

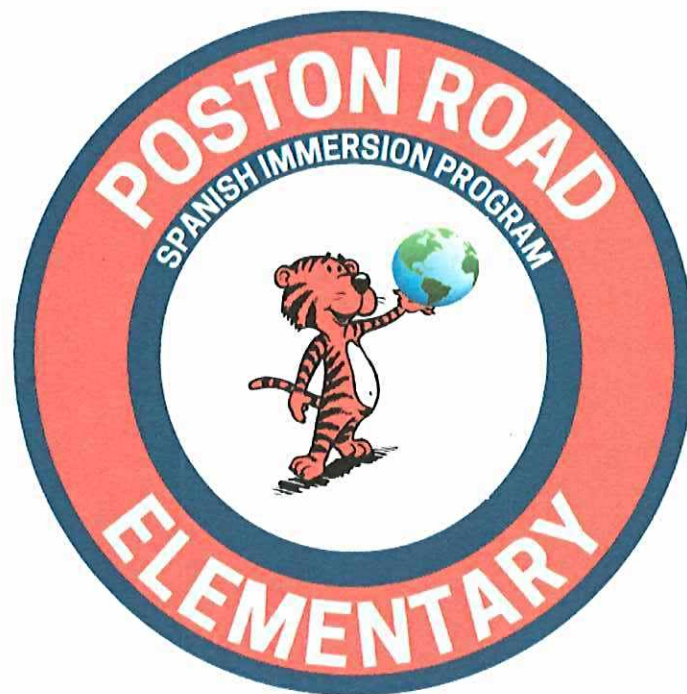
POSTON ROAD ELEMENTARY

MSD of Martinsville

School Improvement Plan

School-wide Plan

2022-2023



“Creating Globally-Minded, Lifelong Learners.”

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General Information

CORPORATION: Metropolitan School District (MSD)
of Martinsville

SCHOOL: Poston Road Elementary

ADDRESS: 139 E. Poston Road
Martinsville, IN 46151

PHONE: 765-342-8408

FAX: 765-343-7008

WEBSITE: <http://msdofmartinsville.org>

COUNTY: Morgan

ORGANIZATION: PK - 4

SCHOOL NUMBER: 5925

ENROLLMENT: 250

PRINCIPAL: Dr. Jill Vlcan

SUPERINTENDENT: Mr. Eric Bowlen

Narrative Description of the School & Community

The MSD of Martinsville consists of seven elementary schools (PK-4), one intermediate school (5-6), one middle school (7-8), and one high school (9-12). Poston Road Elementary is a preschool through fourth grade building located in Martinsville, Indiana. Poston's current enrollment is 250 students and 4 staff members. Currently, 63.78% of the students at Poston are on free/reduced lunch. Built in 1957, Poston is one of the seven elementary schools in the MSD of Martinsville and currently has the second highest enrollment of the seven elementary schools.

Martinsville, Indiana is the county seat of Morgan County, Indiana. Geographically Martinsville is located in south central Indiana, 30 miles south of Indianapolis. Nearby towns include Indianapolis, Bloomington, and Nashville. The White River runs along the north edge of Martinsville. The total population is 11,698.

From 1888 until 1968 visitors sought out the many artesian mineral water health spas (then called sanitariums) for health benefits. Over the course of nearly 100 years, almost a dozen sanitariums were in operation for various periods of time.

In 2002, the city survived a devastating tornado and in 2008, the city experienced a catastrophic "100 year flood". Through these tragedies, the entire community united to bring Martinsville, Indiana back, better than ever, as the "Gateway to Beautiful Southern Indiana".

Poston Road Elementary staff includes the following:

1 Principal	1 Speech Pathologist
12 Classroom Teachers	2 Lunchroom Aides
2 Title 1 Teachers	1 Secretary
2 Special Education Teachers	1 Clinic Assistant
2 Title 1 Paraprofessionals	3 Custodians
1 Family Service Coordinator	5 Cafeteria workers
3 Special Education Assistants	1 School Psychologist
1 Counselor	1 Adult and Child therapists
1 Art Teacher	
1 Music Teacher	
1 Physical Education Teacher	

Poston Road Elementary Vision and Mission

Mission Statement:

Teach for excellence

Inspire academic achievement

Goal driven students

Everyone reaches their potential

Respectful & responsible citizens

Safe learning environment

Vision Statement:

"Creating Globally-Minded, Lifelong Learners"

MSD of Martinsville Vision

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

Statutes and rules the school wishes to have suspended from operation

At this time, Poston Road Elementary is not applying for waivers.

Description and Location of Curriculum

Poston Road 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

Fountas and Pinnell Benchmark Leveling (Guided Reading) – This assessment is given as a benchmark assessment in grades K-4. Students are assessed three times a year (fall, winter, and spring). This assessment assesses oral reading fluency as well as comprehension and helps to determine each student's individual reading levels. This assessment helps drive literacy instruction.

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 K-4 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) – ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses: English/Language Arts (ELA) (Grades 3-8) Mathematics (Grades 3-8)

LEXIA - Lexia Core5 reading research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Plan for Submission/Updating School wide Plan

The purpose of the school improvement team is to lead the staff of Poston Road 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 Poston Road Elementary, the leadership team includes the following staff members:

Name	Position
Jill Vlean	Principal
Pam Verhey	PreK Teacher
Diana Fox	KDG Teacher
Mimi Boyd	1 st Grade Teacher
Mandy Percifield	2 nd Grade Teacher
Wynne Deckard	3 rd Grade Teacher
Cheyenne Mappes	4 th Grade Teacher
McChristie Brooking	Art Teacher
Amanda Fleener	Library Aide
Shelby Smith	Counselor

Poston Road Elementary has met on many occasions to work on our School Improvement Plan. The entire staff meets weekly during our PLC time to make decisions on curriculum and learning.

Attendance Rate

Poston Road Elementary strives to increase our attendance rate regularly. Several strategies have been implemented preCOVID to help increase our attendance rate. Due to COVID, we are not putting an emphasis on attendance but rather academic. Past practices have included:

- The attendance rate from the previous month is posted at the top of our monthly newsletters that go home to parents.
- We currently have a data bulletin board in the foyer of our building that shows our attendance rate each month.
- Each month, we give out perfect attendance brag tags that the students collect on a ring. These are given to students who display perfect attendance without any tardies during each month.

