office programs such as Word, PowerPoint, Publisher, and Excel.

In grades K-4, our corporation is using NWEA to monitor student progress in the areas of reading, language arts and mathematics. This assessment helps determine which students will be placed in our Intervention Program in grades K-4. This program is also used to help us predict which students have the best chance of passing the following year's IREAD and ILEARN Test. In grades K-2, we use NWEA for early intervention strategies and also as a dyslexia screener.

The library at Paragon Elementary uses a computerized system for checking student books and materials in and out of the library. In addition to this, the library also has a digital projector, which is connected to a computer and is displayed on a large pull-down video screen. The media specialist utilizes this projector during the library as well as by the principal during staff and parent meetings.

All of the classrooms at Paragon Elementary are multimedia classrooms equipped with a projector, large screen, document camera, and an iPad. This gives the teachers the ability to integrate technology into their daily instruction. Teachers are provided a chromebook and desktop computer.

The office at Paragon Elementary uses a computer program called "Skyward." It is a student management system. It maintains student information on attendance, demographics, free and reduced lunches, and book rental. Teachers use this system for posting grades through "Skyward"; teachers are able to provide parents with more accurate and up-to-date information about their child's academic performance. Parents can access their child's attendance

information and grades through the use of our "Skyward Family Access" Program. Each parent can sign up for a username and password that allows them access to their child's information at any time. Each year, Paragon Elementary School and the MSD of Martinsville have seen an increased number of parents utilizing this resource.

Paragon uses the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly. The School Check-In system also keeps track of the visitors in our building. All visitors are required to sign into the system and a name tag is generated as proof that they have checked in at the office and that they have cleared their background check.

The MSD of Martinsville maintains a district wide website which includes access to local school websites, state academic standards, etc. All local schools in Martinsville have their own school website available to students and community members. School Board Policies can also be found on the district website at: <http://www.neola.com/martinsville-in/>

A district wide technology committee exists to promote a vision for the area of technology. A technology specialist spends one day a week at Paragon to update programs, assist teachers with computer questions, and troubleshoot any computer problems.

Paragon Elementary, along with all of the schools in the MSD of Martinsville, has installed the Aiphone Security System. This is a video monitoring system, which allows office staff to monitor, and allow/deny access to the building. This system consists of an outside call system with video camera and two desks mounted answering systems.

Finally, as a part of our PBIS (Positive Behavior Intervention Supports) school-wide plan, the teachers use Class Dojo as a way of gathering discipline data in their classrooms. A report is emailed home to parents each Friday highlighting their child's discipline records for the week. The parents also have access to look at the reports on a daily basis. The website is: <http://www.classdojo.com>

Safe and Disciplined Learning Environment

Paragon Elementary is a safe and disciplined school. Fifty-two security cameras surround both the inside and outside of the school. The footage on these security cameras is viewed daily through a large television in the office, which is on during school hours. All exterior doors at Paragon are locked. If visitors want to enter the building, they must ring a bell which alerts the office staff of a visitor. The office staff uses the Aiphone system to show them the person that wants to enter the building. The office staff can speak to the visitor before authorizing access to them into the building. If it is safe for the visitor to enter the building, the office staff will unlock the door from their phone system and allow the person into the building. All visitors must sign-in at the office using our School Check-In System and obtain a visitors sticker. This allows all other staff members to see that the visitor has checked in at the office. If a person were to walk around the school without a visitor's sticker, staff members are to question the visitor and direct them to the office to sign in. All staff have also been trained in the ALICE method.

Each room in the building has an emergency kit that consists of Paragon's Emergency Manual, a first aid kit, a flashlight, and the MSD of Martinsville's corporation wide emergency flip chart, which contains guidelines for emergencies as well as emergency phone numbers. Along with the emergency kits in each room, there is also an intercom button that can be pressed to contact the front office.

Our district safety director created an emergency app for the entire district through an app service called Crisis Manager. The staff app allows teachers and other staff members the ability to have our district's safety plan available to them on their cell phones in the case of an emergency. The administrator's app also has the district safety plan on it but it also allows district administrators the ability to notify safety personnel as well as other administrators in the district of an emergency.

Through a Kendrick Foundation grant, our school nurse was able to obtain 2 AEDs for our school. One is located in the gymnasium and the other is located in the front office. Several staff members have been trained on how to-use the AEDs if needed.

Safety drills are practiced on a regular basis. A fire drill is practiced once a month as well as tornado drills and man-made disaster drills, which are being practiced each semester. Often, during fire drills, we "block" different exits out of the building so that the staff and students can strategize alternate routes in the case of a real fire in the building.

Some other security measures include: a dismissal procedure that involves all staff members. We have two recess aides on duty at all times during each grade level's recess. Finally, all school volunteers are required to have a limited criminal background check before eating lunch with students, working with students, and attending field trips. The list of approved individuals is kept

on an electronic file and available to all staff members.

The Resource Team (special education) as well as the secretary and principal all have walkie-talkies to communicate with each other. Often, we will refer to the TEAM when a child needs to be restrained using the Nonviolent Crisis Holds or when extra help is needed with a student.

In an effort to communicate to all of our families at once, the MSD of Martinsville has a calling service called School Manager. These systems allow principals to record messages and send "all calls" to the entire student population. This system also has a texting and emailing feature, which allows us to get our messages out to their home telephones, cell phones, and email accounts.

