Northeast Elementary School

School Profile
2017-2018
School Improvement Plan
August 2017

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Table of Contents

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Title I Table of Contents

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 <u>read</u>, <u>learn</u>, and <u>grow</u> 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 2015, 149,633 people lived in Johnson County.

According to the STATS Indiana, 93.5.% of the population was White, 2.0% was African-American, 2.6% 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 3.5% of Johnson County residents were Hispanic (can be of any race).

The average household size is 2.5 persons and the average family size is 3.2 persons.

The median household income based on the 2014 data is $58,833. The poverty rate in 2014 was 10.2%, an increase of 64% since 2000, when the rate was 5.7%. The poverty rate is higher among children under the age of 18; in 2014 this rate was 13.2%, 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 52,799 in 2014. Since 2000, the population of Greenwood has grown by approximately 41.0%. 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 3,883 students enrolled in kindergarten through 12th 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 have held steady over the last four years hovering just above the state average attendance rates.

A recent trend in most 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). Based on the data from 2009-2013 the percentage of people below the poverty line is 6.7%.

Between 2000 and 2016, the total enrollment for Greenwood Schools remained stable, however the number of students receiving free and reduced-price lunch 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. In 2014 37.8% received free and 8.8% received reduced meals. Based on the 2016 data, 37.6% received free and 7.3% received reduced meals.

Within the Greenwood Community School Corporation there is wide variation in the socioeconomic status of families between the different schools. With only 24.4% of Westwood Elementary students receive free or reduced-price lunch, while more than two thirds, 73.4%, of Northeast Elementary students receive this assistance. However, as a district, there has been a steady increase over the last several years.

Northeast has seen a steady increase in Free/Reduced lunch and a steady decrease in Paid lunches over the last five years, however we have been stable this year.

Another trend impacting Greenwood Schools is 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 due to a change in available housing in the district. Last year there were 285 LEP students in the district 47 of those students are at Northeast. Due to this decrease in low income housing, our EL population has continued to decrease. Northeast currently has 16 EL students.
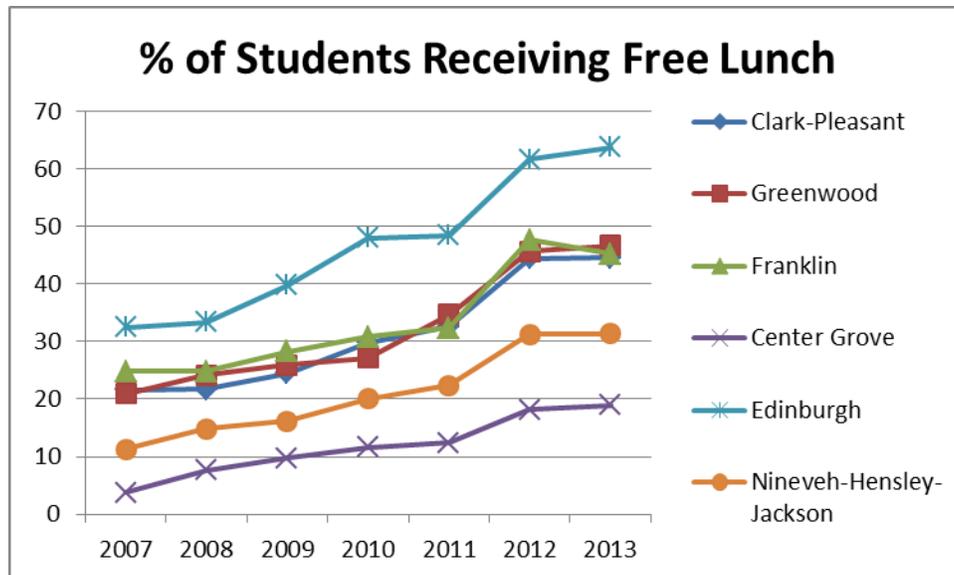
An additional challenge faced by Northeast Elementary is the issue of student mobility. While other schools within the Greenwood School Corporation have more stable student populations, Northeast has experienced a steady increase in mobility over the last several years as compared to the state mobility 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. During the 2015-16 school year, we had 17.5 students in and out per month, which is a decrease from our average of 21 in prior years. Currently we average 15 per month.

