

Title I School wide Plan – 2018-2019

Mooreville Consolidated School Corporation - #5930

School Name: Newby Memorial Elementary School

School Number: 5930

Principal: Mr. Rob Adamson

School Improvement Status: Identified as an A school by IDOE (2018); Not in school improvement

Component #1: Comprehensive Needs Assessment of the whole school

Newby Memorial Elementary is located in the heart of Mooresville, Indiana and is part of the Mooresville Consolidated School Corporation (MCSC). Newby is one of five elementary schools in the MCSC. Newby serves students ages 5-13 (Kindergarten-Grade 6) in brain-compatible, differentiated, and single grade classroom structures that are focused on meeting the needs of all children. Our mission is to nurture, encourage, and promote academic success for all students by inspiring lifelong learning in a safe environment.

Newby Memorial Elementary also serves many students with exceptional learning needs. All students with gifted learning abilities are serviced through our general education classrooms. Our other exceptional learners, ENL and special education students, are served through an inclusionary educational program. Exceptional learners make up about 20% of our overall student population.

The following information identifies our progress using the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). We use this data to help our instruction for students at Newby Memorial.

ISTEP+ Trend Data

[ISTEP+ Trend Data](#)

Grade Level	Language Arts 12-13	Language Arts 13-14	Language Arts 14-15	Language Arts 15-16	Language Arts 16-17	Language Arts 17-18
Third	80%	82.2%	70.00%	62.00%	65.12%	52.27%
Fourth	88%	85.1%	76.09%	80.00%	70.00%	49.09%
Fifth	88%	85.0%	60.00%	57.00%	75.00%	73.17%
Sixth	90%	83.0%	83.79%	87.00%	84.78%	78.72%

Grade Level	Math 12-13	Math 13-14	Math 14-15	Math 15-16	Math 16-17	Math 17-18
Third	82%	75.6%	76.00%	52.00%	50.00%	43.18%
Fourth	98%	85.1%	78.26%	87.00%	77.50%	58.18%
Fifth	100%	92.5%	73.34%	68.00%	90.91%	83.33%
Sixth	94%	90.6%	86.49%	76.00%	75.56%	89.36%

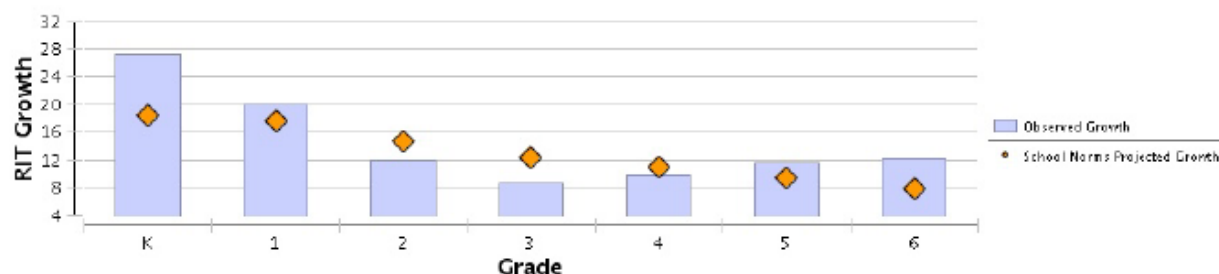
Please see this [link to view NWEA](#) school wide summary data.

Newby Memorial Elementary

Mathematics

Mathematics		Comparison Periods										Growth Evaluated Against					
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
Grade (Spring 2018)	Growth Count																
K	48	138.4	12.1	38	163.7	14.2	87	27.3	1.2	18.5	3.42	89	48	42	88	89	
1	48	166.2	11.2	78	185.1	11.2	85	19.9	1.1	17.8	0.82	78	48	31	87	81	
2	48	178.9	11.8	72	190.7	8.7	62	11.9	0.9	14.7	-1.17	12	48	12	28	32	
3	40	189.4	10.5	60	198.0	13.1	28	8.8	1.0	12.4	-1.85	3	40	10	25	33	
4	48	203.1	10.3	83	213.0	13.5	68	8.8	0.9	11.0	-0.55	28	48	24	49	44	
5	41	211.4	8.8	64	223.0	8.8	85	11.8	1.2	9.4	0.92	82	41	24	69	64	
6	42	226.6	9.9	91	238.8	10.3	97	12.1	0.9	7.8	2.05	88	42	38	88	80	

Mathematics



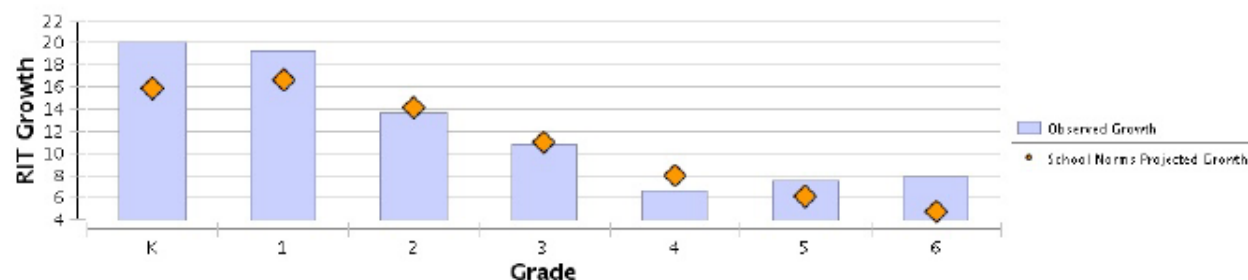
Small Group Display: No

Newby Memorial Elementary

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
Grade (Spring 2018)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	48	142.0	11.8	85	182.1	12.6	88	20.1	1.3	15.9	1.57	84	48	35	73	77
1	48	184.8	11.8	84	194.2	12.2	80	19.3	0.8	18.7	1.03	85	48	38	78	70
2	48	178.2	14.8	88	188.8	13.0	84	13.7	1.2	14.1	-0.18	43	48	24	62	49
3	40	183.4	15.8	29	194.1	15.8	29	10.7	1.5	11.0	-0.14	44	40	19	48	43
4	48	188.0	18.2	64	204.8	18.1	48	8.8	1.8	8.0	-0.90	18	48	20	42	32
5	41	208.3	9.8	70	216.8	9.2	77	7.5	1.3	8.1	0.88	81	41	22	64	65
6	41	216.2	9.5	77	223.1	9.8	88	7.9	0.9	4.7	1.81	88	41	31	78	85