The MSD of Martinsville has a school tip line. This system allows students, parents, or community members the ability to anonymously leave a message about any information they feel is necessary for school administrators to know. A new app called STOPit has been adopted by the school corporation and will begin later this school year. It is a tip line and bully prevention software program.

Along with being safe, Paragon Elementary is also disciplined. Paragon has a school-wide behavior plan based on Positive Behavior Supports. Students have the opportunity to earn positive "Panther Pride" tickets when they are doing a great job. An online classroom management website titled Class Dojo is used to track both positive and negative behavior points. Consequences such as teacher conference, note sent home, parent phone call, conversation with principal, in school suspension, etc. could take place based on how many negative points a student receives in a week. Reports are sent home to parents on a weekly basis.

Mrs. Hook, our school counselor, teaches students through groups/clubs about bullying. Mrs. Hook often works with small groups of students on appropriate social skills for school. Mrs. Hook also provides lunch mentors and other social and emotional support to our students.

All staff members will be trained on TBRI- Trust Based Relational Intervention, a therapeutic model that trains caregivers to provide effective support and treatment to all students.

Increasing the Amount of Learning Time

Paragon Elementary implements the RtI process into our literacy framework. All teachers are required to teach 90 minutes of core literacy instruction each day. During the 90 minute block, Title I and Resource staff are pushing into the block to assist with Tier I small group instruction. An additional 30 minutes is given to Tier II students during Title I pull out. Tier II students will be provided interventions that are either computer-based or small group instruction led by a highly qualified staff member. For those students needing Tier III interventions, they will receive an additional 25-30 minutes beyond the 90 min. core curriculum and the 30 min. Tier II Title I pull out. These students again, may be placed on a computer-based intervention or may work in a small group or one-on-one setting.

Response to Intervention

Paragon Elementary is a School wide Title I school. As a result, Tier II and Tier III students in grades K – 4th may also be serviced through the Title I program as one of their RtI interventions.

Several of our current classroom teachers provide after school tutoring or study group for students. The tutoring consists of both reading and math remedial skills. The students selected for these tutoring opportunities are based on teacher recommendation.

Paragon works closely with the United Way of Central Indiana. The Read Up program is implemented for our 3rd grade students.. ReadUP is a collaborative effort through United Way of Central Indiana to support students in reading at their assigned grade level. Volunteer tutors from various local corporations and the community visit the schools and read with a student one-on-one for thirty minutes, three days a week. During the thirty minute session, the trained volunteer models reading strategies, listens to the student read, and questions the student's comprehension based on higher-level questioning strategies. The goal of ReadUP is to help students achieve their grade level in reading and pass the IREAD assessment and improve ILEARN scores; the exposure to higher-level questioning assists students in preparing for IREAD/ILEARN. The students who have been selected to be in this program are close to proficient in reading and have the potential to be reading at grade level with individual assistance.

Our "Study Groups" time is a 30 minute block of time for students in grades K-4. Our teachers have identified the 13 essential skills needed in the area of mathematics before the students move onto the next grade level. The teachers group students based on a pretest given at the beginning of each two week Study group. Students are then placed into below level, on level, and above level groups. Students meet in their groups for 30 minutes every day to receive remedial instruction. After the two weeks of remediation in the specific math skills, the teachers give a post test to determine student growth.

Paragon Elementary takes great pride in making sure we reach the academic needs of all our students. With over half of our students receiving Free or Reduced Lunches we have a great challenge each and every year. In order to ensure we are meeting the needs of this population, Paragon Elementary provides the following programs, personnel, and services:

- ❖ Family Service Coordinator (F.S.C.)
- ❖ Our F.S.C. communicates with our teachers, Title I staff, and other support staff to make sure these students are performing well and have everything they need to be successful.
- ❖ Our F.S.C. also sponsors programs for our Free/Reduced students to provide families with the assistance they need. Some of these programs include:
 - o Cloth a Child at Christmas time
 - o Back to School clothing help
 - o Backpack Drive – provides students in need with backpacks and school supplies
- ❖ Our F.S.C. works with parents to make sure our students' home environments are conducive to learning and allowing the students to be successful both at home and at school.
- ❖ We also provide Free Breakfasts, Lunches, and Textbooks to these students.
- ❖ School Counselor
- ❖ Adult and Child
- ❖ The MSD of Martinsville hosts a Summer Feeding Program that is FREE to all students 18 years of age and younger. One of the Summer Feeding sites includes Wellsprings (our homeless shelter).
- ❖ Our F.S.C. provides troubled students with lunch mentors. These mentors eat lunch with these students once per week and provide them with a positive role model and someone to talk to and play games with during their lunch periods.

Strategies to Attract High-Quality, Highly Qualified Teachers

The MSD of Martinsville only hires instructional personnel who meet the definition of highly-qualified. All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified. All School wide Program paraprofessionals hired to provide instructional support must meet the NCLB definition of highly-qualified, regardless of program assignment or funding in one of the following ways: Complete two years at an institution of higher education, or possess an Associate's Degree or higher, or successfully complete the Paraprofessional exam.

Paragon Elementary is a partner with the School of Education at Indiana University in Bloomington. We often host Indiana University education students with the opportunity to

observe and teach in our classrooms under the appropriate supervision. We do this every year in an effort to support Indiana University as well as promote Paragon Elementary as a potential job placement for these students in the future.

