**Title I Schoolwide Plan**

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**Woodview Elementary School**

**800 E. Woodview Drive**

**Nappanee, IN 46550**

**Phone: 574-773-3117**

**Woodview Elementary School**

**800 East Woodview Drive**

**Nappanee, IN 46550**

**Phone: 574-773-3117**

**Introduction**

Woodview Elementary School is one of three K-5 elementary schools in the Wa-Nee Community School Corporation. It is in the town of Nappanee, a small rural community located in north-central Indiana at the intersection of U.S.6 and S.R.19. Nappanee’s population is about 6,800. Nappanee is a stable community of small businesses, industries, and farms. Recreational vehicles and manufactured housing are dominant industries of the community. Tourism plays an increasing role in our local economy.

Wa-Nee Community School Corporation serves the towns of Wakarusa and Nappanee in Elkhart and Kosciusko Counties. The school district, 155 square miles in size, includes a sizeable Amish population. Traditional family and community values are highly regarded throughout the community. The school corporation has a population of approximately 3,000 students from grades K-12. The corporation consists of three elementary schools, one middle school, and one high school.

Woodview Elementary School was built in 1992 with a centrally located library and office area. Classrooms are arranged in pods by grade levels with additional rooms for art and music, as well as a gymnasium. There are approximately 475 students enrolled in grades Kindergarten through 5th grade at Woodview. Over 50 pre-school children attend either the Head Start program or pre-school special education program that are at the school. There are 29 certified staff and 41 support staff that serve Woodview students.

Community members work together to nurture children through organizations that support Woodview Elementary students. These include Nappanee Public Library Reading and Science programs, Boys and Girls Club, and local Boy Scout and 4-H groups. The Nappanee Police Department provides a Resource Officer to work in all school buildings and a crossing guard before and after school each day. The Nappanee Parks Department offers swimming and golf lessons in addition to organized sports programs.

Wa-Nee Community School Corporation and its surrounding communities strive to meet the developmental needs of children by providing them with a strong academic foundation with skills necessary to become responsible, prosperous citizens of the future.

**School Information**

School Name: Woodview Elementary School

Address: 800 E. Woodview Drive, Nappanee, IN 46550

Telephone: 574-773-3117

School web address: <https://www.wanee.org/woodviewelementary_home.aspx>

Corporation number: 2285

School number: 1747

Principal: Mrs. Kimberly Branham

Superintendent: Dr. Scot Croner

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Preparing today’s students for tomorrow’s challenges.

**II. Elementary School Mission Statement**

Preparing successful and responsible citizens who are life-long learners.

**III. Corporation Profile**

Wa-Nee Community School Corporation and its surrounding communities strive to meet the developmental needs of children by providing them with a strong academic foundation with skills necessary to become responsible, prosperous citizens of the future.

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**IV. Elementary School Profile**

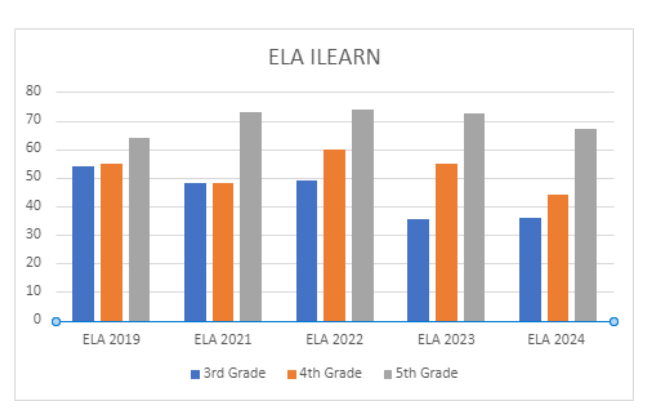
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**V. Community Profile**

Community members work together to nurture children through organizations that support Woodview Elementary students.  These include Nappanee Public Library Reading and Science programs, Boys and Girls Club, and local Boy Scout and 4-H groups.  A full-time School Resource Officer is on duty at Woodview Elementary every school day. The Nappanee Parks Department offers swimming and golf lessons in addition to organized sports programs.

