



# Northeast Elementary School

**School Profile**  
2014-2015  
School Improvement Plan  
August 2015



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## Indices (PL221 and Title 1 Schoolwide)



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## **Greenwood Community School Corporation Mission Statement:**

The mission of Greenwood Community School Corporation is continuously to improve the system of teaching and learning that results in increased student achievement in all students.

## **Northeast Elementary Mission Statement:**

*The Mission of Northeast Elementary School is for EVERYONE to read, learn, and grow EVERYDAY.*

### Belief Statements:

- All components of the educational system must be aimed at improving student achievement.
- All students have the ability to learn.
- Students have a right to be engaged in meaningful instruction based on standards and driven by assessment.
- Teachers working in partnerships help students achieve their greatest potential.
- Modeling helps students become independent and responsible learners.
- Students' backgrounds and resources are valued and respected.
- Parents should have many opportunities to be involved in their child's education.
- Learning requires a safe and non-threatening environment that promotes trust and respect.

### Community Narrative:

Johnson County has 320.2 sq. miles in land area and a population density of 435.8 per square mile. Between 1990 and 2011 its population grew by 63.3%. In 2012, 143,191 people lived in Johnson County.

According to the STATS Indiana, 94.6% of the population was White, 1.5% was African-American, 2.2% was Asian, and less than one percent was American Indian or Alaska Native, Native Hawaiian and Other Pacific Islander, or two or more races. Just over three percent of Johnson County residents were Hispanic (can be of any race).

The average household size is 2.2 persons and the average family size is 3.18 persons.

The median household income in 2011 was \$61,433. Adjusted for inflation, this represents a decrease since 200 (when the median household income was worth \$70,447 in 2011 dollars). The poverty rate in 2011 was 9.3%, an increase of 63% since 2000, when the rate was 5.7%. The poverty rate is higher among children under the age of 18; in 2011 this rate was 13.1%, up from 7.1% in 2000.

Over half (57.1%) the working population living in Johnson County worked in a different county in 2000. Four out of five (83.0%) of these commuter workers were employed in Marion County.

In 2012, retail trade was the largest of 20 major sectors. It had an average wage per job of \$22,021. Per capita income declined by 7.8% between 2000 and 2010 (adjusted for inflation). (STATS Indiana)

Greenwood is the largest city in Johnson County, with an estimated population of 52,652 in 2012. Since 2000, the population of Greenwood has grown by approximately 40.0%. As of 2011 estimates, Greenwood is the 11th most populous city in the state of Indiana.

The Greenwood Community School Corporation is located in northern Johnson County just south of the Marion County line. The school corporation has approximately 3,642 students enrolled in kindergarten through 12<sup>th</sup> grade.

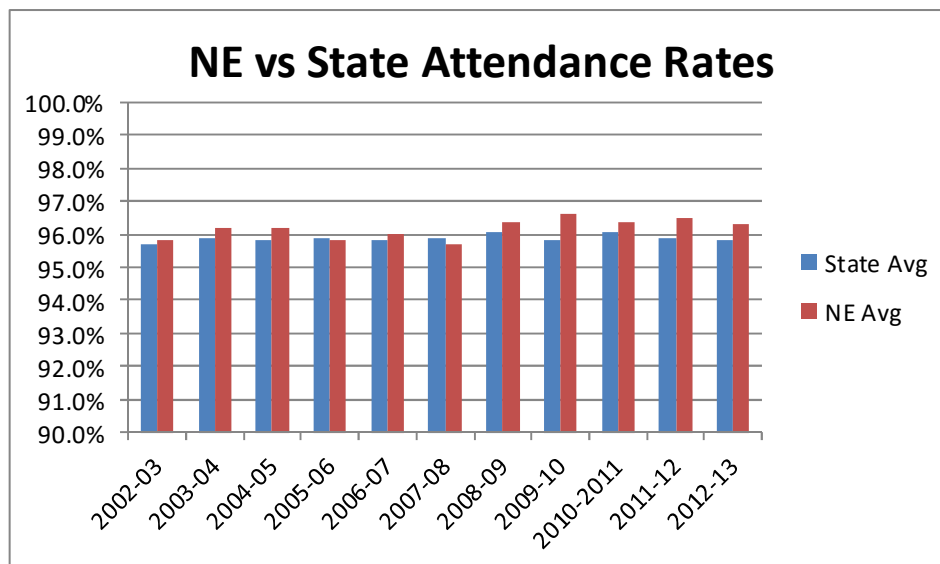
The Greenwood Community School Corporation is considered primarily metropolitan due to the close proximity (10 miles) to downtown Indianapolis. The school district covers an area of eight square miles of mostly residential housing areas. The student population is approximately 20% of the total population within the school district.

The Indiana State Standards are used corporation wide as the curriculum. Teams of grade level teachers are creating instructional calendars and corresponding benchmark tests in reading and math.

The Greenwood schools adhere to schoolwide policies and practices, which ensure the utmost safety of all students. A card entry system secures the buildings. Playground supervision is made up of both assistants and certified staff. Students benefit from a body safety program that has been in place for a number of years.

School Narrative:

Attendance rates at Northeast Elementary has held steady over the last four years hovering just above the state average attendance rates.

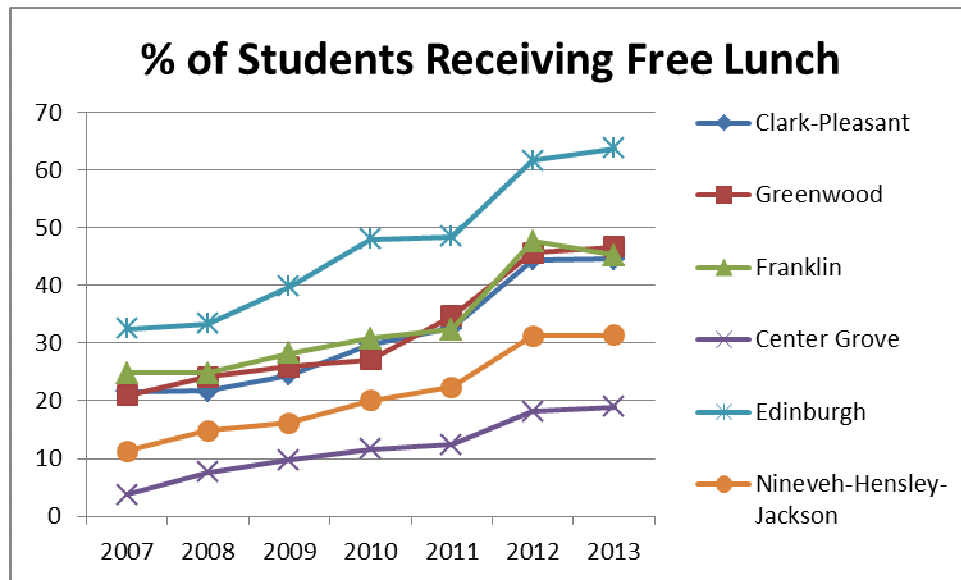


A recent most

trend in schools

throughout the county has been an increase in the number of students and families experiencing financial difficulties. This trend is supported by the increase in the number of students receiving free and reduced-price lunches and an increase in the number of families living in poverty.

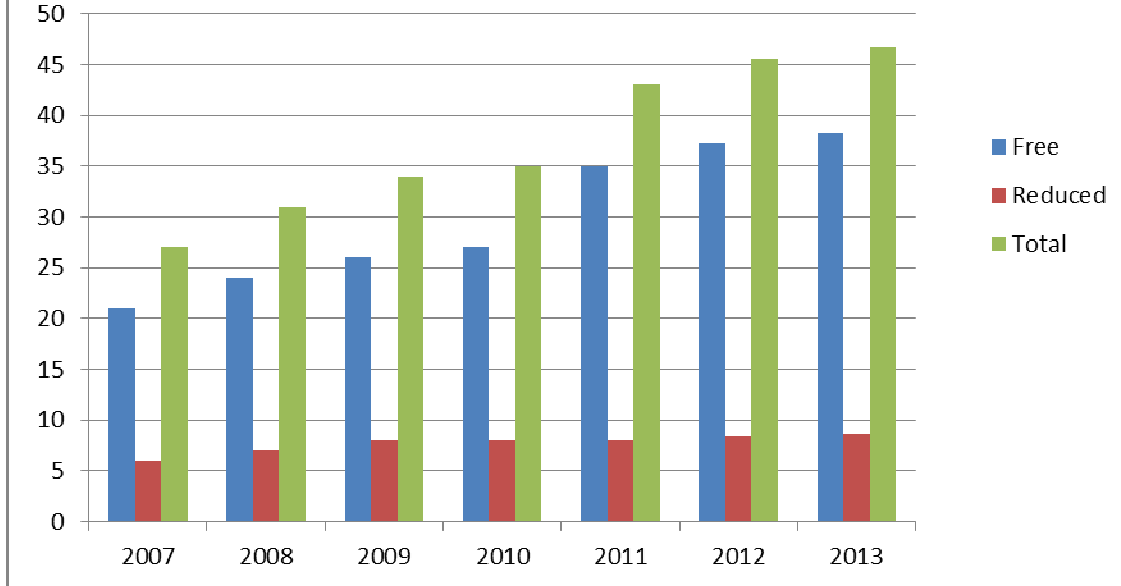
Greenwood schools saw a 57.9% increase in the number of families living in poverty between 2000 and 2004. In 2004, 676 Greenwood families were living below the poverty line (for a family of four, the total income was less than \$18,850).



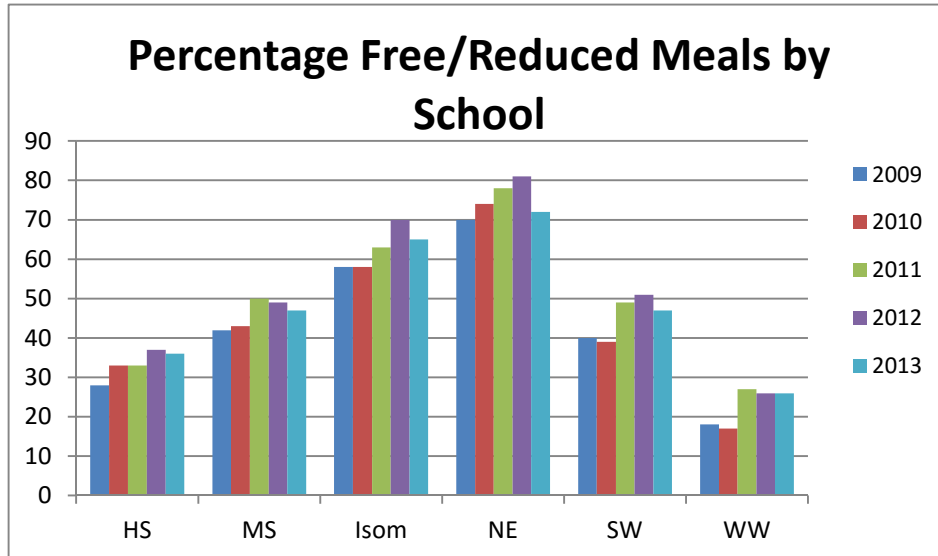
Source: The Annie E. Casey Foundation, KIDS COUNT State Level Data Online. Retrieved on 11/14/2013.

Between 2000 and 2011, the total enrollment for Greenwood Schools remained stable, however the number of students receiving free and reduced-price lunches nearly doubled. In 2000, 10.5% of Greenwood students received free lunches, and 3.7% received reduced-price lunches. In 2009, 26% received free lunch, while 8% received reduced-price lunches for a total of 34% receiving free or reduced meals. In 2012 38% and 8.6% receive reduced-price lunches for a total of 46.6% receiving free or reduced meals.

