

# Title 1 Schoolwide Plan



Corporation #2285  
School # 1747

Woodview Elementary School  
800 East Woodview Drive  
Nappanee, Indiana 46550

Phone 574-773-3117 FAX 574-773-3011

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## **Introduction**

Woodview Elementary School is one of three K-5 elementary schools in the Wa-Nee Community School Corporation. It is located 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.

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 27 certified staff and 41 support staff that serve Woodview students.

## **School Information**

School Name: Woodview Elementary School

Address: 800 East Woodview Drive, Nappanee, IN 46550

Telephone: 574-773-3011

School web address: [https://www.wanee.org/woodviewelementary\\_home.aspx](https://www.wanee.org/woodviewelementary_home.aspx)

Corporation number: 2285

School number: 1747

Principal: Mr. John Payne

Superintendent: Dr. Scot Croner

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### **I. Corporation Mission Statement**

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.

Wa-Nee Community School Corporation serves the towns of Nappanee and Wakarusa in Elkhart and Kosciusko counties. The school district, 155 square miles in size, includes a sizable Amish population. The racial makeup of the city is 94.8% White, 0.7% African American, 0.3% Native American, 0.3% Asian, 0.1% Pacific Islander, 2.4% from other races, 1.5% from two or more races, and 6.2% of the population is Hispanic or Latino of any race. The median income for a household in the city is \$50,595 which is up from \$45,988 in 2000. Males have a median income of \$36,200 versus \$21,733 for females. The per capita income for the city is \$19,229. 4.6% of the population and 4.5% of families are below the poverty line. Out of the total population, 5.9% of those under the age of 18 and 8.4% of those 65 and older are living below the poverty line. Family and community values are highly regarded. Churches and religious practice are an important part of many citizens' lives. Consisting of three elementary schools, one middle school, and one high school, the school corporation has a population of approximately 3,000 students in grades K-12.

### **IV. Elementary School Profile**

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 27 certified staff and 41 support staff that serve Woodview students

### **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. The Nappanee Police Department provides a Resource Officer to assist 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

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## VI. Nappanee Demographics and Assessment Data

- Student Enrollment - 347
- Ethnicity - White-85.1%, Hispanic-10.1%, Multiracial-2.7%, Asian-1.0%
- Free/Reduced - 40.5%
- Special Education - 11.39%
- English Language Learners - 8.4%
- Attendance Rate - 79.3%
- Assessment Data - EL-57.3%, Math-66.4%, Sci-58.0%, SS-53.8%

## VII. Component #1: Comprehensive Needs Assessment

Woodview Elementary strives to involve a variety of stakeholders in decision-making that will ensure student achievement. Throughout the course of each school year, teachers, parent groups, and administrators collaborate to track, update, analyze, and implement improvement strategies regarding all aspects of the school community. Most of this work is accomplished through the implementation of the Data Wise Process from the Harvard Graduate School of Education.

### **Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies**

Teachers analyze grade level ISTEP+/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, Airways, and Reading Benchmarks.

### **Analysis of ISTEP+, ILEARN, and IRead 3 results for the 2016-2017 and 2017-2018 school years indicate the following information:**

- In 2017-2018 the 3<sup>rd</sup> grade passing percentage in both language arts and math decreased by 16%, the 4th grade passing percentage in both language arts and math improved by 15%, and the 5th grade passing percentage in both language arts and math decrease by 13%.
- The 2017-2018 4th grade cohort class dropped their overall passing percentage in language arts from 76% to 65% which is a major concern. To address this, the classroom teachers will be keeping those students who are identified as reading below grade with them during the reading intervention time.
- The 2017-2018 5th grade cohort class made steady progress on improving their overall passing percentage in both language arts and math.
- The passing percentage for IRead 3 decreased from 97% in 2016-2017 to 83% in 2017-2018. The decrease will be studied during collaboration meetings for K-3 teachers and needed adjustments in instruction will be made.

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## **Parental participation in the school**

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: Popcorn Fridays, Fund Raiser, Open House – Ice Cream Social, Fall and Spring Book Fairs, and Box Tops Collections. 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.

## **Future Plans for the CNA Process**

With new leadership and staff coming on board for the 2020-21 school year, the CNA process will be revisited and reviewed to ensure quality and fidelity.

## **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. An assessment chart will be maintained to track student progress.

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.

Mind Play 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. Mind Play is used along with Fountas & Pinnell Leveled Literacy Intervention System (LLI.) This is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. Both resources are used to develop a creative plan for each student. Title I 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. This information is analyzed in each War Room meeting with the Director of Curriculum and the Superintendent.

## **IX. Professional Development**

Woodview Elementary is fortunate to have an in-house Instructional Coach to help provide immediate support to teachers in the classroom. This support can be in the area of curriculum, technology, or in utilizing best practice techniques in the classroom.

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This year our professional development will focus on refining and infusing academic rigor into reading and writing workshops to develop a more cohesive school-wide approach to reading and writing instruction. Woodview has been striving for delivery of effective, research-based practice within a Comprehensive Core Literacy Program (Pinnell, 2002). Trained literacy coordinators have led professional development and worked beside teachers from 2002 until the present. With the turnover in staff due to retirements, the focus at Woodview has again become literacy instruction.