- We have competitions amongst the classes to see who has the highest attendance rate for the month. That class that wins, gets a sign hung above their door.
- We have competitions between the other elementary schools to see who has the highest attendance rate for the month. The losing principal has to wear the other schools' spirit wear for the day.
- 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 has 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. The principal receives a daily report that shows the number of calls placed each day.

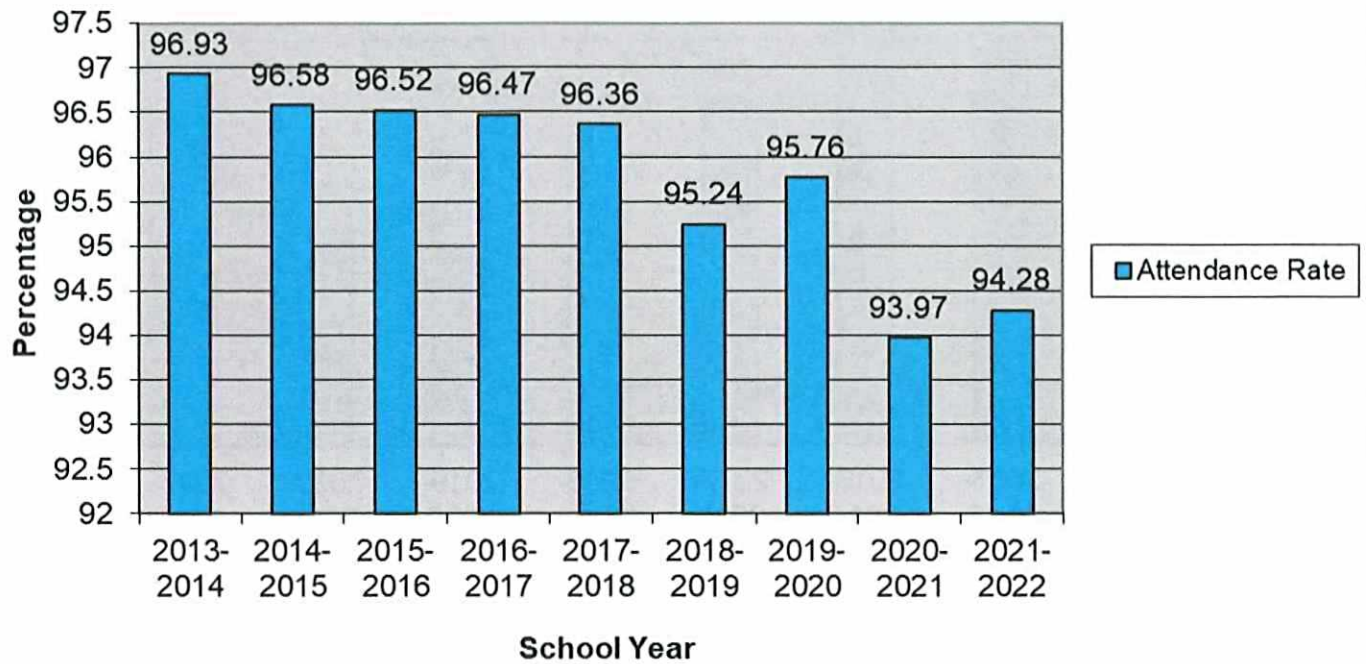
Beginning in 2013 Poston Road implemented the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly.

Attendance reports are automatically generated by our Skyward system. After a student's 8th absence, a warning letter is mailed home to parents letting them know their student's attendance status. After the 12th absence, an official letter is sent home and a copy is sent to the truancy officer. The letter states that for every absence after twelve, the parents must present the office with a doctor's note upon the child's return to school. The corporation's truancy officer helps the schools by contacting parents who are not being compliant.

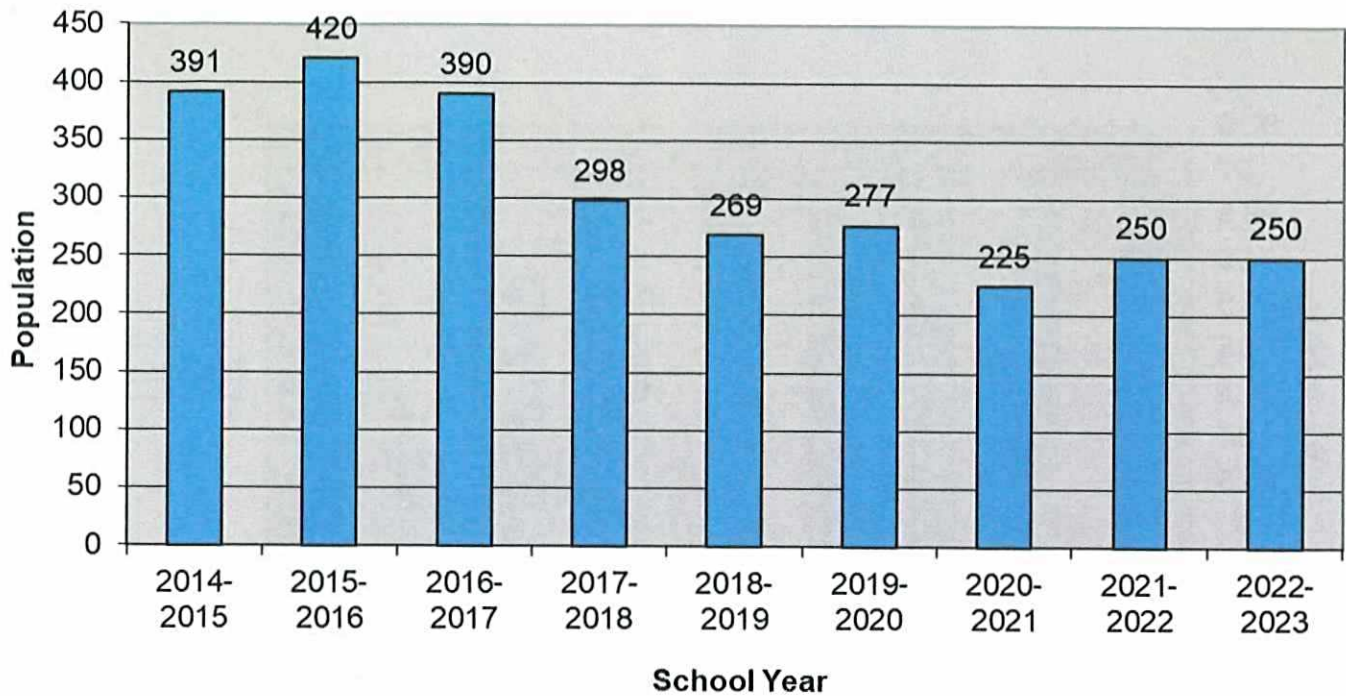
In severe cases, the principal may make home visits to discuss with the parents the importance of sending their child to school. They may also discuss arranging pick up for children that have no way to school due to transportation issues.