Reading

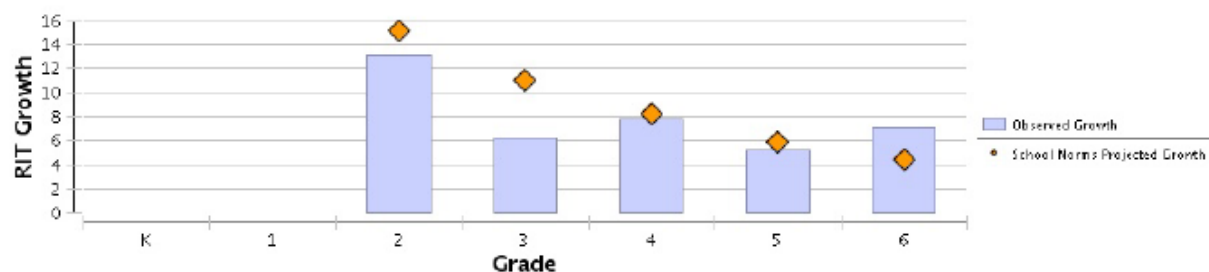


Newby Memorial Elementary

Language Usage

Language Usage		Comparison Periods								Growth Evaluated Against						
Grade (Spring 2018)	Growth Count	Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	48	178.2	14.7	79	181.3	10.8	87	13.1	1.4	16.2	-0.89	19	48	18	38	42
3	39	187.6	14.0	45	183.7	13.3	19	8.2	1.3	11.0	-2.36	1	39	10	28	29
4	48	188.0	10.6	60	206.9	12.2	49	7.8	1.2	8.2	-0.17	43	48	22	48	43
5	40	208.4	10.6	73	213.7	8.1	89	6.2	1.3	6.9	-0.38	38	40	21	63	60
6	42	216.1	9.4	84	223.2	8.6	92	7.1	0.9	4.6	1.66	84	42	34	81	74

Language Usage



Strengths and Weaknesses of Current Programs

A. Family and Community

Areas of strength:

Based on the [Fall/Spring 2018 Parent Survey](#) sent to all families at Newby, strengths are:

List Strengths

- Newby Memorial is a safe and secure place for students.
- School-wide objectives are the focal point of reading instruction at Newby Memorial.
- There is clear, strong centralized instructional leadership from the principal in this school.
- A positive feeling permeates the school.
- All materials and supplies necessary for instruction in basic skills are available.
- The school building is neat, bright, clean, and comfortable.
- District and school policies are well defined and communicated.
- An atmosphere of caring exists at Newby Memorial.

Areas of concern:

- A significant number of parents are not supporting their children in their academic work. This may be caused by a lack of understanding of the parent's role in school support.
- Teachers and administrators need to make learning for students more challenging, so that students will be eager and enthusiastic about learning.
- Communication needs to occur more frequently concerning academic and behavior for students.
- Parents need support with homework help in the evenings.

B. Professional Development

Areas of strength:

Newby Memorial staff has attended professional development in these areas: Indiana College and Career Readiness Standards, Depth of Knowledge RIGOR in the classroom, Positive Behavior Support Model, Professional Learning Communities

Areas of concern:

The Newby Memorial staff needs to continue with a Professional Learning Community (PLC) that focuses on 4 important questions that successful school must address. This approach would collate the disparate views and expertise of the staff around student achievement of a rigorous curriculum.

C. Curriculum and Instruction

Areas of strength:

Newby Memorial has developed Professional Learning Community (PLC) teams at every level in the school and has required weekly meetings to focus on the four questions of a PLC. Newby Memorial and MCSC have developed Essential Learning Skills in Language Arts and Mathematics for each grade level. Teachers from Newby Memorial represented Language Arts and Math selections at corporation grade level meetings. Common Formative assessments have been developed based upon the identified standards in Language Arts and Math. Teachers provide feedback to each other to help improve instructional practices.

Areas of concern:

Limited time to discuss classroom practice as it relates to student achievement has not allowed us to collaborate. During PLC time staff members discuss student data and SUCCESS instructional practices. This is critical to the student growth process at Newby Memorial. Our students are asking for more challenging work, per the Student Climate Survey that was given Fall, 2017. Teachers and administrators need to work together to foster more enrichment learning and challenging instruction at all grade levels.

D. School Context and Organization

Areas of strength:

Newby Memorial has a Positive Behavior Support committee. The committee, in collaboration with the entire faculty, has developed, refined and implemented a school-wide matrix for behavior expectations in common areas. We use communication reports to reinforce positive behaviors and as a consequence for unacceptable behaviors. The committee meets regularly to discuss data and ways in which the school can be proactive as it relates to data trends. We also have Team procedures in place, and we conduct functional behavior assessments for students with strong needs for individualized behavior supports. Continued review of expectations and posted signs with expectations are used to solidify the procedures and expectations for our students.

A licensed therapist comes to Newby Memorial to work with at-risk students, through Adult and Child Services. The families make arrangements outside of school and then services are provided in school. This allows student to receive consistent social services when parents cannot provide transportation or make a commitment to the therapy.

Areas of concern:

Based on Positive Behavior Support records, the most common behavior cited by teachers as interfering with learning was disruptive behavior, at 71 office referrals as of July, 2016. (Examples of chronic minor disruptions were chitchatting, hands on others, inattentiveness to instruction, and bickering). Also based on a Positive Behavior Support survey, the three most desired topics for professional development as it relates to classroom management were defusing power struggles, enhancing student motivation, and increasing student engagement.

E. Student Achievement

Areas of Strength: Data based on AYP Results 2016 compared to 2015

- Our average attendance rate has remained steady at an average of 95.5% through most of the year including times when significant illnesses or lice have been a factor.

Areas of Concern:

- As of May, 2017 our Free/Reduced rate was 57.2%.

As a result of the comprehensive needs assessment, the specific priority needs areas for the school wide program are below.

1. It is our desire to DECREASE the number of office referrals for defiance and disruption in the classroom by 20%.
2. Students at Newby Memorial need to be more proficient in reading fluency as measured by Literacy Level through easyCBM and NWEA.
3. Students at Newby Memorial need to be more proficient in math problem solving as measured by our Common Formative Assessment.

School wide Program Goals

Goal # 1 - Discipline: The number of office discipline referrals for Spring of 2017 was 43, the goal for is less than 68 (a 20% decrease.)

Goal #2 – Language Arts: As measured by the Spring 2016 ISTEP+ assessment, 71.5% of students in grades 3-6 achieved a passing score. As measured by the Spring 2017 ISTEP+ assessment, 73.9% of students in grades 3-6 achieved a passing score. The goal for the Spring 2018 ISTEP+ is 78% of students in grades 3-6 achieved a passing score.

Goal # 3 - Math: As measured by the Spring 2016 ISTEP+ assessment, 70.5% of students in grades 3-6 achieved a passing score. As measured by the Spring 2017 ISTEP+ assessment, 72.2% of students in grades 3-6 achieved a passing score. Our goal for the Spring 2018 ISTEP+ assessment is for 77% of students in grades 3-6 to achieve a passing score.

Goal #4 - Attendance: The student attendance average at Newby Memorial will be 96.0% or better during the 2017-2018 school year.