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 positive behavior coach and the redistricting of students. With smaller class sizes and a smaller percentage of high need students there is a direct a correlation to decreased discipline issues. The implementation of a school wide PBIS 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.
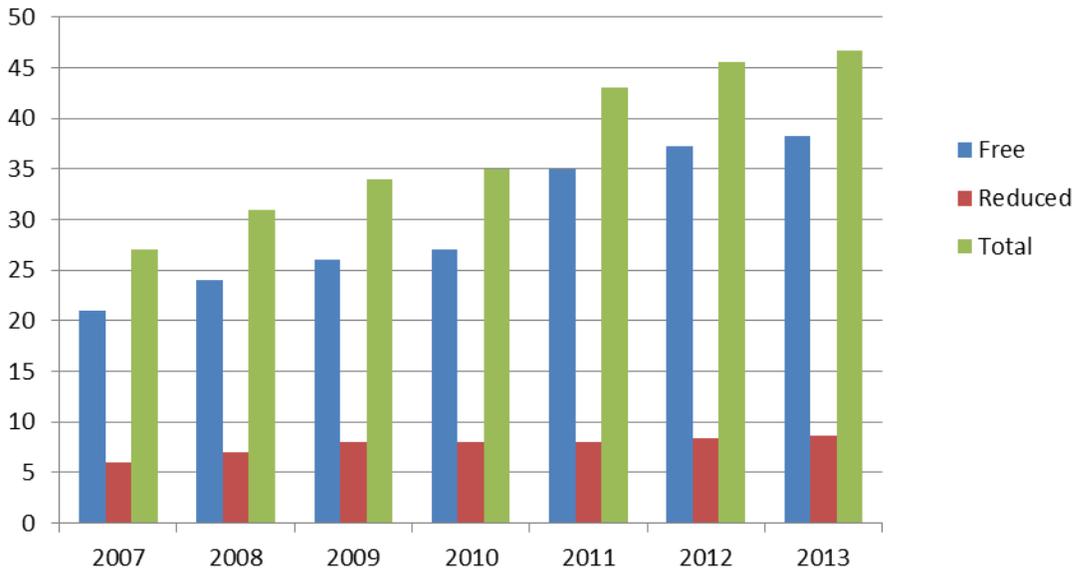
<u>Attendance Rate</u>

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten	95.0%	95.8%	96.1%	96.0%	96.1%	95.4%	95.9%
Grade 1	96.4%	96.4%	95.8%	96.9%	96.7%	96.0%	96.4%
Grade 2	96.6%	96.2%	96.3%	96.5%	96.3%	96.7%	96.0%
Grade 3	96.5%	96.9%	96.9%	97.0%	96.5%	96.0%	96.4%
Grade 4	96.9%	96.6%	96.9%	96.6%	97.1%	96.8%	96.0%
Grade 5	96.8%	97.2%	96.9%	96.9%	97.2%	97.3%	95.5%
All Grades	96.4%	96.5%	96.5%	96.6%	96.6%	96.3%	96.1%

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

Greenwood Community School Corporation
Percentage Free/Reduced Meals

Percentage Free/Reduced Mea

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

# of Students with Limited English Proficiency

Legend:
- Center Grove
- Edinburgh
- Franklin
- Clark-Pleasant
- Greenwood
- Ninevah-Hensley-Jackson

(Years: 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013; Y-axis: 0 to 300)

