

# **Northaven Elementary School (0801)**



## **PL 221 PLAN**

**2016-2019 SCHOOL YEAR**

**Submitted: Fall, 2016**

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# Executive Summary (Overview)

## School and Community Description

Northaven Elementary School is a K-5 public education facility. Northaven Elementary is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. The corporation has four middle schools and three high schools strategically located to serve a geographically and ethnically diverse community.

Northaven Elementary is a traditional neighborhood school situated in the southeastern tip of Indiana in Jeffersonville, Indiana. Its southern border is the Ohio River and across the river is Louisville, KY. The community is an area of mixed income comprised of mostly single family dwellings and apartments.

## Student Demographics

The current population of Northaven Elementary is 468 students; 27 of those student in preschool. Our current population is 39.4% white students, 24% Hispanic students, 19.4% black students, 11.8% multi-racial students, 4.4% Asian students, and .8% Native Hawaiian students. Of these students, 25.3% are English Language Learners and 14.3% are Special Education students. Northaven is an LEP magnet for the Greater Clark County School Corporation.

Our percentage of students receiving free or reduced lunch was 75.7% for the 2015-2016 school year.

Northaven Elementary School strives to create a culturally sensitive environment where all students can succeed. The Belief, Mission and Vision statements that our staff spent a great deal of time developing several years ago and recently revised, reflect that philosophy.

## Parent Participation

There are many opportunities for parents to participate at Northaven. Parents with students in the English Language Learners program meet quarterly with the ELL teachers, staff, and local university students to learn about programs at the school and how to help in the learning of their child. Northaven hosts an Open House, Back to School Bash, and Worldfest events for all families.

Communication with the parents is provided by classroom newsletters and planners provided to students. Also, Northaven sends out a school newsletter with important dates and school resources. Parents have one conference each year to collaborate with the teacher concerning learning progress.

Each year, parents fill out a survey provided by the school corporation to receive feedback. Results of the parent feedback were an average score of 4.6 on a 5.0 scale). The survey identified that Northaven needs to improve the number of students involved in after school activities and parent participation.

Therefore, staff started a program titled “Three for Me” Initiative this year. Staff are completing home visits and talking to parents to commit to participation in three school activities. Northaven also increased the number of clubs offered to students.

## Attendance

Northaven’s attendance rate for 2015-2016 was 96.2%

## Safe and Orderly Environment (PRIDE)

### Northaven’s Belief Statement

We believe children learn best in the context of positive relationships and a safe, comfortable atmosphere. In order to create an environment conducive to learning, we believe in taking a proactive approach to behavior management. We believe it is the **positive relationships** we build as a learning community between students, families and staff that will promote the greatest student success and achievement.

### GCCS PRIDE Initiative

Our school plan will follow the GCCS PRIDE Initiative. PBIS, College and Career Readiness and Work Ethics have been merged into one district-wide initiative - P.R.I.D.E. Through this initiative, students will be provided instruction on the expectations that exist at school, in the community and on the job.

### PBIS to PRIDE

There are FOUR CRITICAL FEATURES:

1. Teach clear expectations
2. Develop positive recognition system
3. Provide corrections/consequences
4. Use data-driven decision making

## Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks.

## **Description and Location of Curriculum**

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff has been trained and using the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts, Math, Science, and Social Studies which are aligned to the 2014 Indiana College and Career Standards. Performance data linked to the maps is routinely reviewed to guide process for improving instruction and aligning the formative assessment process. Curriculum development occurs in the following areas:

Language Arts  
Mathematics  
Science/Health  
Social Studies  
Library Media Skills  
Music  
Art  
Physical Education  
Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data are collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+. The interventions that will address critical areas will include:

full-day kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intersessions), the use of class-size reductions teachers, and after school programming run by Communities in Schools.

## ***Titles and Descriptions of Assessment Instruments***

### **ELA Reading/Writing:**

**Writing Benchmark Assessments** – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1). Kdg. – Gr. 5 teachers administer, score and analyze Writing Assessments four times per year.

**Aimswab** - Gr. K -1 teachers administer Aimswab Literacy screening 3 times per year. Students who score red/yellow on Aimswab Reading screening will be progress monitored using Aimswab every two weeks.

**STAR** - Gr 2-5 teachers will administer STAR Reading screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

**Running Records** - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students will be progress monitored using running records at least monthly.

**Common Quarterly Assessments** – Grades K-5 teachers utilize CQA assessments aligned to standards and a corporation prescribed pacing of skills/standards on a biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

### **Math:**

**Aimswab** - Gr. K -1 teachers administer Aimswab Math screening 3 times per year. Students who score red/yellow on Aimswab Math screening will be progress monitored using Aimswab every two weeks.

**STAR** - Gr 2-5 teachers will administer STAR Math screening 3 times per year. Students who score red/yellow on STAR Reading screening will be progress monitored using STAR Math every two weeks.

### **Technology:**

21st Century Skills - Grade 5 teachers administer and analyze technology skills results at the end of each school year.

## **Mission, Vision, and Beliefs**

The mission of Northaven Elementary is to provide a safe and nurturing learning environment. Staff, students, family, and community members will work collaboratively to challenge students and maximize their potential. We promote success for all students.

### **Vision:**

Northaven Elementary School will be a premier provider of education for the Greater Clark County School community by preparing students to successfully meet the changes of the future and become valuable members of the community.

### **Belief Statements:**

Successful learners attend school regularly, come prepared, engage in learning, are productive members of the school community and believe they are successful.

Staff behavior will direct school climate, and respect will be demonstrated by all staff and students in all settings, with both students and staff members taking ownership of individual behaviors and academic outcomes.

All staff believes that high expectations produce academic achievement through student engagement, positive student behavior, equal opportunities to learn, tailoring instruction to individual learning needs and styles, and through utilization of community resources.

Student learning is a reflection of all staff members and is most productive in a safe and secure learning environment.

## Leadership Team

Mathematics	Beth Valentine Christina Willis
Literacy/Guided Reading	Ellen Rothstein Beth Valentine Laura Morris Kelly Allen Kayla Heitz
Pedagogy	Christina Willis Lindsay Lawrence Amanda Holt
Language Acquisition/ELL	Megan Conklin Kelly Allen
PBIS	Tara Thompson Ryan Bixler Leslie Kelley
Intervention	Beth Valentine Stephanie Hilles Judy Lunsford



## **Three-year Goals 2016-19**

### **Goal 1: English/Language Arts**

Goal: By Spring 2019  $\geq$  65% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Goal: By Spring 2019  $\geq$  90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

### **Benchmark**

By Spring 2017  $\geq$  56% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

By Spring 2017  $\geq$  90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

### **Goal 2: Mathematics**

Goal: By Spring 2019  $\geq$  60% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

### **Benchmark**

By Spring 2017  $\geq$  50% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

### **Goal 3: College and Career (PRIDE)**

By Spring of 2019, student referrals will reduce from 389 to 300.

# Data Summary and Action Plan

## Data Wise Action Plan

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**School:** Northaven Elementary

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**Grade Level/Subject Area:** English Language Arts

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**Area of Focus:** Northaven is focused on the literacy framework; focus lesson, word work, and guided reading. Our focus in guided reading is being very intentional about teaching skills students need based on assessment data.

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### Data:

88.7% of students passing on IREAD3

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### 2016 ISTEP+ Performance (% of Students who Passed ELA ISTEP+):

52.2% of students passing ELA section of ISTEP+

### 2017 ISTEP+ Performance Goal (% of Students who Passed ELA ISTEP+):

60% of students passing ELA section of ISTEP+

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**2016 STAR (% of Students at Grade Level on Reading):** 65% of students reading at grade level (STAR)

**2017 STAR Goal (% of Students at Grade Level Reading):** 70% of students reading at grade level (STAR)

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**2016 ELA CQA Mastery:** 62% of students at mastery on CQA ELA

**2017 ELA CQA Mastery Goal:** 68% of students at master on CQA ELA

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### What is the Learner-Centered Problem?