## Greenwood Community School Corporation Percentage Free/Reduced Meals



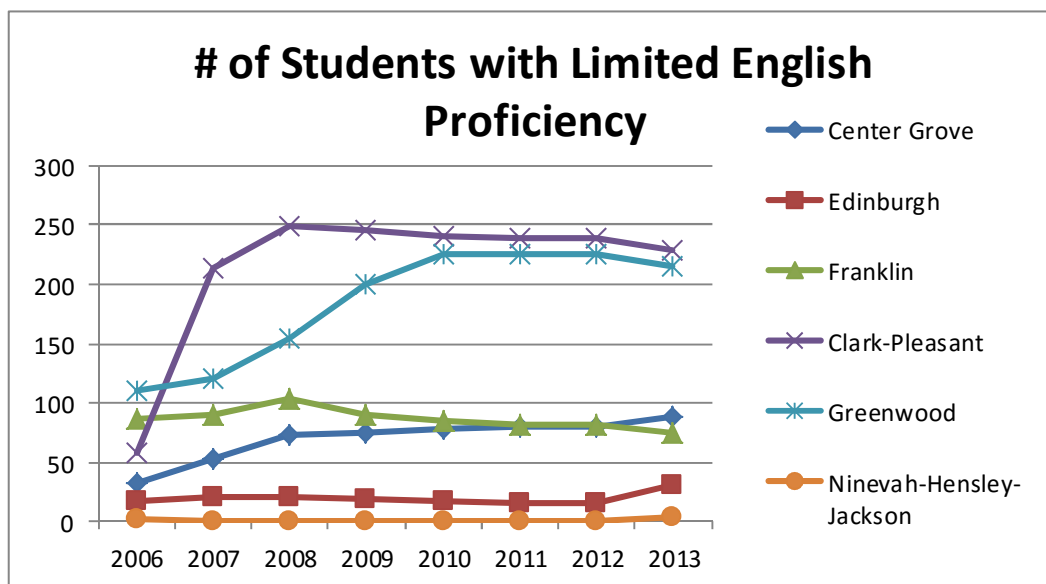
Within the Greenwood Community School Corporation there is wide variation in the socioeconomic status of families between the different schools. With only 26% of Westwood Elementary students receive free or reduced-price lunch, while more than two thirds, 78%, of Northeast Elementary students receive this assistance. However, as a district, there has been a steady increase over the last several years.



Source: Indiana Department of Education. October submission counts, retrieved November 14, 2013.

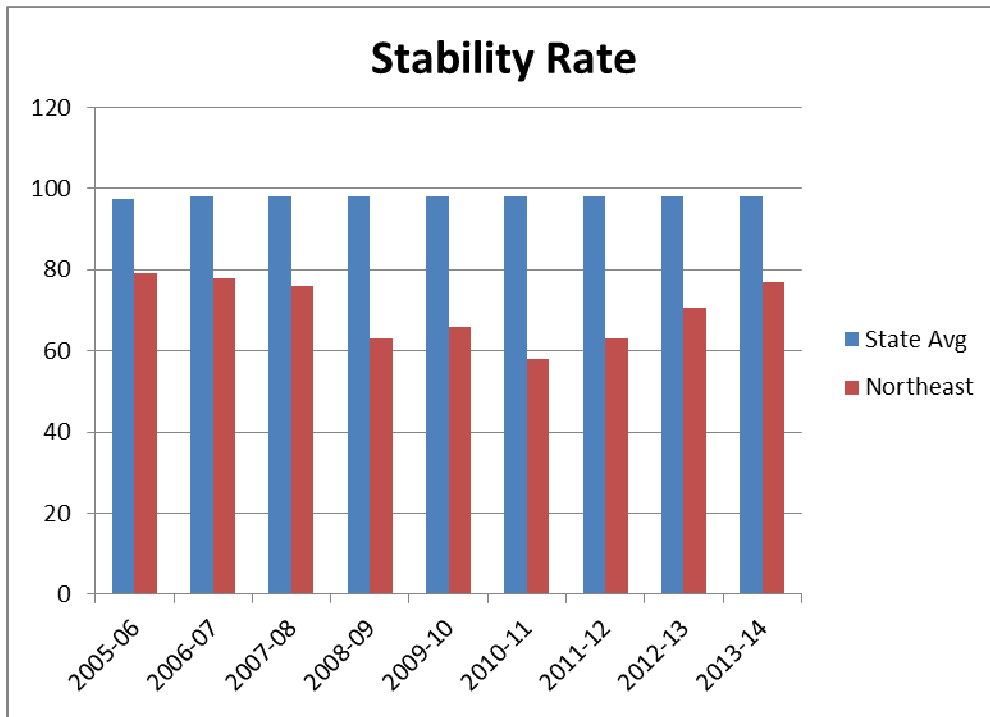
Northeast has seen a steady increase in Free/Reduced lunches and a steady decrease in Paid lunches over the last five years.

Another trend impacting Greenwood Schools is an increase in the number of students with Limited English Proficiency (LEP). The number of students identified as LEP increased from 37 students in 2000 to 121 students in 2006, representing an over 200% increase over seven years. The majority of these students come from Spanish-speaking families. In 2012 there were 331 LEP students within the Greenwood Community School Corporation and 105 of those students were Northeast Students. During the 2013 school year we began a huge decrease in our LEP student population do to available housing in the district. Last year there were 285 LEP students in the district 47 of those students are at Northeast. Due to a decrease in low income housing, our EL population has continued to decrease. Northeast currently has 23 EL students.

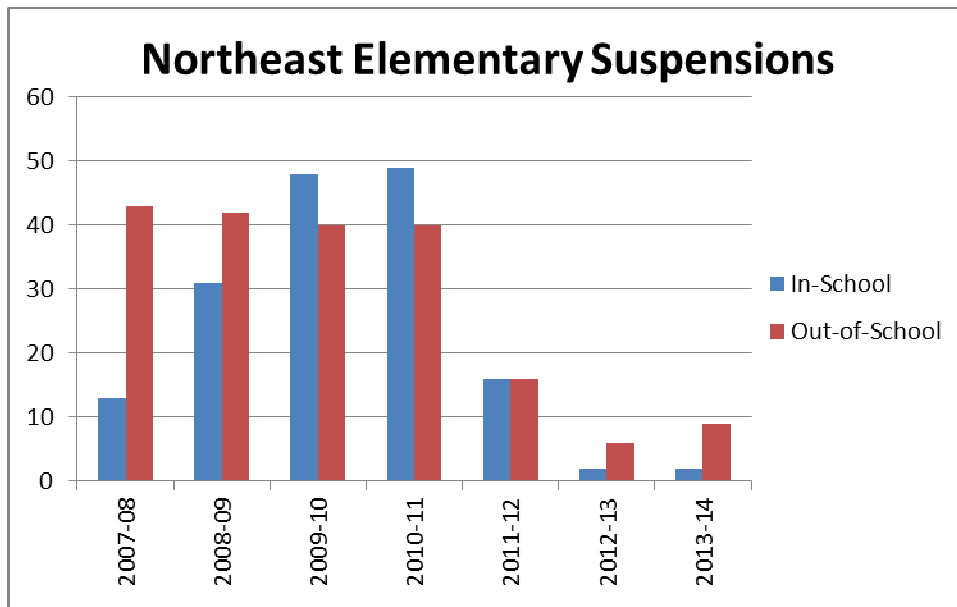




An additional challenge faced by Northeast Elementary is the issue of student mobility. While other schools within the Greenwood School Corporation have more stable student populations, Northeast has experienced a steady increase in mobility over the last five years as compared to the state mobility average. During the summer between the 2006-2007 and 2007-2008 school years, a total of 109 students transitioned in and 102 students transitioned out of the school. During the 2009-2010 school year approximately 172 students enrolled during the year and 167 students withdrew. The rate of turn over each year is relatively consistent with a weekly average of 7 students enrolled and withdrawn each week. Due to district redistricting in 2011 we have increased our stability rate by a small percentage. We currently average 13 students in and out per month, which is a decrease from our average of 21 last year.



Source: Indiana Department of Education



As the demographics of Northeast have changed, so have the discipline incidents. In the past we noticed a steady increase in the amount of incidents requiring such consequences as In School and Out of School Suspension. Not only were the incidents that require a more severe infraction increasing, but so were behaviors that disrupt the learning environment on a regular basis. The number of individualized behavior plans has shown a steady increase over the last several years as well. During the 2011/12 school year actions from our school improvement plan were implemented, which made a significant impact on our in-school and out-of-school suspensions. Changes that have significantly improved our suspension and daily behavior rates have been the implementation of a full time behavior coach and the redistricting of students. With smaller class sizes and the percentage of high need students decreased there is a direct correlation to decreased behavioral issues is evident. The implementation of a school wide Positive Behavior Supports has also supported the decreased discipline resulting in less disruptions to the learning environment. Although we had a few more suspensions last year, our rate is significantly lower than prior years.

## Comprehensive Needs Assessment

### School Improvement Teams

Northeast's Quality Council serves as our site-based management and school improvement team. This body is made up of the building principal, the literacy coach, a title one teacher, a special education teacher, the student services advisor, a special area teacher, and classroom teachers from each grade. The members of this team serve as liaisons for the action teams. Each certified staff member and some non-certified staff members serve on one or more action teams. These teams include: Reading /Assessment Committee, Positive Behavior Supports Team, Student Assistance Team, Language Development Committee, Crisis Committee and Grade Level Chairs. These teams have served as both focus groups and avenues for communicating the ongoing work of the Quality Council to the staff this year in addition to the work they normally

take on. The goal of these teams is to build leadership capacity throughout the building, so each team works closely with Quality Council to support the school improvement efforts.

### Timeline

September 2010: AYP results became public

October 2010: Research of effective schools began

January 2011: Revision of School Improvement Plan

February 2011: Public Hearing at School Board meeting about AYP

March 2011: Completion of School Improvement Plan and approval by School Board

March 2011: Implementation of revised School Improvement Plan and Action Plan

September 2012: Submission of School Improvement Plan

January 2013: Implementation of revised School Improvement Plan and Action Plan

August 2014: Continued implementation of revised School Improvement Plan and Action Plan.

### **Student Achievement**

#### Description of Data Sources

ISTEP+: Statewide accountability test based upon Indiana Standards. Language Arts and Mathematics are given in grades 3 through 5. Science is given to all 4<sup>th</sup> graders and Social Studies is given to all 5<sup>th</sup> graders.