Source: Indiana Department of Education
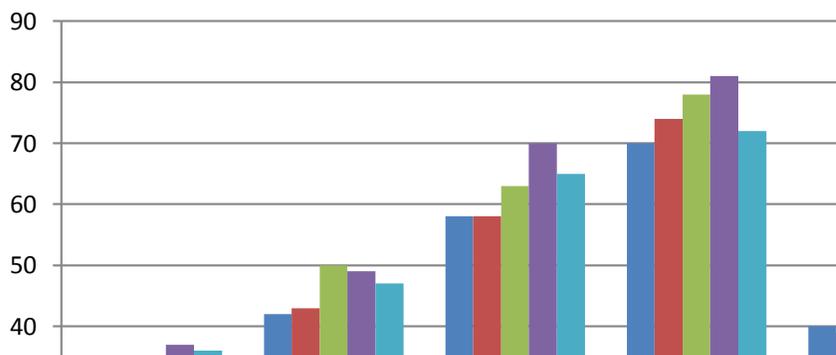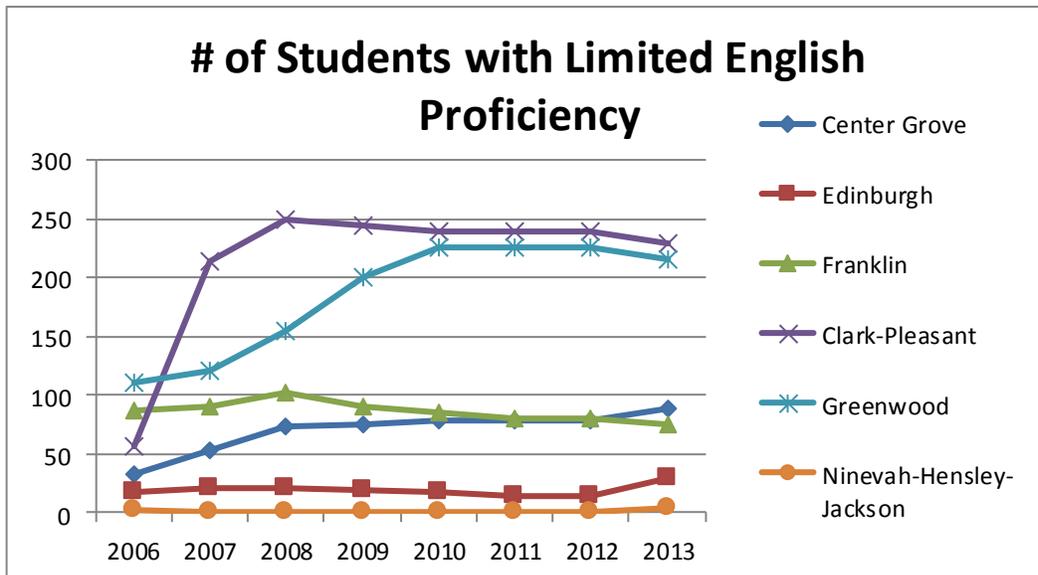
Comprehensive Needs Assessment

<u>School Improvement Teams</u>

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.

<u>Student Achievement</u>

<u>Description of Data Sources</u>

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

Acuity: Computer adaptive test of Reading and Mathematics given in grades 3rd through 5th.
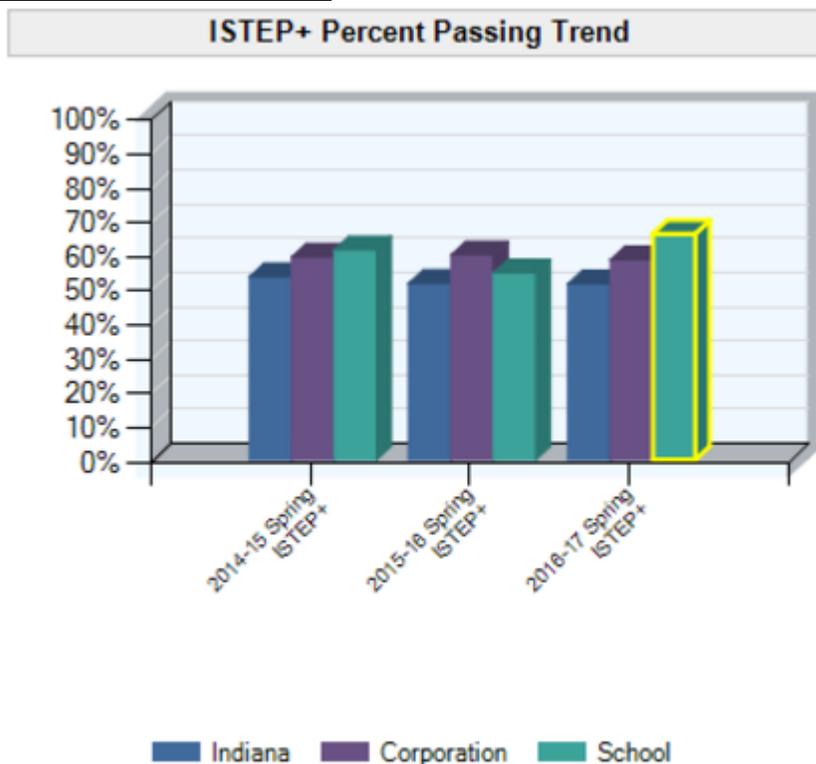
AIMS Web Reading: AIMSweb is a set of standardized, individually administered measures of early literacy development for Kindergarten through 5th grade

