

NORTHVIEW ELEMENTARY SCHOOL



Public Law 221 / North Central Association Continuous Improvement Plan 2011 – 2014

Northview Elementary School
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I. Mission

The Mission of Northview Elementary School, staff, parents, and administrator is to provide a nurturing learning environment with high expectations, where all students realize their cognitive, creative, affective, and moral potential. We believe interaction between home, school and community positively enriches all students, promotes lifetime learning, fosters an appreciation for individual differences and prepares students for challenges in a global society.

II. Profile

A. Community Data/ Local Insights

Northview Elementary School, located at 257 Northview Drive in Valparaiso, Indiana, is a thriving educational organization known for its academic excellence and nurturing environment. It is one of eight elementary schools within the Valparaiso Community Schools which also includes two middle schools and one comprehensive high school, an alternative school, and a vocational high school. Valparaiso Community Schools serves more than 6,000 students, approximately 320 of which attend Northview Elementary School in kindergarten through fifth grade. Students are provided with a dynamic learning experience, enriched through thematic instruction, technology, a wealth of multicultural experiences, and an emphasis on character development. Northview Elementary School students come to actively participate in the learning experience and develop life skills to help them become vibrant and contributing members of our society.

Valparaiso is a community of approximately 30,000 residents and includes the rich resource of Valparaiso University and other regional post high school campuses. Nearly 35% of Valparaiso citizens twenty-five years or older have earned a Bachelors Degree or higher. Valparaiso is the county seat for Porter County which is located in the northwest region of the Indiana just fifty miles from Chicago, where many of its citizens commute to work. Porter County's population experienced growth of 12% in the decade leading into 2010 while Valparaiso's population increased 6.3%. The minority population stands at 8.1% of Valparaiso residents. The median household income in Valparaiso is \$45,799 with 9.1% living below the poverty level. Valparaiso is an Indiana "Fit City" with a Parks Department that offers a plethora of opportunities that enrich the city and the citizens' quality of life. There is an excellent working relationship between the school community, university community, and the local community.

Northview Elementary School parents, community, and staff have very high expectations regarding the cognitive, creative, affective, and moral growth of its students. A major key to the success of Northview Elementary School is the value its parents place on education. The shared priority of education between home and school promotes high student achievement and has earned Northview Elementary School the designation of Indiana Four Star School every year the classification has been in existence. In addition, this positive relationship between school and home has ignited many special before and after school curriculum related activities in which our students may participate, including after-school athletics, choir, art club, game club, and Book Clubs. Students are also offered an opportunity to participate in academic competitions including Spell Bowl, Mathematics Bowl, Science Bowl, and the Porter County Spelling Bee. Additionally, our parent organization provides enriching after school activities during TV Turn-off Week in which all students have the opportunity to participate.

Data on Student, School, and Community Characteristics:

Currently, Northview Elementary School's student population is comprised of 89.5% non-Hispanic white, 6.5% Hispanic, 2.8% Multiracial, 0.6% Black, and 0.6% Asian / Pacific Islander. The economic conditions of Northview families has generally followed the downturn in the economy at large with a significant rise in the percentage of families receiving free or reduced lunches now at 15.8% and steadily rising.

Enrollment Data (from Indiana Department of Education data):

Grade	2007	2008	2009	2010
Kindergarten	51	55	49	51
One	38	55	54	53
Two	45	55	68	55
Three	61	40	60	57
Four	54	52	48	60
Five	57	60	59	47
Total:	306	317	338	323

Northview Elementary School has two sections each of kindergarten through fifth grade and presently has 319 students enrolled. Northview Elementary School has twelve full-time regular education classroom teachers, a special education teacher, and a full-time principal. There are six part-time certified staff members in the areas of art, music, physical education, speech, reading resource, and social worker; all of which share time with other elementary schools in the district. Northview has a talented support staff including eleven full or part time instructional or recess aides who assist teachers working with students in classrooms or on one of the playgrounds. The staff is completed by a secretary, a part-time nurse, a full and a part-time custodian, two food service workers, and four bus drivers that service the student population.