Poston Road Elementary – Attendance Rates (Percentage)

Poston Road Attendance Rate



Poston Road - Total Enrollment



Technology

The MSD of Martinsville is a 1:1 district with Google and SeeSaw as our platforms. Students in grades K-1 have touch screen chromebooks while students in grades 2-12 have chromebooks.

E-learning days started two years ago in our district. We have used e-learning days in place of a normal school day during parent/teacher conferences and snow make up days. During the (2019-2020) - (2020-2021) school years, we used virtual lesson plans for those students affected by COVID due to positive cases and quarantining.

The library at Poston Road 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 library as well as by the principal during staff and parent meetings.

All of the classrooms at Poston Road Elementary are multimedia classrooms equipped with a projector, large screen, ELMO, and an iPad or chromebook and a desktop. This gives the teachers the ability to integrate technology into their daily instruction.

The office at Poston Road 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 "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, Poston Road Elementary School and the MSD of Martinsville have seen an increased number of parents utilizing this resource.

Beginning in 2013, Poston Road implemented 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 is assigned to Poston Road to update programs, assist teachers with computer questions, and troubleshoot any computer problems.

Poston Road 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 a video camera and two desks mounted answering systems.

Finally, as a part of our PBS (Positive Behavior 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

Poston Road Elementary is a safe and disciplined school. Forty-six 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 Poston 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.

Each room in the building has an emergency kit that consists of Poston's Emergency Manual, a first aid kit, a flashlight, and the MSD of Martinsville's corporation-wide emergency plan, 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 staff lounge. 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.

All staff members have been trained in the ALICE (Active Shooter Response Training) and our students have been taught how to handle an active shooter situation using the ALICE storybook as a training tool.

Some other security measures include: a dismissal procedure that involves all staff members. Students that are walking home from school get let out of school first. Our safety

patrol team escorts them. We have adult crossing guards at intersections to control traffic. After the walkers are released, the bus riders are then released. Finally, the car riders are released individually. A staff member walks every student out to his or her car. The staff member opens the car door for the students and makes sure that it is safe for the student to leave with the driver. We have two teachers on duty at all times during each grade level's recess. Our playgrounds are surrounded by fencing and are at the back of the building where there is little to no car traffic. 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.

Along with being safe, Poston Road Elementary is also disciplined. Poston has a school-wide behavior plan based on Positive Behavior Supports. Students have the opportunity to earn positive "PAW" points 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.

Ms. Smith, our school counselor, teaches students through groups/clubs about social skills, bullying, etc.

Beginning in the 2013-2014 school year, Poston Road Elementary adopted a conflict/resolution program for our students titled, Kelso's Choice. This program teaches our students how to handle conflicts/bullying situations with other students. The program gives the students the tools to use such as: ignore the situation, ask the other students to stop, walk away, move to a different activity, etc. Along with teaching the students how to handle conflict/bullying situations, we have also trained our staff on the prevention of

bullying at school and how to handle a bullying situation between students. Information about Kelso's Choice can be found at: <http://www.kelsoschoice.com>

Increasing the Amount of Learning Time

Poston Road 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. See page 23 for a list of interventions available at Poston Road Elementary.

Response to Intervention

Poston Road 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.

Poston Road works closely with the United Way of Central Indiana. The Read Up program is in its third year here at Poston. 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 improve ILEARN scores; the exposure to higher-level questioning assists students in preparing for 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 math SUCCESS time is a 25 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 SUCCESS group. Students are then placed into below level, on level, and above level groups. Students meet in their groups for 25 minutes every day to receive remedial instruction. After the two weeks of remediation in the

specific math skill, the teachers give a post test to determine student growth.

We also have a 20 minute SUCCESS time for language arts. During this time, students in grades K-4 work on the Lexia computer based program. The students earn brag tags each time they complete a level of Lexia.

Poston Road Elementary takes great pride in making sure we reach the academic needs of all our students. With 63.78% 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, Poston Road 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.
- ❖ 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.
- ❖ Our school counselor provides workshops for parents on how to help their children be successful at school.

Highly Qualified Teachers and Paraprofessionals

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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 HOUSSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments) 	Location of Verification Form and supporting documentation:
Amy Brown	KDG Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Diana Fox	KDG Spanish Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Delia Fornero	1st Spanish Teacher	<ul style="list-style-type: none"> ✓ Work Visa 	Central Office – HR Files
Tanya Holman	1st Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Mimi Boyd	1st Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSSE 	Central Office – HR Files
Amanda Lane	2nd Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Molly Ferran	2nd Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Amanda Sitzman	2nd Grade Spanish Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Spanish Instructional License ✓ Mild Intervention ✓ Passed Praxis II 	Central Office – HR Files
Inma Pedroa	3rd/4th Grade Spanish Teacher	<ul style="list-style-type: none"> ✓ Work Visa 	Central Office – HR Files
Lisa Cameron	3rd/4th Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ 100 Points on HOUSSSE 	Central Office – HR Files
Wynne Deckard	3rd Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Cheyenne Mappes	4th Grade Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
McChristie Brooking	Art Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files

Susan Rishel	Gym Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Praxis II 	Central Office – HR Files
Abby Mendenhall	Music Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Music Teaching License ✓ Passed NTE 	Central Office – HR Files
Becky Fishel	K-5 th Title I Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Praxis II 	Central Office – HR Files
Pam Verhey	Preschool Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Shelby Smith	Counselor	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master of Arts in School Counseling ✓ Pearson IN041 	Central Office – HR Files
Amanda Sitzman	Special Ed. Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Spanish Instructional License ✓ Mild Intervention ✓ Passed Praxis II 	Central Office – HR Files

Paraprofessionals

Paraprofessional's Name	Assignment	Indicator of being Highly Qualified
Bev Richardson	Title I Aide	Para Pro
Terina Moffett	Title I Aide	Para Pro
Felisha Meadows	Special Education Aide	Para Pro
Taylor Schubert	Special Education Aide	Para Pro
Jo Hall	Special Education Aide	Para Pro

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.