Students are not engaged with texts.

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### What is the Problem of Practice?

The assessment data indicates a need to change our instructional methods in order to be more successful with the students we serve. Although our teachers have worked hard to increase reading achievement, our students are not performing at high levels because student time spent reading is minimal. Teachers are not using the literacy framework with fidelity. Teachers are spending a lot of time with direct instruction in whole group and students are not doing a lot of the work.

**What Instructional Strategy will be implemented to reach goal?**

Teachers will use guided reading groups to provide instruction and books at students' instructional level. Students will be provided more time to actively engage in independent reading.

<b><u>Task</u> (What specific tasks will you implement to reach goal?)</b>	<b><u>When</u> (will you complete task?)</b>	<b><u>Who</u> (will be responsible?)</b>
Mrs. Lancaster and coaches will create a leveled library focused on guided reading to provide materials.	August 2016	Chelli Lancaster and coach
Northaven teachers will use Chapter One <u>The Next Step in Guided Reading</u> to introduce, teach, and maintain stations during guided reading.	August 2016	Principal
Northaven principal will show teachers many videos of student in guided reading and at stations to support implementation of guided reading.	August 2016	Principal
Northaven reading coach will print of lessons needed from MacGraw-Hill intervention for teachers 3-5 to use during Impact.	September 2016	Principal and Literacy Coach
Professional development on the literacy block; focus lesson, word work, and guided reading, share/independent reading.	December 2017	Principal and District Literacy Coach
Increase the amount of time students are working with text at the independent and instructional reading level to 60 minutes during literacy block.	December June 2017	Teachers
Establish guided reading groups through assessment data.	August 2016	Principal, Coach, and Interventionists

<p>Professional development on walkthroughs to develop questioning and leading a guided reading group with a focus on teaching points.</p>	<p>June 2017</p>	<p>Coach, Literacy Coach, Principal</p>
<p>Tier 3 Intervention teachers will be trained on the Barton Program when appropriate.</p>	<p>September 2016</p>	<p>Coach and Interventionists</p>
<p>All teachers will study, <u>The Next Step in Guided Reading</u>.</p>	<p>November 2016</p>	<p>Teachers</p>
<p>Northaven Reading Coach will coach teachers and to provide meaningful feedback on Guided Reading implementation and the literacy block.</p>	<p>June 2017</p>	<p>Coach and Literacy Coach</p>
<p>Northaven reading coach and district reading coach will model guided reading.</p>	<p>September 2016</p>	<p>Coach and Literacy Coach</p>
<p>Northaven teachers will use guided reading templates to purposely plan lessons that target reading strategies to accelerate reading achievement</p>	<p>September 2016</p>	<p>Principal and Coach</p>
<p>Northaven teachers will use focus lesson templates to purposely plan lessons to target power standards during the direct instruction portion of the literacy framework.</p>	<p>August 2016</p>	<p>Principal</p>

# Data Summary and Action Plan

## Data Wise Action Plan

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**School:** Northaven Elementary School

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**Grade Level/Subject Area:** Mathematics

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**Area of Focus:** Balanced Math: Daily Math Review, Conceptual Understanding

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### Data

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**2016 ISTEP+ Performance (% of Students who Passed Math ISTEP+):**

45.9% of students passing Math section of ISTEP+

**2017 ISTEP+ Performance Goal (% of Students who Passed Math ISTEP+):**

60% of students passing Math section of ISTEP+

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**2016 STAR (% of Students at Grade Level in Math):**

76% of students on grade level in mathematics

**2017 STAR Goal (% of Students at Grade Level in Math):**

80% of students on grade level in mathematics

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**2016 Math CQA Mastery:**

77% of student met mastery on Math CQA

**2017 Math CQA Mastery Goal:**

81% of students meet master on Math CQA

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### What is the Learner-Centered Problem?

Students are not retaining mathematical concepts. This indicates that students have procedural knowledge, but lack conceptual knowledge of mathematics concepts and are not able to apply skills in various situations including CQA, STAR, and ISTEP.

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### What is the Problem of Practice?

The assessment data indicates a need to change our instructional methods in order to be more successful with the students we serve. Although our teachers have implemented Daily Math Review and

mathematic instruction, student continue to miss higher depths of knowledge. Teachers are focused on knowledge of rules and algorithms not conceptual understanding.

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**What Instructional Strategy will be implemented to reach goal?**

After unwrapping the relevant standard, teachers will help students develop depth of mathematical understanding by connecting meaning to procedures.

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<b><u>Task</u></b> (What specific tasks will you implement to reach goal?)	<b><u>When</u></b> (will you complete task?)	<b><u>Who</u></b> (will be responsible?)
Northaven principal will provide professional development on Daily Math Review.	July 2016	Principal and BLT
Northaven principal and math coach will model Poster Method.	July 2016-December 2016	Teachers, principal
Classroom teachers will use Poster Method at least twice a month to practice problem solving.	June 2017	Teachers and math coach
Classroom teachers will identify skills taught at the previous grade level and skills taught at the next grade to identify what students actually need to know this year.	August 2016-June 2017	Math coach, BLT, teachers, principal
Northaven principal will provide professional development of key concepts used in the daily math review.	August 2016	Math coach and principal
Northaven principal will provide professional development of “unwrapping” identified math standards.	August -December 2016	Principal
Classroom teachers will create rubrics with higher depths of knowledge to teach standards.	August 2016- June 2017	Teachers and principal
		Teachers and principal

Classroom teachers will create assessments to assess “unwrapped” standard.	August 2016-June 2017	BLT, math coach, instructional coach
Math coach will provide professional development of how to incorporate conceptual understanding in math lessons.	August 2016-June 2017	Classroom teachers
Classroom teachers will incorporate conceptual understanding in math lessons.	June 2017	Math coach and principal
Coach and principal will observe each classroom’s daily math review quarterly.	June 2017	Math coach and principal
Coach and observation and modeling of poster method.	June 2017	Principal
Northaven principal will facilitate data meetings to monitor student outcomes.	August 2016-June 2017	

# Data Summary and Action Plan

## Data Wise Action Plan

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**School:** Northaven Elementary

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**Grade Level/Subject Area:** PRIDE/Behavior

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**Area of Focus:** Behavior

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### Data

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**2016 PRIDE Results (Behavior Referrals):**

389 Referrals in 2015-2016

**2017 PRIDE Goal (Behavior Referrals):**

300 Referrals in 2016-2017

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**What is the Learner-Centered Problem?**

Students' highest percentage of referrals/infractions is physical aggression in all areas of the school.

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**What is the Problem of Practice?**

Referral data from PBIS/SWIS indicates that students receive the most intervention for physical aggression. There is not a school wide plan to deal with these behaviors. Teachers have rules and management systems in place, but students continue to act out. Also, transitions are not happening efficiently.

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**What Instructional Strategy will be implemented to reach goal?**

We can effectively teach appropriate behavior to all children. Transitions should happen quickly and students clearly understand expectations in the bathroom, hallway, classroom, cafeteria, and bus.