AIMS Web Math: A standardized comprehensive math assessment for Kindergarten through 5th grade that is individually administered.
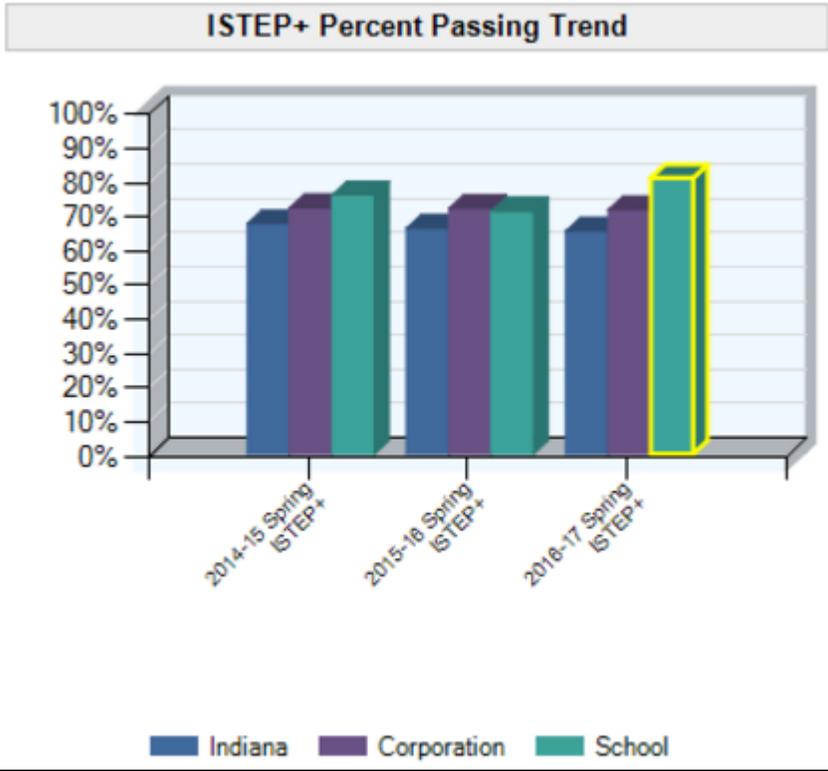
Analysis of Data

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 an 11.4% increase in the number of students passing both sections of the ISTEP+. This trend is consistent with growth in prior years. Further analysis of the ISTEP+ data revealed the challenges we face with our special education, as well as, our males. Our ELL students have continued to make progress. However, they continue to underperform in comparison to the other subgroups.

ISTEP % Passing Both ELA & Math

ISTEP % Passing ELA

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

ISTEP % Passing Math

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

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. Our writing oriented portions of the assessment (applied skills) 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, Process Standards, Number Sense and Computation were our weakest areas across all grade levels, thus leading to a goal in process standards. Standards and Writing.
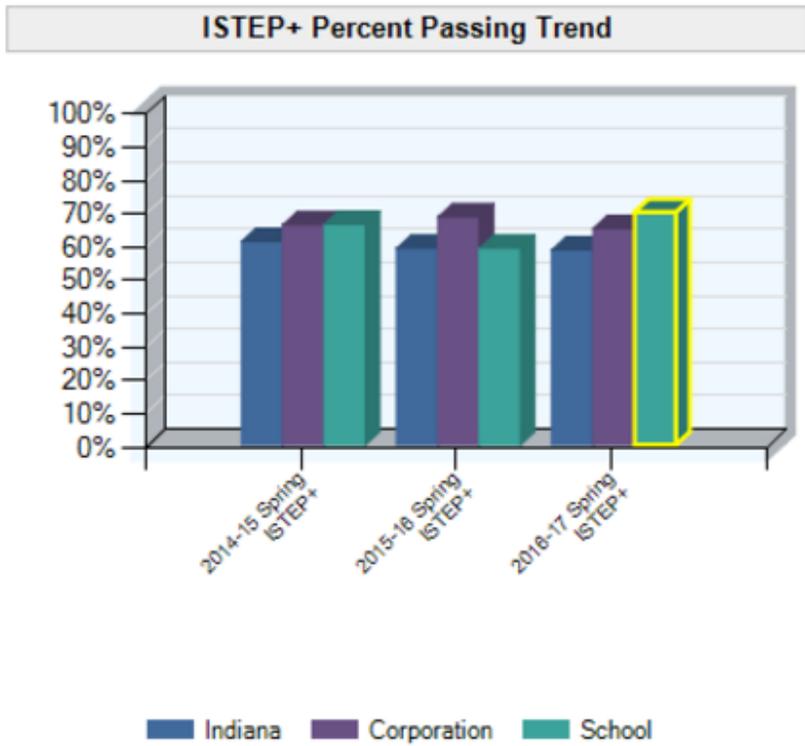
Finally, we looked at our Free/Reduced Lunch population in relation to ISTEP scores. While the percentage passing for our paid lunch population remains fairly steady over the five years with only slight increases, our free/reduced lunch percentage passing has shown a slight but steady increase in direct correlation. Our largest gap is in our special education population. We continue to see a significant discrepancy between those students identified for special education and those not identified. Several 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 AIMSweb 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 primary 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 continue to see steady increases in math performance on AIMSweb in all grades.