The MSD of Martinsville attracts teachers and instructional assistants because of its beliefs in the following leadership principles:

- To maintain a primary focus on 'Personal best High Student Achievement'
- To assure that the M.S.D. of Martinsville is a good place to work and go to school
- To practice effective business management
- To strive for high customer service
- To assure that the M.S.D. of Martinsville is a good community neighbor

The M.S.D. of Martinsville takes pride in making sure all staff and students are supported. The leadership team in the corporation office is friendly and visible in the buildings. Frequent visits to the schools and open communication provide the staff and students the confirmation that they are both supported and appreciated.

Teachers have the opportunity to earn additional income through coaching, sponsoring clubs, and tutoring. Teachers are eligible for salary increases when they complete a Master's degree, and again when they complete 30 credit hours beyond their Master's degree.

Professional Development

Paragon Elementary uses professional development opportunities to learn and grow our teaching. Paragon Elementary incorporates professional development time each year to meet this goal. Below is a list of professional development opportunities the staff will receive during the 2022-2023 school year:

1. We will have WELL Wednesday's each week for professional development and sharing.
2. The principal will meet with each grade level monthly to look at data and make data based decisions for the students in that grade level.
3. REVEAL Math will offer professional development on our new math textbook series.
4. Jessie Hyde from TBRI will provide consultation days.
5. The corporation will be partnering with the M.A. Rooney Foundation for OG training
6. SFS will provide professional development on the RISE evaluation tool.
7. All staff will be trained on ALICE
8. Technology courses offered during WELL Wednesday's
9. ILT leaders will meet monthly with NIET.
10. All teachers will be trained in PLTW

Focused Academic Areas/Professional Development Timeline

Professional Development for Improving English/Language Arts

- At a district level, Curriculum Mapping is taking place in the areas of math, reading, and science. Several teachers from Paragon Elementary serve on these curriculum mapping teams.
- Curriculum Maps will be used to guide instruction in the areas of Math, English/Language Arts, and Science.
- Each Wednesday, teachers will be provided with professional development.
- The corporation is having all K-2 teachers trained on Orton Gillingham.
- The corporation is sending several teachers through the High Ability grant to the NAGC conference to improve differentiation skills.
- PLTW training
- Title 1 led professional development

Professional Development for improving Math

- The corporation will provide teachers professional development on ILEARN results.
- Each Wednesday, teachers will be provided with professional development.
- The teachers will be provided with professional development opportunities for our new math textbook.
- The corporation is sending several teachers through the High Ability grant to the NAGC conference to improve differentiation skills.
- Title 1 professional development for all teachers
- PLTW training for all teachers.

Opportunities for Teachers to be involved in Decision-Making

RTI Meetings are held once a month at Paragon Elementary. These meetings consist of looking at Paragon's current programming as well as data to determine which students needed more intensive interventions. Grade Level meetings are also held once a month. These meetings provide the teachers with an opportunity to collaborate among their peers and work together as a team to determine the programming for their students.

At the end of each school year, the teachers have the opportunity to place their student in the classrooms for the following year. This allows the teachers to choose teachers that will best fit the needs of their students.

Paragon Elementary 2021-2022 Committees

ILT Committee		RTI Committee	
Ryan Cox	Jackie Champlin	Ryan Cox	Beth Hodges
Beth Hodges	Ciarra Prewitt	Ciarra Prewitt	Erika Vallandingham
Angie Smethurst	Hayley Hook	Kora Johnson	Lori Smith
Stephanie Kern		Monica Palmore	
		Hayley Hook	
Resource		Safety	
Ciarra Prewitt	Erika Vallandingham	Ryan Cox	Jackie Champlin
Monica Palmore	Jill Foley	Cindy Schneck	
Ryan Cox	Amy Hicks	Kenny Beaman	
Kora Johnson	Beth Hodges	Angela Summitt	
Social		CPI Team	
Cindy Schneck	Cindy Wilt	Ryan Cox	Ashleigh Ruddell
Renee Wallace	Beth Hodges	Ciarra Prewitt	Jeremy Woodford
Stephanie Kern	Mary Rice	Hayley Hook	
Angie Smethurst	Natalie Williams	Stacee Sanders	

Timely Additional Assistance

Through the RtI process, students at Paragon Elementary get timely assistance based on the assessments in literacy. In grades K-4, NWEA is used as an assessment three times a year to determine what literacy and math interventions the students may need. Lexia is also used for language/reading assessments. Currently, we have the following interventions available for struggling readers based on the Tiers:

Intervention	Tier
School wide Title I	I, II or III
Reading Wonders (K-4)	III
NWEA Dyslexia Screeners (K-2)	I, II, or III
Lexia (K-4)	I, II or III
Rhymes & Times Math Intervention	II or III
Small Group Math Remediation	II or III
IXL Math	I, II or III
ESGI Assessments	I, II or III
Study Island	I, II, or III
Reading A-Z	II or III
Read Up	III

Our corporation-wide literacy framework assures that students are taught grade level standards throughout the course of the literacy block, and that they are also taught reading and writing at their appropriate instructional levels.

Our family service coordinator puts together a list of tutors available around the community and shares this list with parents who have an interest in hiring a tutor for their child.