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<b><u>Task</u></b> (What specific tasks will you implement to reach goal?)	<b><u>When</u></b> (will you complete task?)	<b><u>Who</u></b> (will be responsible?)
Northaven principal will provide professional development for teachers about the power of relationships and power of our words (“Speak Life” video)	August 2016	Principal
Northaven will observe and evaluate school and classroom routines and procedures to address problem areas.	August 2016	Principal
Classroom teachers will eliminate procedures, like lengthy bathroom breaks, that create time for students to act out.	August 2016	Principal and teachers
PBIS team will define common expectations on a matrix for all areas of the school that students can learn.	August and September 2016	PBIS Committee
Classroom teachers will teach clear, consistent, and behavior expectations	December 2016	Teachers
PBIS team will define clear consequences on an office managed and classroom managed chart for staff and students.	June 2017	PBIS Committee
Classroom teachers will teach expected consequences to students using “If...Then”	December 2016	Teachers
Professional development on classroom management and hierarchy of behavior interventions to teachers.	June 2017	Principal
Create curriculum to teach students PRIDE skills for Tier 2 and Tier 3 students.	June 2017	PBIS Committee
Northaven principal will find staff to teach PRIDE skills to students with referrals/behavior plan to learn replacement behavior.	December 2016	Principal and PBIS Committee
PBIS team will choose an assessment to help identify students with behavior needs before receiving several referrals.	June 2017	PBIS Committee

<p>PBIS Team will identify 20 day goals based on 2016 data to earn extra recess.</p> <p>Northaven principal will have morning meetings with school in the gym to go over goals for 20 days and teach new skill.</p> <p>Big Idea Company will introduce PRIDE skills once a quarter through acting, song, and dance to school.</p> <p>Northaven staff will do community walks and hold parent nights to continue to relay a culture of high expectations to maintain a kind and caring learning community.</p>	<p>August 2016- June2017</p> <p>August 2016-June 2017</p> <p>August 2016</p> <p>One community walk each quarter, Back to School Bash, Trunk or Treat, and 4 Parent Nights (IUS providing day care)</p>	<p>PBIS Committee</p> <p>Principal</p> <p>Ryan Bixler</p> <p>BLT, Ali Thompson, ELL teachers, PTO</p>
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No statutes and/or rules  
will be waived by  
Northaven Elementary  
School.

Fall, 2016  
Year

# Appendix

## Fall 2016 – PARENT COMPACT

*Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.*

### Staff Pledge

WE agree to carry out the following responsibilities to the best of our abilities:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the school - parent compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Encourage my child to read every day (20- 30 minutes).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

# Elementary Summary Sheet for Key ISTEP+ Data

## English/Language Arts (ELA)

### **ELA - OVERALL**

Number of students passing/total assessed (%)  
From each "Disaggregation Summary Report"

Grade *	Spring 13	Spring 14	Spring 15
3	78.6%	69.2%	45.8%
4	81.7%	89.3%	48.8%
5	66.7%	71.8%	57.4%
Total	75.8%	77.3%	57.0%

### **ELA - KEY SUBGROUPS: Grade 3**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	8/11 73%	5/13 38%	1/14 7%
Free/Red	35/50 70%	37/59 63%	26/50 52%
LEP	8/14 57%	5/14 36%	7/14 50%
Black	***	4/6 ***	5/12 42%
Hispanic	10/14 71%	6/14 43%	4/11 36%
White	33/42 79%	28/33 85%	19/38 50%
Multiracial	9/10 90%	5/10 50%	*5/7 *71%
Asian			*/4 ***

### **ELA - KEY SUBGROUPS: Grade 4**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	8/15 53%	8/11 73%	1/16 6%
Free/Red	45/55 82%	43/52 83%	30/64 47%
LEP	***	11/17 65%	8/22 36%
Black	10/15 67%	5/7 ***	2/11 18%
Hispanic	8/10 80%	10/16 63%	5/17 29%
White	34/41 83%	41/42 98%	24/31 77%
Multiracial	***	10/10 100%	3/11 27%
Asian			*/8 ***

## Mathematics (Math)

### **MATH - OVERALL**

Number of students passing/total assessed (%)  
From each "Disaggregation Summary Report"

Grade*	Spring 13	Spring 14	Spring 15
3	76.1%	73.8%	22.2%
4	67.1%	76.3%	44.9%
5	72.3%	86.1%	67.1%
Total	71.8%	78.9%	48.7%

### **MATH - KEY SUBGROUPS: Grade 3**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	7/11 64%	6/13 46%	1/14 7%
Free/Red	30/50 60%	41/59 69%	10/50 20%
LEP	7/14 50%	9/14 64%	2/14 14%
Black	***	4/6 ***	1/12 8%
Hispanic	8/14 57%	10/14 71%	1/11 9%
White	31/42 74%	26/33 79%	12/38 32%
Multiracial	8/10 80%	6/10 60%	*0/7 *0%
Asian			*/4 ***

### **MATH - KEY SUBGROUPS: Grade 4**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	9/15 60%	7/11 64%	1/16 6%
Free/Red	35/55 64%	35/52 67%	27/64 42%
LEP	***	7/17 41%	9/22 41%
Black	10/15 67%	3/7 ***	2/11 18%
Hispanic	6/10 60%	8/16 50%	5/17 29%
White	26/41 63%	37/42 88%	20/31 65%
Multiracial	***	9/10 90%	3/11 27%
Asian			*/8 ***

**ELA-TOTAL SUBGROUPS: All Grades**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	20/40 50%	15/33 45.5%	5/42 12%
Free/Red	117/162 72%	119/170 70.0%	80/173 46%
LEP		19/37 51.4%	23/55 42%
Black		18/28 64.3%	13/36 36%
Hispanic	27/36 75%	24/42 57.1%	19/48 40%
White	94/124 76%	95/113 84%	71/106 67%
Multiracial		20/27 74.1%	14/28 50%

**MATH-TOTAL SUBGROUPS: All Grades**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	22/40 55%	19/33 57.6%	6/42 14%
Free/Red	103/162 64%	125/170 73.5%	72/173 42%
LEP		22/37 59.5%	19/55 35%
Black		19/28 67.9%	9/36 25%
Hispanic	21/36 58%	29/42 69.0%	15/48 31%
White	88/124 71%	94/113 83%	63/106 59%
Multiracial		20/27 74.1%	11/28 39%

**ELA - KEY SUBGROUPS: Grade 5**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	4/14 29%	2/9 ***	3/12 25%
Free/Red	37/57 65%	39/59 66%	34/59 58%
LEP	***	3/6 ***	8/19 42%
Black	***	9/15 60%	6/13 46%
Hispanic	9/12 75%	8/12 67%	10/20 50%
White	27/41 66%	28/38 68%	28/37 76%
Multiracial	7/10 70%	5/7 ***	6/10 60%
Asian			*/2 ***

**MATH - KEY SUBGROUPS: Grade 5**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	6/14 43%	6/9 ***	4/12 33%
Free/Red	38/57 67%	49/59 83%	35/59 59%
LEP	***	6/6 ***	8/19 42%
Black	***	12/15 80%	6/13 46%
Hispanic	7/12 58%	11/12 92%	9/20 45%
White	31/41 76%	31/38 82%	31/37 84%
Multiracial	8/10 80%	5/7 ***	8/10 80%
Asian			*/2 ***

**Science**

**SCIENCE - OVERALL**

Number of students passing/total assessed (%)

From each "Disaggregation Summary Report **Spring 15**"

Grade*	Spring 13	Spring 14	Spring 15
4	39/74 53%	49/77 64%	33/78 42%
Total	39/74 53%	49/77 64%	33/78 42%

**Social Studies**

**SOCIAL STUDIES - OVERALL**

Number of students passing/total assessed (%)

From each "Disaggregation Summary Report"

Grade*	Spring 13	Spring 14	Spring 15
5	35/68 51%	43/74 58%	N/A
Total	35/68 51%	43/74 58%	N/A

**Science - KEY SUBGROUPS: Grade 4**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	5/15 33%	4/11 36%	2/16 13%
Free/Red	29/55 53%	29/52 56%	25/84 39%
LEP	***	6/17 35%	7/22 32%
Black	6/15 40%	3/7 ***	1/11 9%
Hispanic	5/10 50%	7/16 44%	4/17 24%
White	24/41 59%	32/42 76%	23/31 74%
Multiracial	***	6/10 60%	1/11 9%