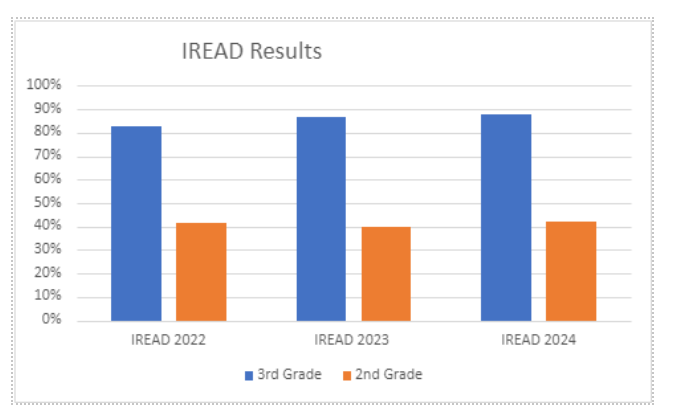
**VI. Woodview Demographics and Assessment Data**

* Student Enrollment - 405
* Ethnicity - f 83% white, 11.2% Hispanic, 3.1% Multiracial, 0.7% Black, 1.2%Asian, students.
* Free/Reduced – 36%
* Special Education – 12.6%
* English Language Learners – 8%
* Attendance Rate – 95%
* Assessment Data - EL-58.5%, Math-64.0%, Sci-58.1%, SS-62.3%



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**VII. Component #1: Comprehensive Needs Assessment**

**Student Achievement**:

Teachers analyze grade level ILEARN results paying particular attention to the progress made by cohort groups. Strengths and weakness are also identified. Released items are analyzed and plans are made to adjust instruction. Throughout the school year during collaboration meetings, teachers individually and collaboratively analyze relevant data that will be used to drive instruction and thus increase student achievement. Students who need additional services are also identified. Some of the sources of the data that is analyzed include the following: ISTEP+, IRead 3, ILEARN Checkpoints and Reading Benchmarks.

Analysis of ILEARN, and IRead 3 results for the indicate the following information:

The achievement of students will be continuously reviewed by the principal, School Improvement Team, and teachers at Woodview Elementary School on at least a quarterly basis.

The principal and instructional coach will review ILEARN, IRead 3, Fountas and Pinnell Benchmark Assessment, ClearSight and other assessments, as they become available. This review will be shared with the appropriate classroom teachers and support personnel. Instructional changes will be made based on the needs that are identified after reviewing the student achievement data. We will focus on instructional practices and data driven instruction to increase student achievement.

**Curriculum Instruction / Professional Development**:

Woodview Elementary has 26 teachers and classified staff of 40. Many opportunities are given for teachers to collaborate weekly through early release time and other grade level planning sessions during their daily block time.  The staff at Woodview Elementary School is committed to professional development to better meet the needs of the students that we serve. The teachers take part in weekly scheduled collaboration meetings that enhance their ability, expand their knowledge, and improve their instructional methods. The principal and instructional coach work collaboratively with an academic interventionist and the Dean of Students to select and develop the topics that will be the focus of each week’s collaboration meeting. This year, weekly grade-level meetings will focus on four main categories: Data Driven Instruction, TBRI, Differentiation.

Teachers have grade level collaboration meetings weekly and informally to focus attention on curriculum, instruction, and assessment. Through the support of an instructional coach, teachers can receive continual input and professional development in a real-time setting that allows for continual growth and collegial learning.

**Family & Community Involvement**:

Parental participation is an important part of student success at Woodview Elementary School. Parents are given many opportunities throughout the year to participate in the educational process. Several activities and events are planned throughout the school year that help promote and invite parent participation. There is an active PTO at Woodview that promotes parent involvement. The PTO organizes the following activities: Fund Raiser, Open House – Ice Cream Social, Fall and Spring Book Fairs, Spirit Days, and Field Day. Other ways parents may participate include volunteering in the classroom, chaperoning for a field trip, attend the Title I parent night and parent teacher conferences, and coming to the school for lunch.

**School Context & Organization**:  Woodview Elementary values the input of all stakeholders.  The School Improvement Team is made up of the Principal, Dean of Students, , Instructional Coach, a Certified Interventionist a Special Education Teacher, and at least one teacher at each grade level, and representatives from our PTO.  This group meets regularly throughout the year and values input from students and other teachers and support staff.  When decisions are made and additional input is needed, our PTO serves as a great reference for providing feedback.  Decisions are made collectively in order to create a foundation of support built on trust.  Not all decisions are unanimous which means the greatest challenge is supporting and working alongside those who may not be fully on board.  WDV has a strong team who work well together.  Although challenges exist, the support generated among the staff helps overcome many barriers.