Students are not the only learners in our school. The staff stays abreast of the most current teaching techniques and research. Our staff has worked with Jane Kerschner of the Ophelia Project in Creating a Safe School (CASS). In addition, staff members have participated in “Six + 1 Traits of Writing” with Lynn Ecenbarger or Kristina Smekens and “Understanding our Kids Social World” with Trudy Ludwig, a nationally recognized speaker on bullying. Primary teachers are trained in phonemic awareness, and with this knowledge have strengthened the practice of teaching reading through phonics. Additional whole group and differentiated professional development related to the components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency and comprehension) will provided Inga Randle from the C.L.A.S.S. organization as Northview Elementary School implements the reading instruction mandates set forth by the Indiana Department of Education. Strength at Northview Elementary School is derived from the unity among its staff members. Ideas are shared, support is given, and problems are worked through in the spirit of professionalism and cooperation.

Educational Programs

Northview Elementary School offers a variety of programs that ensure diverse learners have an opportunity to be taught challenging content and achieve at high levels. Accommodations are made for students with special educational needs through services from the Special Education Cooperative including speech, learning disabilities, and other health impairments. Occupational therapy, physical therapy, and assistance for hearing impaired are also offered on site. The special education staff is trained in current teaching methods and best practices. Special education teachers are encouraged to attend building and district in-service training to best meet the needs of all students. In addition, special accommodations are provided for students under Section 504 which is overseen and kept in compliance by the principal.

Fluent Reading Our Goal (FROG) provides support services in the area of Communication Arts to kindergarten and first grade students. The program is a combination in-class (push-in) and small group pull-out sessions four days each week. The FROG instructor shares time with another elementary school in the district and is a certified elementary teacher with a strong reading background.

An instructional aide works under the direction of certified teachers with foreign language students to help them increase their English language acquisition, vocabulary and proficiency. Las Links English Language Proficiency Assessment is used as an assessment tool to monitor student progress towards becoming proficient in English. Individualized Learning Plans are implemented as prescribed by the Indiana Department of Education.

Overall, Northview has created a learning environment that has enabled Northview students to excel both academically and socially. These accomplishments are reflected in the Indiana Statewide Testing for Educational Progress (ISTEP+) scores for Northview Elementary School, outstanding success in academic competitions, and the ongoing success of former Northview students through middle school and high school.

Visual and Performing Arts

Students at Northview Elementary School have ample opportunities to participate in visual and performing arts. Fourth and fifth grade students participate in district sponsored choir and beginning orchestra and band programs. Many students have opportunities to participate in music performances to share what they have learned throughout the school year. Fourth grade students visit the Brauer Museum of Art, located on the campus of Valparaiso University, to view master works of art. In addition, students have an opportunity to have their art work displayed in an art show format several times throughout the school year. Arts-a-Budding, an invitation only art show at Valparaiso University, exhibits the work of many Northview Elementary School students each year.

The Northview Elementary School Multicultural Exhibition and Art Show is an event that showcases student research and study of the geography, culture, custom, art, music, and attractions of six of the seven continents. In addition, guest authors, illustrators, and storytellers visit our school occasionally to read and share their original work and encourage our students in their own creative or artistic endeavors. Student poetry and artwork has appeared in several publications or won various awards and honors.

School Clubs and Activities

Higher order thinking skills are nurtured at Northview Elementary School through participation on the Spell Bowl, Science Bowl, and Math Bowl Teams. Students may learn a foreign language by participating in an after-school Elementary Foreign Language Program, co-sponsored by Valparaiso Community Schools and Valparaiso University. Students who struggle academically or did not pass the Indiana Statewide Testing for Educational Progress (ISTEP+) may receive free after-school tutoring with a tutor from Valparaiso University twice each week to work on deficient skills and daily homework assignments. Valparaiso University education majors also tutor struggling readers and lead enrichment activities for advanced readers during the school day. The Art Club, Game Club, K-Kids (student organization of the Kiwanis), and the Northview Book Club sponsored by staff members add

enriching experiences for students. The Northview Elementary School Student Council provides students the opportunity to participate in student government.

Remediation Programs

Northview Elementary School students participate in standards based summer remediation classes offered by Valparaiso Community Schools. Due to financial considerations, the summer course offering is limited to remediation classes. Student participation is based upon non-passing scores on the Indiana Statewide Testing for Educational Progress (ISTEP+) or teacher recommendations. In addition to the fifteen day summer school program, an instructional program prior to the ISTEP+ testing is offered for students at risk of not succeeding on the tests. Participation is by teacher recommendation and Acuity Predictive scores.