**Social Studies - KEY SUBGROUPS: Grade 5**

Number of students passing/total assessed (%)

Group	Spring 13	Spring 14	Spring 15
Sp Ed	5/14 36%	3/9 ***	N/A
Free/Red	29/57 51%	34/59 58%	N/A
LEP	***	4/6 ***	N/A
Black	***	7/15 47%	N/A
Hispanic	5/12 42%	8/12 67%	N/A
White	21/41 51%	21/38 55%	N/A
Multiracial	8/10 80%	4/7 ***	N/A

**IREAD-3: Grade 3**

	2013	2014	2015
Spring	60/71 84.5%	59/71 83%	54/69 78.3%
Summer (retake)	6/11 54.5%	4/11 36%	13/15 86.7%
Summer (new)	2/2 100%	0	1/1 100%
Total	68/73 93.1%	63/71 88.7%	68/70 97.1%

Attendance	Northaven Average	District Average	State Average
2012-2013	97%	95.1%	96.1%
2013-2014	96%	96%	95.8%
	96.4%	96.7%	

Behavior	NO Behavioral Referrals
2012-2013	77.2%
2013-2014	86.4%
2014-2015	80.3%

## GCCS Literacy Framework

<b>90 Minute Literacy Block (Kindergarten - 2)</b>		
<b>Time Guidelines</b>	<b>Intent</b>	<b>Notes</b>
10-20 minutes	<b>Focused Mini Lesson</b>	Gradual Release of Responsibility- I do, we do, you do  Intentional, explicit instruction on the Daily Learning Target  Includes visual representation (Anchor Chart)
20 minutes	<b>Word Work</b> Kindergarten Focus on Foundation standards  Grade 1 Build on foundations with emphasis on phonics & fluency  Grade 2 Advanced Phonics, Fluency, Comprehension	Gradual Release of Responsibility- I do, we do, you do
20 minutes  <b style="color: red;">Variables that may influence gaps: student needs, class size, amount of time in literacy block.</b>	<b>Guided Reading Group</b> Kindergarten Focus is Basic story elements independently (5 standards)  Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency  Grade 2 Comprehension shifts to more complex thinking through the text independently	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while not in groups	<b>Independent/Shared Reading</b> Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals  Gradual Release of Responsibility- I do, we do, you do
<b>30 - 45 Minute Writing Block</b>		



Time	Intent	Notes
	<b>Writer's Workshop</b>	6+1 Writing Traits Writing Process

**SPECIAL ED**

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

**ELL**

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

<b>90 Minute Literacy Block (3rd and 4th Grade)</b>		
Time Guidelines	Intent	Notes
10-20 minutes	<b>Focused Mini Lesson</b>	Gradual Release of Responsibility- I do, we do, you do  Intentional, explicit instruction on the Daily Learning Target  Includes visual representation (Anchor Chart)
20 minutes	<b>Word Work</b>	Gradual Release of Responsibility- I do, we do, you do
20 minutes  <b>Variables that may influence grps: student needs, class size, amount of time in literacy block.</b>	<b>Guided Reading Group</b>	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	<b>Independent/Shared Reading Writing - Constructive Response to Text</b>	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products Gradual Release of Responsibility- I do, we do, you do

30 - 45 Minute Writing Block (3rd and 4th Grade)		
Time	Intent	Notes
	<b>Writer's Workshop</b>	6+1 Writing Traits Writing Process

SPECIAL ED

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

ELL

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

90 Minute Literacy Block (5th and 6th Grade)		
Time	Intent	Notes
10-20 minutes	<b>Focused Mini Lesson</b>	Gradual Release of Responsibility- I do, we do, you do  Intentional, explicit instruction on the Daily Learning Target  Includes visual representation (Anchor Chart)
20 minutes	<b>Word Work</b>	Gradual Release of Responsibility- I do, we do, you do
20 minutes (*elem - 3 groups per day) (ms - 2 groups per ) <b>*Variables that may influence grps: student needs, class size, amount of time in literacy block.</b>	<b>Guided Reading Group</b>	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)

<b>Guided reading needs to be 40-45 minutes (two groups per day).</b>		
This happens while students are not in groups	<b>Independent/shared Reading Writing - Constructive Response</b>	Appropriate Levelled Texts Writing Journals Cornell Notes  Complex Thinking/ Work products  Gradual Release of Responsibility- I do, we do, you do
<b>30 - 45 Minute Writing Block (5th and 6th Grade)</b>		
<b>Time</b>	<b>Intent</b>	<b>Notes</b>
	<b>Writer's Workshop</b>	6+1 Writing Traits Writing Process

**SPECIAL ED**

Co-teaching during core

Guided Reading – Specially Designed Instruction (SDI) and/or

Push in/ Pull out – SDI (supports IEP)

**ELL**

Co-teaching during core, push in/pull out Language Acquisition Support (supports ILP)

**30 Minute IMPACT Block (K - 5th Grade)**

<b>Tier</b>	<b>Intent</b>	<b>Resources</b>
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) <ul style="list-style-type: none"> <li>• GT programming</li> <li>• Gradient texts appropriate to lexile levels</li> </ul>
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)

2	Sub-skill reading deficits with gen ed teacher	<ul style="list-style-type: none"> <li>● LLI Guided Reading</li> <li>● McGraw-Hill Reading Intervention (all components)</li> </ul>
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	<ul style="list-style-type: none"> <li>● McGraw-Hill Reading Intervention</li> <li>● Barton Program-Need trainings (PA/phonics)</li> <li>● Read Naturally (FL)</li> <li>● Words Their Way (phonics/fluency)</li> <li>● LIPS – Need training (PA)</li> </ul>
3	Systems 44	Below 400 Lexile

As a rule, in order for IMPACT groups to be most effective:

- Tier 2 groups no more than 6 – 8 per group
- Tier 3 groups should be no more than 3 – 5 students per group

**P.L. 221 Calendar  
2016-2017  
Northaven's Elementary**

<b>Week</b>	<b>Professional Development</b>	<b>Group</b>	<b>Monitoring</b>
	<ol style="list-style-type: none"> <li>1. PD</li> <li>2. Walkthroughs/Team Collab.</li> <li>3. Team Meetings (Data Team= Admin, grade level, AIC, Sped., ELL, etc.</li> </ol>		Who – How monitored How results are used
<b>July 25-29</b>	July 25 <sup>th</sup> ELearning Conference July 26 <sup>th</sup> Welcome and Kick-off at CHS July 27 <sup>th</sup> Building Level Meetings	District Principal	
<b>August 1-5</b>	<u>Quarterly Focus: Guided Reading</u> Week One: Balanced Math Q1 Pacing Guide Review & Instructional Planning LAR Creation	Principal/AIC/BLT Grade Level Grade Level	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>August 8-12</b>	<u>Quarterly Focus: Guided Reading</u> Week Two: Data Wise Goal Setting (Students & Staff) Create DMR and Reading/LA skill review GCW Assessment Creation	Principal/AIC/BLT Data Teams Grade Level	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>August 15-19</b>	<u>Quarterly Focus: Guided Reading</u> Week Three: PBIS- PRIDE Handbook LAR Creation IMPACT planning	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>August 22 - 26</b>	<u>Quarterly Focus: Guided Reading</u> Week Four: Lit. Framework: Guided Read LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>August 29- September 2</b>	<u>Quarterly Focus: Guided Reading</u> Week Five: Literacy Framework: Guided Reading GCW Assessment Creation Hallway Walks (observe Guided Reading Groups)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders

<b>September 6 - 9</b> <i>NO SCHOOL, Sept. 5</i>	<u>Quarterly Focus: Guided Reading</u> <b>Week Six:</b> Literacy Framework: Questioning LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>September 12 - 16</b>	<u>Quarterly Focus: Guided Reading</u> <b>Week Seven:</b> Literacy Framework: Questioning LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT PBIS Team Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>September 19 - 23</b> <i>TEACHERS ONLY, Sept. 21</i>	<u>Quarterly Focus: Guided Reading</u> <b>Week Eight:</b> Balanced Math GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>September 26-30</b>	<u>Quarterly Focus: Guided Reading</u> <b>Week Nine:</b> RISE Rubric Review Q2 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>October 17 - 21</b>	<u>Quarterly Focus: Examining Instruction</u> <b>Week One:</b> Building Data Review for PRIDE LAR Creation Hallway Walks	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>October 24 - 28</b>	<u>Quarterly Focus: Examining Instruction</u> <b>Week Two:</b> Literacy Framework: Synthesis GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>October 31 - November 4</b>	<u>Quarterly Focus: Examining Instruction</u> <b>Week Three:</b> Literacy Framework: Synthesis LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through

<b>November 7 - 11</b> <i>Teacher only</i> Nov.8	<u>Quarterly Focus: Examining</u> <u>Instruction Week Four: Parent/Teacher Conf.</u> LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>November 14 - 18</b>	<u>Quarterly Focus: Examining</u> <u>Instruction Week Five: Rigor in Mathematic</u> Instruction GCW Assessment Creation Hallway Walks	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>November 21 - 22</b> <i>NO SCHOOL,</i> Nov. 23 - 25	<u>Quarterly Focus: Examining</u> <u>Instruction Week Six: None</u> LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>November 28- December 2</b>	<u>Quarterly Focus: Examining</u> <u>Instruction Week Seven: Rigor in Mathematic</u> Instruction LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>December 5 - 9</b>	<u>Quarterly Focus: Examining</u> <u>Instruction Week Eight: Building data</u> review GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>December 12 - 16</b>	<u>Quarterly Focus: Examining</u> <u>Instruction Week Nine: Building data</u> review Q3 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>January 3 - 6</b>	<u>Quarterly Focus: Collaboration</u> Week One: Aligning instruction to evaluation tool PRIDE LAR Creation	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>January 9 -13</b>	<u>Quarterly Focus: Collaboration</u>	Principal/AIC/BLT	

	<p>Week Two: Aligning instruction to evaluation tool</p> <p>GCW Assessment Creation</p> <p>GCW Test data review &amp; skill planning (Create DMR and Reading/LA skill review)</p>	<p>Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>Lesson Plans/Walk Through</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>January 17 - 20</b> <i>NO SCHOOL, Jan. 16</i></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Three: Collaborative Work</p> <p>LAR Creation</p> <p>IMPACT data review &amp; skill planning</p> <p>Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>January 23 - 27</b></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Four: Collaborative Work</p> <p>LAR Creation</p> <p>GCW Test data review &amp; skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>January 30 - February 3</b></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Five: Collaborative Work</p> <p>GCW Assessment Creation</p> <p>Hallway Walks</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>MRF/Walk Through</p> <p>Lesson Plans</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>February 6 - 10</b></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Six: PRIDE- Data</p> <p>LAR Creation</p> <p>GCW Test data review &amp; skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>Lesson Plans/Walk Through</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>February 13 - 17</b></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Seven: PRIDE- Classroom Strategies</p> <p>LAR Creation</p> <p>IMPACT data review &amp; skill planning</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p><b>February 21 - 24</b> <i>NO SCHOOL or snow make up- Feb. 20</i></p>	<p><u>Quarterly Focus: Collaboration</u></p> <p>Week Eight: PRIDE- Classroom Strategies</p> <p>LAR Creation</p> <p>GCW Test data review &amp; skill planning (Create DMR and Reading/LA skill review)</p>	<p>Principal/AIC/BLT Grade Level Data Teams</p>	<p>Lesson Plans</p> <p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>



<b>February 27- March 3</b>	<u>Quarterly Focus: Collaboration</u> Week Nine: PRIDE- Classroom Strategies LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>March 6 -10</b>	<u>Quarterly Focus: Collaboration</u> Week Ten: Collaborative Work GLM Writing Prompt grading GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>March 13 -17</b>	<u>Quarterly Focus: Collaboration</u> Week Eleven: Collaborative Work Q4 Pacing Guide Review & Instructional Planning GLM to set IMPACT groups	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>April 3 - 7</b>	<u>Quarterly Focus: Assess Progress</u> Week One: Building Data Review for PRIDE LAR Creation Hallway Walks	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>April 10 -14</b>	<u>Quarterly Focus: Assess Progress</u> Week Two: 5 Easy Steps- Data GCW Assessment Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>April 17 -21</b>	<u>Quarterly Focus: Assess Progress</u> Week Three: 5 Easy Steps-Concept/Van LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>April 24 - 28</b>	<u>Quarterly Focus: Assess Progress</u> Week Four: 5 Easy Steps- Concept/Van LAR Creation GCW Test data review & skill planning (Create DMR and Reading/LA skill review)	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders

<b>May 1 -4</b> <b>NO</b> <b>SCHOOL</b> <i>or snow</i> <i>make up-</i> <i>May 5</i>	<u>Quarterly Focus: Assess Progress</u> <b>Week Five: 5 Easy Steps- Concept Plan</b> <b>GCW Assessment Creation</b> <b>Hallway Walks</b>	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>May 8 - 12</b>	<u>Quarterly Focus: Assess Progress</u> <b>Week Six: 5 Easy Steps- Concept Plan</b> <b>LAR Creation</b> <b>GCW Test data review &amp; skill planning</b> <b>(Create DMR and Reading/LA skill review)</b>	Principal/AIC/BLT Grade Level Data Teams	MRF/Walk Through Lesson Plans Lesson Plans/Walk Through MRF/Data Binders
<b>May 15 - 19</b>	<u>Quarterly Focus: Assess Progress</u> <b>Week Seven: 5 Easy Steps- Vertical</b> <b>EOY</b> <b>IMPACT data review &amp; skill planning</b>	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through Lesson Plans/Walk Through MRF/Data Binders
<b>May 22 - 26</b>	<u>Quarterly Focus: Assess Progress</u> <b>EOY</b> <b>GLM Writing Prompt grading</b> <b>GLM to set &amp; review growth IMPACT</b>	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through
<b>May 30-June</b> <b>1</b> <b>NO</b> <b>SCHOOL-</b> May 29 <b>Last student</b> <b>day- June 1</b>	<u>Quarterly Focus: Assess Progress</u> <b>EOY</b>	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through Lesson Plans/Walk Through

## **Ensuring Highly Qualified Staff** **(SWP Component #3)**

The Greater Clark County Schools (GCCS) ensures that teachers hired for positions are “highly qualified” in academic subjects in which they are the primary instructor and requirements under the *No Child Left Behind Act*. Application for positions with the Greater Clark County Schools and initial screening process for holding the appropriate licensure in the teaching area is conducted through the Central Office. Hiring of staff for the Greater Clark County Schools elementary, middle and high school is conducted by the Greater Clark County Schools through the Central Office, building level principal and staff consisting of grade level representation. Background checks are conducted prior to hiring.

All GCCS teachers take the Highly Qualified Teacher Assessment/ HOUSSSE and new teachers must take the *PRAXIS II*. Original records of these are kept at the school where the teacher is assigned the position and a copy is on file at Central Office. The Greater Clark County Schools annually submits “highly qualified” data/information regarding every certified employee teaching core academic subjects via the STN Application Center at [www.doe.state.in.us](http://www.doe.state.in.us). New teachers participate in the “mentor” program as required by the State of Indiana and overseen by the Division of Professional Standards. During their second year, teachers develop a portfolio and receive support from their building mentor on a regular basis.