**VIII. Component #2: Implementation of Schoolwide Reform Strategies**

Various formative, summative and diagnostic testing data along with classroom observations are used to identify areas each student needs additional support. These assessments are given at intervals throughout the year to analyze strengths and weaknesses of students. Classroom teacher observations are a factor in analyzing.  Student assessment results and data are tracked through spreadsheets that are accessible by all staff members. This data is routinely collected and analyzed during grade-level and small-group instructional focus meetings.

Multi-Tiered System Support (MTSS) is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

MindPlay is a web-based reading program that is used to support the students. It delivers one-to-one, personalized, systematic, reading instruction. Features virtual reading teachers who will help fill in the skill gaps. MindPlay is used along with the Phonics First reading system. Phonics First is a multisensory, phonics-based approach to teaching beginning, at-risk, struggling, learning disabled dyslexic and ELL readers. Its focus is to use scientifically research-based learning strategies to teach students systematic processes for decoding and encoding. Both resources are used to develop a creative plan for each student. Title l small group instruction supports the students utilizing these programs.

Assessments, observations and MTSS data is then put through the Data Wise Improvement Process which is an eight-step model that guides teams of educators working collaboratively to improve teaching and learning through evidence-based analysis. Teachers meet with the instructional coach and leadership team to determine a Student-Centered Problem, a Problem of Practice, and then to choose appropriate strategies they will implement to address any deficits. This is an ongoing process throughout the course of the school year, and usually is carried out over three “Data Wise Cycles” during the school year.

**IX. Professional Development**

 Professional Development occurs weekly on Wednesdays as well as often during grade level Professional Learning Community (PLC) time. The staff at Woodview Elementary School is committed to professional development to better meet the needs of the students that we serve. The teachers take part in weekly scheduled collaboration meetings that enhance their ability, expand their knowledge, and improve their instructional methods. The principal and instructional coach work collaboratively with an academic interventionist and the Dean of Students to select and develop the topics that will be the focus of each week’s collaboration meeting. Weekly grade-level meetings will focus on four main categories: MTSS (Multi-tiered Systems of Support) development and implementation, Data Wise implementation (data disaggregation and tracking), TBRI (Trust Based Relationships) lessons and implementation, and professional development in instructional strategies.

Teachers have grade level collaboration meetings weekly and informally to focus attention on curriculum, instruction, and assessment. Through the support of an instructional coach, teachers can receive continual input and professional development in a real-time setting that allows for continual growth and collegial learning.

Teachers are also required to submit Professional Growth Points or obtain credit hours to qualify for license renewal from the state. Those choosing to use Professional Growth Points could obtain all the points needed for renewal with opportunities provided by our school and/or corporation. Below are some ways that Wa-Nee Community Schools provides professional development to our staff members.

* High Ability Training
  + - Our Woodview HA Coordinator provides monthly High Ability meetings for learning more about best practices for reaching this student population.
    - Teachers receive additional resources and can share ideas about what is working well in their own classrooms to meet all student needs.
* Struggling Learners
  + - Our special education co-op offers several training sessions throughout the year that are free to Wa-Nee teachers.
    - Teachers have been able to choose the sessions that fits their needs.
    - Additional sessions are offered by the Northern Indiana Educational Service Center (NIESC) but often require a registration fee. Our corporation will cover this cost for board approved sessions.
* ELL
  + - Our district ELL Coordinator collaborates closely with instructional coaches in each building and meets individually or in groups with classroom teachers. She has met with grade levels during scheduled collaboration times and meets individually before or after school to address more specific questions and concerns as needed.
    - The focus of her sessions involves how to best help our ELL population succeed in the general education classroom and how they modify their setting and instruction to meet student needs.
* Training Sessions with Instructional Coaches
  + - Classroom teachers can meet with instructional coaches during the school day, but they often find time to work individually, with grade level teams or as K-2 or 3-5 cohorts.
    - Larger group meetings are often scheduled as ½ day sessions with classroom coverage arranged so teachers can spend additional time digging deeper and determining action steps for applying lessons learned directly to their classrooms.
* Additional Training
  + - Core Curriculum Resources Training
    - Classroom teachers are provided with support from textbook companies as we transition to a new book adoption. This type of training is ongoing and grade levels often reach out to companies for smaller group sessions as well.
      * Technology Training:  As needed based on integration of new programs/ technology tools.

**X. Attracting Effective Staff**

Bringing on high quality teachers is a priority. This process starts early in the school year to support and recruit teachers. Wa-Nee Community Schools is fortunate to have a positive reputation within the county and teachers want to become part of the Wa-Nee family. The teacher salary scale and benefits packages are analyzed to offer a competitive package for potential employees.