*Explanation on how reaching the goals will meet the needs of all the students at
Newby Memorial*

The school-wide goals will help all students reach the academic standards set by the State of Indiana. Not only do we want our students to achieve based on a state standard, we want our students to be successful life learners. The specific strategies outlined in our plan set the framework for targeting our areas of improvement with the greatest needs. The staff will fully implement the strategies, make adjustments in instruction, develop effective interventions, participate in meaningful professional development centered on student work, and then carefully monitor student results. We believe that if we can strengthen the skills in our core academic areas then each student will feel success. This success will help push him/her into higher levels of engagement.

These goals were written for ALL students at Newby Memorial. The implementation section of this plan will highlight the specific strategies in writing, reading, and math, along with how to support extended learning opportunities, supplement the core curriculum, and differentiate for our learners with special needs (special education and ENL).

Component #2: Implementation of School wide Reforms

Newby Memorial is currently implementing curricular and instructional strategies that are designed to provide an opportunity for all children to meet the state's proficiency level for student academic achievement. These strategies are also aligned with the Indiana State Standards. The current work will be supported by the implementation of the school wide reform strategies that are outlined in this plan.

The strategies listed on the next page will be implemented and used in conjunction with the current core curriculum.

Behavior (Goal # 1)	Actions/ Instructional Strategies
Frequent review of PBS Expectations by student body and staff	Plan quarterly review of procedures with students and staff.
Establish use of common language	Review common language used with staff so there is consistency throughout the school.

Language Arts (Goal # 2)	Actions/ Instructional Strategies
Continue teaching reading comprehension strategies and common test-taking language, including new Indiana College and Career Readiness Standards.	PLC meetings will facilitate collaboration as staff develops teaching strategies. Lists of test taking strategies will be available to all staff and posted on the T:// drive.
Implementation of the Smekens Literacy Model during Reader's Workshop.	Staff will attend district, building and national professional development opportunities. Dates TBD
Continue to create quality fiction/non-fiction classroom libraries that meet individual student needs.	Determination of needed quality fiction/non-fiction books for each classroom.
Teachers will use common language to support literacy instruction and assessment (including writing project based learning opportunities).	Teachers will refine and improve existing methods of instruction as they incorporate common language. PLC meetings provide opportunities for faculty to discuss student writing to assess student growth.

Math Problem Solving Strategies (Goal #3)	Actions/ Instructional Strategies
Continue with fidelity "Study Island" as a tool for assessment and support for student learning.	Provide staff development framework and opportunities for collaboration on the best use of these resources.
School-wide effort on Computation and set benchmarks for each grade-level.	Leadership Team will meet to discuss grade level benchmarks for implementation of nine weeks testing.

Attendance Strategies (Goal # 4)	Actions/ Instructional Strategies
Educate parents and teachers about the attendance policy at Newby Memorial.	Present an informational brochure to parents about the attendance policy at the Open House. Parents will sign a form stating they understand the attendance policy.
Accurately report and respond with attendance by 9:30 a.m.	Teachers will submit attendance by 9:30 a.m., so that we can call families who have not reported their child(ren) absent.
Develop Attendance Incentives for all students.	Continue Attendance Rewards for students with good attendance. Use groups to target students who have poor attendance and, if necessary, provide differential rewards based on individual goals.
Semester Perfect Attendance Awards	Family Breakfast

The Newby Memorial school-wide reform strategies incorporate effective methods and instructional strategies that are taken from scientifically based research models. These strategies will strengthen the core academic programs at Newby Memorial.

Grade Level	Assessments
Kindergarten	Running Records, Envision Assessments, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Common Formative Assessments
First Grade	Running Records, Writing Prompts, Envision Assessments, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory, Common Formative Assessments
Second Grade	Running Records, Common Formative Assessments, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Third Grade	ISTEP+ Language Arts and Math, IREAD-3, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory, Common Formative Assessments
Fourth Grade	ISTEP+ Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Fifth Grade	ISTEP+ Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory
Sixth Grade	ISTEP+ Language Arts and Math, Common Formative Assessments, Running Records, NWEA, Student Survey, Parent Survey and Staff Survey, WIDA, Scholastic Reading Inventory

A Staff Survey and a Parent Survey will be administered in the Fall/Spring of each school year in order to guide conversations about program quality. The Parent Survey is sent home with all students and should be returned to school within two weeks. The Student Survey is conducted during class time with the classroom teacher. The Staff Survey is also placed on Survey Monkey to be completed during a staff meeting.

Positive Behavioral Supports data is examined regularly and compared to previous year data. Data is uploaded and is reviewed by the PBS Team once a month. The Newby Memorial staff will review data during staff meetings.

Description of district and school- wide assessments

ISTEP+

ISTEP+ assessments measure the academic performance of students in English/Language Arts, Mathematics, Social Studies, and Science. In addition to individual student data, aggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

DIBELS

DIBELS is an assessment given in the fall, to measure language/literacy levels from Kindergarten and First Grade.

IREAD-3

The Indiana Reading Assessment for Third Grade Students is given once a year in the spring. The test measures student knowledge in language arts.

NWEA– NWEA is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention in language arts and mathematics.

Running Records— Running Records are administered with students in grades K – 2. This assessment provides information on reading progress, growth, and specific areas of weakness.

Literacy Level Tracking— Each student's literacy level is tracked and compared to expectancy at their grade level. Team meetings are held regularly and data is examined to determine the most appropriate interventions and/or instructional plans. Title I staff uses it to measure student progress.

Common Formative Assessments— Formative assessment questions are developed based upon the Essential Learning Skills identified by the schools and corporation. Assessments are administered every three weeks and drive interventions in individual classrooms.

Scholastic Reading Inventory— This assessment is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the *SRI* is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

The Professional Learning Community (PLC) Model that focuses on student learning in a collaborative culture that is characterized by collective inquiry and an action orientation will become the norm at Newby Memorial Elementary. This process will be supported by the collaborative development of the necessary structure to support this work. The work will include the development of regular assessments of a guaranteed and viable curriculum and the resultant interventions that address deficiencies immediately. The models presented in Professional Response to Intervention (Mattos, Buffum, Weber) will be used to design interventions specific to all learners. The implementation of the PLC model will be supported by central administration and by building level administration through staff development and collaborative time for staff to work.

In the area of reading, there is a strong correlation between volume of reading and reading achievement. The reading of appropriately leveled material can be oral, silent, choral or paired, but time allocated to reading must be 90 minutes daily. Students will be taught comprehension through strategy lessons that immerse them in teacher demonstrations of the thinking, the strategy-in-use, and the application of the strategy across a number of different texts. Strategies will be presented one at a time and will be developed through longer-term instruction and repeated application activities. The research-based comprehension strategies that will be taught are: activating prior knowledge, summarizing, story grammar lessons, imagery, question generating, and thinking aloud. Though students don't learn how to comprehend from answering the questions at the end of the passage, this assesses their recitation proficiency. Practice with these tasks is necessary because they simulate standardized tests. Study Island, textbook assessments, Common Formative Assessments, previous ISTEP tests, and Department of Education websites provide resources for this practice.