Paraprofessionals must pass the *Parapro Test*. Instructional assistants are hired as substitutes for one month. If the non-certified/substitute person passes the *Parapro Test* during the first month, then he/she is hired with a “highly qualified” paraprofessional contract. The Greater Clark County Schools provide a competitive salary base for paraprofessionals. Paraprofessional salaries competitively increase incrementally with each year of experience.

Qualifications of teachers and paraprofessionals are reviewed and updated bi-annually to meet NCLB & HOUSSSE requirements. When principals update the “highly qualified” information twice during the year, principals sign off that they have verified current information as accurate for teachers and paras as meeting highly qualified under federal law 107-110, Section 119, as mandated by the *No Children Left Behind Act of 2001*. This HOUSSSE Summary Report is filed with Highly Qualified records and documentation is kept on file at the schools and Central Office.

## **Recruiting/ Retaining Highly Qualified Staff** *(SWP Component #5)*

Human Resource information and LRSC positions are posted and regularly updated on the District website. The Greater Clark County Schools provides a competitive salary base for beginning teachers with no years of teaching experience. Teacher salaries competitively increase incrementally with each year of experience. Teacher salaries are increased when a Masters is acquired. Certified staff receives benefits and may carry family options with additional contributions.

The Greater Clark County Schools is committed to having Teacher Mentors certified through the Indiana State Teacher Mentoring program in all LRSC schools. New teachers in the schools will have support from a teacher mentor who will provide continuous support related to the school's specific school improvement plan and school improvement goals and strategies.

In Title I buildings, weekly collaboration is scheduled to provide ongoing grade level support for new teachers as well as all grade level teachers. Grade level teachers and special resource teachers participate in grade level collaboration weekly. This collaboration focuses on examining formative assessments (student work samples) that monitor errors in reading, writing and math and the student's level of use of key strategies that teachers focus on. Teachers review how students are using the strategies and discuss how to revise and refine their modeling of those key strategies in order to impact student performance on the next formative assessment. During collaboration time, teachers use the data to reflect on current practices, expand, refine, and build new skills that focus on meeting school improvement goals and help address barriers to implementing key reform strategies in the school improvement plan. This infrastructure for job-embedded professional development provides new teachers support for progress monitoring of students and allows them access to their teaching peers on a regular basis that is facilitated, focused, and outcome based.

Eligible teachers have opportunities to have educational loans repaid using Perkins grant. Staff may receive credit renewal points for workshops. IU-Southeast offer graduate credits for professional development opportunities provided in collaboration with Greater Clark County Schools. All Northaven Elementary staff will have opportunities to participate in professional development that is focused on the school improvement goal and benchmarks (framework/model for reading, writing and math and key strategies based on the identified errors). Staff receives appropriate professional development resources such as books and publications to support study group discussions that are guided by the weekly teacher collaboration and looking at student work. Staff receives stipends (e.g. data analysis, use of reading assessments, curriculum alignment, checkpoint monitoring) that allow them to extend their professional growth time beyond the regular school day to meet as grade levels and/or school-wide.

Northaven Elementary recruits certified teachers who are working in the school as substitute teachers, on a regular basis, who are receiving hands-on experience with strategies and practices. Substitute teachers must have demonstrated exemplary standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community.

## **Assisting with Transitions** (SWP #7)

Strategies for transitions for preschoolers and 5<sup>th</sup> graders are as follows:

- Parent In-services: Videos that provide information for parents accompanied by handouts and discussion. Locations: Charlestown and Jeffersonville.
- Parents Make the Difference newsletters distributed monthly to all public/private preschools.
- Kindergarten Roundup: Spring Registration for incoming kindergarten students
- Camp Kindergarten: Student activities and informational meeting for parents of incoming kindergartners
- Student planners for grades 1-5
- 5<sup>th</sup> graders attend orientation at Parkview Middle School or River Valley Middle School
- 5<sup>th</sup> grade teachers complete a “Middle School Scheduling Form” for each 5<sup>th</sup> grader and send it to PVMS or RVMS

## Northaven Elementary School

### Comprehensive Needs Assessment Overview SWP 1

An updated comprehensive needs assessment of all students in the school, including subgroups was used to review and revise the schoolwide comprehensive plan to improve teaching and learning. The needs assessment includes data collection and analysis as well as integration with key teaching strategies. The plan was developed in consultation with the Executive Director of Educational Services, Supervisor for Assessment, and Federal Projects Supervisor. Parents, community members, teachers, and administrators will participate in reviewing and updating the plan through PL221 schoolwide planning committee meetings.

During the planning year for Title I Schoolwide planning (2010-2011), workshops, collaboration at team, grade level and cross grade level meetings, all staff provided input to the development of the plan. SWP 6.b, 8 Parents are contacted to participate in the planning and annual updating process, however, parent participation continues to be poor. The process and plan was shared with parents during annual meetings. The Northaven SWP/ PL221 School Improvement Plan is shared on the school's website for access by parents and community members. Parents, community members, teachers, and administrators will participate in reviewing and updating the plan through PL221 Steering Committee planning meetings. Results, analysis, and recommendations for improvement will be reported on the Implementation Plan. The Assessment of Key Strategies will be developed and monitored during the 2012-2013 school year. The plan will be evaluated annually to determine whether the key strategies of the schoolwide program have increased the achievement of students, particularly the students who are the lowest achievers of academic standards on ISTEP+. Evaluation results are used to make necessary revisions to the plan.

Peer review process of the school improvement plan/ SWP is conducted annually to align with the SWP/ SIP components per NCLB. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. The District and outside review process/ revisions ensure the NCLB statutory components are included and all components are identified. Documentation of meetings, such as sign-in sheets, agendas, notes on the plan, scoring/ feedback rubrics, etc., are kept as evidence in preparation for an IDOE monitoring visit.

Northaven staff was divided into various committees to look at assessment, culture, curriculum, intervention, pedagogy, planning, and professional development systems. Data statements were developed and questions were answered based on data collected. The staff discovered strengths and areas for development.

Northaven staff met to discuss the strengths and weaknesses gathered from the various committees. Charts were developed for each system. Whole faculty discussion took place based on the charts. The dot system was implemented to identify which concerns needed to be researched in order to determine what would be the focus of the new PL 221 plan. Articles based on the areas of concerns the staff noted were read, studied, and discussed during professional development meetings. Using the research, key strategies were developed that would help Northaven meet the goals set for PL 221. These goals follow the CNA in this document.

### Comprehensive Needs Assessment

**\*A complete CNA including data statements can be found in the appendix.**

#### Assessment

<p><b>Assessment Q1. How many/what % of students meet state standards? Have mastered which skills?</b></p> <p>Answer:</p> <ul style="list-style-type: none"><li>• Based on the 2010 English Language Arts ISTEP+ Data 79% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2009 English Language Arts ISTEP+ Data 61% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2007 English Language Arts ISTEP+ Data 62% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2010 Mathematics ISTEP+ Data 75% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2009 Mathematics ISTEP+ Data 50% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2007 Mathematics ISTEP+ Data 52% of 3<sup>rd</sup> – 5<sup>th</sup> graders met state standards.</li><li>• Based on the 2010 English Language Arts ISTEP+ Data, 3<sup>rd</sup> grade students showed mastery of all skilled areas on the English Language Arts portions of the test.</li></ul>
<p><b>Assessment Q2. Are some groups not performing as well as others?</b></p> <p>Answer:</p>

- Based on the ISTEP+ for the last three school years, the groups not performing as well as others are: Special Needs, Free/Reduced Lunch in both areas.
- Males generally performed lower in English Language Arts and Females in Mathematics.