As we looked at our Acuity data this past year we saw a slight increase from A to C with the content changing at each assessment. Language Arts remained the same or dropped slightly, however there were significant gains in 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 Acuity correlated to ISTEP, however we did have a few students passing Acuity that did not pass ISTEP.

Greenwood Northeast Acuity Score Board 2016-17

Date: 5/2017

Teacher	Grade 3 E/LA Spring ISTEP+	Grade 3 E/LA Readiness ACUITY			Grade 3 MATH Spring ISTEP+	Grade 3 MATH Readiness ACUITY		
2015	88%	1	2	3	74%	1	2	3
2016	87%	LA	LA	LA	71%	Math	Math	Math
Teacher A		52%	57%	47%		76%	64%	75%
Teacher B		49%	57%	50%		66%	58%	72%
Teacher C		50%	52%	45%		66%	57%	71%
GradeLev. ACUITY Ave.		50%	55%	47%		69%	60%	73%
District Gr. Lev. ACUITY Ave.		53%	53%	49%		70%	60%	73%
INDIANA Average	84%				81%			

Teacher	Grade 4 E/LA Spring ISTEP+	Grade 4 E/LA Readiness ACUITY			Grade 4 MATH Spring ISTEP+	Grade 4 MATH Readiness ACUITY		
2015	72%	1	2	3	64%	1	2	3
2016	71%	LA	LA	LA	51%	Math	Math	Math
Teacher A		50%	51%	48%		60%	55%	74%
Teacher B		53%	48%	40%		68%	53%	73%
Teacher C		64%	62%	52%		75%	70%	86%
Grade Lev. ACUITY Ave.		57%	54%	47%		68%	59%	77%
District Gr. Lev. ACUITY Ave.		56%	54%	50%		68%	60%	77%
INDIANA Average	87%				76%			

Teacher	Grade 5 E/LA Spring ISTEP+	Grade 5 E/LA Readinss ACUITY			Grade 5 MATH Spring ISTEP+	Grade 5 MATH Readiness ACUITY		
2015	68%	1	2	3	59%	1	2	3

2016	52%	LA	LA	LA	53%	OL	OL	OL
Teacher A		41%	49%	58%		45%	54%	71%
Teacher B		45%	40%	50%		53%	48%	62%
Grade Lev. ACUITY Ave.		43%	45%	54%		49%	51%	67%
District Gr. Lev. ACUITY Ave.		54%	50%	57%		63%	56%	69%
INDIANA Average	82%				89%			

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 2018, Northeast Elementary will increase the level of proficiency of Writing as measured by the Applied Skills Frequency Distribution.*
>
> *Goal #2 By May 2018, Northeast Elementary will increase the level of proficiency on Math Process Standards.*

All staff was involved throughout the goal process. 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 goals and strategies. 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. Through analysis of our core program, we have embedded Orton Gillingham into our 90 minute block. The math series, Envision, has a strong focus on problem solving skills and state and national core standards. The strict implementation of the curriculum calendar with the core program has increased the rigor of our math program. We continue to support instructional practices through professional development in Smekens, Orton Gillingham and Math Process Standards. 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 at Math Night only had a 25% participation rate, Kindergarten Family Night had a 60% participation rate and Literacy Night had a 38% 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 7 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

Dates	Dates	Week	Aimsweb K-3	Acuity 2-10	ECA Alg. 1/Eng. 10*/ISTEP+ Retest	ISTAR 3-10	ISTEP+ 3-10	IREAD Gr. 3	WIDA	A
7/31/2017	8/4/2017	1								
8/7/2017	8/11/2017	2								
8/14/2017	8/18/2017	3	BOY							
8/21/2017	8/25/2017	4								
8/28/2017	9/1/2017	5								