Health Services

Health services are available to all students at Northview Elementary School. The certified nurse on staff provides free hearing and vision screenings to all new students. Students in grades one and three participate in vision screening. Optometrists from the community volunteer to assist in the vision screening of first grade students. Hearing screening takes place in grades one and four. Parents are informed if a student does not pass any health screening and are encouraged to follow-up with an appointment to the family doctor.

Description of the Curriculum

The teachers of the Valparaiso Community Schools have created a well defined curriculum at all grade levels. Teachers in grades kindergarten through grade twelve have Standard Based Curriculum Guides written by faculty committees to help insure that what is taught is based upon Indiana Academic Standards (the Common Core Standards as the transition takes place) and the local needs of our students. The curriculum indicates what students are to learn at each grade level and has been aligned horizontally as well as vertically throughout the grades to meet Indiana Standards. The Instructional Map within each curriculum guide clearly identifies when a skill should be introduced, expanded, or mastered. With this curriculum in hand, teachers throughout the school corporation can align their instruction to the standards created by the State of Indiana that are crucial to the success of all children. As a result, classroom instruction at Northview Elementary School is guided by written curriculum and Indiana Academic Standards. Curriculum is updated every six years, preceding the selection of new textbooks, and following the state textbook adoption cycle. Copies of the curriculum are made available to teachers to guide instructional planning.

Safe and Disciplined Learning Environment

Northview Elementary School maintains a safe and disciplined learning environment. Students and staff participate in legally required emergency drills as prescribed by law. “Code Red” and “Code Yellow” drills are designed to prepare students and staff for an assault by a nameless person or persons or significant disruptions that bring safety of students and staff into concern. A committee of parents, staff, and community members meets to review and fine tune the Safe School Plan each school year.

Every classroom establishes a set of rules for student behavior. These rules are communicated to parents. Students at Northview Elementary School are expected to be courteous and respectful of themselves and others. When a student’s actions are deemed inappropriate, the classroom teacher is informed and the student may receive a consequence commensurate with the infraction. Common

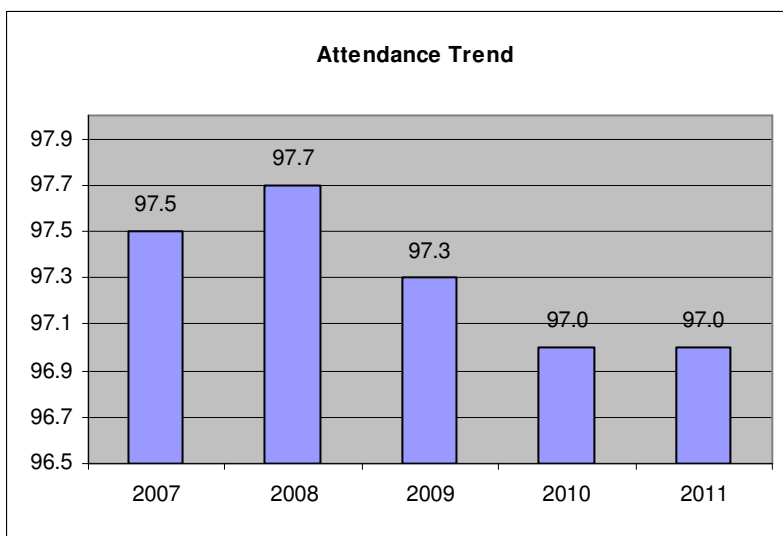
behavioral consequences may include loss of recess time, a student authored note to a parent describing the infraction, a phone call to a parent, or a combination of these consequences. Parent and staff expectations for student behavior are extremely high. Teachers have been trained in the “Creating a Safe School Environment” (CASS) curriculum and many have also received training in “Understanding Our Kids Social World” by nationally known presenter, Trudy Ludwig. Students are taught about relational as well as physical aggression and how to empower the “kid in the middle” in bullying situations. They are also taught how to stay physically safe while removing themselves from bullying situations on the playground, on the bus, in the lunchroom, and in community activities. Student Conflict Managers assist students to resolve problems that may arise on the playground. Problems that cannot be resolved by the student Conflict Managers are referred to an appropriate staff member who works with students, parents, and administration to resolve disagreements which may interfere with learning. It is infrequent that students are sent to the principal for more significant consequences that may include in or out-of-school suspensions.