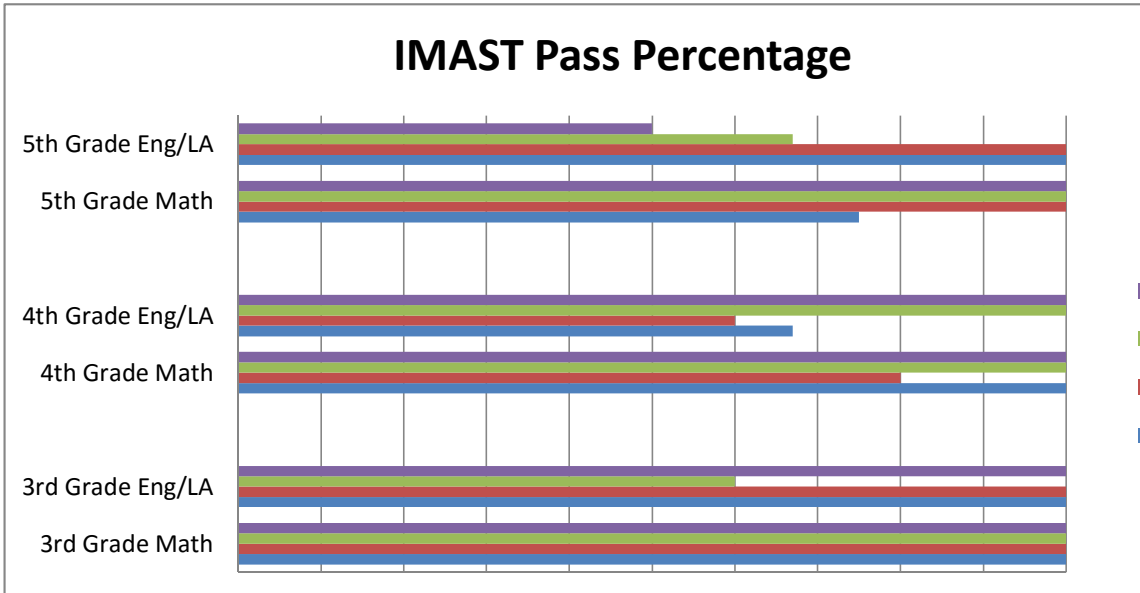
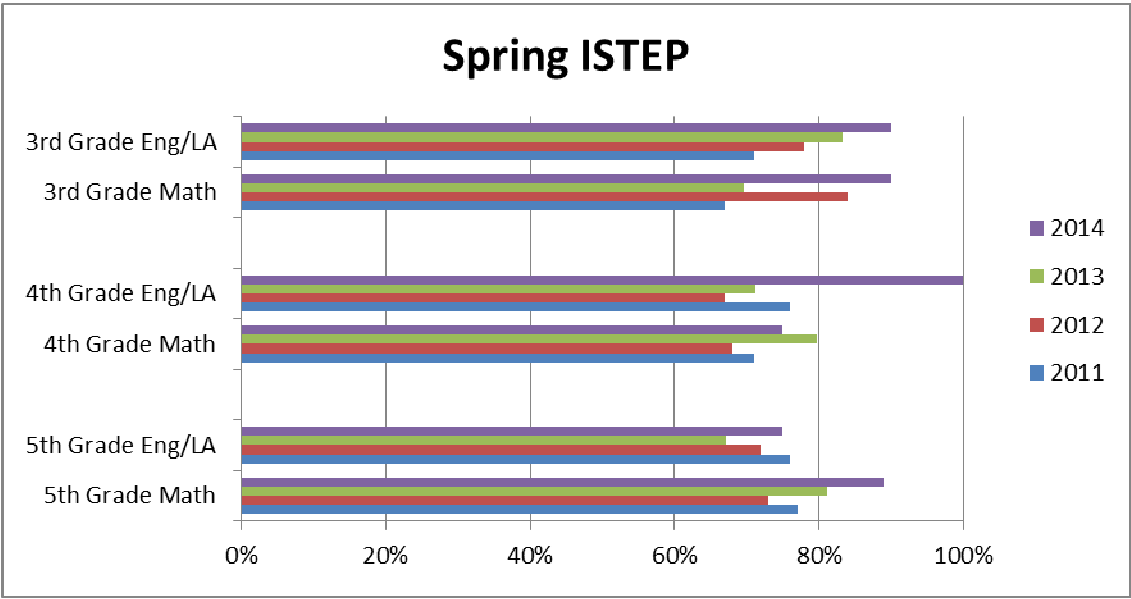
Acuity: Computer adaptive test of Reading and Mathematics given in grades 3rd through 5th.

DIBELS Next: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development.

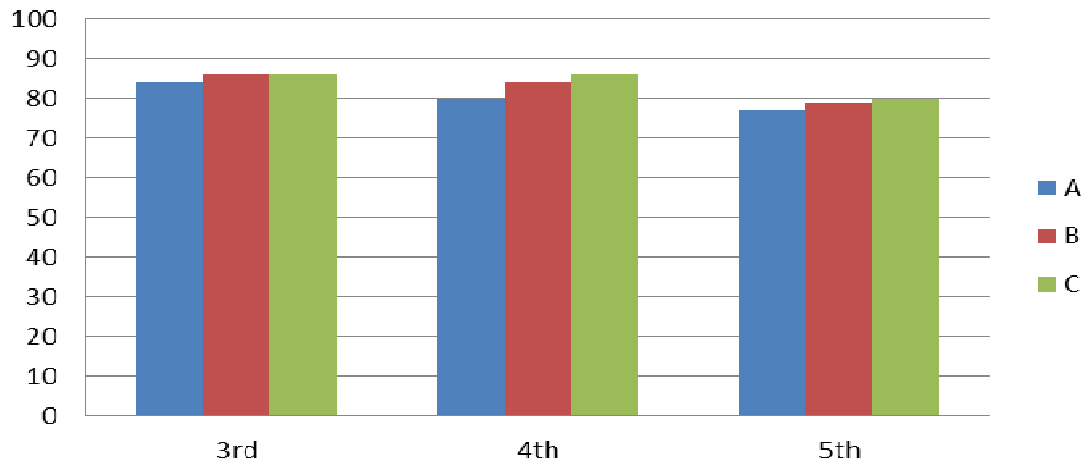
DIBELS Math: A standardized comprehensive math assessment for Kindergarten through 2<sup>nd</sup> grade that is individually administered.

#### Analysis of Data

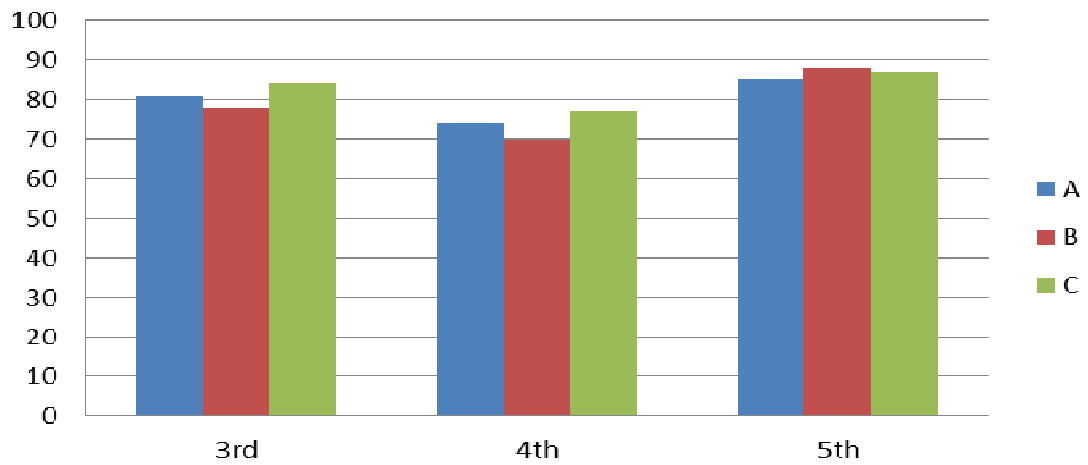
We began by looking at our state standardized assessment information for the past five years. There has been a slight increase our percentage of students passing both the English/Language Arts and Math portions of the ISTEP. This year, we had a 12% increase in the number of students passing both sections of the ISTEP+. Further analysis of the ISTEP+ data revealed the challenges we face with our free and reduced population as well as our males in two grade levels. Our ELL students have made progress, but not at a rate that meets the AMO. They continue to underperform in comparison to the other subgroups.

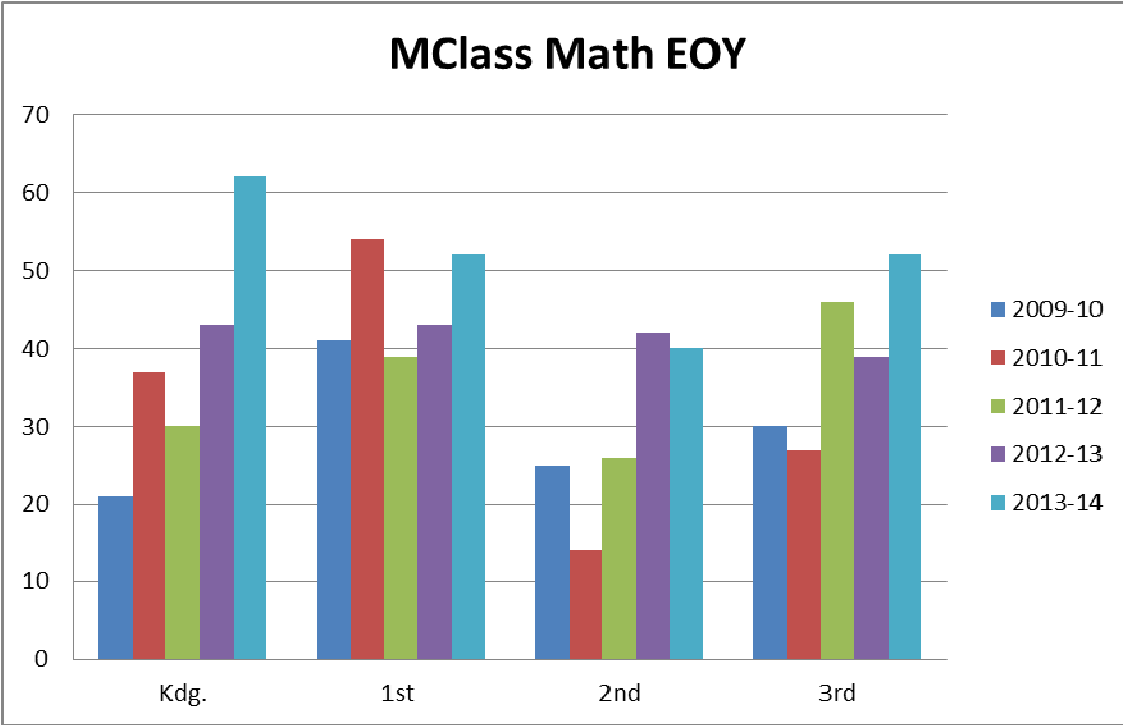
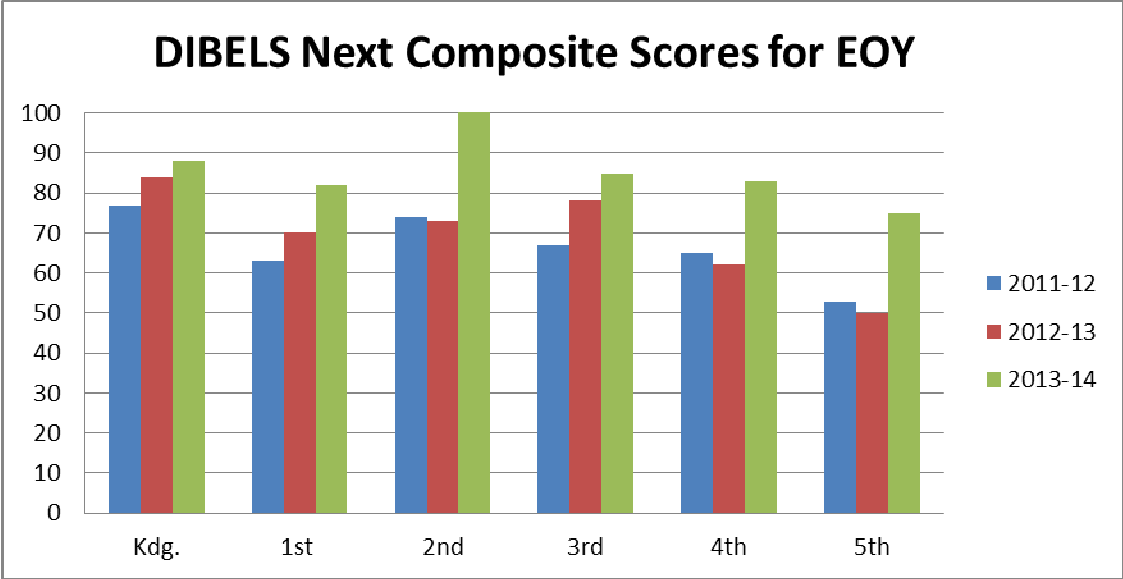


### Acuity Language Arts



### Acuity Math





Next, we looked more specifically at how the average scores by academic standard compared to the minimum passing score for both English/Language Arts and Math. English/Language Arts showed a slight increase in most scores across the standards. In addition, the writing oriented portions of the assessment (writing process, writing application, and language conventions) consistently scored closer to the minimum passing score than the reading oriented portions. The Language Arts scores by standard were, for the most part more consistent than Math. However, Writing Applications, Number Sense and Computation were our weakest areas across all grade levels, thus leading to specific goals on these standards. We made progress in all three areas this

year, with our average increase in Writing Applications 4.4, Number Sense 5.1 and Computation 9.4.