In the area of math, we have drawn our research from the National Council of Teachers of Mathematics. In 2000, The National Council of Teachers of Mathematics states "problem solving is a major component in developing mathematical knowledge". (NCTM 2000. p. 116) This particular strategy we have chosen will support teachers in developing a way of teaching students how to think mathematically by providing a framework and a common language to discuss mathematics. Students will hold a grade level appropriate proficiency on basic math facts since non-mastery often results in struggles with problem-solving. Common language will enable students to perform better on standardized assessments.

Our goal is to achieve 96.0% or higher during the 2018-19 school year. Research has shown that improved attendance increases academic achievement. The Newby Memorial staff has explored strategies to help increase daily attendance.

Based on the demographics at Newby Memorial, extended learning opportunities (before and after school as well as summer programming) are difficult to attend for many families. Therefore we extend student learning opportunities by providing engaging and interactive homework and keeping open lines of communication with families. We also have a large selection of after school clubs that help students with their academics, physical, emotional, and social well-being.

School Reform Strategies

The nature of our reform strategies easily lends itself to differentiated learning opportunities. For example, throughout all of our reform strategies we have incorporated the development of a common language for all students. This common language will support our low-achieving students by providing them with the repetition of vocabulary. Another example, which supports our struggling students, is the implementation of the 6+1 Writing Traits, which breaks down the complex task of writing into smaller, more manageable components.

We will use a variety of assessment methods to monitor the growth of our low-achieving students. The assessments we will use are as follows: ISTEP+, WIDA (assessment for ELL), NWEA, running records, literacy levels, writing prompts, IREAD-3, Scholastic Reading Inventory, observation surveys, and common formative assessments in math and reading. The Newby Memorial staff will review and discuss the data in order to make instructional decisions.

School wide reform strategies are consistent with and designed to implement the State and local improvement plans.

The reform strategies that Newby Memorial will implement align with the MCSC goal pertaining to Rigorous Curriculum and Instruction. The goal states "Rigorous curriculum and instruction are paramount for our children to succeed; we must develop a flexible and rigorous learning environment that affords students the opportunity to achieve 21st Century skills." This goal was developed by the Strategic Planning committee of MCSC.

Technology as a Learning Tool

Integration

Newby Memorial follows the guidelines set forth by the Mooresville Consolidated School Corporation technology standards. The plans were developed locally and are aligned to the Indiana State Standards. Individual teachers are responsible for the implementation of lessons to meet these standards.

Integration of technology is woven throughout the curriculum and is viewed as a critical tool to meet academic benchmarks. In recognition of technology, as educational tool hardware, software and training are provided to staff and students. In addition to district-supported programs, Newby Memorial has purchased and continues to review possible purchases which support student learning.

During the 2013-2014 school year, we were fortunate enough to purchase IPADS for all certified teachers. With the IPAD implementation model, teachers have technology at their hands throughout the day. All students in grades fifth and sixth have access to a laptop. Students work on math, reading, writing, science and social studies during the day by using laptops, computer software, and IPADS. This has been positive for our students as it fosters and provides an enthusiastic learning environment. In addition to the one-to-one IPAD for teachers and laptops for fifth and sixth grade, all students in K-4 have a one-to-five ratio for laptops in the classroom.

6th Grade received new Chromebooks to start the 2017-18 school year. This means that now 5th and 6th Grade are 1:1 with Chromebooks and there are two sets of 30 Chromebooks that are available for the rest of the teachers to use.

Professional Development

Newby Memorial faculty receives training for the implementation of new district programming and hardware. Tutorials for all district and building supported programs are available to all users.

Evaluation

District wide meetings and initiatives lead the continual evaluation of current and possible future technology hardware, software, and practices. Annual staff comprehensive needs assessments are evaluated for the effectiveness of current building practices.

Cultural Competency

Newby Memorial celebrates diversity through our school culture every day. Our mission includes this celebration. The underlined sections show this focus.

Newby Memorial Elementary School prepares all students to be successful, contributing, and responsible citizens in our diverse global society by inspiring the desire for lifelong learning.

Some of the on-going elements related to human understanding and diversity that are integrated in our day-to-day experiences include:

- Respect Learning, Respect the Environment, Respect Yourself and Respect Others is posted throughout the building as a constant reminder to students and adults. This is also reiterated every day on the announcements.
- Family Literacy Opportunities
- Community Circles
- Literacy Engagement
- Compassion Projects
- School wide Behavior Supports/Positive Behavior Supports

Positive School wide Behavior Supports

A culturally appropriate strategy that has been interwoven into all areas of the curriculum is “Positive Behavior Supports.” Positive Behavior Supports or “PBS” is a research-based strategy, which has been proven to be effective and culturally sensitive to all children. The primary function of PBS is to provide school wide, classroom, and individual behavior support systems. Ultimately the PBS strategy supports student learning by increasing instructional time, thus allowing more educational opportunities for all. (See page 8 for more information about PBS.)

Some of the focus areas for PBS in the upcoming plan include the following.

- Intensive focus on classroom and individual student supports
- Continued efforts to collect and analyze behavior data
- Provide ongoing support to staff for PBS
- Integration of PBS throughout the school
- Creating a Life Skills library for teachers, staff and parents

Component #3: Highly qualified teachers in all core content area classes

The teachers that are hired at Newby Memorial are initially screened at the corporation level. Those individuals who meet the criteria for being a highly qualified teacher are then permitted to interview at individual buildings.

Newby Memorial employs highly qualified professional staff by involving many current staff members in the interview process. The staff members who are involved in the process look for these characteristics and skills in new staff: involvement in activities outside of school, a passion for all learners, previous professional development opportunities, knowledge of the Indiana standards and how to use them for instruction, parent and family involvement opportunities, use of data to guide instruction, previous experiences with special needs students and other grade/area specific questions.

New teaching candidates will be made aware of the school wide plan during the interview process. Newby Memorial will request that this information be made available to the potential candidate through the school corporation office, before he/she attends an interview. Prior knowledge of school initiatives will allow the candidate the opportunity to research the school and ask questions. The ownership of making a conscious choice to join a school with a set agenda will help narrow our field to dedicated and committed staff members.

Indiana Teaching License Codes (Indiana Teaching License - How teachers qualify for a license)

- Bulletin 94 – Governs licensing of persons who began their teacher preparation program on or before September 9, 1946
- Bulletin 192 – Governs licensing of persons who began their teacher preparation program after September 9, 1946, and who completed it on or before September 1, 1967.
- Bulletin 400 - Governs licensing of persons who began their teacher preparation program after September 1, 1963, and who completed it on or before September 1, 1982.
- Rules 46-47 - Governs licensing of persons who began their teacher preparation program after August 1, 1978 and who completed it on or before July 1, 2006.
- Rules 2002 – Governs licensing of persons who began their teacher preparation program after July 1, 2002.