Poston Road Elementary is a partner with the School of Education at Indiana University in Bloomington. One of our Kindergarten teachers, Molly Ferran, coordinates M401 and M101 student placements in our building each semester. Dr. Vican (principal) handles the student teaching placements. We do this every semester in an effort to support Indiana University as well as promote Poston Road 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

Poston Road Elementary uses professional development opportunities to learn and re-energize our teaching. Poston Road 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 PLC meetings once a month that allow time for professional development and sharing.
2. Certified staff will be trained on the new Math Series (Reveal)
3. Our teacher leader and principal will participate in trainings with NIET
4. All staff will be trained on Test Security & Integrity for state testing
5. Our two Instructional Coaches (Jenny Oakley & Tiffany Oswalt) will provide professional development to our teachers throughout the school year on various topics such as Dyslexia, NWEA, ILEARN, etc.
6. Ongoing TBRI training for the principal and counselor
7. PLTW training for certified staff members & our library aide

Focused Academic Areas/Professional Development Timeline

Professional Development for Improving English/Language Arts and Math

- Curriculum Maps/Pacing Guides will be used to guide instruction in the areas of Math and English/Language Arts.
- Renaissance (AR & STAR Reading) training for certified staff members
- Instructional Coaches meet with grade levels on a regular basis to discuss academics (ILEARN, NWEA, classroom management, teaching strategies, etc.)
- Certified staff will be trained on the new Math Series (Reveal)

Opportunities for Teachers to be involved in Decision-Making

RtI meetings are held once a week at Poston Road Elementary. These meetings consist of looking at Poston's current programming as well as benchmark 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.

**Poston Road Elementary
2022-2023 Committees**

Leadership Team*		Crisis Team*	
Jill Vlcan	Wynne Deckard	Jill Vlcan	Cheyenne Mappes
Pam Verhey	Christie Brooking	Pam Verhey	Shelby Smith
Diana Fox	Cheyenne Mappes	Mimi Boyd	Lisa Cameron
Mimi Boyd	Shelby Smith	Molly Ferran	
Mandy Percifield	Amanda Fleener	Dawn Werne	
Cultural Committee		RtI/GEI*	
Jill Vlcan	Abby Mendenhall	Jill Vlcan	Patti Ostler
Amy Brown	Shelby Smith	Jenny Hansen	Monica Palmore
Dell Fornero	Christie Brooking	Becky Fishel	Adult & Child
Amanda Sitzman	Inma Pedrosa	Katie Nix	Shelby Smith
Wynne Deckard			

Timely Additional Assistance

Through the RtI process, students at Poston Road Elementary get timely assistance based on the benchmark 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. We also assess each student's Guided Reading Level three times a year through the Fountas and Pinnell Benchmark Assessment System. Currently, we have the following interventions available for struggling readers based on the Tiers:

Intervention	Tier
School wide Title I	I, II or III
Blueprint for Literacy (K-2)	II
Math Success Groups	II or III
Lexia	I, II or III
Raz Kids	I, II or III
Fountas and Pinnell Level Literacy Intervention System C	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.

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, Poston Road 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, Poston Road 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 families 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.

At the start of each school year, parents are invited to attend the annual Title I parent meeting which provides them the opportunity to get acquainted with the school, meet the teachers, and gain access to all the materials that set their child up for a successful start of the school year. Included in these materials are all the policies and information pertaining to Title I.

The months of September and February parents are sent a survey form. The survey allows parents to voice their needs. Parents can choose what they would like to receive information on, such as, parent workshops, reading and writing strategies, comprehension

tips, communication strategies between home and school, tips for virtual learning, study habits to help with homework frustrations, and websites for education and information. From the survey, parents that requested information on any of the topics offered were sent materials, tips and strategies throughout the year.

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.

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

Classroom teachers send regular classroom updates home also through newsletters and Class Dojo messages.

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.

Parental Involvement

Poston Road Elementary participated in the Indiana Academy for Parent and School Leadership during the 2009-2010 school year. This initiative was sponsored by The Indiana Partnerships Center. Poston Road's team consisted of two faculty members and two parents. Our team traveled to Indianapolis several times during the school year to gain professional development opportunities on ways to get parents more involved in the school and their child's education. Our plan consists of the following:

- Twice a year, the Title I department sets up a booth for parents to visit and obtain resources on ways to help their child at home in the area of reading.

The PTO at Poston Road Elementary is a very supportive group of parents and teachers. The PTO helps fund items that will directly impact Poston Road Elementary. For example, during the 2008-2009 school year, the PTO funded three multimedia classrooms. 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 include:

- Chili Supper
- Field Day
- Cultural Festival
- 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 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, Facebook, 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. Second is our Mentor program which we are starting back up this year after a break due to COVID. This program 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.

Poston Road 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. ILEARN results will also be sent home and can be viewed online. The Family Access program gives parents the opportunity to view assignments and test scores online throughout the year, as well.

Early Childhood Transition

We have several programs in place in Morgan County to try and prepare young children for school. Our corporation has a Title I preschool in each of the Title I elementary schools. Students must turn four by October 1st to be eligible for the program. Another program is through Headstart of Morgan County. Headstart provides preschool opportunities to children of families that cannot afford the costs of preschool.

Poston Road Elementary conducts two Kindergarten Round-up sessions each April. Community members are informed, via newspaper and flyers about the event. At Kindergarten Round-Up, pre-Kindergarten students are introduced to Poston Road

Elementary staff members. Parents are able to review the school wide programs and tour the building.

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 the intermediate school. The special education students all have transition conferences with the staff at both Poston Road Elementary and the intermediate school. The parents have the opportunity to ask questions and make decisions about their child's transition to the intermediate school.

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

Comprehensive Needs Assessment

Student and staff discussion as well as the ongoing monitoring of student data determined the needs of Poston Road Elementary. ILEARN, NWEA and Fountas and Pinnell Leveled Reading Benchmarks System scores were used for grades K-4 to determine student achievement. The needs assessment revealed the need to provide intervention for students not meeting benchmarks in the area of reading and math. Our scores further illustrate that more emphasis should be placed on the importance of the writing process.