Finally, we looked at our fast growing Free/Reduced Lunch population in relation to ISTEP scores. While the percentage passing for our paid lunch population remains fairly steady over the five years with only slight increases, our free/reduced lunch percentage passing has shown a slight but steady increase in direct correlation. Five years ago, the district focused on Ruby Payne's Framework for Understanding Poverty, as a support for our continuous increasing free and reduced lunch population. Our analysis gives evidence for a yearly review of this work to ensure the foundational elements are embedded into our system of work at Northeast. In addition, the findings suggest a need to focus on multiple, coordinated layers and types of interventions that support students and families living in poverty, student with a limited English background and student qualifying for special education services. Specific data per grade level and sub group can be found on the Indiana Department of Education web site.

Looking at all data points included an analysis of our DIBELS Composite scores for the End of Year. As you can see looking at the data we have had steady increased in the number of students meeting the benchmark by the EOY. The most significant gains have been made in the intermediate grades. Our conclusion is this increase is due to several factors including specific and intentional focus on writing, a shift in grade level instructional staff and implementation of a new reading series. We also saw a steady increase in student performance from our Kindergarten through third grade students on the MClass Math assessment. Although the number of students at benchmark is significantly below our goal we are seeing steady increases each year.

As we looked at our Acuity data this past year we saw a slight but steady increase from Predictive A to Predictive C with the content changing at each assessment, this was true for both Language Arts and Math. Our consistent review of the Item Analysis Report was instrumental in remediating standards students were not meeting 80% mastery. Our data revealed the number of students passing in fourth grade math was consistently lower than the other two grades, which was consistent with their performance on ISTEP+ as well. The same was true with our fifth grade language arts scores.

In October 2010, as we analyzed our data we felt it was important to begin examining schools with similar populations that were seeing high student achievement. The entire faculty was engaged in this process. Each person went to one if not two school visits. Prior to those visits the Quality Council developed a set of guiding questions to examine at each school. These questions were focused on the most critical needs of Northeast. Upon return each individual submitted a reflection based on the questions from their visit. These reflections were then shared with all staff to develop a common understanding of the effective strategies seen at other buildings. We then utilized the Quality Tools model to break down the visits and determine the most critical needs for Northeast. Every individual contributed to the strategies they felt were most effective. We then categorized the specific strategies into groups. The three sub groups identified were Curriculum and Instruction, Behavior and Professional Learning Communities / Climate. Within each category we created large groups. These groupings were then used to create Objectives under each category. The specific strategies came from the specific activities listed

during the beginning process. Under each strategy, the staff was asked to create explicit activities of how to accomplish the strategy. Each Objective, strategy and activity is aligned to the end result of:

***Increase overall school grade, evidenced by the increased percentage of students passing all portions of ISTEP and increased student growth; supported through specific strategies that align with curriculum and instruction, behavioral supports, and professional learning communities.***

***Goal #1 By May 2015, Northeast Elementary will be 5% above the state average in Writing Application.***

***Goal #2 By May 2015, Northeast Elementary will be 5% above the state average in Number Sense.***

***Goal #3 By May 2015, Northeast Elementary will be 5% above the state average in raise Computation.***

All staff was involved throughout the process. The Quality Council and a member from each grade level or content areas was asked to serve on an over arching committee to collate the entire action plan together. All staff reviewed the final plan and a consensus to be committed to the plan was assessed. Based on a visual assessment, 90% of the staff was committed to implementation of the action plan. This plan has been reviewed each year to determine commitment and look at strategies that have become embedded into the practice.

### **Curriculum and Instruction**

Greenwood Elementary teachers use Reading Street, a research based reading program, as their core language arts program. Small group leveled reading and writing with benchmarking for student reading levels is built into this program facilitating both differentiation and offering a structure for classroom level intervention. In addition, Reading Street serves as a formative assessment that helps group students for differentiation. Reading Street also addresses the five components of reading as articulated by the National Panel for Reading. The guided reading small group lessons, gradual release model for comprehension instruction, and reading and writing workshop approaches are all researched based practices from the core program. The math series, Math Connects, has a strong focus on problem solving skills and state and national core standards. In 2013/2014 Greenwood brought in professional development to increase teachers' knowledge of Smekens writing instruction. Dr. Rick Ahlgrim, Assistant Superintendent in charge of Curriculum and Instruction, worked with teams of teachers over the last two years in order to provide curriculum maps; in addition, the corporation is purchasing Atlas, software from Rubicon, to help keep the maps up to date as the Indiana standards are updated. The teachers at Greenwood Community Schools work together each Wednesday during student early release time in Professional Learning Communities (PLC) to examine current data and refine instructional practices based on that data. Finally, instruction is one of the domains of the



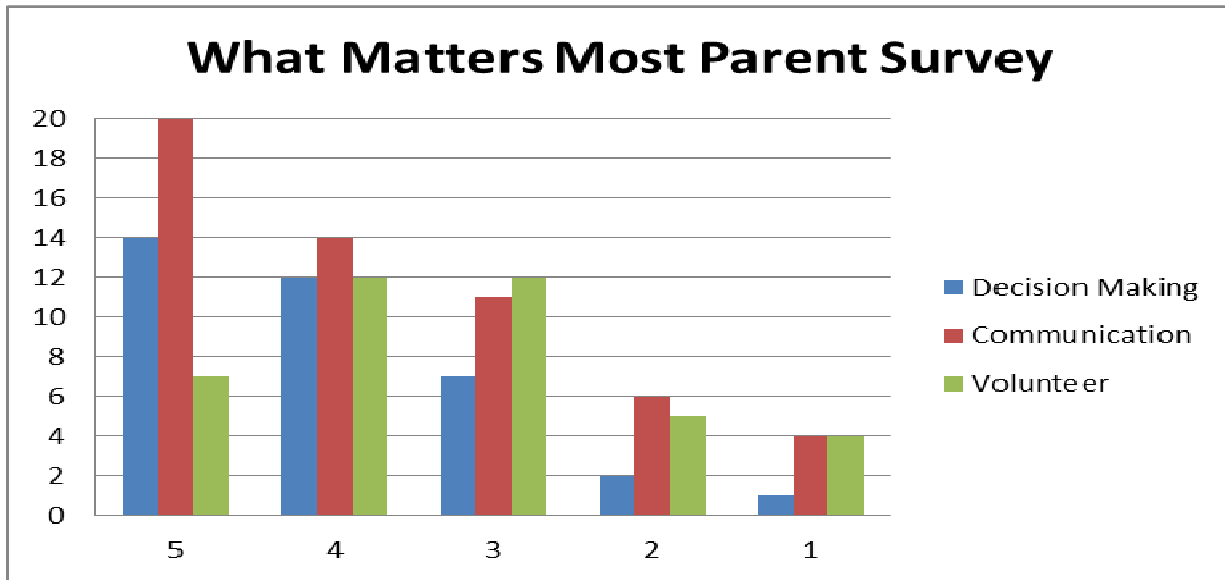
evaluation system used at Greenwood. At Northeast, our teachers scored an average of 3.2 out of 4.00 in this domain; however, it is still the weakest domain for teachers over all at Northeast.

**Family and Community Involvement**

This is an area that continues to challenge us. We host a variety of events throughout the year and participation varies. Family nights such as Math Night only had a 25% participation rate, Kindergarten Family Night had a 60% participation rate and Science Night had a 30% participation rate. While other events that are more social have higher participation. The PTO sponsors a Winter Ball and approximately 200 tickets were sold, Movie Night sells between 180-200 tickets per movie. Events such as Books and Bagels have increased participation each time. We find families want to attend events that are not as academic focused. Our average PTO participation is 6 parents.

Community involvement is a strength for us, we have a mentor program with 12 mentors. We also serve students’ academic needs through our Oasis partnership. We have 10 tutors that work with students on reading. Our partnerships also include working with area businesses to provide rewards or incentives for students and staff.

We surveyed our parents to see what matters most to them and how we are doing. The survey included questions around Student Activities, Communication, Parent Education, Volunteer Opportunities and Decision Making. We took a random sample to chart their feedback.



**Assessment Schedule**

| Acuity                | A             | B                | C         |  |
|-----------------------|---------------|------------------|-----------|--|
|                       | Sept 22-Oct 3 | Nov. 24- Dec. 12 | Feb. 6-20 |  |
| Acuity Social Studies |               | Dec. 3-16        | Feb. 2-20 |  |
| Acuity Science        |               | Dec. 3-16        | Feb. 2-20 |  |

|                       |             |            |                       |                        |
|-----------------------|-------------|------------|-----------------------|------------------------|
| <b>Aimsweb</b>        | <b>BOY</b>  | <b>MOY</b> | <b>EOY</b>            |                        |
|                       | Sept. 2-16  | Jan. 6-16  | April 6- 17           |                        |
| <b>Writing Prompt</b> | <b>1</b>    | <b>2</b>   | <b>3</b>              | <b>4</b>               |
|                       | Sept. 15-19 | Nov. 10-14 | Feb. 17-20            | April 6-10             |
| <b>IREAD</b>          |             |            | Mar. 16-18            |                        |
| <b>ISTEP</b>          |             |            | <b>Applied Skills</b> | <b>Multiple Choice</b> |
|                       |             |            | Mar. 2-11             | Apr. 27-May 15         |

## Reform Framework: RTI

### RTI and Greenwood Community Schools

In the past, Special Education and Title 1 services have serviced at-risk students in very separate ways in Greenwood schools. While the two programs communicated with and supported each other as needed, they functioned as and were viewed by staff and administration as two supporting, yet separate programs. With the authorization of IDEA 2004 and the shift from Targeted Assistance to Schoolwide in Title 1, we were obligation to move to a Response to Instruction (RTI) framework that unites the efforts of both Special Education and all Title programs into one system for school improvement. This system provides the structure to help us meet the high expectations of No Child Left Behind.