Teacher Testing

- NTE (National Teacher Examination) – The requirement of the NTE Core Battery went into effect on July 1, 1986 and was required for individuals until September 1, 1999. The NTE Specialty Area exam went into effect on July 1, 1986 and was required for individuals until September 1, 1999.
- Praxis Testing – Praxis 1, the Pre-Professional Skills Test, and Praxis II Specialty exams went into effect September 1, 1999, and are still in effect.

- School Leaders Licensure Assessment – The School Leaders Licensure Assessment went into effect as a required exam for all beginning administrators on February 1, 2003.
- Para Praxis Pro Exam – The Para Praxis Pro exam went into effect September 1, 1999 and are still in effect.

Identification of all teachers employed at the school, their teaching position at the school, the courses they teach, and documentation that they meet the definition of “highly qualified” as outlined in the Title I law.

Employee Type	Last Name	First Name	Building	How Qualified	Acct. Payment	School Year
Teacher, 1.0 FTE; Kindergarten	SOLADINE	LONDA	NE	Bachelor's Degree Indiana Teacher's License and 100 HOUSSE Rubric	General Fund	2018-19
Teacher, 1.0 FTE; Kindergarten	WAMPLER	JEHRI	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; First Grade	TAYLOR	CHRISTIE	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis II Elementary Ed	General Fund	2018-19
Teacher, 1.0 FTE; First Grade	BOLTON	WHITNEY	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis II Elementary Ed	General Fund	2018-19
Teacher, 1.0 FTE; Second Grade	FOX	ARLENE	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis II Elementary Ed	General Fund	2018-19
Teacher, 1.0 FTE; Second Grade	VANCE	SARAH	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis II	General Fund	2018-19
Teacher, 1.0 FTE; Third Grade	WITT	AMANDA	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19

Teacher, 1.0 FTE; Third Grade	HINES	ABBY	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Fourth Grade	CROSS	JILL	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Fourth Grade	MONTS	JESSIE	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Fifth Grade	MCDANIEL	JESSICA	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Fifth Grade	CRONIN	APRIL	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Sixth Grade	VENABLE	WAYNE	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Fourth Grade	MERKLE	JAYNA	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 0.5 FTE; Music	MOHLER	MELISSA	NE	Bachelor's Degree but IDOE Emergency Permit	General Fund	2018-19

Teacher, 0.5 FTE; Art	MUEHL	BRITNY	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis CORE P-12	General Fund	2018-19
Teacher, 0.5 FTE; Physical Education	EVANS	SCOTT	NE	Bachelor's Degree Indiana Teacher's License and Passed Praxis CORE P-12	General Fund	2018-19
Teacher, 1.0 FTE; Special Education K-6	MEYER	KIMBERLY	NE	Bachelor's Degree Indiana Teacher's License	General Fund	2018-19
Teacher, 1.0 FTE; Special Education – Speech	FURNISS	MICHELLE	NE	REPA	Special Education 5250.14	2018-19
Teacher, 1.0 FTE; Special Education K-6; Self-Contained	MILLIS	DAWN	NE	Bachelor's Degree Indiana Teacher's License	Special Education 5250.14	2018-19
Administrator, 1.0 FTE; ADMIN	ADAMSON	ROBERT	NE	Bachelor's Teacher Administrator License	General Fund	2018-19

Identification of Newby Memorial paraprofessionals

Employee Type	Last Name	First Name	Building	How Qualified	Acct. Payment
Special Education Aide	BENSON	ELIZABETH	NE	Associate's Degree +	General Fund
Instructional Aide	DEMOSS	DEBBIE	NE	PARA PRAXIS PRO	General Fund
Instructional Aide	MAROCCO	JAMIE	NE	Associate's Degree +	General Fund
Kindergarten Special Education Aide	WARD	STACIE	NE	Associate's Degree+	General Fund
Instructional Aide	JONES	ROLEEN	NE	PARA PRAXIS PRO	General Fund
TITLE 1 Aide	ABNEY	TERESA	NE	PARA PRAXIS PRO	TITLE 1 Grant
TITLE 1 Aide	CALLAHAN	JEFFREY	NE	Associate's Degree +	TITLE 1 Grant
TITLE 1 Aide	ROSEMEYER	ADRIENNE	NE	Associate's Degree +	TITLE 1 Grant
TITLE 1 Aide	MENDENHALL	AMANDA	NE	PARA PRAXIS PRO	TITLE 1 Grant
Technology Assistant	MALOY	STACEY	NE	PARA PRAXIS PRO	CPF – Capitol Projects
Library Aide	GREIDER	KAYLA	NE	PARA PRAXIS PRO	General Fund
Special Education Aide	STOHMEYER	KAREN	NE	Associate's Degree	Special Education
Special Education Aide	WALLER	BRITTNEY	NE	PARA PRAXIS PRO	Special Education
Special Education Aide	COPELAND	JOCELYN	NE	Associate's Degree	Special Education
TITLE 1 Aide	MCQUEEN	ANGALA	NE	PARA PRAXIS PRO	General Fund

Component 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals

Staff meetings provide professional development opportunities for teachers and administrators. Using resource books obtained with professional development money, the faculty has developed templates and identified common language for use throughout the Newby Memorial community. Parent nights are scheduled each semester. The specific reform strategies were created in response to the needs identified by 2014-2015 ISTEP+. We are looking forward to new opportunities as our MCSC district professional development committee restructures district wide professional development to include Professional Learning Communities, as the umbrella under which each of our schools will operate. The staff is committed to having time provided for the purpose of working collaboratively to implement the goals of our school-wide plan.

Special Area teachers – Art, Media, Music, and Physical Education will be given opportunities to attend workshops, training or conferences specific to each area.

The school administrator is actively involved in professional development with staff members, in order to keep up on best practices in the classroom.

Information from study groups and conferences will be shared among faculty members through e-mails, the corporation intranet, community bulletin boards, sharing of resources, and at faculty meetings. All materials will be available for further

study. The Newby Memorial Staff will begin to implement suggested strategies developed from input from committees to the Leadership Team.

Professional development activities for reading: 2018-2019

- Professional Learning Communities (PLC) concepts will be a priority of staff development and action planning for all teams..
- Teachers will be encouraged to seek professional development opportunities related to the four questions of PLC.
- Staff will integrate reading strategies discussed in PLC groups into their reading instruction and practice.
- Continued implementation of the adopted literacy programs including building and district opportunities.
- Teachers and staff will attend Indiana Department of Education College and Career Readiness seminars and workshops throughout the state, to build a better of understanding of the standards and increasing our Newby resources.
- Implement MCSC Units of Study in Grades K-6

Professional development activities for math: 2018-2019

Teachers will meet in grade level teams to;

- Assess effectiveness of instruction based on analysis of ISTEP+, NWEA, and Common Formative Assessment data.
- Continuation of Math SUCCESS Groups (Tuesday and Thursday with TITLE 1)
- Monthly Data Team Meetings
- Study, learn, implement, and continue Larry Ainsworth's, Five Easy Steps to a Balanced Math Program
- Provide staff development framework and opportunities for collaboration on the best use of ISTEP resources.
- Establish Math Workshop Best Practices and BIG IDEAS in each K-6 classroom
- Pilot math programs for the Fall, 2017 math adoption

Professional development activities for attendance: 2018-2019

- Continue attendance incentives or alternate activities for students with good attendance
- Use groups to target students who have poor attendance and, if necessary, provide differential rewards based on individual goals.
- Semester Family Breakfast
- Implement attendance incentives every nine weeks.
- School Principal will focus on individual students who have difficulty with attendance by using individual incentive plans.