The Northview Elementary School social worker meets with many students referred to her on an individual or small group basis to discuss feelings or changes that may be occurring in their lives. There are many social programs overseen by the school social worker that provide students with the opportunity to enhance their social/behavioral/emotional development. They include: “Changing Families,” a program that enables students from separated/divorced homes to meet with a social worker once a week for several weeks to share their feelings that accompany family changes; “I’m In Charge,” a program that teaches children how to make responsible decisions while home alone and not under direct supervision of an adult. “Personal Safety” educates students about good touches and bad touches and encourages students to make healthy choices.

The emotional welfare of our students is as important as student physical welfare. Drug education and drug abuse prevention are a part of our health curriculum at all grade levels. Northview Elementary School participates in the National Red Ribbon Drug Awareness Program. Several students have received recognition for their creative anti-drug messages that appear on placemats in local restaurants and posters throughout our schools and the Valparaiso community.

Attendance Rate

Student attendance is a significant factor in school success. Rarely does the overall student attendance rate fall below the 95% during any nine week grading term. Perfect attendance is recognized and applauded at a special student assembly. It is common for the school nurse to distribute certificates of perfect attendance to twenty or thirty percent of our student population. Personal illness is the number one reason for student absence from school, with family vacations taken during days



of instruction being the second most common reason for student absence. A continued effort to educate parents on the importance of taking planned family vacations on non-instructional days is part of the plan to keep students attendance rates high. Furthermore, a formalized system for communicating with parents concerning chronic student attendance problems has been developed. Parents are contacted when students are having difficulty with their attendance. Follow up letters are sent when necessary. A final step in the attendance procedure utilizes the Porter County Juvenile Probation Office's Project Attend.

Academic Standards

The average percentage of students passing the Indiana State Test for Education Proficiency over the past several years for all tested grades in English/Language Arts and Mathematics has risen steadily to this year's rate of 94.3% with an improvement rate of 1.3% over the past year. Passing percentage and student growth are high priorities at Northview. Although it is the first year that a sub-group of socio-economic data is provided in two grade levels with relatively small sub-group sizes, the data suggests that an achievement gap between paid and free/reduced lunch students' ISTEP+ scores seem to exist in one of those grade levels. This is a concern that the staff will watch carefully and address in the years to come.

Parent Involvement

The Northview Elementary School Parent Teacher Organization (PTO) plays a strong role in the environment of Northview Elementary School. The PTO facilitates many activities to bring families together and support instruction at our school. Parent volunteers routinely visit classrooms to enhance the art experience by presenting lessons on famous artists and providing additional hands-on experiences through a variety of art techniques and various cultures. Student esteem is enhanced through an annual Variety Show which allows students, families and staff to display their "talent" or rehearsed act through participation in a themed stage show. Parents serve as helpers in many classrooms throughout the school, particularly in the primary grades. During "National TV Turn Off Week," parents provide an opportunity for after-school activities for all students through fun yet educational programming. The PTO has been responsible for bringing various authors and other presenters to Northview to enhance the educational experiences of students. In addition, the PTO works hard to raise supplementary dollars that enable the school to provide programs and make purchases for students that might otherwise end up on a "wait" list for school budgetary consideration. The Northview PTO is an active, caring, thriving organization that continues to foster successful relationships between staff, students, families, parents and the community.

In addition, effective learning takes place when children are aware that parents and teachers are working collaboratively. Ongoing communication between school and home is central to student success at Northview. Northview School regularly...

- sends home children's work and provides opportunities for parents to comment,
- sends home a school newsletter in conjunction with the PTO that provides information about school related issues and events,
- sends home report cards,
- offers the web based Edline parent portal, where parents and students can check their students grades and other relevant information as provided by the teacher.

- provides information through an automated phone and email service, notes and letters,
- schedules parent/teacher conferences as needed,
- distributes a district-wide student / parent handbook in the fall,
- maintains a school website,
- shares and explains test results with parents, and
- invites parents to help with school activities.