The RTI framework guides instruction at Northeast in two ways. First, it allows us to re-conceptualize struggling students. Second, it allows us to create a comprehensive instructional plan that integrates quality classroom instruction, research based intervention for at-risk learners, and long term support for those students who still do not meet with success. RTI allows us to include interventions that are preventative, accelerating and long-term, create problem solving structures for monitoring student progress, and weave intervention throughout all parts of a students day while at the same time coordinating those intervention efforts. RTI relies on data-driven decision making which supports the corporation’s work in utilizing Professional Learning Communities.

While this model plays an important role in identifying students with literacy disabilities, it also allows us to operate with a much different understanding of literacy and mathematical disabilities in general. Instead of looking at the disability as something within the student (a discrepancy), it allows us to look at the social and instructional contexts that impact a student’s performance and put in place ways (interventions) in which we can change those contexts. By re-conceptualizing literacy disabilities in this way, student literacy achievement is no longer out of the school’s control; but instead, requires problem solving that customizes instructional plans for each student not meeting benchmarks.

Each student brings different social, behavioral and academic needs to the learning experience. In addition, each added layer of intervention and support a student receives changes, at least slightly, their educational program. For these reasons, it becomes critical that a school improvement plan weave together a comprehensive, integrated literacy instructional system that supports all students in meeting academic success. Creating a comprehensive, integrated system requires us to begin with high standards for achievement for all students. It also requires quality

classroom instruction that is differentiated and supported by on going, need specific professional development. It requires research based layered intervention that is coordinated and monitored by a team of highly qualified teachers. The inclusion of students in various layers of intervention needs to be based upon student performance as evidenced through building wide screening and frequent progress monitoring that align with instructional practices and curricular outcomes. Finally, a team problem solving approach needs to guide the process of selecting and monitoring interventions for students.

The RTI framework uses a three-tier approach to student success. The first tier is quality classroom instruction with differentiated instruction for all students and intervention within the classroom for those students who are at-risk. These interventions may include academic, social, emotional and/or behavior supports for students. The second tier is coordinated, data-driven intervention for at-risk, grade level and above grade level students. This intervention includes preventative intervention and accelerating intervention including academic, social, emotional and behavioral intervention as needed. Both small-group and individual explicit instruction may be a part of tier two interventions. The third tier includes long-term support interventions for those at-risk students who are most in need and still struggling even with quality classroom instruction and intervention and after a substantial amount of time in layered, tier two intervention instruction given by highly qualified teachers. At Northeast a Student Assistance Team monitors at-risk students and their intervention programs using a problem-solving approach based on progress monitoring, summative and formative assessments.

Professional Development is a critical component of the RTI framework. First, the foundation of the framework is quality classroom instruction. It is critical that classroom teachers receive the support they need to continually improve their practice. Research shows that this support must include not only new learning, but also scaffold support through the implementation and refinement of that new learning. Research also shows that in order for student learning to be accelerated (the goal of tier two interventions) intervention must be in the form of contingent instruction from a highly qualified teacher. All teachers, but especially intervention teachers, must have the training necessary to become specialists in order to meet the high expectations.

#### Action Plan and the RTI Framework

Northeast Elementary's action plan addresses the core curriculum, Tier I, II, III and intervention. It addresses preventative and accelerating interventions, a problem solving approach to student monitoring, and data driven decision-making throughout the framework.

The foundation of the RTI framework is ***quality classroom instruction***. In the Northeast action plan, the improvement of tier one is addressed through curriculum mapping, improved student discipline and professional development to address classroom needs. Under another objective in the action plan, teachers will develop curricular maps and work in grade level and cross grade level teams to align instructional strategies with those maps in order to strengthen and align classroom instruction. Northeast staff is committed to providing a ***safe and disciplined learning environment*** for students.

The *professional development* is embedded into all three focus areas, Curriculum and Professional Learning Communities, and Behavior to improve classroom instruction in three ways: orientation procedures for new staff on procedural, curricular, and instructional practices at Northeast; training for Northeast teachers. In addition, the Ruby Payne training will be reviewed each year with a focus on instructional and intervention practices that support students living in poverty. Training in the Sheltered Instruction Observation Protocol and differentiated programming based on Language Proficiency levels 1-4 professional development will allow us to better meet the needs of our LEP students. All of the above will increase the cultural competency of the staff and help us address the needs highlighted by our needs assessment.

The professional development focus on Professional Learning Communities is intended to increase student learning and performance through the work of data analysis of formative assessments and instructional strategies directly correlated to students areas of weakness.

At-risk students who are not meeting with success with only classroom level support and intervention are supported through tier two intervention services and possibly tier three intervention services. Northeast's action plan addresses both the problem solving process for transition into and within tiers two and three and the interventions themselves (both preventative and accelerating). These strategies can be found in the Curriculum/RTI objective.

The RTI framework is driven by student assessment data. The Curriculum/RTI objective of the action plan addresses alignment of assessments and the need for an analysis of assessment data. Northeast Elementary has implemented Professional Learning Communities and teachers are asked to collaboratively analyze student data in order to improve classroom instruction. The action plan also calls for protocols to drive the PLC meetings. Northeast has several structures in place at this time that support the implementation of RTI.

Students falling into the subgroups not meeting AMO's will be evaluated and placed in a Tier II or Tier III intervention to support their specific needs. Currently additional programs in place to support them include tutoring prior to the morning bell. Students work with Highly Qualified teachers or peers to focus on specific areas of concern. Mid-day interventions are put in place for students in sub groups not meeting the AMO; these include Fast Math and Acuity tutorials. After school tutoring will also be provided to those students.

### Structures in Place for RTI

Beginning again with the foundation of RTI, *quality classroom instruction*, the teachers at Northeast use Scott Foresman's research based reading program, Reading Street, as their core language arts program. Small group level reading and writing with benchmarking for student reading levels is built into this program facilitating both differentiation and offering a structure for classroom level intervention. In addition, Aimsweb serve as a formative assessment that helps group students for differentiation. Reading Street also addresses the five components of reading as articulated by the National Panel for Reading. The guided reading small group lessons, gradual release model for comprehension instruction, and reading and writing workshop approaches are all researched based practices from the core program. The Gifted and Talented Teacher for the

corporation supports the teachers in developing classroom intervention for high achieving students.

The guided reading small group lessons (which includes instruction in decoding and phonics, fluency, and comprehension) and gradual release model for comprehension are two of the components that are also mirrored in the *tier two interventions*. In addition to these interventions, fluency interventions include computer fluency practice and small group fluency instruction using techniques from the Florida Center for Reading Research. Last year we implemented My Sidewalks, a companion intervention program for Reading Street. The Gifted and Talented Teacher also provides small group tier two intervention for highest achieving students. The student services advisor provides small group and one-to-one intervention for social and emotional needs. The special education teachers work with teachers when needed to provide behavioral supports for students. Kindergarten intervention includes small group instruction in phonemic awareness and phonics. Earobics is a computer based intervention program that focuses on phonemic awareness and phonics. Headsprout and other research or evidence based interventions are some of the many ways the Northeast teachers use *technology as a learning tool*. These research based programs work together to support our students.

The Student Assistance Team has transitioned from primarily a pre-referral team to a *problem solving team* that monitors the RTI process. Some of the assessment data that is in place and can be used to drive decision making include ISTEP+, Aimsweb, Acuity, and corporation math and writing benchmarks. These assessments will continue to be reviewed and revised annually. Currently Aimsweb and running records are used for progress monitoring students. Professional Learning Communities provide an arena for grade level data analysis and problem solving, though protocols are needed and will continue to be refined through the action plan to guide the process. Finally, we have a literacy coach in place who can not only help teachers and teams of teachers with data analysis and problem solving, she can also provide the much needed support for teachers as they implement the action plan and any other new learning they acquire. In these ways, teachers will use data driven decision making to drive instruction that leads to improved student achievement.

While there are many components in place, we hope that the activities outlined in the action plan will allow us to make sure that the components including interventions and assessments are aligned and integrated so that our literacy program is comprehensive and seamless. The alignment and fidelity of implementation of the action plan at Northeast will be critical in order for us to meet the high standards and requirements by the IDOE.

## **Transition Plans**

Transition from preschool or home to kindergarten has been evolving over the last several years. With the utilization of our Title I funds we are able to offer a Jump Start kindergarten summer school for incoming kindergarten students. We also utilize an incoming kindergarten parent night to train our parents in academic activities they can do with their child over the summer to prepare them for kindergarten.

Transition for our fifth graders to Greenwood Middle School is important as well. The following activities and events help students' transition from elementary to secondary levels of schooling: Fifth grade honors night, Middle School Band convocation, visit to each elementary from key middle school staff members, shadowing at the middle school by a fifth grade representative from each class, fifth grade visit to GMS and sixth grade orientation in the summer. In addition, the special education teachers hold transition conferences for all students with an IEP, and they hold informal conferences with middle school special education staff where they discuss some at-risk students who do not have an IEP. Our student services advisor meets with the Middle School student services adviser as well to discuss at-risk students. Our Program Support Specialist also runs a transition group for at risk fifth grade students.

Finally, our action plan incorporates several ways in which cross-grade level teams will work together to align curriculum, instruction and assessment in order to support grade-to-grade transitions within the building.

## **Teacher Qualifications**

### Qualification of Northeast Staff

Northeast has 24 certified staff members all of whom are highly qualified. There are 8 non-certified staff members.

### Strategies to Attract Highly Qualified

Greenwood Community School Corporation has long been a highly desired corporation in which to work. The school's location, a suburb of Indianapolis, along with competitive salaries is two qualities that attract teachers. In addition, the corporation has a strong curriculum with ample support resources, supportive principals who are actively engaged in the improvement of teaching and learning, and warm, safe school climates. The Greenwood schools all have user-friendly websites where potential applicants can learn more about the schools and even apply for employment online. Finally, Greenwood Community School Corporation places the highest priority on keeping class-size low and the teacher workload manageable. In order to assure that the highest quality candidates are hired, the four elementary principals hire as a team by designing a uniform set of interview questions, interviewing as an administrative team, and hiring only those candidates that all four principals agree possess the highest quality possible.

### Strategies to Retain Highly Qualified

Teacher induction and mentoring programs have been shown to have a high impact on the retention of quality teachers. Northeast's literacy coach plays a mentoring role for new teachers. In the past year Greenwood has developed an induction program for new teachers. Northeast's incorporates a strategy as part of our work to address this issue. Our building induction plan contains two activities. First, orientation training will be developed for new teachers to orient them to Northeast policies, procedures and curricular practices. The goal of this orientation will be to articulate professional norms and expectations. Further assistance with curricular and

instructional practices will be provided through the second activity. Teacher leaders will be identified to take responsibility for updating new staff on specific curricular and instructional programs in place at Northeast. These practices will go together as part of our Professional Learning Community model of work, to provide new teachers with support in order to retain highly qualified teachers at Northeast Elementary. Another layer of our new teacher program was implemented a few years ago; new teachers meet bi-weekly to do a book study on *Teach Like a Champion* and highlight other critical information to new staff.

In addition to the strategies to retain new teachers, Northeast Elementary has several strategies to retain experienced teachers. The school corporation has a strong commitment to professional development. The commitment is based on the foundations of a Professional Learning Community. Our action plan reflects an intense level of teamwork and collaboration that is required to raise student achievement. By embedding professional development into our framework of PLC's, teachers are always receiving the instructional support needed to move forward as a professional. A critical part of this professional development is the ongoing mentoring of teachers provided by our Literacy Coach. The action plan also shows a strong commitment to creating a climate where students are focused on learning through the development of a schoolwide discipline approach. A safe and orderly environment are critical to both learning and teacher job satisfaction. Finally, the decision-making process at Northeast Elementary includes many avenues for teacher voice and teacher empowerment. Quality Council and the sub-teams that work with the Quality Council direct the programs, norms and expectations at Northeast. Teacher Leadership is highly valued, cultivated, and critical to the success of Northeast Elementary. This teacher empowerment is a key factor in retaining quality, experienced teachers.