Cultural Competency

Paragon Elementary continuously seeks out opportunities to improve cultural competency of teachers, administrators, staff, parents and students. Areas needed for professional development are meeting the needs of our High Ability students and being more culturally aware of our ever changing racial, ethical, and socioeconomic populations. The following are strategies for increasing educational opportunities and educational performance:

High Ability Program- The mission of the Metropolitan School District of Martinsville's High Ability program is to provide accelerated and enriched learning experiences to all students in grades K-12 for students in all socio-economic, cultural and ethnic backgrounds, if they are found to perform at, or demonstrate an exceptional level of learning ability in language arts and/or math. Martinsville schools recognize the need to identify these students and provide a challenging and differentiated curriculum for all students to reach their potential; the high ability students experience an educational journey through student-centered exploration. Together, as the high ability representatives for the Martinsville School District, we challenge and inspire high ability students through rich experiences, empowering them to achieve success. When high ability students walk across the stage at their graduation from Martinsville High School, they have been prepared through curricular challenges and opportunities based on their needs, and they are ready to make positive contributions to our world.

TBRI- Nurture Groups- Nurture groups playfully teach children from abusive or neglectful backgrounds skills and life-values that they might be lacking from their personal life . Sadly, many of our students come to us from very difficult backgrounds and they lack many skills necessary for life. If we are intentional through building relationships, our students will learn all sorts of critical life skills. We cannot expect kids from hard places to behave appropriately if we haven't taught them how first. As caregivers, we have the opportunity to proactively teach our children how to do things the right way before disaster (bad behavior) strikes. (taken from TBRI training manual)

Multicultural Children's Book Day- Paragon Elementary is implementing this program during the 2019-2020 school year. Our library will begin purchasing media that relates to all students. The MCBBD classroom kit includes books and resources to educate our community on ADHD, allergies, anxiety, autism, cancer, cerebral palsy, diabetes, dyslexia, speech and language difficulties, aspergers, diversity, empathy, and other subjects. The goal of the program is to understand and celebrate our differences.

Food Services- Free breakfast is provided for all students.. We also provide free and reduced lunches to students that meet the criteria. Our after school program sponsored by the local YMCA, is provided free dinner from the district food services department. Our food service department also provides free lunch throughout the summer to our students and families.

Adult and Child- Paragon Elementary has a relationship with this outside organization in which students can receive behavioral health care services during the school day paid by Medicare and/or private insurance.

Title 1- See Title 1 information below.

Coordination and Integration of Federal, State, and Local Funds

The MSD of Martinsville School Corporation has chosen not to combine federal, state, and local funds. The M.S.D. of Martinsville School Corporation is aware that option is available. Although the M.S.D. of Martinsville chooses not to combine funds, Paragon Elementary considers all available monies before making decisions as to how funds will be spent. Great care is taken to ensure that all Title I funding is used to supplement, not supplant programs. Based upon our comprehensive needs assessment, Paragon Elementary plans to coordinate the following program efforts:

Title I, Part A

Title II, Part A (Preparing, Training, and Recruiting HQ Staff)

Title II, Part D (Enhancing Education through Technology)

IDEA (Individuals with Disabilities Act)

Title I Parental Involvement

In order to create a Title I program that helps meet the family's needs, and to form a school home partnership, we provide parents the opportunity to choose programs based on interest, and the goals set for their children.

The month of September and February parents are sent a survey form. The survey allows parents to voice their needs. They are able to indicate what they would like to receive information on, such as, parent discussion groups, take home learning packets, parent workshops, reading, writing strategies, comprehension tips, nutrition resources, study habits to help with homework frustrations, and websites for education and information.

Throughout the year, leveled books are sent home with students. This activity is designed to encourage the child and parent to read and practice skills, while learning and having fun together.

By parent request, a weekly school home links reading program is sent home with kindergarten students. It has activities for parent and child to work on together. These activities do not have to be returned.

From the survey above parents may choose to have their child receive a weekly Take Home Learning Packet. In each learning packet there is a book on the child's reading level, along with 2 skill-building activities. A teacher may also recommend a student to receive a packet. Parents are then contacted to encourage them to help practice the skills sent home for their child.

From the survey, parents that requested information on any of the topics offered were sent materials, tips and strategies throughout the year.

Parent workshops are held at different times with different topics of interest.

Parents are their child's first teacher; their role is very unique and important. Our goal in Title I Parent Involvement is to help parents with resources and materials so each child has the opportunity to master needed skills and succeed in school.

Submitted by:

Linda Clark

Title I Parent Coordinator

Parents will also have the opportunity to be involved in the planning, revision, and improvement of the school wide Title I plan through parent surveys, end of the year program review, and Title I Parent Advisory Council meetings.

Revised February 2022

Paragon Elementary School's

Parent Involvement Policy and School-Parent Compact

Our Mission: We, at Paragon Elementary, are committed to working together to provide a quality learning environment in which all children can learn and develop to their maximum potential.