Professional Development	Staff Involved	Date Ranges	Resources
Positive Behavior Support Implementation	All Newby Staff and Parents/Guardians	August 2018- May 2019	Dr. Lori Desautel's online textbook Positive Discipline in the Classroom
Pyramid of Interventions for Reading Comprehension	All Newby Staff	August 2018-May 2019	Pyramid Response to Intervention Strategies that Work
Units of Study with AMO Statements	Certified Staff	August 2018- May 2019	MCSC Units of Study Grade Level Representatives
Orton-Gillingham	Certified Staff	June 2018-May 2019	Orton-Gillingham
Indiana College and Career Readiness Standards	All Newby Staff	Continuation from 2015-2016	IDOE On-line collaboration model using Google+

Component #5: Strategies to attract high-quality, highly qualified teachers to this school

In agreement with the strategic plan of the Mooresville Consolidated School Corporation, it is Newby Memorial's goal to recruit, hire, and retain the highest quality personnel. Open positions are posted both on the district webpage but also on the state website in order to recruit the best possible candidates. Only with a talented teacher in every classroom will our students have the opportunity to excel. To that end, it is our policy to interview and screen all potential student teachers that will serve in our building through in state colleges. Beyond the qualifications to become licensed, we look for candidates who are culturally sensitive, have the ability to relate to both high and low achieving students, and can address multiple learning styles. Newby has recruited many experienced teachers that come to us with a rich background of different instructional strategies. Once a student teacher has been placed, we work hard to mentor each of them. Through this process, we are able to assess and identify strong candidates as potential teachers for Newby Memorial. In addition, we also work hard to train, screen, and mentor the certified substitute teachers who come to our building as possible teaching candidates.

We retain highly qualified staff through the nurturing and caring environment that is provided for staff, students, and families. Teachers are given multiple opportunities for professional growth through professional development provided by Newby Memorial, Mooresville Consolidated School Corporation, and experts in the field. We have a very low turnover rate of teachers and through staff surveys, we believe this is through the support we give all teachers throughout the school year. Teachers receive support not only from administration but also from each other. Weekly PLC meetings are structured to provide teachers a mechanism to collaborate with other teachers from their grade level as well as quarterly cross grade level meetings. Teachers are also given the leadership opportunities. One example of this is the opportunity to lead full staff professional development meetings after they have attended special trainings. This opportunity to learn from each other as well as other as needed supports helps teachers feel valued for their thoughts, practices, and actions at Newby.

Component #6: Strategies to increase parental involvement

Parents are welcome at Newby Memorial and are invited to visit or volunteer anytime. They are specifically invited through Family Share and other activities. At an Open House, parents are encouraged to join the PTO and to familiarize themselves with the teachers, school culture, and school climate. Parents are encouraged to serve on school wide committees such as PTO, Parent Talks, and school reform initiatives. Parents are informed about and invited to classroom activities through frequent teacher newsletters. Parents are encouraged to e-mail, write notes, or telephone teachers to maintain communication. Conferences are scheduled on an as needed basis. Additional conferences are scheduled for annual case reviews, retention, and ISTEP/IREAD-3 remediation.

A parent meeting is held in the fall. At this meeting the parents are informed verbally of the Complaint Resolution Procedure and The Parent Right to Know. The Parent Compact is sent home through U.S. mail.

Newby Memorial supports the broad needs of our entire student community by providing a variety of opportunities and resources to extend far beyond the regular school day and structure. The family learning opportunities that have been afforded by our staff, parents, children, community members, and extended families have been a fabulous resource for our school community. Some of these activities include:

Activity	Description of Activities
Family Share	Periodically parents are invited to observe the normal classroom activities for 30 minutes. An informal time for parents to see what and how their children are learning. Parents also may attend a welcome session where refreshments are served, selected staff is present to greet parents, and pertinent information is shared.
Parent Teacher Organization	This group consists of school staff, administrators, parents, and community partners. PTO organizes one Family Fun and Learning Event per semester and supports family engagement efforts.
Literacy Celebrations	Celebrations may involve guest readers from the community, music concerts that integrate science and writing standards, and school principal contests/incentives.
Early Childhood Connections/ Transition Events	Kindergarten transition materials and registration follow up letters are mailed to families.
Print Connections	<i>Newby News</i> , our school newsletter, has weekly Literacy connections. Personal and general invitations to events are sent home every month with students.

Literacy Night	Families gather together to work on literacy strategies and explore the joy of reading through various stations created by our TITLE 1 staff.
Math Night	Families gather together to work on math strategies and explore math around the world.
Social Media	Video updates and print updates will be posted to Facebook, Newby Webpage, Instagram and Twitter

Parents and teachers serve together in the PTO organization at Newby Memorial and, as a result, have been involved in the design of the school-wide plan as well as in the implementation and evaluation process. PTO serves to review the Parent Involvement Component of the School wide Plan. Parents were verbally invited to be part of the School-wide Planning Team. Parents were surveyed about their perceptions in relation to climate, curriculum, instruction, assessment and leadership. The data from those surveys helped to guide the planning process for the team.

Each August a Parent Compact will be sent home with each Newby Memorial student. During the fall, the annual TITLE 1 Parent Meeting will be held. The School wide Title 1 Program will be explained as well as the Parent Involvement Policy, the Complaint Resolution Procedures, and The Parent Right to Know. A question and answer session will be provided. Parents will be informed of the event through the Newby Memorial newsletter, teacher newsletters, and a special invitational flyer. A follow-up survey will be completed at the close of the next school year.

Parents are involved in the ongoing design of the School-wide Plan and are involved in the implementation and evaluation process. In August, a Parent Compact is mailed to each Newby student. During the fall, the Annual Parent Meeting is held. The School-wide Title 1 Program is explained as well as the Parent Involvement Policy, the Complaint Resolution Procedures, and The Parent's Right to Know. A question and answer session is provided. Parents are informed of the event through the Newby Memorial newsletter, teacher newsletters, and a special invitational flyer. This meeting includes family friendly activities that support school-wide goals.

PTO and Title I help design, implement, and evaluate activities that bring families to school for literacy based or literacy enhancing programming as outlined in the school wide plan. Parents were surveyed about their perceptions in relation to climate, curriculum, instruction, assessment, and leadership. The data from those surveys helped to guide the planning process for the team.

Newby Memorial believes that parents are integral to the success of its students. Therefore, parents will be involved in the evaluation of the school wide program. The results of this survey will be studied by our school improvement team and will guide the school improvement process at Newby Memorial.