**Assessment Q3. What are the critical errors made by students below mastery?**

Answer:

- Overall, the critical errors made by students below mastery in English Language Arts were in the areas of Writing Process, Language Conventions, and Reading Vocabulary.
- In Mathematics the critical errors were Number Sense, Computation, and Problem Solving

**Assessment Q4. Are students showing adequate yearly progress; are #s of students not-passing decreasing/fewer?**

Answer: Yes, the students not passing ISTEP+ decreased 18% in English Language Arts, and 25% in Mathematics.

**Assessment Q5. How well are students meeting standards in non-ISTEP+ grades? Errors?**

Answer:

- Based on the Fall 2010 DIBELS 61% of K – 2nd graders are meeting benchmark.
- Based on the Spring 2010 DIBELS 68% of K – 2nd graders met benchmark.
- Based on the Spring 2009 DIBELS 71% of K – 2nd graders met benchmark.
- Based on the Fall 2010 MCLASS 39% of K – 2nd graders are meeting benchmark.
- Based on the Spring 2010 MCLASS 41% of K – 2nd graders met benchmark.
- Based on DIBELS Data from the last three years, the errors shown by K – 2<sup>nd</sup> graders are: Initial Sound Fluency, Letter Naming Fluency, Nonsense Word Fluency, and Oral Reading Fluency.
- Based on MCLASS Data from the last three years, the errors shown by K – 2<sup>nd</sup> graders are: Missing Number, Number Identification, Computation, and Quantity Discrimination.

**Assessment Q6. How many students read at/above gr. level? W/ comprehension?**

Answer:

- Based on Fall 2010 TRC scores, 78% of K – 2<sup>nd</sup> graders were at/above grade level with comprehension.
- Based on Fall 2010 SRI scores, 46% of 3<sup>rd</sup> – 5<sup>th</sup> graders were at/above grade level with comprehension
- Based on Spring 2010 TRC scores, 65% of K – 2<sup>nd</sup> graders were at/above grade level with comprehension.
- Based on Spring 2010 SRI scores, 49% of 3<sup>rd</sup> – 5<sup>th</sup> graders were at/above grade level with comprehension



- Based on Spring 2009 TRC scores, 72% of K – 2<sup>nd</sup> graders were at/above grade level with comprehension.

**Assessment Q7. Do students w/ As, Bs, & Cs on report cards pass ISTEP+ (elem)?**

Answer:

- No, on average, 73% of students who did not pass the English Language Arts portion of the Spring 2010 ISTEP+ received As, Bs, and/or Cs on their report card.
- No, on average, 52% of students who did not pass the Mathematics portion of the Spring 2010 ISTEP+ received As, Bs, and/or Cs on their report card.

**Assessment Q9. How well prepared do Kdg. Students come to school?**

Answer:

- Based on Brigance scores from the last three years, on average, 55% of Kindergarten students come to school well prepared.

**Culture**

**Culture Q1. Are culturally appropriate strategies utilized in classrooms (racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups)?**

Answer: About half of the teachers feel they use culturally appropriate strategies and take race, ethnicity, cultural differences, and socioeconomic status into consideration when teaching their students. Most teachers feel they use appropriate strategies when teaching students who have English as their second language.

**Culture Q2. Is the number of student disruptions kept to a minimum so that learning time for students is maximized?**

Answer: The majority of the behavior problems are kept to a minimum, however the majority of teachers felt they lose between 15 and 30 minutes of instruction daily due to behavior problems.

**Culture Q3. Do we have a safe learning environment?**

Answer: All but one teacher felt safe in school. The majority of students feel safe in most areas of the school.

Students were most fearful in the bathroom and on the playground.

**Culture Q4. How well are our rules or procedures for behavior followed?**

Answer: The majority of teachers felt out students follow rules and procedures for behavior. A little over half of the behavior that resulted in referrals has happened outside the regular classroom. Less than 10 percent of our students have had an office referral.

**Culture Q5. How do we inform families about state standards, student performance, grade level expectations, class policies & procedures?**

Answer: The majority of teachers felt out students follow rules and procedures for behavior. A little over half of the behavior that resulted in referrals has happened outside the regular classroom. Less than 10 percent of our students have had an office referral.

**Culture Q6. What level of attendance do we have at parent conf. Open house, other?**

Answer: a.) Information gathered from Open House sign in sheets of the teachers who turned them in, shows that we have improved our participation 11% from the 2008 to the 2009 school year.

b.) Information gathered from Fall 2009 Parent Teacher sign in sheets of the teachers who turned them in, shows that we have improved our participation 7%.

c.) Information gathered from Spring 2010 Parent sign in sheets of the teachers who turned them in, did not show adequate information to show improvement.

d.) Information was not available yet for the Fall 2010 Parent Teacher Conference attendance.

**Culture Q7. What business partnerships do we have? With what outcomes? Role in decision-making?**

Answer: a.) Northaven has partnerships with 15 local businesses and organizations. These partnerships have assisted with both fundraising and student interaction.

**Curriculum**

**Curriculum Q1. Is curriculum aligned with state standards? Instruction? Are curriculum maps completed, reviewed and updated regularly?**

Answer:

- a) All teachers are using course overview maps for their grade levels developed by the Indiana Department of Education to align lesson plans to state standards.
- b) All teachers are using the course overview maps to develop goal clarity windows.
- c) Curriculum maps are reviewed weekly by the building principal.
- d) All teachers and interventionists are completing and updating curriculum maps based on the length of the goal clarity windows.

**Curriculum Q2. Is staff fully implementing key programs trained in?**

Answer:

- a) All classroom teachers are implementing the Daily Math Review and Problem Solving Poster Method steps of the Balanced Math Program.
- b) All certified staff is in the process of receiving professional development of the Balanced Math Program.
- c) Most classroom and special needs teachers are partially to fully trained in the Reading First Program.
- d) All classroom teachers are implementing the 90 minute uninterrupted reading block and 30 minute intervention of the Reading First Program.

- Balanced Math Review.
- Based on teacher survey given in December 2009, 18/18 (100%) of classroom teachers had implemented biweekly Balanced Math quizzes.
- Based on teacher survey given in December 2009, 17/18 (94%) of classroom teachers had a daily 90 minute uninterrupted Reading Block.
- Based on teacher survey given in December 2009, 18/18 (100%) of classroom teachers provided a 30 minute Reading intervention.

2008-2009

- Based on teacher survey given in December 2009, 14/16 (88%) of classroom teachers had a daily 90 minute uninterrupted Reading Block.

- Based on teacher survey given in December 2009, 13/16 (81%) of classroom teachers provided a 30 minute Reading intervention.

**Curriculum Q3. How are Goal Clarity Windows being used?**

Answer:

The building principal is monitoring Goal Clarity Windows on a weekly basis.

**Curriculum Q4. Are rubrics and exemplars being developed and used by teachers AND Students: Are state rubrics posted and used by students?**

Answer:

- a) Teachers are expected to develop and use rubrics and exemplars on Goal Clarity Window formative assessments starting January 2011.
- b) Few teachers have begun to develop and use rubrics and exemplars on Goal Clarity Window formative assessments.
- c) As of this time, few students at Northaven Elementary School are developing and using rubrics and exemplars.

**Curriculum Q5. Are students provided technology classes? How often? How assessed?**

Answer:

- a) As of the 2010 – 2011 school year, all students at Northaven Elementary School are being provided technology classes weekly.
- b) Students are being assessed by checklists and rubrics based on NETS standards.
- c) During the 2010 – 2011 school year, third graders at NES will be given a district wide technology assessment.
- d) Prior to the 2010 – 2011 school year, no technology classes or programs were implemented at Northaven Elementary School.

**Curriculum Q6. How many/what percent of students are enrolled in Advanced Placement and or Honor courses? Served by the corporation's highly able program?**

Answer: Northaven has no students in the highly able program.