Technology as a Learning Tool

Students at Northview Elementary School use technology as a tool for learning. A corporation technology plan is in place to guide the direction of instructional technology throughout the district. An Instructional Map within the written curriculum lists each technology standard, defines the scope and sequence in which instruction takes place, and identifies the grade level at which the standard will be introduced, expanded, mastered, or reinforced throughout the elementary experience. An assessment model has been designed for grades three, four, and five. Currently, students are assessed in technology proficiency through teacher observation and teacher made assessments. The fourth grade classes use a keyboarding program, Mavis Beacon, which has a built-in assessment tool.

Accelerated Reader by Renaissance Place was purchased by the Northview Parent Teacher Organization to enhance instruction for advanced learners and to provide opportunities for additional practice for struggling readers. Valparaiso Community Schools has purchased the Enhanced version of Accelerated Reader which nearly tripled the number of titles for students to read and take quizzes. Kidspiration and Inspiration software to support writing instruction have also been purchased over the past several years, subsidized by the PTO. The Northview Elementary School Technology Committee meets to discuss our building hardware and software needs and to make recommendations to the principal for future staff development and expenditures in the area of technology. During the elementary years, students are instructed in word processing, utilizing spreadsheets, and how to make research presentations using PowerPoint as well as creating digital photo stories. Students are instructed on how to use the internet for research and to advance their learning opportunities. Students routinely use technology in a lab setting each week. United Streaming and various other online resources are used by staff to enhance and make classroom instruction more relevant to students. In addition to the computer lab of thirty-two Dell desktop computers, recent hardware enhancements including 90 netbooks, interactive boards, document projectors, and teacher laptops have been or will be installed to support interactive learning activities. The Valparaiso Community Schools Instructional Technology personnel implement focus sessions and assist individual teachers in their desire to become more proficient in technology. Core software applications have been supplemented with software and online applications including BrainPop and BrainPop Jr., Study Island, STAR Reading, STAR Math, Math Facts in a Flash, in addition to an online card catalogue system for the library.

Teachers have been trained to use an online gradebook to report student progress to parents. Data warehouse systems are being investigated by the district technology committee for staff to access past and current student data. The move from paper/pen to computerized standards-based grade reporting and the data warehouse will give all teachers more information about how a particular student learns and will give parents more information regarding their child's academic progress.

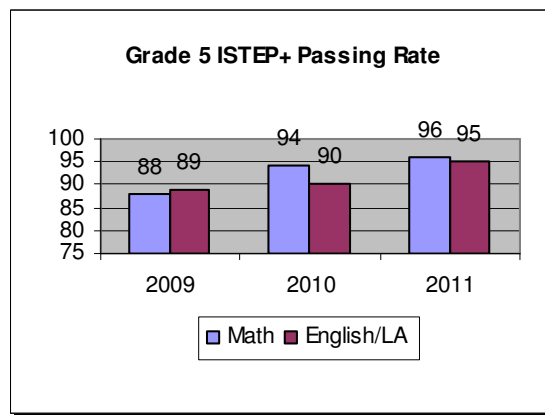
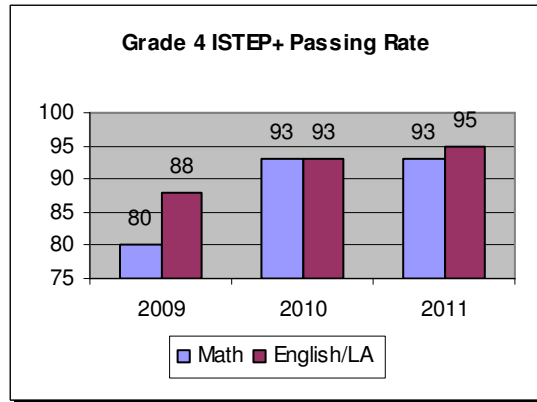
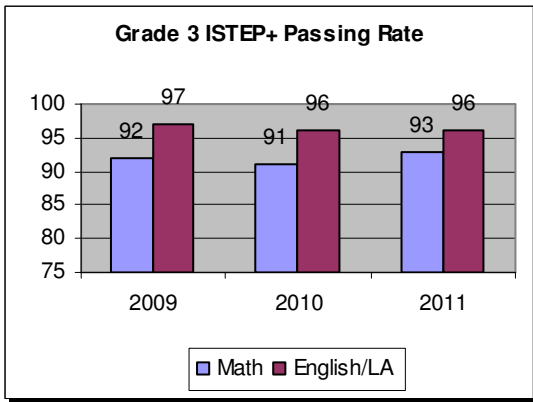
B. Student Data