Policy Involvement Components

Paragon Elementary School pledges to:

1. invite all parents by way of all call, newspaper notifications, and social media to an annual meeting/open house, at a convenient time, to inform parents of the school's participation in Title I, Part A, and to inform parents of their rights to be involved. A booklet will be handed out that describes the School-Wide Title I information in detail. There will also be a time for questions and comments along with distribution of the Parent Involvement Policy and School-Parent Compact, Parent Right to Know document, information concerning Indiana Academic Standards, information concerning the curriculum in use, and an information document outlining school assessments. Parents not in attendance will receive the above information through the school website, sent home with students, and/or additionally upon enrollment.
2. offer a flexible number of meetings, such as meetings in the morning or evening. Transportation, child care, or home visits may be provided with funds available under this part as such services relate to parental involvement.
3. involve parents in an organized, ongoing, and timely way, in the planning, review and improvement of parent programs, including the joint development of our Title I Parent Involvement Policy and Compact. This will be accomplished through PTO meetings, open house, surveys, annual meeting, parent meetings, and/or through school distribution.
4. encourage the school's PTO to continue to survey parents for talents and interests to share with the school.
5. provide parents access to (via conferences, newsletters, social media, open house, annual meeting, and upon parent request):
 - A. timely information about school programs.
 - B. an annual conference with teachers on their child's progress, along with reviewing and distribution of the Parent Involvement Policy & School-Parent Compact as related to the individual child's achievement.
 - C. school performance profiles, such as ILEARN, NWEA MAP, NWEA MAP for the Primary Grades, Early Learning Foundations assessments, progress monitoring, and IREAD results.
 - D. individual performance profiles, such as student report cards and assessment results, using BAS I/II, STAR, Lexia (for primary students), PreK parent reports, and/or other progress monitoring data, along with an interpretation of the results.
 - E. a description and explanation of the curriculum used in the school (including PreK Early Learning Foundations), the forms of assessment to measure student

progress, and the proficiency levels students are expected to meet, in parent friendly terms.

6. provide, if requested, the opportunity for parents to attend regular meetings (such as parent/teacher conferences, PTO meetings, and parent workshops) to formulate suggestions, review and distribute the Parent Involvement Policy and School-Parent Compact, share experiences with other parents, and participate, as appropriate, in decisions relating to the education of their children.
7. provide timely responses to parents' suggestions and offer other reasonable support for parental involvement as soon as practicably possible under section 1116 of Title I, Part A of the Elementary and Secondary Education Act of 1965.
8. provide informal opportunities for parents to share with other parents through field trips, musical programs, grandparents' night, classroom projects, workshops, awards ceremonies, classroom parties, and convocations while maintaining a safe environment through routine background checks.
9. submit any parent comments on the schoolwide program plan, under section 1114 (b) (2) of Title I, Part A of the Elementary and Secondary Education Act of 1965, if the plan is not satisfactory to the parents of participating children, once the school makes the plan available to the local educational agency (LEA)

Building Capacity for Involvement

Paragon Elementary School pledges to:

1. provide assistance to parents in understanding such topics as the Indiana's College and Career Ready Standards and student academic achievement standards by way of conferences, assessment pamphlet, and an open house/annual meeting.
2. assist the parent in monitoring and working with educators to improve the performance of the child via conferences, phone calls, family access, email, and contact on applications including Remind or Class Dojo, and notes.
3. provide materials and training to help parents work with their children to improve their children's achievement by providing, as requested, web links, workshops, take-home packets from the Title I funded Parent Coordinator, literacy and math education, and/or in using technology to foster parental involvement.
4. communicate with Head Start and pre-kindergarten teachers on incoming students to share students' and parents' needs via meetings and written/verbal correspondence with the classroom-teacher, Title I Coordinator, and/or Title I Parent Coordinator.
5. invite Head Start and pre-kindergarten students to Kindergarten Orientation.
6. ensure information related to school and parent programs, meetings, and other activities will be sent home in the language spoken at home. Information on the language spoken at home will be gathered from enrollment forms and parent surveys.
7. send home information on high school equivalency examination information, as requested by parents on a bi-annual parent survey.
8. refer parents to other resources, such as the Parent Resource Room at the CEC, Family Service Coordinator, and Head Start as needed or requested.

9. coordinate and integrate parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
10. provide home-school communication through parent notes, student folders, newsletters, surveys, home visits, take-home book programs, emails, online reporting (e.g., family access), all calls, contact on applications including Remind or Class Dojo, and school web pages as appropriate.
11. develop appropriate roles for community based organizations, businesses, and parents through activities, field trips, guest speakers, career awareness, and community projects.
12. plan parenting education workshops, parent-student workshops, and/or information sessions upon request.
13. distribute and collect parent surveys and evaluations at an Annual Meeting for workshops, programs, activities, and Title I end-of-year review for the content and effectiveness of the Parent Involvement Program to help improve academic quality.
14. provide other reasonable support for parental involvement activities as parents may request.
15. review and distribute the Parent Involvement Policy & School-Parent Compact through PTO meetings, conferences, Open House/Annual Meeting, and/or sent home with students.
16. educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by way of staff meetings, professional development, PTO meetings, etc.

Accessibility

In carrying out the parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of Title I, Part A of the Elementary and Secondary Education Act of 1965 in an understandable and uniform format and including alternative formats upon request, and to the extent practical, in a language parents understand.

If you need access to this information in a language other than English, please contact your child's teacher or the Title I teacher.