Start Date	End Date	Week								
9/5/2017	9/8/2017	6								
9/11/2017	9/15/2017	7								
9/18/2017	9/22/2017	8		BOY						
9/25/2017	9/29/2017	9								
10/2/2017	10/6/2017	10								
10/9/2017	10/13/2017	11								
10/16/2017	10/20/2017	12								
10/23/2017	10/27/2017	13								
10/30/2017	11/3/2017	14								
11/6/2017	11/10/2017	15								
11/13/2017	11/17/2017	16								
11/20/2017	11/24/2017	17								
11/27/2017	12/1/2017	18								
12/4/2017	12/8/2017	19		MOY			Gr. 10			
12/11/2017	12/15/2017	20	MOY		Gr. 11/12		Retest			
12/18/2017	12/19/2017	21								
12/20/2017	12/22/2017	22								
12/25/2017	12/29/2017	23								
1/3/2018	1/5/2018	24								
1/8/2018	1/12/2018	25							K-12	
1/16/2018	1/19/2018	26				Part 1				
1/22/2018	1/26/2018	27								
1/19/2018	2/2/2018	28								
2/5/2018	2/9/2018	29		EOY						
2/12/2018	2/15/2018	30								
2/20/2018	2/23/2018	31								
2/26/2018	3/2/2018	32					Part 1			
3/5/2018	3/9/2018	33								
3/12/2018	3/16/2018	34						Gr. 3		
3/19/2018	3/23/2018	35								
3/26/2018	3/30/2018	36								
4/2/2018	4/6/2018	37								
4/9/2018	4/13/2018	38								
4/16/2018	4/20/2018	39				Part 2	Part 2			
4/23/2018	4/27/2018	40	EOY							
4/30/2018	5/4/2018	41								
5/7/2018	5/11/2018	42			Gr. 11/12					
5/14/2018	5/18/2018	43								
5/21/2018	5/24/2018	44								

Reform Framework: RTI

<u>RTI and Greenwood Community Schools</u>

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 or MTSS 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/ MTSS 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 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 programing 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 benchmarks 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 benchmark; these include Fast Math and Acuity tutorials.

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. We have also implemented Orton Gillingham into the 90 minute block and for Tier II and Tier III instruction. 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.

As part of the SAT process we look a social and emotional needs of students. We have Adult and Child mental health services based within the school. We provide a tiered level of interventions including: mentors, Positive Pals, leadership opportunities, individual behavioral plans, and a school wide behavior interventionist. By examining the whole child we are able to support them in a variety of ways.

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. We 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 Student Service Advisor runs a transition group for at risk fifth grade students.

Finally, we have frameworks in place that incorporate 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 27 certified staff members all of whom are highly qualified. There are 7 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 weekly highlight critical information and practices that are embedded into the Northeast culture and climate.

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. Our building practices show 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, AIMSweb and Acuity/Ingrade), and in parent-teacher conferences.

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. 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 MTSS 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 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 or MTSS. 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.

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 kindergarten through fifth grade A REACH coordinator and building level representatives serve high ability students through differentiation and enrichment instruction. Implementation of flexible scheduling has been implemented at the intermediate grades in order to best meet individual student needs. The IDOE has created a high ability Language Arts and Math curriculum that are used within those identified classes.

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 participated in the district training, their role is then to model or mirror that training within their own building. Our Cultural Competency team continued to train new staff annually, reinforcing core values of cultural competency to both students and staff.

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 Johnson County Sheriffs Department presents a body safety program for all students' grades kindergarten through fifth grade.

Implementation of Second Steps, a social emotional curriculum has been added into the master schedule at all grade levels. Consistent language and explicit instruction on social emotional skills is taught on a daily basis, giving students skills to be successful in school.

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 outlined 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. A great deal of our instructional professional development will be individualized to reflect the RISE evaluation tool.

Appendix A
Action Plan

Goal 1: By May 2018, Northeast Elementary will increase the level of proficiency of Writing as measured by the Applied Skills Frequency Distribution.

Objective 1: 80% of third, fourth and fifth grade students will demonstrate proficiency on the Applied Skills portion of ISTEP.

Strategy 1:
Professional Development: All teacher will participate in professional development focused on reading and writing. Specific non-negotiables will be determined and implementation will be monitored.
Research Cited: Marzano's High Yield Instructional Strategies
Evidence of success: This strategy will be measured through the Teacher Evaluation tool and classroom walkthroughs. We will also monitor student assessment data to determine impact.

Activity- Smekens Professional Development	Person(s) Responsible	Timeline	Resources and Budget	Activity Type
All teachers will participate in professional development focused on Complex Tasks of reading and writing	All staff will participate	2017-2018	Title II Part D funds	Professional Learning
Activity- Peer Observations	**Person(s) Responsible**	**Timeline**	**Resources and Budget**	**Activity Type**
All teachers will participate in multiple peer observations focused on high impact instructional strategies. Throughout the observations the building principal and literacy coach will highlight areas of focus. A post observation debrief will occur with all participants with a focus of two glows and a grow.	All staff including certified and non-certified	9/2017-5/2017	$0.00	Professional Learning

Goal 2: By May 2018, Northeast Elementary will increase the level of proficiency on Math Process Standards.