The Northview Elementary School staff is continually searching data that may provide insights into how to improve students' learning. Faculty members analyze various testing instruments to determine patterns and trends in achievement over time. Some of the assessments used are:

- ISTEP+ tests in grades three, four, five [and six]
 - Measures proficiency relative to state standards in the areas of mathematics, language arts, science, and social studies
 - Given over two testing windows; one written response and one multiple choice.
- Acuity predictive testing in grades 3 through 5
 - Provides periodic and predictive standards-aligned performance data, which support a teacher's ability to inform instruction at the student-, class-, school-, and corporation-level
 - Given three times each year
- Northwest Education Association (NWEA) MAP test in Kindergarten through second grade
 - Provides screening of basic skills in reading and mathematics with some drill down data in several standards within each subject
 - Given three times each year
- STAR Reading and STAR Math by Renaissance Place
 - Provides opportunity to chart students' progress and set goals
 - Given at least three times each year
- DIBELS Next in kindergarten and first grade
 - Provides placement information for beginning readers
 - Instructional decisions follow naturally from results
- Macmillan/McGraw-Hill Reading assessment tests
 - Provides short term progress information as a formative assessment

The Valparaiso Community Schools also use the ISTEP+ test at grade three to check the progress of students at the primary level. These scores are analyzed and are matched with the scores of some of the previously mentioned assessments to determine if there are trends or issues that arise from viewing a variety of testing formats together. The strength and focus of the curriculum is continually being reviewed through this process. The analysis of this data also lays the foundation for identifying potential areas of concern. From this information, building goals are identified, discussed, and agreed upon for the purpose of ongoing school improvement.