Paragon Elementary School-Parent Compact

As a teacher I agree to:

1. use research-based, high quality curriculum to address student learning needs, student learning styles, and Indiana College and Career Ready Standards while providing high quality *small group instruction in an effective learning environment to meet the state's student academic achievement standards.*
2. participate in professional development opportunities that improve teaching and learning.
3. welcome parents to the classroom by providing opportunities for parents to volunteer and participate in their child's class, and by promoting the shared responsibility in achieving educational goals.
4. use parent meetings, newsletters, all calls, emails, etc. to ensure parents are fully informed of school policies.
5. share classroom and school activities and information with families and the community through the school website, social media, and local newspaper.
6. make certain that all parents know how to contact the school and Title I staff at convenient times via phone calls, email, and face-to-face communication,
7. respond to parents' requests for information about their students in a timely fashion.
8. conduct Parent-Teacher Conferences during which the School-Parent Compact shall be discussed as the compact relates to the individual child's achievement.
9. provide parents with frequent, regular, and accurate assessments of students' progress by way of phone calls, report cards, progress reports, e-mails, family access, contact on applications including Remind or Class Dojo, notes, and arranged conferences as needed.
10. treat all students and parents fairly, with respect and compassion.
11. have high expectations for myself, the school, and my students by encouraging lifelong learning.

As a parent I agree to:

1. monitor homework completion and television watching while expecting good study habits at home and school.
2. encourage a positive attitude about school by ensuring regular school attendance and arriving on time, with proper materials and assignments completed.
3. keep open lines of communication with my child and the school by encouraging positive use of extracurricular time.
4. *participate, as appropriate, in decision-making ideas relating to my child's education.*
5. take advantage of opportunities for open communication with teachers and school staff by volunteering in, participating with, and/or observing my child's classroom activities, attending Parent-Teacher Conference, and taking part in special school functions.

6. read all correspondence from the school and respond in a timely fashion concerning the well-being and educational activities of my child.

As a student I agree to:

1. follow the "Six Pillars of Character."
2. attend school regularly and ask for help when needed.
3. ensure that messages between my teachers and parents are received as soon as possible.
4. complete assigned homework and class work and always try to work to the best of my ability by coming to school prepared to participate.

MSD OF MARTINSVILLE TITLE I PARENT INVOLVEMENT POLICY

TITLE I SERVICES

Revised February 2022

MSD of Martinsville Title I Parent Involvement Policy*

Feb. 2022

The Title I Programs of the MSD of Martinsville are committed to building a strong parent-school partnership by following parental policy guidelines in accordance with the *Elementary and Secondary Education Act* as listed below:

Parent Involvement Policy Requirements

Through the use of written correspondence, conferences, surveys, meetings, and/or phone calls, each MSD of Martinsville Title I school pledges to:

- A) Invite all parents to an annual meeting held at a convenient time. The purpose of this meeting is to inform parents of the school's participation in Title I, Part A, and to explain the requirements of the program and the rights of parents. Title I parent policies, the Parent's Right-to-Know letter, and the School-Parent Compact will be distributed at the annual meeting, along with information about Indiana Academic Standards and the school's curriculum and assessments in use. Parents who cannot attend the annual meeting will receive the above information through classroom and/or digital distribution.
- B) Involve parents in the joint development of its district-wide parental involvement policy and the process of school review and improvement.
- C) Employ a Title I Parent Coordinator to provide the coordination, technical assistance, and

other support necessary to assist participating schools in planning and implementing effective parent involvement activities in order to improve student academic achievement and school performance.

- D) Build the school and parents' capacity for strong-parental involvement through:
1. Parent-teacher conferences and periodic written reports, which provide assistance to parents of children in understanding such topics as student academic achievement standards, how to monitor a child's progress, and how to work with educators to improve the achievement of their children.
 2. Assistance from the Title I Parent Coordinator, parents (as appropriate), and/or Family Service Coordinators to provide families with materials and training as they work with their children to improve their children's achievement. Such materials and training may include workshops on literacy development, use of technology in education, etc.
 3. In-services, book studies, surveys, and workshops to educate educators with the assistance of parents, in the value and utility of contributions of parents. This includes:
 - How to reach out to, communicate with, and work with parents as equal partners
 - How to implement and coordinate parent programs
 - How to build ties between parents and the school.
- E) Coordinate and integrate parental involvement strategies under Title I with strategies under other available programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-Run preschool programs.
- F) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part. This includes identifying barriers to parental participation in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to revise parental involvement policies and design strategies for more effective parental involvement.
- G) Invite parents to be involved in the activities of Title I schools.
- H) Provide opportunities for flexible meeting times (mornings, afternoons, and/or evenings) in order to allow parents the opportunity to attend meetings/conferences, formulate suggestions, review and distribute parent policies and the School-Parent Compact, share experiences with other parents, and participate in decisions relating to the education of their children.
- I) Provide full opportunities (to the extent practical) and other reasonable support for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This may include providing information and school reports required by the *Elementary and Secondary Education Act (ESSA)* in an understandable and uniform format with alternative formats in a language parents understand upon request.

If the Metropolitan School District of Martinsville's Title I Parent Involvement Policy is not satisfactory to the parents of participating children, the school district will submit parent comments with the plan when it submits the plan to the Indiana Department of Education.

*

"Due to the impact of COVID-19 some events may be held virtually and some forms of communication with families will be through electronic means."

*If the above information is needed in another language, please contact the classroom teacher or the school for assistance.

Dear Parents/Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) PARENTS' RIGHT-TO -KNOW, this is a notification from Paragon Elementary School to every parent of a student in a Title I School that you have the right to request information regarding the professional qualifications of your student's classroom teachers and paraprofessionals and receive such information in a timely manner.