Newby Memorial Elementary School provides the following information for parent:

- School Data Wall (updated monthly)
- Newby Newsletter (sent home monthly)
- TIER 2 Remediation Plans (sent home when student enters TIER 2)
- TIER 3 Remediation Plans (sent home when student enters TIER 3)
- NWEA Data (sent home when necessary 3x a year)
- Nine Weeks Report Cards (sent home 4x a year)
- Updated Website

Component #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

Newby Memorial works hard to make all students feel welcome in our building. That starts with preschool students and their parents. We offer a variety of programs for families and their preschool-aged child through Special Education Services and Head Start. The following table outlines strategies and programs we use to help preschoolers transition into kindergarten.

Activity	Description of the Activity	Who the Activity Serves
Developmental Preschool - a.m. class	The Developmental Preschool is a half-day program that follows the MCSC school calendar. Preschool activities focus on cognitive development, communication, reading and math skills, social/emotional development, adaptive behavior, fine motor, and gross motor skills. The curriculum follows the Foundations to the Indiana Academic Standards for Young Children. Special Education services, such as, speech and both occupational and physical therapy are integrated into the classroom day. Typically developing children are included in the program as peer role models/mentors.	Students with an IEP from age three to pre-kindergarten attend this preschool.
Kindergarten Registration	Scheduled visits occur in April for each student to register for Kindergarten. The Newby Memorial staff administers literacy screening at this time. Office staff collects information to complete the registration for school. Students and their families are given a tour of the school and visit a kindergarten classroom. Parents are provided with all necessary information in English. Tours of the school are given to registering Kindergarteners and parents.	All preschool children who meet the age requirement for kindergarten for the upcoming school year and their families may attend.
Kindergarten Readiness Camp	Kindergarten students are asked to come to school, the week before school starts, to learn about their day and participate in activities. Parents are included as well, for half the day, so they may have their questions answered, tour the school, and meet the teachers and staff.	Incoming Kindergarten students and parents

Component #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.

Newby Memorial uses the following assessments: NWEA, DIBELS, ISTEP, Scholastic Reading Inventory, Literacy Levels, IREAD-3, and Common Formative Assessments. Teachers, administrators and parents will examine benchmark assessments to inform their decisions about improving particular areas where they see weakness. Teachers will fine-tune their curricula and instruction, based on those findings. Data will be compiled in spreadsheets and a team of teacher and administrators will analyze the data and share with parents and community members through our data boards. Teachers, administrators, and parents will analyze classroom, benchmark and summative assessment data to drive instructional efforts and to improve the overall instructional program.

Component #9: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance

Currently, Newby Memorial has implemented a well-defined process to identify and serve students experiencing difficulty mastering IN state standards.

- ISTEP+ tests the academic achievement of Grade 3-6 students in the areas of Reading, Language Arts, Math, Science (Grades 4 and 6, only), and Social Studies (Grade 5 only).
- The NWEA is administered to all Grades K-6 students (Kindergarten is only MOY and EOY). This assessment, a computer-based testing format, provides evidence for early detection of students who need assistance mastering the State's Standards prior to ISTEP+ administration. This instrument is administered three times during the school year and is also used to identify student needs for other supplemental interventions.
- Scholastic Reading Inventory is given to all students in grades 1-6 multiple times throughout the school year. All students take a benchmark test in August, MOY test in December, and EOY test in April. Throughout the school year, TIER 2 and TIER 3 students will be progress monitored monthly.

When ISTEP+ test scores are available, they are used to determine which students are eligible to receive remediation assistance. We recommend that support begin immediately following the prior year's ISTEP+ score availability so that there is immediate assistance. Newby Memorial staff will look at alternate ways to use the monetary resources available to accomplish this goal.

Research-based best practice language arts interventions are presently in place in all primary grades. Special needs preschool is available for students meeting the required criteria. Full-day Kindergarten is available to all age-qualified students entering Newby Memorial. SUCCESS and TIER 3 instructional time meets the needs of K-6 students, as they are taught reading and math strategies.

Effective, timely assistance is in place at Newby Memorial. These activities are designed to ensure that students who are experiencing difficulty mastering the proficient and advanced levels of academic achievement standards are able to improve. They include measures to ensure that students' difficulties are identified on a timely basis (as listed in the paragraphs above) and that sufficient information on which to base effective assistance is part of our school wide planning. The following is a complete list of these supplemental activities:

Response to Intervention

Newby Memorial is beginning to address RTI, Response to Intervention, by incorporating a General Education Intervention Team into the school-wide plan. The GEI Team is a problem solving framework in which teachers assist other teachers, in a one on one setting, to better their own instruction as well as to increase student academic gains. The problem solving process includes a thorough problem identification step, taking assessments to define the problem, and an intervention step including baseline and ongoing data collection. Throughout the process at least weekly conversations are taking place to ensure student and teacher success. If the goals are not being met, the problem solving process goes back to the beginning to either identify if the problem was truly the problem, or design a new intervention. The problem solving process ends with closure and evaluation.

There is a specific model that has been put in place for referral to RTI, GEI Team meetings and Special Education Referral. This process will continue during 2018-2019 school year with professional development being offered for the TIER support system and team meetings.

PLC Intervention

Intensive intervention to accelerate students toward grade-level reading is included in Intervention by Design. Students reading below their grade level as assessed by various tools receive twenty to thirty minutes of daily intensive, flexible instruction that targets, reinforces, and builds mastery of needed reading skills. This instruction is provided by the Title I staff, and is supported by supplementary instructional materials, such as teaching cards, leveled readers, and comprehension bridge cards for intervention that reinforce comprehension strategies taught in the classroom.

English as a New Language (ENL) program

Students who qualify through the LEP criteria and are learning English as a new language are supported in an inclusive structure. Students remain at Newby Memorial within the ENL program until a proficiency level of four or five is achieved. These students receive ENL service in either the inclusive setting in their classroom as well as a small group pull-out setting.

Full Inclusion Program

Students who are identified for special-education services available within the regular classroom qualify for Full Inclusion. Student exceptionalities including Learning Disabilities, Mild Mental Handicaps, Moderate Mental Handicaps, Emotional Handicaps, Severe Disabilities, Speech and Hearing, Vision, Other Health Impairments and Profound Disabilities participate in this program.

Attendance Strategies for the 2018-2019 school year

To further assist all Newby Memorial students to achieve their personal best, classroom attendance is carefully monitored. The list of attendance strategies below are in place for 2017-2018 and have been communicated to parents at the beginning of the school year, as well as at other times as needed.