## **Family and Community Involvement**

In the fall of 2008, Northeast established a Parent Involvement Team consisting of Title 1 teachers, parents, classroom teachers, a special area teacher and the ENL teacher. This team began work with the LEA Title 1 administrator to develop a district level parental involvement plan. They also developed a school-parent compact. This team meets annually to review the actions steps each year. We meet annually to review the policy and rewrite the school parent compact and hold several parent meetings to help parents understand the accountability standards from the State and Federal level.

Northeast's parent involvement program consists of several layers of parent participation and communication. All parents are invited to participate in the following: fall open house, end of first nine-week parent-teacher conferences, PTO, various PTO activities each school year. Parents receive communication on school events through a weekly newsletter from the school. Parents receive communication of their student's academic progress through standard based report cards sent home at the end of each nine-week grading period. Assessment results are shared through parent reports in parent friendly language (ISTEP, READS, DIBELS and Acuity), and in parent-teacher conferences. Student data binders are also shared with parents throughout the year.

Parents of students who are deemed at-risk through summative and formative assessments receive additional communication through phone calls from the classroom teacher and /or SAT team if a student is placed in a Tier II or III intervention group, annual parent meeting for students in Title 1 intervention, and, in some cases, additional parent teacher conferences. When students do not make adequate progress with intervention services, parent-teacher conferences are held with input from the building's Student Assistance Team to determine next steps for supporting the student.

In addition to these avenues of communication, a minimum of two parent involvement evenings are held each year. These nights are designed to support parents in helping their student be successful in school.

The Northeast faculty also felt that the area of parent involvement is critical to the success of our schoolwide plan. This is reflected in the action plan as one of the four objective deals with family engagement in school. Evaluation of the parent involvement plan will focus on two outcomes of activities from the action plan. First, better documentation of family participation will allow us to continue to collect data during the current school year in order to use participation as one data point in our evaluation process. In addition, a standardized survey will allow us to collect data throughout the year and across programs as to the effectiveness of current programming and needs for future programming.

## **Integration of Programs and Budgets**

Integration of the Schoolwide Title 1 Plan and other programs and budgets comes through the RTI framework. Many programs and budgets support interventions that are being coordinated through the SAT evaluation and problem solving process to build a comprehensive, integrated system of interventions. The safe and drug free grant funds a student services advisor at Greenwood High School. This frees up monies in the general fund so that each elementary building is able to have a full-time student services advisor. She provides small group and individual social and emotional intervention, sits on quality council, and is a vital member of the SAT problem solving team. The state remediation grant supports teaching assistants who help with intervention during the year. Title III monies fund our ENL support staff who provide intervention for students for whom English is not their first language. The gifted and talented grant monies fund our GT Coordinator who assists teachers in providing classroom intervention for high achieving students as well as providing tier two interventions for the highest achieving students. The corporation also funds academic teams for spelling and math which serve as tier two enrichment interventions as well.

Professional development is a critical component of both the schoolwide plan and the RTI framework. The principals, quality council, and building professional development team all work together to coordinate the professional development funds from Title I, Title II, Title III, the gifted and talented grant, and the building level professional development monies. These monies support the corporation and building goals and the interventions in place through RTI including classroom differentiation, supporting ENL learners, strengthening classroom instruction through, and data driven decision making through Professional Learning Communities. In addition to



professional development, the efforts to improve our effectiveness with the use of data are also supported through corporation technology funds (both through the funding of assessments such as Acuity and utilization of a data management system, Power School.

Preventative interventions are critical to the success of RTI. Several programs and budgets support preventative interventions as well. Title I funds help support our Parent Literacy Nights, as well as, our Parenting Classes. In addition, Title III supports translating of important parent information for our Hispanic families. Finally, Title II supports class-size reduction at the primary level, which has been shown to be a critical preventative intervention.

At this time, we are choosing not to consolidate our Title 1, Part A funds with other Federal, State, and local funds. We will use our Title 1, Part A funds to support the RTI process including the assessment of students and the implementation of interventions including the prevention interventions of transition into Kindergarten and parent involvement strategies and the professional development needed support our plan.

## **Curriculum and Programming**

Northeast Elementary provides a standards based curriculum that ensures high quality instruction for all students. Curriculum is mapped and evaluated each year by a cross grade level district committees. Staff members meet weekly in Professional Learning Communities to review student data, look for data trends, and discuss best practice and interventions. A three tier or RTI model provides a framework of time for remediation and enrichment activities for students. Both locally and standardized assessments provide feedback on student progress in language arts and math. Standards based report cards for grades K – 5 have been designed to communicate student learning to parents.

Our REACH program serves students with high ability. They are identified through two assessments CogAT for second through fifth grade and Naglieri for kindergarten and first grade. A REACH coordinator and building level representatives serve high ability students through differentiation and enrichment instruction.

## **Cultural Competency**

As a corporation we have taken a district approach to increase our understanding of Cultural Competency. We have been working with Gary Howard to create a consistent understanding of the definition of Cultural Competency and begin to understand the bias each individual brings to the table and how that impacts the work we do each day. Each building within the district has identified a team of 6-8 individuals that will participate in the district training, their role is then to model or mirror that training within their own building.

We have a very diverse population at Northeast. This diversity in ethnicity, socio economic status, high ability and backgrounds bring rich experiences and insights to the classroom. Our challenge as instructional leaders is to recognize the strengths and areas of need each individual brings to the learning environment and use our teach tools to maximize the learning of everyone.

## **Safe and Disciplined Learning Environment**

Greenwood Community School Corporation and Northeast Elementary has taken a number of proactive steps to maintain a safe and disciplined learning environment. Our Crisis Team reviews and revises the safety policy and procedures on an annual basis. A security system was implemented several years ago that allows school to lock all exterior doors, thus monitoring patron and visitor flow through the main entrance. A visitor check in system was implemented as well, which included a monitoring system. Regular reviews of emergency preparedness plans have occurred through monthly faculty meetings and administrative reminders (e.g., principal's memorandums, etc.). Monthly fire, storm and lockdown drills continue to be done on a regular basis. A revised dismissal procedure has been implemented to increase students' safety. Members of the crisis team also participate in the district Safety Committee. Several members of the Crisis Team participate in the School Safety Specialist training. Annually we review our safety plans as a corporation and made additions and corrections as necessary.

Faculty and staff continue to emphasize "Core Essentials" a character education program as the primary means for teaching character education. Our Student Services Advisor supports the Core Essentials through monthly lessons and provides lessons and groups that support a bully free environment. A detective with Indianapolis Police Department presents a body safety program for all students' grades kindergarten through fifth grade. A parent night is available for adults to review the agenda and ask questions.

## **Technology**

Technology continues to be an area of growth for Northeast and Greenwood Community Schools. Currently, all students in first through fifth grade participated in weekly computer lab time. Computers were added to our special rotation ensuring consistent instruction in technology for all students.

District technology monies were also used to replace the most outdated computers. We have two iPad carts that are used on a regular basis by several teachers throughout the year. As a district we had a huge upgrade to our network this past year. Now all building will have fiber optics to allow for faster connectivity and the ability to support more devices. This year we have also added laptop carts to each grade level creating a 1:3 ratio for electronics.

All staff now has projectors and document cameras in their room that they use on a regular basis. We are examining how to utilize PowerSchool to support our need for data warehousing. Our action plan details strategies and activities that layer technology in supporting our goals and objectives.

## **Professional Development**

Our professional development plan is layered throughout our action plan. We have identified several areas in which professional development is embedded into the action plan with a focus on: curricular and instructional practices at Northeast; training for Northeast teachers on curriculum mapping, data analysis and instructional practice. A great deal of our instructional professional development will be individualized to reflect the RISE evaluation tool.

**2014-2015**

- Professional Learning Communities Training (PLC)
- Differentiated instruction with a focus on intervention.
- Book studies
- Curriculum Mapping: Essentials questions, essential learning targets, and assessment
- Writing Professional Development

# Appendix A

## Action Plan

## Curriculum / Response to Instruction

*Objective 1: 80% of students in small group instruction will be able to meet or exceed quarterly benchmark level as set by grade level.*

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**Strategy 1:** Develop specific learning targets and goals to ensure individual student growth and timeline for mastery.

| Activities   | Person(s) Responsible | Timeline | Resources and Budget | Prof. Development |
|--|-----------------------|----------|----------------------|-------------------|
| Classroom teachers will define quarterly learning targets to be included in curriculum maps. | Classroom Teachers    | ongoing  |                      |                   |
| Activities   | Person(s) Responsible | Timeline | Resources and Budget | Prof. Development |
| Classroom teachers will define mastery of learning targets for math, reading and writing     | Classroom Teachers    | ongoing  |                      |                   |

**Strategy 2:** Use student data to analyze student progress toward goals (including but not limited to: AIMSWeb data, Reading Street benchmarks, running record data, and writing rubrics)

| Activities  | Person(s) Responsible   | Timeline | Resources and Budget   | Prof. Development  |
|---|---|----------|--|--|
| Use collaboration time to analyze and discuss data and document through team meeting forms. | Classroom teachers (K-5)<br>-Paraprofessionals<br>-Principal<br>-Literary coach | Ongoing  | Conference room (meeting space)<br>-Student data: AIMSWeb, Pre/Post Tests, | Training as needed for new teachers and paraprofessionals        |
| Activities  | Person(s) Responsible   | Timeline | Resources and Budget   | Prof. Development  |
| Generate and administer pre- & post-assessments that are common among the grade level       | Classroom teachers (K-5)  | Ongoing  | -time to make tests<br>-published materials<br>-Acuity diagnostic tests    | Type of questions that support new technology enhanced framework |

| <b>Activities</b>  | <b>Person(s) Responsible</b>                  | <b>Timeline</b> | <b>Resources and Budget</b>            | <b>Prof. Development</b>                                      |
|--|---|-----------------|--|---|
| Utilize Acuity Readiness and diagnostic assessments to inform instructional needs  | Classroom teachers (2-5)                      | ongoing         |  | Continual train the trainer model to support staff needs      |
| <b>Activities</b>  | <b>Person(s) Responsible</b>                  | <b>Timeline</b> | <b>Resources and Budget</b>            | <b>Prof. Development</b>                                      |
| Understand elements of AIMSweb literacy assessments and lexile scores and utilize data to inform instructional needs       | Classroom teachers (K-5)<br>Paraprofessionals | ongoing         | -iPads/AIMSweb<br>-technology resource | Principal and Literacy Coach review data analysis with probes |
| <b>Activities</b>  | <b>Person(s) Responsible</b>                  | <b>Timeline</b> | <b>Resources and Budget</b>            | <b>Prof. Development</b>                                      |
| Students will become responsible for tracking their own growth using data folders, charts, graphs, rubrics time lines etc. | Classroom teachers (K-5)<br>Students          | Ongoing         | Forms for tracking                     |   |

**Strategy 3:** Set criteria for sorting students into appropriate guided reading, writing or math skill groups based on data.