Information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualifications and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.
- If at any time a teacher that is not highly qualified has taught your student for 4 or more consecutive weeks, you will be notified by the school of this information.

If you have questions or concerns, please feel free to call your school's principal.

Sincerely,

Tiffany Grant and Julie Sullivan
Title I Co-Directors
MSD of Martinsville

Assessments for Grades 3-4

ILEARN

ILEARN is an annual testing regimen designed by the Indiana Department of Education to encourage students to master basic language, reading, writing and mathematics. All students in grades 3 through 8 and high school sophomores take the ILEARN each spring, with language and math covered in each test. It is a summative, adaptive assessment used to measure student growth and achievement.

NWEA MAP

The NWEA MAP (Measures of Academic Progress) is a computer-based test that measures how students are progressing throughout the year in meeting the Indiana College and Career Ready Standards.

- Assesses students in reading, math, and language usage.
- Students in grades K-4 take the assessment on-the-computer in the fall, winter, and spring.
- Information is used to help teachers plan for instruction and individualized student intervention.

Questions specific to MSD of
Martinsville
Title 1 School Wide
Program?

Please contact:

Tiffany Grant - Title 1 Co-Director
765-342-6641 x1068

or

Julie Sullivan-Title 1 Co-Director
765-349-1486 x1628

For additional information on
Every Student Succeeds Act

you may contact the
Indiana Dept. Of Education
Room 229, State House
Indianapolis, IN 46204-2798
Telephone: (317)232-0540
Toll Free: 1-877-418-7240

or visit these helpful
websites:

- <http://www.ed.gov/essa?srsc=rm>
- <http://www.doe.in.gov/title1>
- <http://www.doe.in.gov/student-services/every-student-succeeds-act-essa>

MSD of Martinsville



School Wide Title 1 Information Pamphlet

Understanding Academic Standards

What are academic standards?

The Indiana College and Career Readiness Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

Where can you find academic standards?

Academic standards can be located at the Indiana Dept. of Education website

<http://www.doe.in.gov/standards>
Select your child's grade level and you should see the content standards your child is learning

Other questions?

If you have questions concerning your child's academic standards or would like to request a paper copy of the Indiana academic standards please contact:

Title I and Your Student

The Title I program is for any and all children who require extra interventions in order to improve their reading and/or math skills. Each Title I school uses specific tests to determine a child's needs, and builds on the strengths to create confidence in learning.

K-2 students: are tested three times a year with the NWEA (MAP) assessment and periodically with other grade appropriate assessments.

3-5 students: are tested three times a year with a computer based assessment named NWEA MAP. Also, these students demonstrate their knowledge each year on the ILEARN test. Third grade students have an additional test, IREAD 3.

Curriculum in Use

We follow Indiana State and Martinsville District Standards for curriculum. The McGraw-Hill *Wonders Reading* series was adopted for all grades in 2019. The McGraw-Hill *My Math* series was adopted in 2016 for grades K-4. State approved textbooks have also been implemented into Science, Music, Health, Art and Social Studies

Assessments for Kindergarten

ESCI

- Given via computer by the student's teacher
- Quick one-on-one check on specific skills
- Allows teachers to catch delays and to monitor child's progress.
- Progress reports will be sent home

NWEA MAP Growth Assessment

- Given via computer by the student's teacher
- Each measure adapts to skill level
- Three sections include:
 - *Screening
 - *Skills Test
 - *Survey with Goals
- Allows teachers to catch reading delays and to monitor child's progress.
- Progress reports will be sent home.
- Score reports track students through multiple grades to show growth

What is Title I?

Title I is a program through which school districts receive federal funding to provide supplemental instruction for students who qualify. The funds for each school district are based on a State formula that is calculated by the number of students from economically disadvantaged homes. However, Title I services provided with federal funds are based on the academic needs of students.

The goal of the Title I program is to increase student performance and academic achievement.

Martinsville's Title I Schools

Brooklyn Elementary
Paragon Elementary
Poston Road Elementary
Smith Elementary
South Elementary



Complaint Procedures for Title I

As part of its Assurances within Elementary and Secondary Education grant application Act of 1965 (ESEA) programs and pursuant to Section 9306 of the Elementary and Secondary Education Act of 1965 (ESEA), and LEA accepting federal funds also agrees to adopt locally written procedures for the receipt and resolution of complaint procedures as well as a complaint form can be found on our website (www.msdoofmartinsville.org) under the Title I tab.

Tracking Student Progress

Students who receive Title I support are served by a certified teacher and support staff who are Highly Qualified in mathematics and English Language arts. Student progress is monitored on a regular basis to ensure that the supplemental support is effective. The data gathered through progress monitoring helps staff to make intervention decisions.

Title 1 MSD of Martinsville

Every Student
Succeeds Act
(Esso)



Metropolitan School District of Martinsville
389 E. Jackson St.

Martinsville IN 46151

(765) 342-6641 phone

(765) 342-6877 fax
www.msdoofmartinsville.org

Dr. Roberson, Interim Superintendent

Tiffany Grant, Title I Co-Director
Julie Sullivan, Title I Co-Director

How Parents Can Get involved

*Keep in contact with your child's teacher through telephone, emails, or face-to-face conversations.

*Learn more about the school, curriculum, Title I, and special programming.

*Know Your Rights because knowledge is power.

*Support your child academically at school and at home.

*Participate in Family Night activities, Open Houses, Annual Meetings and volunteer opportunities.