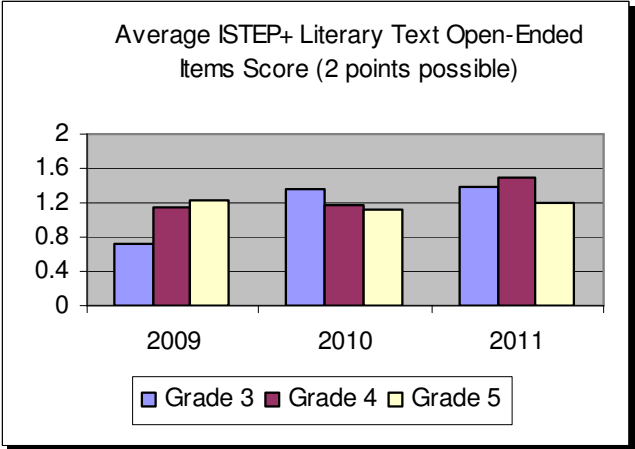
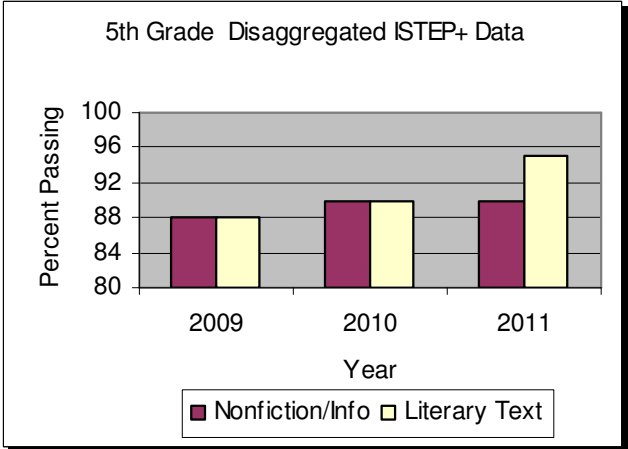
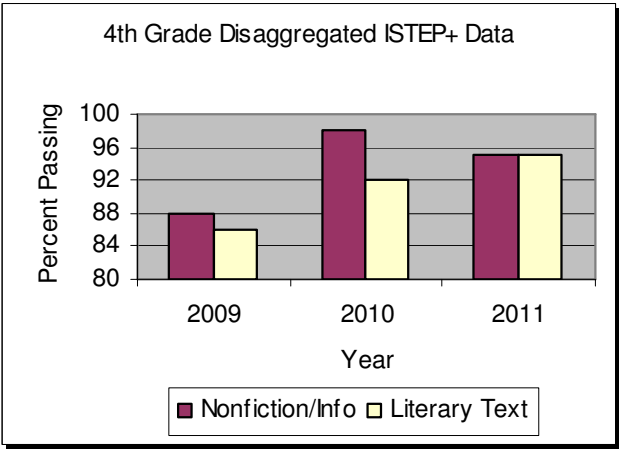
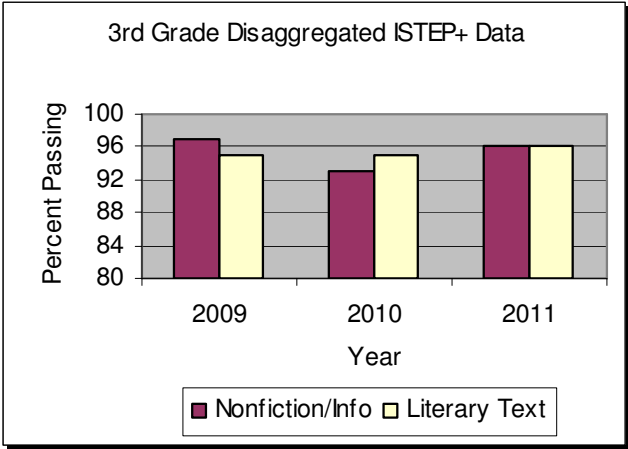
The data graphs that follow confirm that Northview Elementary School has continued to have student mastery levels hovering around the low to mid 90% range; significantly above the state average. In addition, PL221 data indicates that the 2011 rate of improvement (1.3%) has increased over the 2010 rate (1%). This continued growth may be attributed to implementation of the Response to Intervention efforts in which interventions are targeting individual student needs. However, the Northview staff is committed to continuing to extend that growth rate by not only targeting low achieving students, but also relatively high achieving students that could extend their achievement levels from Pass to Pass+ on the ISTEP+ assessment.



Northview is a small school with few subgroups giving statistically valid comparisons. There have been no consistent trends in the comparison of male / female performance emanating from the ISTEP+. However, in the spring of 2011 there was a small subgroup (although large enough to define a group) in grades 3 and 5 in which the paid lunch student performance could be compared with the free & reduced lunch student performance on the ISTEP+. While this was the only year for that subgroup to date, it was noticed that 98% of paid lunch students and 82% of free & reduced lunch students passed the English/LA portion of the ISTEP+ in grade 5. Furthermore, 100% of the paid lunch students passed the math portion of the ISTEP+ while 82% passed the math portion in grade 5. There was no noticeable achievement gap in grade 3 and this is no trend yet. However it has raised some concern about a potential achievement gap. This will be monitored closely in coming years.

While analysis of some of the disaggregated ISTEP+ data did not reveal poor results when compared to the state averages, there were some minor inconsistencies in some critical areas that relate directly to reading comprehension; particularly in grade 5. As seen in the graphs that follow, there has been relatively steady progress with third and fourth grade students, however fifth grade students didn't seem to demonstrate the consistent growth and high levels of achievement expected. Furthermore, when looking closely at the ISTEP+ open ended applied skills portion of the Literary Text assessments, reviewers noticed an elevated number of students earning zero or only one point out of two points possible on tasks that require reading comprehension strategies to write responses to what was read in passages. This seemed to lead to lower than anticipated average achievement levels in the

Literary Text portions of the Applied Skills tests. These factors, in addition to a potential achievement gap led to the formulation a goal related to reading comprehension to focus attention on these issues.