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b>        |
|--|------------------------------|-----------------|--|---------------------------------|
| Use pre/post tests, running records to define student achievement level.   | Classroom teachers (K-5)     | ongoing         | -Assessment data   |                                 |
| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b>        |
| Create groups based on student achievement rate and/or skill level. Students performing below benchmark must have smaller student teacher ratio. | Classroom teachers (K-5)     | ongoing         | -Time to analyze assessments and data.<br>-Maximize staff resources across grade level to meet student needs.<br>-Pre test organizer for ability grouping. | Grade level collaboration time. |

**Strategy 4:** Familiarize all staff involved in small groups with explicit instruction on learning targets and goals.

| <b>Activities</b>   | <b>Person(s) Responsible</b>                      | <b>Timeline</b> | <b>Resources and Budget</b>                | <b>Prof. Development</b>   |
|---|---|-----------------|--|--|
| Include support staff, ENL staff, literacy coach, and special education teachers in collaboration time  | All persons included in the meeting               | -Quarterly      | -Adjusted schedule for collaboration time  | Skill specific training for paraprofessionals as needed.                           |
| <b>Activities</b>   | <b>Person(s) Responsible</b>                      | <b>Timeline</b> | <b>Resources and Budget</b>                | <b>Prof. Development</b>   |
| Share curriculum maps, essential learning targets, essentials questions and vocabulary with paraprofessionals, ENL teachers, special areas teachers, and special education teachers | All staff   | annually        | -Curriculum maps<br>-Classroom newsletters | Training on how to implement the specific learning targets on the curriculum maps. |
| <b>Activities</b>   | <b>Person(s) Responsible</b>                      | <b>Timeline</b> | <b>Resources and Budget</b>                | <b>Prof. Development</b>   |
| Provide training to paraprofessionals on best practice for guided reading and small group instruction.  | Literacy Coach<br>Principal<br>Grade Level Chairs | ongoing         |  | Collaboration time utilized  |

**Strategy 5:** If 80% of mastery is not reached after the post-test, regroup students and remediate.

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b>                               | <b>Resources and Budget</b>   | <b>Prof. Development</b>                                 |
|--|------------------------------|---|---|--|
| Provide additional academic support time for the students who do not meet the 80% criteria after the post-test, outside of the 90 minute block, intervention, math block and math intervention | Classroom teachers (K-5)     | Ongoing (continue to refine current practice) | -support staff<br>-remediation materials<br>-time to create remediation resources | Skill specific training for paraprofessionals as needed. |

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b>       | <b>Resources and Budget</b>   | <b>Prof. Development</b>                         |
|--|------------------------------|-----------------------|---|--|
| Provide additional support for students not meeting the mastery criteria (80% post-test) during recess/lunch. (Grade level choice for # of days) | Classroom teachers (K-5)     | 2014-2015 school year | -review materials determined and agreed upon by the teachers<br>-signed parent notification | Meaningful discussion among grade level teachers |

**Strategy 6:** Research and identify other diagnostic assessment tools, including tools for ENL students.

| <b>Activities</b>   | <b>Person(s) Responsible</b>                                  | <b>Timeline</b>                 | <b>Resources and Budget</b>  | <b>Prof. Development</b>             |
|---|---|---------------------------------|--|--------------------------------------|
| Participate in extended training on the resources we have available currently (to include but not limited to: AIMSWeb and Acuity)           | Classroom teachers (K-5)<br>ENL teachers<br>Paraprofessionals | 2014-2015 school year           | -Conference room<br>- technology<br>-time to become more familiar with our current measurement tools | -ongoing training                    |
| <b>Activities</b>   | <b>Person(s) Responsible</b>                                  | <b>Timeline</b>                 | <b>Resources and Budget</b>  | <b>Prof. Development</b>             |
| Utilize ENL resources within grade level classrooms that support current curriculum (use concurrently with classroom Reading Street themes) | ENL teachers<br>Classroom teachers (K-5)                      | 2014-2015 school year<br>August | -ENL materials<br>-Other ENL materials   | -training on different ENL resources |

*Objective 2: Staff will develop a plan that includes essential learning targets, rigor, and pacing to guarantee that all students receive explicit standards-based instruction.*

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**Strategy 1:** Increase communication of standards, essential learning targets, big ideas and essential questions to all stakeholders.

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b>   | <b>Resources and Budget</b>           | <b>Prof. Development</b> |
|--|------------------------------|---|---------------------------------------|--------------------------|
| Translate essential learning targets, big ideas, and essential questions to Spanish. | ENL Translator               | Ongoing- through newsletter, parent orientation night, parent conferences |                                       |                          |
| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b>   | <b>Resources and Budget</b>           | <b>Prof. Development</b> |
| Distribute and explain core standards to parents                                     | All teachers                 | August Open House<br>Newsletters<br>Parent nights                         | Copies of grade level curriculum maps |                          |



**Strategy 2:** Ensure that pre and post tests are aligned with the curriculum map and utilized within all classrooms.

| <b>Activities</b>   | <b>Person(s) Responsible</b>   | <b>Timeline</b>   | <b>Resources and Budget</b>                                    | <b>Prof. Development</b>               |
|---|--|---|--|--|
| Use pre/post tests from various sources which should include, but not limited to, IDOE curriculum resource assessment, Acuity, and AR | Grade level individuals will provide copies of pre/post tests that pertain to targeted learning targets or core standard for that instruction period to all team members | One full week before targeted skill is taught, teachers receive and or create copies of pre/post test | -Assessments on-line<br>-Curriculum map                        | Familiarize staff with all assessments |
| <b>Activities</b>   | <b>Person(s) Responsible</b>   | <b>Timeline</b>   | <b>Resources and Budget</b>                                    | <b>Prof. Development</b>               |
| Teachers create & utilize pre- and post-assessments, based upon targeted standard taught  | Grade level teams  | Grade level teams will meet during team meetings  | -Copies of standards<br>-Collaboration time<br>-Curriculum map |  |

**Strategy 3:** Use consistent academic vocabulary for students and staff.

| <b>Activities</b>   | <b>Person(s) Responsible</b> | <b>Timeline</b>                   | <b>Resources and Budget</b>                                     | <b>Prof. Development</b>              |
|---|------------------------------|-----------------------------------|---|---------------------------------------|
| Align vocabulary in teaching materials with Indiana focus vocabulary for each tested subject area   | Classroom teachers (K-5)     | ongoing year                      | -Focus vocabulary list<br>-Instructional materials<br>-PLC time | Smekens training in writing framework |
| <b>Activities</b>   | <b>Person(s) Responsible</b> | <b>Timeline</b>                   | <b>Resources and Budget</b>                                     | <b>Prof. Development</b>              |
| Share aligned vocabulary with all staff including paraprofessionals   | Classroom teachers (K-5)     | Quarterly with curriculum mapping | -Copies distributed<br>-time for discussion                     | Non-negotiable training for new staff |
| <b>Activities</b>   | <b>Person(s) Responsible</b> | <b>Timeline</b>                   | <b>Resources and Budget</b>                                     | <b>Prof. Development</b>              |
| Embed vocabulary, within the classroom environment, in instruction in all subject areas based on curriculum map. EX: Word Wall, spelling list, vocabulary charts, reference posters | All staff                    | ongoing                           | -curriculum map<br>-paper                                       |                                       |

*Objective 3: Develop a comprehensive intervention system for students not showing mastery on target skills.*

**Strategy 1:** Utilize assessment tools, aligned to Indiana Academic standards, for reading and math to identify students needing remediation or enrichment.

| <b>Activities</b>  | <b>Person(s) Responsible</b>                  | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b>   |
|--|---|-----------------|--|--|
| Use all available data: including pre and post-tests from various sources, Acuity, AR, Aimsweb, etc. | Classroom teachers (k-5)<br>Paraprofessionals | ongoing         | -Data<br>-Collaboration time.<br>-Availability of student computers. | Familiarization of all staff with assessments and how to analyze data. |

**Strategy 2:** Analyze student data to determine most critical need and determine appropriate intervention for Tier I, Tier II and Tier III.

| <b>Activities</b>   | <b>Person(s) Responsible</b>              | <b>Timeline</b>   | <b>Resources and Budget</b>  | <b>Prof. Development</b>  |
|---|---|---|--|---|
| Group and regroup students according to specific skill needs using flexible grouping strategies.  | Grade level team                          | -Ongoing evaluation<br>-Review student progress as needed<br>minimum review monthly | -scores<br>-data sheets  | Professional development on identifying student need and grouping by most critical need |
| <b>Activities</b>   | <b>Person(s) Responsible</b>              | <b>Timeline</b>   | <b>Resources and Budget</b>  | <b>Prof. Development</b>  |
| Intervention groups must be re-evaluated based on individual data analysis at the conclusion of each targeted skill.                      | Input from the Intervention Team          | Ongoing evaluation  | -assessments<br>-data<br>-curriculum maps  |   |
| <b>Activities</b>   | <b>Person(s) Responsible</b>              | <b>Timeline</b>   | <b>Resources and Budget</b>  | <b>Prof. Development</b>  |
| Determine what action will take place for those requiring remediation, maintenance and/or enrichment and create guidelines for each group | Intervention Team and grade level teacher | Ongoing   | -Intervention Time (30 minutes per reading, 30 minutes per math)<br>-materials to re-teach the skill |   |
| <b>Activities</b>   | <b>Person(s) Responsible</b>              | <b>Timeline</b>   | <b>Resources and Budget</b>  | <b>Prof. Development</b>  |
| Students that are consistently not making academic progress should be brought to SAT for recommended Tier III instruction                 | Grade level teachers                      | Ongoing   |  | PD for data analysis and appropriate intervention                                       |

*Objective 5: Northeast will have smaller classes to allow for more explicit instruction, and support.*

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**Strategy 1:** Implement research based and evidence based strategies to improve classroom instruction.

| <b>Activities</b>  | <b>Person(s) Responsible</b>     | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b>   |
|--|----------------------------------|-----------------|-----------------------------|--|
| Read and utilize best practices learned in book studies.                         | Participating book study members | Ongoing         | -Money to buy books         | Continual review of best practices via weekly updates and team sharnig |
| <b>Activities</b>  | <b>Person(s) Responsible</b>     | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b>   |
| Staff will share successful instructional strategies through celebration emails. | All staff                        | Quarterly       | -computers                  |  |

**Strategy 2:** Implement peer observation protocols to increase instructional alignment.

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b>                            |
|--|------------------------------|-----------------|--|---|
| Grade level teachers will visit classrooms above and below their own grade level to observe instruction to develop an understanding of specific grade level expectations                         | Cross grade level teachers   | ongoing         | -Coverage of a classroom two times a year for 45 minutes (once at the end of 1 <sup>st</sup> semester and once at the end of 2 <sup>nd</sup> semester) | -research changes needed to instructional alignment |
| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b>                            |
| Inter grade level teachers will visit each other's classrooms in order to align curriculum expectations and teaching methods. Teacher should utilize and recognize strengths within their teams. | Inter-grade level teachers   | ongoing         | -Coverage of a classroom two times a year for 45 minutes (once at the end of 1 <sup>st</sup> semester and once at the end of 2 <sup>nd</sup> semester) | -model/share successful strategies                  |

# Behavior

*Objective 1: A comprehensive discipline and positive behavior support system will be developed and implemented to support increase instructional time on task and student achievement.*

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**Strategy 1:** Extend and maximize community volunteer programs to support academic and behavioral needs.