*Help to make decisions about your child's education and academic goals.

*Learn about the Parent/School Compact each school has. It outlines how parents and school personnel will be responsible for supporting students.

*Give feedback through the annual parent surveys. These are used to make decisions throughout the course of the year.

Parents you can positively impact your child's school experience and success by being involved.

Martinsville District Parental Involvement Policy

The MSD of Martinsville is committed to the goal of providing quality education to every child. Strong partnerships with families and community members are essential to achieving this goal. Everyone benefits if the school and community work together to support student achievement for all students. Parent involvement is critical to student success and achievement.



A copy of Martinsville's District Parent Involvement Policy can be found on our website (www.msdofmartinsville.org) under The Title I tab. This tab is updated at the beginning of each school year with important forms and links.

Title I Program Design

Our Title I Program is designed to help students increase achievement in the areas of Reading and Math. This is achieved through interventions that are supplemental to the student's core instruction. All interventions are researched based programs and monitored throughout the school year.

Title I Funding

Title I funds are allocated annually to supplement schools with the highest percentage of students eligible for free or reduced lunch. Funds can be used for:

*Additional learning opportunities for students needing additional support

*Professional development for staff

*Hiring supplemental staff

*Support parent involvement activities

*Purchase instructional equipment and intervention materials



Parental Involvement

The PTO at Paragon Elementary is a very supportive group of parents and teachers. The PTO helps fund items that will directly impact Paragon Elementary. For example, during the 2018-2019 school year, the PTO funded teacher classroom supplies. They have also helped fund activities for students such as our Book Celebration in December and our Honor Roll Programs. The PTO plans several family events throughout the school year, which includes:

- Grandparents Night
- Santa Shop
- Talent Show
- Field Day
- Carnival
- Fundraisers
- Classroom Parties

Another way that we involve parents is through our bi-monthly school-wide newsletters as well as grade level newsletters. In an effort to conserve paper, our newsletters are now “paperless” however, we give paper copies to those families who do not have Internet access. The current newsletter as well as other information including a Title 1 webpage with videos for parents can be found on our school’s website. Along with communication through newsletters, the staff at Poston also communicates with parents through email, phone calls, agenda books, Twitter and Class Dojo (school-wide discipline plan).

Our school corporation has developed three other facets to create more home/ school connections. First is our Family Service Coordinator position. Her job is to help build connections to school for any at risk family. Presently she is working with seventy students from thirty-seven different families. Four of these families are housed in Community Homeless Shelters and the rest are in shared dwellings. Second is our Mentor program. We presently have 4 mentors working at Paragon. This includes any local business professional who would like to volunteer to come once a week to eat lunch with an at risk student. Our Family Service Coordinator’s caseload is very full, and the Mentor Program has proven very successful. Thirdly, the MSD-of Martinsville has Skyward Family Access. This online platform allows parents to monitor their child’s classroom performance and financial accounts.

Paragon Elementary School holds parent-teacher conferences during the fall semester. Four midterm reports, along with four report cards will be sent home at various times during the year. IREAD and ILEARN results will also be sent home. The Family Access program gives parents the opportunity to view assignments and test scores online throughout the year, as well.

We usually get the most involvement during PTO sponsored family nights (grandparents night, chili supper, carnival, etc.).

Early Childhood Transition

We have several programs in place in Morgan County to try and prepare young children for school. Paragon Elementary has a Title I preschool for those students who turn four by August 1st. Another program is through Head Start of Morgan County. Headstart provides preschool opportunities to children of families that cannot afford the costs of preschool.

Paragon Elementary conducts a Kindergarten Round-up session each April. Community members are informed, via newspaper and flyers about the event. At Kindergarten Round-Up, pre-Kindergarten students are introduced to Paragon Elementary staff members. Parents are able to review the school wide programs and tour the building.

Paragon Kindergarten teachers also invite local preschools, our developmental preschool, and HeadStart program to the school for special events including field trips.

Although it is no longer in existence, Pathways to Learning purchased preschool materials that matched our curriculum and gave the materials to local preschools.

United Way of Central Indiana's "Success by 6" increases school readiness and helps children succeed. The initiative focuses on developmental needs and early literacy for children six and under with the Born Learning public awareness campaign, the Early Readers Club and Kindergarten Readiness. Below is a description of each of these programs:

- **Born Learning**
 - Helps improve communication between parents and children. Born Learning provides materials that inspire parents to turn everyday moments into teachable moments.
- **Early Readers Club**
 - Helps improve early childhood literacy by providing books to children under age six, offering many opportunities for parents or caregivers and children to read together.
- **Kindergarten Readiness**
 - A high-impact, neighborhood-based project focused on building relationships between schools, parents and early childhood programs in order to help children be successful when they start kindergarten.

Intermediate School Transition

Along with transition opportunities for preschool/Kindergarteners, we also have transition opportunities for our fourth grade students who enter into Bell Intermediate School. The special education students all have transition conferences with the staff at both Paragon Elementary and Bell Intermediate. The parents have the opportunity to ask questions and make decisions about their child's transition to the fifth grade.

Bell offers an orientation night to incoming 5th graders. During the summer, the buildings are open for students and their families to tour. Finally, the principal at the intermediate school visits elementary schools to have a discussion about expectations and procedures for the fifth grade. The students have an opportunity to ask questions at this time.