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**Intervention**

**Intervention Q1. Are extended time interventions (i.e., tutoring, summer school, supplemental classes) increasing student learning?**

Answer: The only supplementary tutoring we have had in the past year is Supplemental Educational Services due to our status as a Year 1 and Year 2 School in Improvement in the state of Indiana. This service was provided by various outside providers deemed qualified by the Indiana Dept. of Education and chosen by the parent.

**Intervention Q2. What data is used to identify students, programs and personnel for our intervention program?**

Answer:

Math intervention groups are based on Daily Math Review (K-5), mClass math benchmarks (K-2), and Acuity scores (3-5), and ISTEP+ (4-5).

Reading intervention groups are based on Dibels/TRC (K-2), Acuity scores (3-5), and ISTEP+ (4-5).

**Intervention Q3. How often is student data reviewed for intervention groups?**

Answer: Student data is reviewed every six weeks in a formal intervention meeting to reform intervention groups.

**Intervention Q4. How is intervention data communicated with the regular classroom teacher?**

Answer: Intervention data is communicated with the regular classroom teacher during goal clarity meetings held at least twice per week and during an intervention meeting held every six weeks.

**Intervention Q5. What methods are used to evaluate and track the effectiveness of intervention initiatives?**

Answer:

Teachers keep fidelity records which include the daily attendance of their intervention groups. Summaries of these daily attendance sheets are combined with data from benchmarks on a remediation report submitted at the end of each semester.

Teachers review progress of students through benchmark testing and progress monitoring of several assessments.

**Pedagogy**

**Pedagogy Q1. Is consistent language & strategies used across grades & classes within grades?**

Answer: Yes consistent language and strategies are being used across grades and classes within grades.

**Pedagogy Q2. How much time is spent in teach, guided practice, independent practice?**

Answer: The average time teachers at Northaven are engaged in teaching is 82 minutes per day. The average time teachers at Northaven are engaged in guided practice is 88 minutes per day. The average time allowed for independent practice is 41 minutes per day.

**Pedagogy Q3. What methodologies are used consistently in our building?**

Answer: The methodologies that are used consistently at Northaven are: SOAR, student planners, Balanced Math, 90 minute reading block, 60 minute math block, 30 minute math intervention, 30 minute reading intervention, and Writer's workshop.

**Pedagogy Q4. Do we have guidelines for homework that are consistent in each classroom? How do we ensure guidelines are adhered to?**

Answer: No we do not have guidelines that are consistent in each classroom.

**Pedagogy Q5. What strategies are used to ensure student engagement?**

Answer: Strategies that are being used at Northaven to ensure student engagement are: student/teacher communications; proximity; and student responses.

### Planning

**Planning Q1. Do students have enough time to learn?**

Answer: We feel that students have enough time to learn, however the intermediate grades feel that students do not have enough time to learn based on the amount of standards that they are required to master.

**Planning Q2. Does the school schedule enhance or hinder learning? Time on task?**

Answer: The school schedule enhances learning, however, staff would like to have more freedom of flexibility.

**Planning Q3. How are paraprofessionals & special program staff used to support student learning?**

Answer: Para-professional are used to support student learning in our school by working with small groups of students that need extra support, modify assignments to fit the needs of students, provide support in meeting IEP goals, and help to minimize distractions for other students.

**Planning Q4. Are school improvement strategies monitored on a regular basis?**

Answer: School improvement strategies within the Implementation Plan are monitored, reviewed, and analyzed on a yearly basis for PL 221. Northaven monitors the strategies on a weekly, bi-weekly, or quarterly through procedures built into our goal clarity and/or professional development time.

**Planning Q5. How is shared leadership demonstrated in the building? What opportunities are available for teacher leaders?**

Answer: Shared leadership is demonstrated in the building by the creation and utilization of our leadership team.

**Professional Development**

**Professional Development Q1. What is the relationship of student achievement, state standards, & professional dev?**

Answer: Using Balanced Math professional development during 2009-2010, there was a positive correlation with a greater student passing rate on standardized state testing in 2009-2010 as compared to 2008-2009 with no professional development in math.

**Professional Development Q2. What impact has PD had on classroom practice? How do we know? How do we evaluate impact?**

Answer: Using Balanced Math professional development during 2009-2010, all classroom teachers were implementing a Daily Math Review and a bi-monthly Math Review Quiz with fidelity. Certified staff received bi-monthly training/professional development from the Balanced Math Team. Impact was evaluated through analysis of proficiencies by skill on Math Review Quizzes and student passing rate on Spring 2010 ISTEP+ and Acuity Math scores. All classroom teachers were observed implementing Daily Math Review by the Balanced Math Team.

**Professional Development Q3. What kinds of collaboration exist? How effective is each?**

Answer: During 2009-2010, classroom teachers collaborated to create Daily Math Reviews and to analyze grade level results on Math Review quizzes. Interventionists, including ESL and special education teachers, received copies of upcoming Math Review quizzes to reinforce skills and then to remediate based upon proficiency results.

**Professional Development Q4. Does PD increase cultural competency?**



Answer: No. Balanced Math professional development and Reading First professional development do not address strategies specific to cultural groups. Both programs do teach to differentiate, instruct on student's level and address multiple learning styles, but neither is geared toward specific cultural groups.

## Title I Schoolwide Plan Checklist

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

Components of a Schoolwide Plan*:	Page Number(s)
1. A comprehensive needs assessment of the whole school	10-18, 21-23, 38-48
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li><input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that:</li> <li><input type="checkbox"/> Strengthens the core academic program</li> <li><input type="checkbox"/> Increases the amount of learning time</li> <li><input type="checkbox"/> Includes strategies for serving underserved populations</li> <li><input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards</li> <li><input type="checkbox"/> Address how the school will determine if those needs of the children have been met</li> <li><input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul>	3-4, 8, 9, 10-18, 21-23, 24-28
3. Highly qualified teachers in all core content area classes	35
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	29-34
5. Strategies to attract high-quality, highly qualified teachers to this school	29-34, 36
6. Strategies to increase parental involvement, such as literary services <ul style="list-style-type: none"> <li>a. Description how the school will provide individual academic assessment results to parents</li> <li>b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan</li> </ul>	3-4, 20
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	37
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	8, 29-34, 50
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	28, 36-37

10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components 10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	10-18, 29-34
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### School Planning Review Team

<b>Laura Morris</b>	<b>Principal</b>	<i>Laura Morris</i>
<b>Beth Valentine</b>	<b>Academic Coordinator</b>	<i>Beth Valentine</i>
<b>Megan Conklin</b>	<b>ELL Teacher</b>	<i>Megan Conklin</i>
<b>Kayla Heitz</b>	<b>Kindergarten</b>	<i>Kayla Heitz</i>
<b>Kelly Allen</b>	<b>First Grade</b>	<i>Kelly Allen</i>
<b>Ellen Rothstein</b>	<b>Second Grade</b>	<i>Ellen Rothstein</i>
<b>Christina Willis</b>	<b>Third Grade</b>	<i>Christina Willis</i>
<b>Lindsay Lawrence</b>	<b>Fourth Grade</b>	<i>Lindsay Lawrence</i>
<b>Amanda Holt</b>	<b>Fifth Grade</b>	<i>Amanda Holt</i>





**Indiana  
Department of Education**

Glenda Ritz, Superintendent of Public Instruction

**IDOE School Improvement and Professional Development  
Building Level Assurance Form  
Principal / Exclusive Representative Signatures**

**Used Only When Exclusive Representative Signs Each School Individually.**

DOE Building Number	
Building Name	

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	
Principal's Signature	
Date Signed	

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

**It is NOT necessary to return this form to the Indiana Department of Education.**