Objective 1: 80% of third, fourth and fifth grade student will demonstrate a proficiency of math process standards as measured by ISTEP.

Strategy 1:

Professional Development - Teachers and support staff will be trained in the process standards and how they apply to daily lessons.

Research Cited: Math process standards impact all standards, so in order to see increased student achievement teachers must fully understand the process standards and implement them in the classroom.

Evidence of success: Teacher evaluations will be utilized to determine if math process standards are being taught within daily math lessons.

Activity- Math Process Standard Team Training	Person(s) Responsible	Timeline	Resources and Budget	Activity Type
Training specific to our math series will be provided to support teachers in teaching and learning the mathematical process standards.	All staff will participate	9/2017-5/2018	$0.00	Professional Learning

Activity- Peer Observations	Person(s) Responsible	Timeline	Resources and Budget	Activity Type
Math Specialists will work with staff in a PLC to unwrap the process standards and help staff understand what a specific standard looks like at each grade level. This will allow staff to understand a process standard from concrete to abstract. As a continuation of our work with process standards we will have ongoing PD to support a system understanding of process standards.	All staff including certified and non-certified	9/2017-5/2018	$0.00	Professional Learning

School: Northeast Elementary
<u>2017-2018 INCREASING STUDENT ACHIEVEMENT</u>

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

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<u>GOAL 1</u>
80% of third, fourth and fifth grade student will demonstrate a proficiency of math process standards as measured by ISTEP.

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<u>GOAL 2</u>
80% of third, fourth and fifth grade students will demonstrate proficiency on the Applied Skills portion of ISTEP.

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<u>GOAL 3</u>
Northeast Elementary will have an attendance rate greater than 96.1%

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Assessments:

By gathering data, analyzing results and streamlining instruction for individual needs, we know that we can best serve every child. Following is a list of assessments that we utilize at each grade level:

- **Kindergarten:** Aimsweb, Corporation Writing Prompts
- **1st Grade:** Aimsweb, Corporation Writing Prompts
- **2nd Grade:** Aimsweb, Corporation Writing Prompts
- **3rd Grade:** Aimsweb, ACUITY, ISTEP+, IREAD 3 – DOE REQUIRED PASS, Corporation Writing Prompts
- **4th Grade:** Aimsweb, ACUITY, ISTEP+, Corporation Writing Prompts
- **5th Grade:** Aimsweb, ACUITY, ISTEP+, Corporation Writing Prompts
- **Scott Foresman/McGraw-Hill Weekly Reading Assessments: K-5**

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GOAL 1

Monitoring Tools:
- Quartly Math Benchmark Assessments

Interventions:
- Use of best practice: Sue O'Connell instructional strategies-as evidenced through observations and walkthroughs.
- Explicit instruction of math standards following the scope and sequence.

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GOAL 2

Monitoring Tools:
- Quarterly Writing Prompts, Acuity/Ingrade Benchmarks

Interventions:
- Use of best practice: Smekens, RACE and RUPR- as evidenced through observations and walkthroughs.

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Appendix B
Highly Qualified Documentation

Template for Elementary Schools
Highly Qualified Teachers for School Year _2017-18___

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: ☐ Bachelor's Degree earned? ☐ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? **Plus one of the following:** ☐ Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? ☐ Passed the NTE (National Teacher Exam) "Education in the Elementary School"? ☐ Considered HQ in another state? ☐ NBPTS Certification? ☐ *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Kayla Burkhart	MUSIC	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Amber Fuhrman	SPEC.ED	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
BRITTANY L BROWN	FIRST GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Lesley Chan	ART	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Considered HQ in another state?	Admin. Bldg.
KATHLEEN M CECIL	SECOND GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Admin. Bldg.
PAMELA L ECK	THIRD GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Admin. Bldg.

MELODY C FULTZ	FIRST GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Nicole Klein	FIFTH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Tammy Beasley	FIFTH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? •	
JILL H HAMILTON	EL	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Ariel Stuard	THIRD GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
MARY E MCDERMOTT	FIFTHH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
BONNIE J MCDERMOTT	FOURTH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Admin. Bldg.
Krystal Michelle Beville	FOURTH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	
KELLY S MURRAY	THIRD GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Catherine Kloss	SECOND GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings?	Admin. Bldg.

		• Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	
ANN L PRICE	LITERACY COACH	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Admin. Bldg.
Brittany Cain	KDG	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Lori Burns	KDG	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	
AMY M SANDER	PRINCIPAL	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Bri Wethington	FIRST GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Sarah Bartz	FOURTH GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
MELISSA SLIGHTOM	TITLE I	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
SAMANTHA S TAYLOR	SECOND GRADE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
Ryan Macy	PE	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes	Admin. Bldg.

		elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	
REBECCA UPDIKE	TITLE I	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Admin. Bldg.
Shayla Jacobs	KDG	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.
EMILY JO WINDELL	KDG	• Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? • Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?	Admin. Bldg.

Professional Development Calendar

	2017		
▲	**K-2 Orton-Gillingham Scope and Sequence** Westwood Elementary	Wed, Aug 16	3:30 PM – 4:30 PM
▲	**Kindergarten Behavior Intervention Training** Administration Building	Thu, Aug 17	8:30 AM – 3:30 PM
▲	**New Teacher Academy** Administration Building	Mon, Aug 21	4:00 PM – 5:00 PM
▲	**K-12 Special Education** Administration Building	Wed, Sep 13	8:00 AM – 3:30 PM
▲	**New Teacher Academy** Administration Building	Mon, Sep 18	4:00 PM – 5:00 PM
▲	**SIOP** Administration Building	Tue, Sep 19	8:00 AM – 3:00 PM
▲	**Elementary Defined STEM Webinar** Westwood Elementary Computer Lab	Wed, Sep 20	3:30 PM – 4:30 PM
▲	**Smekens for K-2** Administration Building	Tue, Sep 26	8:30 AM – 3:30 PM
▲	**Smekens-Grades 3 - 12** Administration Building	Wed, Sep 27	8:30 AM – 3:30 PM
▲	**Crisis Prevention Intervention (CPI) Refresher** Westwood Elementary	Thu, Oct 5	7:30 AM – 12:00 PM
▲	**New Teacher Academy** Northeast Elementary	Mon, Oct 9	4:00 PM – 5:00 PM
▲	**Kindergarten Behavior Intervention** TBD	Thu, Oct 12	8:30 AM – 3:30 PM
▲	**K-12 Special Education** Administration Building	Wed, Nov 8	8:00 AM – 3:30 PM
▲	**New Teacher Academy** Southwest Elementary	Mon, Nov 13	4:00 PM – 5:00 PM
▲	**GHS SIOP** Administration Building	Tue, Nov 14	8:00 AM – 3:00 PM

▲	**Early Elementary Duke Energy Reading Summit** Indiana State University	Mon, Nov 20	

2018

▲	**New Teacher Academy** Isom Elementary	Mon, Jan 22	4:00 PM – 5:00 PM
▲	**GHS SIOP** Administration Building	Tue, Jan 23	8:00 AM – 3:00 PM
▲	**1/2 Day CPI** Earlywood Education Center	Mon, Feb 5	8:30 AM – 11:30 AM
▲	**1/2 Day CPI** Earlywood Education Center	Tue, Feb 6	8:30 AM – 11:30 AM
▲	**New Teacher Academy** Westwood Elementary	Mon, Feb 12	4:00 PM – 5:00 PM
▲	**Special Education Meeting** Administration Building	Wed, Feb 14	8:00 AM – 3:30 PM
▲	**Kindergarten Behavior Intervention Training** Administration Building	Thu, Feb 22	8:30 AM – 3:30 PM
▲	**New Teacher Academy** GMS	Mon, Mar 12	4:00 PM – 5:00 PM
▲	**New Teacher Academy** GHS	Mon, Apr 9	4:00 PM – 5:00 PM
▲	**Special Education Meeting** Administration Building	Wed, Apr 11	8:00 AM – 3:30 PM
▲	**Kindergarten Behavior Intervention Training** Administration Building	Thu, Apr 19	8:30 AM – 3:30 PM
▲	**New Teacher Academy** Administration Building	Mon, May 7	4:00 PM – 5:00 PM
▲	**SIOP** Administration Building	Tue, May 8	8:00 AM – 3:00 PM
▲	**K-12 Math Process Standards with Laurie Ferry** TBD	Mon, Jun 18	8:30 AM – 3:30 PM

▲ **Number Sense with Laurie Ferry**   Tue, Jun 19   8:30 AM – 3:30 PM
TBD