In addition, Wa-Nee Community Schools has implemented a paid mentorship program for all staff new to the district. The program is outlined below:

Mentors and Mentees will attend a Kick-Off Meeting in August. The purpose of this meeting is to introduce all the mentors and mentees, share norms and expectations, and provide an overview of the Wa-Nee Mentor Program.

All mentees (new teachers and those who are new to WCS) will attend one meeting each month at the Wa-Nee Community Schools Administration Building. The monthly meetings will have various presenters who will provide in-depth support on topics relevant to Wa-Nee Schools. Mentors are welcome but are not expected to be in attendance.

**Teachers with Zero Years of Previous Experience:**

Instructors new to the profession of teaching will be provided the support of a mentor for their first year of service. During this experience, the Mentor and Mentee shall meet a minimum of one time per week (at least 30 minutes) for the duration of the school year. This experience will provide the mentee an opportunity to gain experience from and receive the necessary support for effective instruction.

**Teachers with Experience, but New to WCS:**

Instructors new to Wa-Nee Community Schools will be provided the support of a mentor for the first year of service. During the experience, the Mentor and Mentee shall meet at a minimum of one time per week (at least 30 minutes) for the first semester (through December) and at least one time per month (at least 30 minutes) during the second semester. This experience will provide the mentee an opportunity to gain experience about our district and collaborate with the mentor to grow instructional practices.

**XI. Parental Involvement**

Woodview Elementary welcomes parental support and encourages parents and community members to be involved in the educational process in a variety of ways:

Title I & Title III Family Nights, Orientation Day, Kindergarten/1st Grade Information Night, Back to School Night Grades 2-5, Open House, Parent Volunteer Program, PTO, Parent/Teacher Conferences, Parent resources to enhance curriculum and instruction, School Fundraisers, Book Fair, Learning Trips, Classroom Parent Volunteers, Volunteer Luncheon, Teacher Appreciation, Track and Field Day, Awards Programs.

**XII. Transitioning of students**

Students identified during Kindergarten Screening are placed into immediate intervention support to best meet their level of need as they begin kindergarten. In addition, 5th grade teachers collect and pass along student achievement data to NorthWood Middle School as students transition from 5th grade to 6th grade each year.

**XIII. Teacher involvement in decision making, assessment**

Teachers analyze data: grade level ILEARN results paying particular attention to the progress made by cohort groups. Strengths and weakness are also identified. Released items are analyzed and plans are made to adjust instruction. Throughout the school year during collaboration meetings, teachers individually and collaboratively analyze relevant data that will be used to drive instruction and thus increase student achievement. Students who need additional services are also identified. Some of the sources of the data that is analyzed include the following: ILEARN, IRead 3, Check Points, and Reading Benchmarks.

**IVX. Activities and programs to ensure students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance**.

Students reading below grade level will be identified in throughout the school year. Students identified as reading below grade level will receive 30 extra minutes of reading intervention per day. Reading Interventions utilized will include Read Well, LLI (Leveled Literacy Intervention), Mindplay, interventions that are part of the HMH Into Reading series, Phonics First, Minds in Motion Lab, and other supplemental intervention resources. Students are identified through the MTSS process and are exposed to research-based interventions for a specified period. Students are then reassessed, and growth is measured. If additional remediation is needed, students receive those services.

Students who are found to be struggling in math will be brought to the MTSS team. Once baseline data has been collected, those students will be given an additional tier of instructional support. Progress will be monitored, plans will be adjusted, and growth and progress will be tracked.

**XV. Program Evaluation / Annual Review Process**

The achievement of students will be continuously reviewed by the principal, School Improvement Team, and teachers at Woodview Elementary School on at least a quarterly basis.

The principal and instructional coach will review ILEARN, IRead 3, Fountas and Pinnell Benchmark Assessment, ClearSight and other assessments, as they become available. This review will be shared with the appropriate classroom teachers and support personnel. Using the Data Wise Process, informational meetings, and input from all stakeholders, the School Improvement Team will make recommendations based upon annual reviews of all student data measurements. Instructional changes will be made based on the needs that are identified after reviewing the student achievement data.

The School Improvement Team meets regularly and information is shared between the building principal and district leaders (Superintendent and Curriculum Director) during weekly sessions. Through each of these sessions, our team shares our grade level goals and evaluates where we stand in comparison to the desired result.  Highlights and growth areas are shared by team members.  Specific areas addressed include:  Reading Goals; Math Goals; Mental Health / Discipline Goals; Attendance Goals.  Each of these areas help build a well-rounded community of learners.