Student Achievement Data

Grade Level Data:

NWEA

K – 4th Grade – Reading



Grade Report

Grade K

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: POSTON

Norms Reference Data: 2020 Norms
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 IN 2020 1.1 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	40
Mean RIT Score	135
Standard Deviation	8.1
District Grade-Level Mean RIT	135.8
Students At or Above District Grade-Level Mean RIT	22
Grade-Level Mean RIT	135.6
Students At or Above Grade-Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 3mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 IN 2020 1.1 / IN Academic Standards Language Arts: 2020	4	10%	11	28%	15	38%	8	20%	2	5%	134-136-136	8.1
Instructional Area RIT Range												
Reading: Vocabulary	5	13%	12	31%	9	23%	7	18%	6	15%	134-136-138	12.2
Writing	5	13%	10	25%	15	38%	8	20%	2	5%	134-136-137	8.5
Reading: Foundations	8	20%	14	35%	13	33%	4	10%	1	3%	130-132-133	9.3
Reading: Literature and Nonfiction	4	10%	8	20%	13	33%	10	25%	5	13%	136-137-139	10.6

Language Arts: Reading

Growth: Reading K-2 IN 2020 1.1 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	65
Mean RIT Score	150.5
Standard Deviation	10.1
District Grade-Level Mean RIT	154.7
Students At or Above District Grade-Level Mean RIT	24
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	24

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT Score (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 IN 2020 1.1 / IN Academic Standards Language Arts: 2020	19	29%	19	29%	15	23%	9	14%	3	5%	149-160-162	10.1
Instructional Area RIT Range												
Reading: Vocabulary	18	28%	16	25%	12	18%	7	11%	12	18%	151-163-165	13.8
Writing	23	35%	20	31%	12	18%	7	11%	3	5%	145-147-149	12.9
Reading: Foundations	22	34%	19	29%	15	23%	6	9%	3	5%	147-148-149	11.3
Reading: Literature and Nonfiction	17	26%	13	20%	14	22%	15	23%	6	9%	152-163-165	11.4

Language Arts: Reading

Growth: Reading 2-5 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020





Summary	
Total Number of Students With Valid Growth Scores	48
Mean RIT Score	161.3
Standard Deviation	14.2
District Grade-Level Mean RIT	169.8
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	9

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT Score (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020	28	58%	9	19%	2	4%	6	13%	3	6%	159-161-163	14.2
Instructional Area RIT Range												
Vocabulary	28	58%	6	13%	4	8%	9	19%	1	2%	158-161-163	16.3
Nonfiction	29	60%	7	15%	3	6%	6	13%	3	6%	157-168-162	17.2
Literature	25	52%	12	25%	2	4%	5	10%	4	8%	160-162-164	14.3

Language Arts: Reading

Growth: Reading 2-5 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020





Summary	
Total Number of Students With Valid Growth Scores	47
Mean RIT Score	186.1
Standard Deviation	16.7
District Grade-Level Mean RIT	187.4
Students At or Above District Grade-Level Mean RIT	24
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	25

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 1 Smp Err)	Std Dev	
		count	%	count	%	count	%	count	%	count	%			
Overall Performance														
Growth: Reading 2-6 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020														
		13	28%	2	4%	15	32%	6	13%	11	23%	184-188-189	16.7	
Instructional Area RIT Range														
Vocabulary			11	23%	9	19%	10	21%	8	17%	9	19%	183-186-188	17.3
Nonfiction			10	21%	11	23%	12	26%	5	11%	9	19%	182-184-187	17.6
Literature			11	23%	5	11%	12	26%	5	11%	14	30%	186-189-191	18.3

Language Arts: Reading

Growth: Reading 2-5 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	29
Mean RIT Score	198
Standard Deviation	12.6
District Grade-Level Mean RIT	197.9
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	196.7
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 1 Smp Err)	Std Dev	
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Reading 2-5 IN 2020 2.1 / IN Academic Standards English Language Arts: 2020													
	4	14%	7	24%	7	24%	5	17%	6	21%			196-198-200
Instructional Area RIT Range													
Vocabulary												194-197-199	12.8
Nonfiction												195-198-200	14.4
Literature												199-201-204	15.3

The data above shows our KDG-4th grade NWEA BOY Reading scores. We compare this data

with our Lexia data and our Fountas and Pinnell Benchmark Assessment System Guided Reading Levels to determine trends. We will continue to monitor growth through student goal setting, progress monitoring and Lexia.

K – 4th Grade – Math



Grade Report

Grade K

Term: Fall 2022-2023
District: M2D of Martinsville Schools
School: POSTON

Norms Reference Data: 2020 Norms
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 IN 2020 1.1 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	39
Mean RIT Score	140.2
Standard Deviation	11.5
District Grade-Level Mean RIT	138.7
Students At or Above District Grade-Level Mean RIT	22
Grade-Level Mean RIT	139.6
Students At or Above Grade-Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 1 Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 IN 2020 1.1 / IN Academic Standards Mathematics: 2020	7	18%	8	21%	7	18%	10	26%	7	18%	138-140-142	11.5
Instructional Area RIT Range												
Computation	7	18%	8	21%	5	13%	11	28%	8	21%	138-140-142	14.1
Number Sense	8	21%	11	29%	11	29%	2	5%	6	15%	135-138-140	14.1
Geometry, Measurement, and Data Analysis	4	10%	8	21%	9	23%	7	18%	11	28%	142-145-147	14.1
Measurement and Data Analysis	0	0%	0	0%	0	0%	0	0%	0	0%	-	-
Algebraic Thinking	6	15%	11	28%	8	21%	10	26%	4	10%	138-140-142	13.4

Math: Math K-12

Growth: Math K-2 IN 2020 1.1 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	65
Mean RIT Score	152.3
Standard Deviation	10.6
District Grade-Level Mean RIT	157.6
Students At or Above District Grade-Level Mean RIT	25
Grade-Level Mean RIT	160
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 1 Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 IN 2020 1.1 / IN Academic Standards Mathematics: 2020	23	35%	17	26%	19	29%	5	8%	1	2%	151-162-154	10.6
Instructional Area RIT Range												
Computation	28	43%	13	20%	14	22%	7	11%	3	5%	148-160-152	14.2
Number Sense	27	42%	21	32%	7	11%	7	11%	3	5%	147-148-151	14.5
Geometry, Measurement, and Data Analysis	17	26%	14	22%	14	22%	11	17%	9	14%	155-167-158	13.5
Measurement and Data Analysis	0	0%	0	0%	0	0%	0	0%	0	0%	*	*
Algebraic Thinking	15	23%	16	25%	17	26%	14	22%	3	5%	154-166-157	12.7