| Activities  | Person(s) Responsible       | Timeline                | Resources and Budget       | Prof. Development  |
|---|-----------------------------|-------------------------|----------------------------|--------------------|
| Grade levels will refer minimum number of students (2 per grade level) for OASIS tutoring | Staff and OASIS coordinator | Based on OASIS timeline | -Referrals guidelines      | OASIS presentation |
| Activities  | Person(s) Responsible       | Timeline                | Resources and Budget       | Prof. Development  |
| Provide volunteer recognition activity (newsletter, breakfast, gift cards)                | Celebration Committee       | Annually                | -Time-Money<br>-Paper-Room |                    |

**Strategy 2:** Implementation of positive behavioral supports that include: verbal, visual, or tangible praise in classroom

| Activities   | Person(s) Responsible   | Timeline         | Resources and Budget         | Prof. Development |
|--|---|------------------|------------------------------|-------------------|
| Principal makes announcements to recognize positive happenings with students | Classroom Teachers (all) submit celebrations to principal                 | Ongoing          |                              |                   |
| Activities   | Person(s) Responsible   | Timeline         | Resources and Budget         | Prof. Development |
| Quality work will be displayed   | Grade level teams will select student work                                | Monthly- ongoing | -Hallway<br>-Bulletin Boards |                   |
| Activities   | Person(s) Responsible   | Timeline         | Resources and Budget         | Prof. Development |
| Weekly pictures of children in newsletter for success                        | Weekly newsletter editor, office takes pictures and inserts in newsletter | Ongoing, monthly | -Camera<br>-Paper            |                   |

## Professional Learning Communities / Climate

*Objective 1: Increased communication and collaboration for all staff to create a union that works collectively to ensure the success of every student and staff member at Northeast.*

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**Strategy 1:** Create opportunities for cross grade level collaboration (include special teachers and paraprofessionals during early release or late arrival).

| Activities  | Person(s) Responsible    | Timeline | Resources and Budget                            | Prof. Development |
|---|--------------------------|----------|---|-------------------|
| Teams will meet cross grade level twice a year to examine curriculum map and essential learning target alignment. | Classroom teachers (K-5) | yearly   | -Curriculum Maps and Essential Learning Targets |                   |

*Objective 2: Collaboration across grade levels to establish a continuum of expectations of behaviors as well as learning rigor.*

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**Strategy 1:** Implement effective Professional Learning Community elements during meetings.

| Activities  | Person(s) Responsible | Timeline | Resources and Budget | Prof. Development |
|---|-----------------------|----------|----------------------|-------------------|
| Create an agenda for each team meeting. Prioritize goals by importance. Set a plan for next meeting. Define duties of each team member. | Grade level teams.    | Weekly   | -Paper<br>-Prep time |                   |
| Activities  | Person(s) Responsible | Timeline | Resources and Budget | Prof. Development |
| All teams review / create norms to be shared and reviewed at each team meeting.   | All Teams             | annually | -Paper<br>-Computer  |                   |

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*Objective 3: Northeast staff and students will strive to maintain a positive learning environment.*

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**Strategy 1:** Opportunities for positive sharing among staff and students.

| <b>Activities</b>   | <b>Person(s) Responsible</b>   | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b> |
|---|--|-----------------|--|--------------------------|
| Student of the Month celebration and bulletin board, framed student art work displayed throughout school, data walls  | Celebration Committee<br>Custodians<br>Classroom Teachers<br>PTO<br>Student Services | Monthly         | -Paper<br>-Traveling Trophy<br>-Breakfast provided for students and families<br>-T-shirts for Student of the Month (PTO is helping financially with Student of the Month celebrations) |                          |
| <b>Activities</b>   | <b>Person(s) Responsible</b>   | <b>Timeline</b> | <b>Resources and Budget</b>  | <b>Prof. Development</b> |
| Quarterly celebration e-mail to share instructional practice, data celebration, personal celebration etc., throughout building and foster communication and community among building staff. | All NE people  | Monthly         | -Computers   |                          |

## Parent Involvement

*Objective 1: Northeast will increase family and community engagement in school activities that enhance student and family learning documented by surveys communication and outreach results.*

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**Strategy 1:** Define procedures for documenting and evaluating all parent trainings and informational opportunities.

| <b>Activities</b>  | <b>Person(s) Responsible</b>   | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b>                                 |
|--|--------------------------------|-----------------|-----------------------------|--|
| Documentation Binder- Central location                   | All NE Staff- Housed in office | Ongoing         | -Binders/ Paper             | Mentioned at Staff meeting-<br>Listed in school handbook |
| <b>Activities</b>  | <b>Person(s) Responsible</b>   | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b>                                 |
| Survey- “3” standard questions, “2” specific to activity | PIT Team and 3 Questions       | Ongoing         | -Master Copy and Copy Room  |  |

| <b>Activities</b> | <b>Person(s) Responsible</b>                                 | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
|-------------------|--|-----------------|-----------------------------|--------------------------|
| Bully Compact     | Classroom Teachers<br>Student Services<br>Parent Involvement | yearly          | Paper                       | Staff Meeting            |

**Strategy 2:** Investigate the effectiveness of Northeast’s communication with parents who have limited speaking or reading skills in English

| <b>Activities</b>                   | <b>Person(s) Responsible</b>                        | <b>Timeline</b> | <b>Resources and Budget</b>     | <b>Prof. Development</b> |
|-------------------------------------|---|-----------------|---------------------------------|--------------------------|
| School Messenger sent dual language | Principal/ Secretary/ Tech Coordinator/ ENL teacher | Ongoing         | -School Messenger<br>Technology |                          |

**Strategy 3:** Develop community partnerships

| <b>Activities</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
|--|------------------------------|-----------------|-----------------------------|--------------------------|
| Develop a system to evaluate partnerships that are currently in place. | PTO                          | 2014-2015       |                             |                          |

**Strategy 4:** Explore opportunities for parents to be more collaborative with school decision making

| <b>Activities</b>  | <b>Person(s) Responsible</b>         | <b>Timeline</b> | <b>Resources and Budget</b>    | <b>Prof. Development</b> |
|--|--------------------------------------|-----------------|--------------------------------|--------------------------|
| Encourage parents to serve on Quality Council sub-committees                   | Parent Involvement                   | Ongoing         |                                | Staff Meeting            |
| <b>Activities</b>  | <b>Person(s) Responsible</b>         | <b>Timeline</b> | <b>Resources and Budget</b>    | <b>Prof. Development</b> |
| Coordinate parent nights with PTO meetings in order to increase PTO attendance | Student Advisor/ Student Ambassadors | ongoing         |                                |                          |
| <b>Activities</b>  | <b>Person(s) Responsible</b>         | <b>Timeline</b> | <b>Resources and Budget</b>    | <b>Prof. Development</b> |
| Implementation of Student Data Binders   | Classroom Teachers                   | ongoing         | -Binders<br>-Paper<br>-crayons | Staff Meeting            |

| <b>Activities</b>  | <b>Person(s) Responsible</b>    | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
|--|---------------------------------|-----------------|-----------------------------|--------------------------|
| Parent Advisory Board-creation and quarterly meetings set to allow input from parents. | Principal<br>Parent Involvement | ongoing         |                             |                          |
| <b>Activities</b>  | <b>Person(s) Responsible</b>    | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
| Parent Communication Survey to elicit feedback to adjust programing                    | Parent Involvement              | yearly          | Paper                       |                          |

**Strategy 5** Develop transition plans for children entering schools from home, daycare, or other early childhood opportunities

| <b>Activities</b>   | <b>Person(s) Responsible</b>                    | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
|---|---|-----------------|-----------------------------|--------------------------|
| Increase community awareness of kindergarten registration dates.        | Resource Team                                   | 2014-15         | -Marketing Budget           |                          |
| <b>Activities</b>   | <b>Person(s) Responsible</b>                    | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
| Implement Kindergarten Family Night                                     | Kindergarten Teachers<br>Principal              | Yearly          | -Books<br>-Paper            |                          |
| <b>Activities</b>   | <b>Person(s) Responsible</b>                    | <b>Timeline</b> | <b>Resources and Budget</b> | <b>Prof. Development</b> |
| New Student Orientation (building walk-thru, student handbook overview) | Principal<br>Behavior Coach<br>Student Services | ongoing         | -Student Handbook; Paper    |                          |

**School: Northeast Elementary**  
2014-2015 INCREASING STUDENT ACHIEVEMENT

Our mission at Northeast is for EVERYONE to Read, Learn and Grow every day.

**GOAL 1**  
 By May 2015, Northeast Elementary will be **5% above the state average in Writing Application.**

**GOAL 2**  
 By May 2015, Northeast Elementary will be **5% above the state average in Number Sense.**

**GOAL 3**  
 By May 2015, Northeast Elementary will be **5% above the state average in raise Computation.**



# Appendix B

## Highly Qualified Documentation

# Template for Elementary Schools

## Highly Qualified Teachers for School Year 2014-15

| Teacher Name:        | Teaching Assignment: | Indicator of HQ status on Verification Form:  | Location of Verification Form and supporting documentation: |
|----------------------|----------------------|---|---|
|                      |                      | <input type="checkbox"/> Bachelor's Degree earned?<br><input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?<br><b>Plus one of the following:</b><br><input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?<br><input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"?<br><input type="checkbox"/> Considered HQ in another state?<br><input type="checkbox"/> NBPTS Certification?<br><input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments) |   |
| SALLY LORRAINE AIKIN | MUSIC                | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul>   | Admin. Bldg.  |
| THERESA A BRADBURN   | SPEC.ED              | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul>   | Admin. Bldg.  |
| BRITTANY L BROWN     | FIRST GRADE          | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg.  |
| VICTORIA L BURCHAM   | ART                  | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• Considered HQ in another state?</li> </ul>  | Admin. Bldg.  |
| KATHLEEN M CECIL     | SECOND GRADE         | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul>   | Admin. Bldg.  |

|                    |              |   |              |
|--------------------|--------------|---|--------------|
| PAMELA L ECK       | THIRD GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| MELODY C FULTZ     | FIRST GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| GORDON GOSS        | FIFTH GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| JILL H HAMILTON    | EL           | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| SHELLEY D KIRK     | THIRD GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| MARY E MCDERMOTT   | SECOND GRADE | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| BONNIE J MCDERMOTT | FOURTH GRADE | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| KELLY S MURRAY     | THIRD GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| JONATHAN J OHL     | FIFTH GRADE  | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |

|                    |                |   |              |
|--------------------|----------------|---|--------------|
| ANN L PRICE        | LITERACY COACH | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| KATHY R RICE       | KDG            | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| AMY M SANDER       | PRINCIPAL      | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| JULIE LYNN SCUDDER | FIRST GRADE    | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| NANCY G SEGER      | TITLE I        | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>*100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| JACOB T SHAFFNER   | FOURTH GRADE   | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| MELISSA SLIGHTOM   | SECIBD GRADE   | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> </ul>   | Admin. Bldg. |
| SAMANTHA S TAYLOR  | KDG            | <ul style="list-style-type: none"> <li>Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> </ul>   | Admin. Bldg. |

|                  |         |   |              |
|------------------|---------|---|--------------|
|                  |         | <ul style="list-style-type: none"> <li>• Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”?</li> </ul>  |              |
| BRANDON TUNGATE  | PE      | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”?</li> </ul>   | Admin. Bldg. |
| REBECCA UPDIKE   | TITLE I | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)</li> </ul> | Admin. Bldg. |
| HEATHER WELLING  | TITLE I | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”?</li> </ul>   | Admin. Bldg. |
| EMILY JO WINDELL | KDG     | <ul style="list-style-type: none"> <li>• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?</li> <li>• Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”?</li> </ul>   | Admin. Bldg. |