For Tardies:

- attendance letter sent after student reaches 5 tardies/partial days
- second letter sent after student reaches 10 tardies/partial days asking that any further tardies/partial days be accompanied by a doctor's statement
- if tardies/partial day absence continue, referral to Family Services Coordinator

For Absences:

- 5-day letter – all students receive regardless of absences
- 10-day letter – requests that a doctor's statement be given for any further absences. This is discretionary and depends on family situation.
- ODLN (One Day Legal Notice) – a legal notice stating that if the parent does not return the child to school within 24 hours of an absence without a legally recognized excuse, the school administrator may refer case to prosecutor. The school administrator sometimes sends this out earlier if student has had attendance issues in previous years.
- Referral to CPS (Child Protective Services) for Educational Neglect
- Truancy filed with prosecutor's office and talk with the student (if in the fifth or sixth grade)
- Referral to prosecutor's office for Educational Neglect

To promote student attendance:

- Attendance brochure to go home with students at the beginning of the school year.
- Quarterly recognition and tangible incentives (to be determined) for those students who have reached their attendance goal for the quarter.
- Semester Attendance Rewards for students with perfect attendance.
- Attendance contract to be signed by parent and student at the beginning of the school year.

Newby: Projected Budget for 2018-19

Assistant's Name	Job Title	Rate	Hours/Day	Days	Salary	FICA	PERF	Medical	District Portion
Amanda Mendenhall	Lead	\$13.87	5.8	181	\$14,140.81		N/A	No	\$0.00
Teresa Abney	Assistant	\$11.13	5.80	181	\$11,684.27	\$893.85	N/A	No	\$0.00
Jeff Callahan	Assistant	\$11.13	5.80	181	\$11,684.27	\$893.85	N/A	No	\$0.00
Angela McQueen	Assistant	\$11.71	5.80	181	\$12,293.16	\$940.43	N/A	No	\$0.00
Adrienne Rosemeyer	Assistant	\$11.39	5.80	181	\$11,957.22	\$914.73	N/A	No	\$0.00
Compensation Total Non-certified	\$61,759.73								
Additional Salary	\$1,350.00								
FICA Total	\$4,738.76								
PERF Total	\$0.00								
Insurance	\$0.00								
Jumpstart Certified Salary	\$350.00								
Jumpstart Certified Benefits	\$63.53								
Jumpstart Non-certified Salary	\$158.20								
Jumpstart Non-certified Benefits	\$29.82								
Tutoring Certified Salary	\$800.0								
Tutoring Certified Benefits	\$145.2								
Tutoring Non-certified Salary	\$542.4								
Tutoring Non-certified Benefits	\$102.2								
Transportation for Tutoring	\$720.								
Benefits for Transportation	\$135.								

General Supplies	\$500.00								
Parent Supplies	\$500.00								
Total Amount:	\$71,905.00								
Budget for 2018—2019:	\$71,905.00								
Jumpstart K = 1 week/5 days/2 hours a day 2 certified/2 non-certified									
<i>Tutoring and Jumpstart Stipend for Certified Teachers= \$25.00</i>									
<i>Tutoring and Jumpstart Stipend for Non-certified Assistants= \$11.30</i>									

Component #10: Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components

Newby Memorial Elementary chooses not to consolidate funds at this time.

The Director of Title I, Director of Special Education, Director of Curriculum and Instruction (overseer of Title II), and Building-Level Administrators meet monthly to discuss the coordination and integration of all federal, state, and local funds to ensure students' needs are met.



Appendix

Newby Memorial Elementary School Parent Satisfaction Survey – 2017-2018

The purpose of this survey is to help identify strengths and areas of concern perceived by parents. It consists of a series of descriptors that we believe describe a quality school and its format allows each parent to choose a response to each descriptor.

Please complete this survey by checking your agreement level on each of the descriptors below. Please be thoughtful since the results will guide our continuing school improvement efforts at Newby.

Descriptor	Agree	Neutral	Disagree
1 This school is a safe and secure place for my child.			
2 Most students in this school are eager and enthusiastic about learning.			
3 Most parents would rate this school as superior.			
4 School-wide objectives are the focal point of reading instruction in this school.			
5 There is clear, strong centralized instructional leadership from the principal in this school.			
6 Ninety-five to one hundred percent of the students in this school can be expected to complete high school.			
7 A positive feeling permeates the school.			
8 All materials and supplies necessary for instruction in basic skills are available.			
9 All teachers in this school hold consistently high expectations for all students.			
10 Social and academic information is communicated to parents weekly.			
11 Teachers, administrators and parents assume responsibility for discipline in this school.			
12 There is cooperation with regard to homework monitoring between parents and teachers in this school.			
13 The school building is neat, bright, clean and comfortable.			
14 District and school policies are well defined and communicated.			
15 Most parents understand and promote the school's instructional program.			
16 There is an active parent/school group in this school that involves many parents.			
17 Teachers believe that all students in this school can master basic skills as a direct result of the instructional program.			
18 Student behavior is generally positive in this school.			
19 Conferences, home visits, phone calls, newsletter, notes are ways that staff frequently communicate regularly with parents.			
20 The principal makes informal contacts with students and teachers around the school.			
21 An atmosphere of caring exists in this school.			
22 Grading scales and expectations are consistent throughout the school.			































Please add any comments that might help Newby become a better school:


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Student Survey:

What do you think?

Please circle your feeling about each one of the statements listed below.

I feel safe at Newby.			
I learn new things at school.			
I am expected to do my best in my classroom.			
I help make Newby successful .			
I'm allowed to show what I learn in different ways.			
I feel welcomed by and comfortable with my teacher .			
I feel welcomed by and comfortable with my schoolmates .			
I know how I'm doing in class.			
I like Newby and I'm proud to be here.			
The things I learn at Newby are important to me.			
The work I do at Newby is:	Too Easy	Just Right	Too Hard

 = Agree

 = Don't Know

 = Disagree

Title I Parent Involvement Survey – 2017-2018

The purpose of this survey is to help identify strengths and areas of concern perceived by parents. It consists of a series of descriptors that we believe will help guide planning in parent involvement activities and workshops and its format allows each parent to choose a response to each descriptor.

Please complete this survey by checking your agreement level on each of the descriptors below. Please be thoughtful since the results will guide our continuing school improvement efforts.

I. Please check the box that applies to you:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel my contribution to my child's education is valuable.					
I know how to help my child with his/her schoolwork.					
My child's teacher expects me to help with homework.					
I feel welcome when I enter my child's school.					
My calls to school staff are answered promptly.					
My work schedule interferes with my ability to be involved with school activities.					

II. Indicate "Yes," "No" or "Don't know" to the following questions:

	Yes	No	Don't know
Has your child's teacher suggested specific ways you can help your child with his/her schoolwork?			
Has your child asked you to help him/her with homework?			
Do you look at your child's homework?			
Have you participated in a parent-teacher conference?			
Have you been invited to observe or help in your child's classroom?			
Has your child's teacher ever phoned or e-mailed you?			
Have you been invited to a meeting or activity sponsored by Title I?			
Have you been invited by school staff to participate in planning, such as the school improvement plan, the Title I plan, or the parent involvement policy?			
Have you received a copy of the school-parent compact?			

Please add any comments that you feel will be beneficial:

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