In 2015 the instructional coach in our building participated in the Columbia University's Teachers College one day workshops on Units of Study: Implementing Rigorous, Coherent Reading Curriculum, K-2 and 3-5. Following these workshops an Indiana Early Intervention Grant was applied for and received to bring staff developers from Columbia University's Teachers College Reading and Writing Project to work with teachers for two days in the summer helping them to teach reading and writing well. Support included new curriculum and new assessments. Tailored to our district's needs, the instruction and materials presented were specialized.

In the 2016-17 school year teachers K-5 began using the Units of Study books with the support of an instructional coach. These units have been written with embedded professional development in the curriculum, teaching teachers the why and how of effective reading and writing instruction. Through regular coaching tips and detailed descriptions of teaching moves, essential aspects of writing and reading instruction are underscored and explained at every turn so when our school's instructional coach cannot be in the classroom beside the teacher, a teacher has direction on his/her teaching moves.

We are working towards every day's instruction in both reading and writing to be designed according to research-based principles. For example, all classrooms are striving to follow the "gradual release of responsibility" model of teaching where students first learn from a demonstration, then from guided practice, and then finally from support transferring what they have learned to another text, another day. Again and again, research shows that good teaching makes a world of difference (Allington and Johnson 2002; Duffy 1997; Rebell and Wolff 2008; Rivkin et al. 2005, Darling-Hammond and Sykes 2003; Pressley et al. 2001; Guthrie and Humenick 2004; Snow et al. 1998) Furthermore, Bemby found that students who were, for three years, in classrooms that provide high quality instruction achieved scores on standardized reading tests that were 40% higher than the scores earned by students receiving lower quality instruction (Bembry et al. 1998). Research also supports that it is critically important for schools to establish "communities of practice" (Wenger 1998), where teachers work together and learn from each other's best practices with the shared goal of helping students develop into skilled, proficient, expert readers and writers.

## **X. Attracting Effective Staff**

Woodview Elementary School has been a B rated school for the last couple of years. 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.

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## **XI. Parental Involvement**

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## **XII. Transitioning of students**

There are a number of families who do not have the same access to resources and oftentimes cannot take advantage of preschool opportunities prior to kindergarten. There is a wide range of abilities within each classroom. The challenge is to close this achievement gap through intensive intervention to help all students reach their potential.

Students identified during Kindergarten Screening are invited to participate in Kindergarten Jumpstart the week prior to first day of school.

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

- A. All classroom teachers will provide 90 minutes of reading instruction.
- B. Teachers will use best practice techniques.
- C. Continue ongoing child study sessions between General Education/Special Education/Title 1 teachers to provide a common focus for individual students who receive Tier 1 and Tier 2 level of services.
- D. Classrooms should show physical evidence of a balanced literacy framework.
- E. Organize and implement various groupings for focused ILEARN preparation (Grades 3-5).
- F. Continue the use of Tier 2 and Tier 3 interventions for targeted student groups.
- G. We will continue to implement the Lucy Calkins Units of Study in Reading and Writing for Grades K-2. This is a developing initiative in Grades 3-5 and will continue to be monitored as we implement more lessons.
- H. Continue implementing a focused Intervention Time for Grades 3-5. Targeted students will receive focused small group reading intervention while students not participating in the remediation sessions will receive leveled support in the classroom. Classroom instruction will be a mix of high ability and general studies all intended to provide equitable learning for all students. During this intervention time we will be able to provide Tier 2 and Tier 3 support for students in need of service.

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## **IVX. Activities and programs at Woodview Elementary**

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

Tier I instruction is given using an adopted core reading program. For the upcoming 2020-2021 school year, Woodview will use HMH's Into Reading. Data is collected through running records, benchmark Fountas and Pinnell assessments, as well as AirWAYS assessments for grades 3-5. Data is analyzed regularly by grade levels and the school leadership team. Students who have difficulty mastering proficient and advanced levels are referred to the MTSS team, which meets every week. An intervention plan is developed for each student - including classroom interventions and small group interventions using LLI kits. Students at the K-2 level who have difficulty mastering proficient and advanced levels AND who demonstrate characteristics of dyslexia may also use MindPlay, a computer adaptive individualized software program.

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

Program evaluation and the Annual Review Process are achieved through the embedded implementation of the Data Wise Process from the Harvard Graduate School of Education.

The **mission** of the Data Wise Project is to support educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. The Data Wise **vision** is that every educator around the world is part of a thriving learning community that ensures that all students develop the skills, knowledge and dispositions that will allow them to live joyful and rewarding lives.

Ever since the Harvard Graduate School of Education established the Data Wise Project back in 2006, they have brought together teachers, principals, central office personnel, university faculty, and graduate students together to develop and field-test resources that allow educator teams to engage with the [Data Wise Improvement Process and ACE Habits of Mind](#).

In addition to the Data Wise process, continuous improvement is assured through the school's tireless pursuit of meeting the rigor of the Indiana Academic Standards and the use of continuous improvement strategies. Through the use of Professional Learning Communities, staff members are engaged in processes that address particular subgroups of students or certain areas of study where they develop goals and action steps to intervene at appropriate times. There is an engagement of stakeholders in the community including families, educators, and community members.

Woodview staff are continuously monitoring a variety of data points, both qualitative and quantitative, that shed light on the most urgent needs of the school's students, educators, and overall population. Staff and stakeholders then work together in quarterly meetings to identify the potential root causes of gaps in data and achievement for various student groups. Plans are reviewed and updated annually and presented to the board of trustees for approval and submission.