Math: Math K-12

Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	49
Mean RIT Score	167
Standard Deviation	13.2
District Grade-Level Mean RIT	171.9
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 1 Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020	23	47%	10	20%	7	14%	4	8%	5	10%	165-187-169	13.2
Instructional Area RIT Range												
Number Sense	26	53%	8	16%	6	12%	3	6%	6	12%	162-184-167	16.6
Computation	23	47%	10	20%	8	16%	7	14%	1	2%	161-183-165	15.5
Algebraic Thinking	14	29%	13	27%	7	14%	11	22%	4	8%	169-171-173	15
Geometry, Measurement, and Data Analysis	10	20%	13	27%	14	29%	7	14%	5	10%	170-173-175	16.3

Math: Math K-12

Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	47
Mean RIT Score	184.4
Standard Deviation	14.2
District Grade-Level Mean RIT	185.9
Students At or Above District Grade-Level Mean RIT	25
Grade-Level Mean RIT	188.5
Students At or Above Grade-Level Mean RIT	22

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020	16	34%	6	13%	7	15%	14	30%	4	9%	182-184-187	14.2
Instructional Area RIT Range												
Number Sense	13	28%	11	23%	8	17%	13	28%	2	4%	181-183-185	14.1
Computation	16	34%	9	19%	9	19%	5	11%	8	17%	179-182-184	17.2
Algebraic Thinking	14	30%	10	21%	4	9%	11	23%	8	17%	181-184-187	19.3
Geometry, Measurement, and Data Analysis	7	15%	10	21%	6	13%	8	17%	16	34%	185-190-193	15.9

Math: Math K-12

Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	29
Mean RIT Score	199.3
Standard Deviation	10.9
District Grade-Level Mean RIT	199
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	199.5
Students At or Above Grade-Level Mean RIT	11

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 8mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 2-5 IN 2020 1.1 / IN Academic Standards Mathematics: 2020	3	10%	11	38%	6	21%	4	14%	5	17%	197-198-201	10.9
Instructional Area RIT Range												
Number Sense	4	14%	8	28%	6	21%	7	24%	4	14%	199-200-203	13.8
Computation	7	24%	6	21%	8	28%	4	14%	4	14%	194-197-199	12.3
Algebraic Thinking	3	10%	7	24%	9	31%	6	21%	4	14%	199-201-204	12.9
Geometry, Measurement, and Data Analysis	4	14%	5	17%	13	45%	3	10%	4	14%	198-200-203	13.1

The data above shows our KDG-4th grade BOY NWEA Math scores. We will work to increase the RIT scores throughout the school year through our Math Success Groups, Study Island Pathways and student goal setting.

ILEARN

Grade Level Data:

2021 ILEARN Data

Grade	Subject	Percent Passing
3rd	English/Language Arts	33%
3rd	Math	51%
4th	English/Language Arts	43%
4th	Math	48%

2022 ILEARN DATA

Grade	Subject	Percent Passing
3rd	English/Language Arts	28%
3rd	Math	59%
4th	English/Language Arts	44%
4th	Math	72%

The ILEARN data above compares our most current (2022) data with our 2021 data. Although our 3rd grade E/LA scores were lower in 2022, we are extremely pleased with the growth in the other areas, especially in the area of math from 3rd to 4th grade. The data shows 21% growth in math.

ACTION PLAN

Teaching and Learning Goal 1 (E/LA)

Goal 1: 3rd & 4th grade ILEARN E/LA passing scores will increase by 7% or more on the 2022 ILEARN test.				
Sub-Goal 1: 60% of 3rd and 4th grade students will earn a passing score (2/4) or higher on the writing portion of ILEARN for the Spring of 2023				
Baseline Data: 2022 3rd Grade ILEARN percent passing in E/LA - 28% 2022 4th Grade ILEARN percent passing in E/LA - 44%				
Strategy to Support Sub-Goal 1:				
Activity (Action Steps)	Person(s) Responsible	Timeline	Resource & Budget	<i>Professional Development in Support of the Strategy</i>
Daily Writing Tasks focusing on staying on topic and stamina	Classroom Teacher	2022-2023 school year	None, teacher created materials	
CommonLit.com	Computer Lab Teacher	Every Wednesday from February 2023-May 2023	Free Subscription	
Fountas & Pinnell NonFiction Benchmark Assessment	Title I staff	BOY, MOY & EOY	None, already purchased	Training has already occurred. We are switching for asassessment in fiction to assessing in nonfiction
PLTW	All certified teachers	2022-2023 school year	Corporation Budget	Training occurred over the summer in preparation for PLTW
Baseline: On the 2022 ILEARN Assessment, 2 students out of a total of 32 third graders scored at least 2 or higher on all three sections of the writing prompt.				

ACTION PLAN

Teaching and Learning Goal 2 (MATH)

Goal 1: 3rd & 4th grade ILEARN math passing scores will increase by 7% or more on the 2022 ILEARN test.				
Sub-Goal 1: 80% of 3rd and 4th Grade students will earn At or Above in the area of 'Number Sense' on the 2023 ILEARN assessment.				
Baseline Data: 2022 3rd Grade ILEARN percent passing in math - 59% 2022 4th Grade ILEARN percent passing in math - 72%				
Strategy to Support Sub-Goal 1:				
<i>Activity (Action Steps)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resource & Budget</i>	<i>Professional Development in Support of the Strategy</i>
Built in Math Success Group time daily for 25 minutes	Classroom Teachers & Title I	2022-2023 School Year	All resources can be found on the Shared Drive in Google. Purchase of Study Island	Teachers received Study Island training during the 2018-2019 school year
New Math Series (Reveal)	Classroom Teachers	2022-2023 School Year	Both digital & hard book copies available Purchased as the districts textbook adoption series	Teachers are receiving professional development over the course of the 2022-2023 school year
Reflex Math Fact Program	Classroom Teachers	2022-2023 school year	Title I funds purchased the program	Teachers received training during the 2021-2022 school year
Baseline: At the end of the 2021-2022 school year, classrooms earned a class average of 80% or higher on a Success Group posttest, 82% of the time.				

ACTION PLAN

Teaching and Learning Goal 3

Goal 1: The overall attendance rate at Poston Road Elementary will increase to 96% by the end of the 2022-2023 school year.				
Baseline Data: 2018-2019 - 95.24% (Attendance Rate) - pre COVID 2017-2018 - 96.36% (Attendance Rate) - pre COVID				
Strategy to Support Goal 1:				
<i>Activity (Action Steps)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resource & Budget</i>	<i>Professional Development in Support of the Strategy</i>
Monthly Attendance Awards	Principal	2022-2023 School Year	General Fund	
Nine Weeks Attendance Awards	Principal	2022-2023 School Year	Student Activity Accounts/PTO Funds	
Increased parent phone calls about absences and tardies	Clinic Clerk/Principal	At 6, 10, and 12+ absences		
Attendance info posted in newsletter	Principal	Monthly		
Baseline: At the end of the 2021-2022 school year, we had an attendance rate of 94.28%.				

Appendix A

(School wide Title I)

Comparing TAS to SWP

	Targeted Assistance Schools Section 1115 of NCLB	Schoolwide Schools Section 1114 of NCLB
Eligibility	Any Title I school is eligible for a targeted assistance program. Selection guidelines: <ul style="list-style-type: none"> ➤ While school is eligible based on poverty measures, children are identified as eligible based on academic need. ➤ School selects Title I participants by identifying those "failing" or "most at-risk of failing" to meet the state's academic achievement standards. Student selection is based on multiple, educationally related, objective criteria.	Only Title I schools with not less than 40% poverty are eligible to operate a schoolwide. They must: <ul style="list-style-type: none"> ➤ Participate in a year of SEA-approved planning, with technical assistance, prior to receiving approval to operate as a SWP. ➤ SWPs are not required to specifically identify eligible Title I students for specific Title I services since all students are considered Title I participants. ➤ Meet the 10 required components of a SWP
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for eligible children. Title I services must be supplemental, i.e., above and beyond what is provided to all students.	A schoolwide program uses Title I funds to upgrade the entire educational program of the school. Consolidation of state and local funds is encouraged...special exceptions for Reading First (excluded) and meeting unique needs of migrant, Indian, and students with disabilities.
Responsibilities	The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.	No comparable provisions because there is no distinction between staff that may be paid with Title I funds and those who are not. All staff supports the schoolwide project. There is no one labeled a "Title I Teacher."
Student Services	A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds. <ul style="list-style-type: none"> ➤ Use effective and instructional methods that are based on scientifically based research. ➤ Give primary consideration to providing extra learning time such as extended school year, before and after school programs. ➤ Minimize removing children from the regular classroom during regular schools hours. 	A schoolwide program may use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program, however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school).
Highly Qualified Staff	All Title I-Funded instructional staff must meet NCLB requirements.	All core content area teachers and all instructional paraprofessionals must meet NCLB requirements.
TAS and SWP	All Title I schools (TAS and SWP) must: <ul style="list-style-type: none"> ➤ Meet NCLB requirements for parental involvement ➤ Must use (on an ongoing basis) assessments to improve instruction, inform professional development, and revise their Annual Plan ➤ Meet requirements relating to health, safety, civil rights of students and staff ➤ Offer equitable services to eligible non-public school students ➤ Meet requirements of maintenance of effort and comparability ➤ Be accountable to the same standards, assessments, AYP, and accountability requirements under NCLB 	

February 2005

Title I School wide Plan Checklist

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

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

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

Components of a School wide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	Profile page 4 Vision page 5-9 Attendance pgs. 11-13 Other data pgs.29-38
2. Implementation of school wide 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 core academic program <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 <ul style="list-style-type: none"> <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 	Assessments 9-10 RTI pgs 17-19 Timely Assist pgs.24-25 Action Plan pgs. 39-41
3. Highly qualified teachers in all core content area classes	HQ page 19-20
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	Prof. Dev. pg 22-23
5. Strategies to attract high-quality, highly qualified teachers to this school	Page 21
6. Strategies to increase parental involvement, such as literary services	Page 25-27 Policies pages 46-50
6 a. Description how the school will provide individual academic assessment results to parents	Policies pages 46-50
6 b. Strategies to involve parents in the planning, review, and improvement of the school wide plan	Page 46-50
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	Pages 28-29
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	Page 23-24
9. Activities and programs at the school level to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement are provided with effective, timely additional assistance	Pages 17-19, 24-25
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	Page 25
10 a. A list of programs that will be consolidated under the school wide plan (if applicable)	Page 25

TITLE I SERVICES

Revised February 2022

MSD of Martinsville Title I Parent Involvement Policy*

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 served 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, evenings and/or virtual) 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.

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

Poston Road Elementary School's Parent Involvement Policy & Compact*

Updated January 2022

Policy Involvement Components

Poston Road Elementary pledges to do the following:

A. Convene an Annual Meeting

1. An invitation will be sent to all parents regarding the annual meeting through newsletters, social media, and email. The purpose of this meeting is to inform parents of the school's participation in Title I Part A, and to explain the requirements and the right of parents to be involved in these activities, along with distributing the Parent Policy and Parent Compact, assessments, curriculum, and state standards. Parents not in attendance will receive the above information via website and newsletter.
2. Parents will be involved in an organized, ongoing, and timely way to plan, review and improve the parent involvement policy, school compact, and school wide policy through surveys, PTO meetings, and conferences.
3. Meetings will be scheduled at flexible times, such as mornings, afternoons, and evenings. Transportation, child care, home visits, and such services that relate to parental involvement will be provided as needed.

B. Provide information

Newsletters, written communication, Class Dojo, phone calls, and/or conferences will be used to provide parents:

1. Timely information about all school programs and Title I programs.
2. School performance profiles: ILEARN, and IREAD 3 results and individual performance profiles, report cards, ESGI reports, NWEA results along with an interpretation of the results, the child's reading level, and PreK Progress Monitoring/Parent Reports.
3. Descriptions and explanations of the curriculum in use, assessments used to measure student progress (such as Fountas and Pinnell reading levels), and the proficiency levels students are expected to meet will be available at parent conferences, annual meetings, and through classroom letters.
4. If requested by parents, opportunities for regular meetings, such as annual meetings, parent conferences, PTO meetings, and parent involvement workshops will be provided in order for parents to formulate suggestions, share experiences with their child and other parents, and participate in decisions relating to the education of their children.
5. If the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

C. Build School and Parent Capacity for Strong Parental Involvement

Poston Road Elementary staff will strive to build strong parent teacher relations by:

1. Assisting the parent in monitoring a child's progress and working with educators to improve the performance of the child through family access, written communications, Class Dojo, parent conference,

phone calls, etc.

2. Assisting the parent in understanding academic content standards and student academic achievement standards and Indiana Early Learning Foundations, by providing parents with copies of the standards at our annual meeting, parent-teacher conferences and upon parent request.
3. Providing digital materials upon request from the Title I Parent Coordinator and providing materials for check out, in the future, from a parent resource center here at Poston Road.
4. Integrating and coordinating parent involvement programs and activities with other resources, such as parent resource centers, Family Service Coordinators, Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool, as needed, in order to encourage and support parents in more fully participating in the education of their children.
5. 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 via staff meetings, in-services, professional development training, teacher surveys and PTO meetings.
6. Other reasonable support for parental involvement activities under section 1116, as parents may request.
7. Communicating with Head Start and Pre K teachers (Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschools as they become available) on incoming students to share student and parent needs. (The Title I Coordinators, Parent Coordinator, and/or Kindergarten teachers will meet with or share written communication with Head Start and Pre K teachers about the incoming students.)
8. Developing appropriate roles for community based organizations and businesses to support parent involvement through activities, such as field trips and guest speakers.
9. Ensuring information related to the school and parent programs, meetings, and other activities are sent home in the language spoken at home, and/or a translator provided at meetings. (Home language information will be gathered from parent surveys and enrollment forms.)

D. Accessibility

1. 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 the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practical in a language parents understand.

*“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 following information is needed in another language, please contact your teacher and/or school secretary.**

Poston Road Elementary School-Parent Compact*

Poston Road's Staff Responsibilities

- The staff of Poston Road Elementary will provide high quality curriculum and instruction in a supportive and effective learning environment.
- Staff will incorporate learning styles, differentiated instruction, and small group instruction to assure all students meet the Indiana student academic achievement standards.
- Poston Road staff will be available to parents on a daily basis through phone calls, emails, and/or Dojo reports. In addition Poston Road staff will welcome parents into their classroom to volunteer and/or observe classroom activities through the Watchdog and Tiger Mom programs as well as upon individual requests. (*Watchdog and Tiger Mom programs are currently on hold due to the impact of Covid-19)

Poston Road's Parent Responsibilities

- The parents of Poston Road Elementary students will encourage their children to maintain a positive attitude about school and put forth their best effort at school in academics as well as citizenship.
- Parents will ensure regular attendance (including arriving on time), checking homework, expecting good study habits, and encouraging positive use of extracurricular time such as monitoring the time spent watching television.
- Parents will have reasonable access to staff and keep the lines of communication open, volunteer in classroom opportunities as appropriate, attend school functions and participate in decision-making ideas related to their child's education.

Communication

- Poston Road Elementary staff and parents will communicate regularly about children's progress through:
 - Annual parent-teacher conferences (during which the compact will be discussed as the compact relates to the individual child's achievement)
 - Mid-term and nine week grading reports
 - Class Dojo reports
 - Phone calls and emails
 - Personal notes and face-to-face communication
 - Monthly newsletters

Poston Road Elementary staff and parents agree to keep the lines of communication open, reading and responding to all requests in a timely manner, attending conferences, and following through with decisions concerning the best interest of the students at Poston Road Elementary.

*“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.”

MSD of Martinsville Title I

389 E. Jackson Street
Martinsville, IN 46151

2022-2023 School Year

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 the MSD of Martinsville 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 principal, Jill Vlcan, at 765-342-8408.

Sincerely,

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

Welcome to **School-Wide Title I!** It is our desire to assist parents as they help their children succeed in school. To reach that goal, we would like to form a school-to-home partnership.

Below you will find a checklist of opportunities that we can provide. Please take a few minutes of your time to let us know what information and activities you might find interesting and helpful.

If you have questions please contact Linda Clark at ***North Family Center 765-342-4376 ext 7109***, email at **clarkl@msdmail.net**, or stop by on **Wednesdays at Poston Road Elementary from 8:00-11:30**

Sincerely,
Linda Clark, Title I Parent Coordinator
September 2013

Please check all activities of interest to you and return to your child's teacher

I would be interested in:

- ☐ receiving parent/child websites for education and information
- ☐ receiving parent/child IPAD apps for education and information
- ☐ learning more about PTO
- ☐ parenting workshops--Suggestions _____
- ☐ learning more about Family Access
- ☐ take home reading activities/books
- ☐ serving on the Parent Policy/Compact review committee
- ☐ take home math activities
- ☐ how to obtain a GED

Please suggest ways in which we can be of help to you: _____

If English is not the language spoken in your home, do you need forms and or information in another language? _____ If so, what language _____

Contact Information:

Name of Guardian(s) Parent(s): _____

Name of Children(s) and grade level(s): _____

Name of your Children(s) teacher(s): _____

E-Mail address optional: _____

Dear Parent/Guardian,

Please help us to evaluate our school wide Title I program by answering the following questions and return the completed form to your child's teacher.

Thank you,

Linda Clark
Title I Parent Coordinator
clarkl@msdmail.net

Poston Road Elementary School wide Title I Evaluation

Name of person completing the form (optional)

1. Did you receive timely information about programs and events in your school?
☐ Yes ☐ No (If no, please suggest ways we can improve.)
2. How were you notified that Poston Road Elementary is now a School wide Title I School?
(Check all that apply)
☐ letter ☐ school website ☐ school newsletter ☐ phone call
☐ parent/teacher conference ☐ other (please identify):
3. How can we enrich our School wide Title I program in a way that will improve your child's academic achievement?
4. What are some of the changing needs of parents in our community?
5. What kind of support can be given to parents to enable them to become equal partners in their child's education?
6. Are there workshops or programs that you would be interested in attending next school year? (Please list suggestions for topics of interest.)

Planning for next year's take-home programs

- ☐ Yes, I would like for the take-home book program to be offered again next year.
☐ Yes, I would like for the take-home learning packets to be offered again next year

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
765-342-5571

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

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?src=rn>
- <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

Assessment for Grades K-2

ESGI

- 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