C. Data Analysis, Conclusions, and Matrix

Northview Elementary School has been focused on improving student writing across the curriculum for several years and is beginning to see positive results from the effort. Upon review of recent data, keeping in mind that Northview is a school that works hard to help students achieve at high levels, and that third graders are now being held to a higher level of accountability in the area of reading before being promoted to fourth grade, it is felt that improvement can be made in the area of reading comprehension and in particular, writing in response to what is read.

The intervention strategies that are being proposed will improve all areas of the students' academic progress regardless of the curriculum area or their backgrounds. To monitor the goals and interventions the committee will analyze data of the students in the areas of reading comprehension and Literary Text applications.

The Assessment Matrix which follows this narrative charts the progress towards our school goal which is to have all students demonstrate improved reading comprehension across the curriculum. The assessment matrix charts progress toward this goal over a period of three years. The three interval years will be compared to the "Pre-Test" or base year for comparative purposes. This matrix is provided by the North Central Association and is used to transfer raw scores to "Z" scores for comparison purposes. In general, the matrix provides the following:

- Goal statement;
- Name of Assessments/Subtests;
- Pre-Test Year data;
- Interval Years data;
- Post Test Data;
- Statistical Engine Used; and
- Change in Standard Units.

2011-2014 ASSESSMENT MATRIX

SCHOOL: Northview Elementary School

GOAL: All students will demonstrate improved reading comprehension across the curriculum.

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile

 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment or Subtest	GRADE	Pre-test Year	Interval Years			Post-test Year	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)	Change in Standard Units (SU) Pre-Post
		Score attained and type of score report (Labeled “Comparison Group” in NCA software”)	Score attained and type of score report (generally left out of the final documentation but these are useful for the school in observing trends)			(Labeled “Your Group” in the NCA software) Score attained and type of score report		
ISTEP + Applied Skills Literary Context	3	Year: Spring, 2011	Spring, 2012	Spring, 2013	Spring 2014	Levels of Attainment with Means		
		Score: 1.39						
		Type: Mean Score						
ISTEP + Applied Skills Literary Context	4	Year: Spring, 2011	Spring, 2012	Spring, 2013	Spring 2014	Levels of Attainment with Means		
		Score: 1.49						
		Type: Mean Score						
ISTEP + Applied Skills Literary Context	5	Year: Spring, 2011	Spring, 2012	Spring, 2013	Spring 2014	Levels of Attainment with Means		
		Score: 1.21						
		Type: Mean Score						

2011-2014 ASSESSMENT MATRIX

SCHOOL: Northview Elementary School

GOAL: All students will demonstrate improved reading comprehension across the curriculum.

ISTEP+ Percent Mastery

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

 Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile
 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment or Subtest	GRADE	Pre-test Year		Interval Years				Post-test Year	
		Score attained and type of score report (Labeled “Comparison Group” in NCA software”)		Score attained and type of score report (generally left out of the final documentation but these are useful for the school in observing trends)				(Labeled “Your Group” in the NCA software) Score attained and type of score report	
ISTEP+ Reading Comprehension	3	Year: Spring 2011		Spring 2012		Spring 2013		Spring 2014	
		96	96						
		Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text
		Type: Percent Mastery							
ISTEP+ Reading Comprehension	4	Year: Spring 2011		Spring 2012		Spring 2013		Spring 2014	
		95	95						
		Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text
		Type: Percent Mastery							
ISTEP+ Reading Comprehension	5	Year: Spring 2011		Spring 2012		Spring 2013		Spring 2014	
		90	95						
		Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text	Nonfiction Text	Literary Text
		Type: Percent Mastery							

2011-2014 ASSESSMENT MATRIX

SCHOOL: Northview Elementary School

GOAL: All students will demonstrate improved reading comprehension across the curriculum.

Classroom Assessment

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile
 _____ (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment or Subtest	GRADE	Pre-test Year	Interval Years			Post-test Year	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)	Change in Standard Units (SU) Pre-Post
		Score attained and type of score report (Labeled “Comparison Group” in NCA software”)	Score attained and type of score report (generally left out of the final documentation but these are useful for the school in observing trends)			(Labeled “Your Group” in the NCA software) Score attained and type of score report		
NWEA: Reading Comprehension	K	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score: 157.3	Score:	Score:	Score:			
		Type: RIT [Scale] Score	Gain:	Gain:	Gain:			
NWEA: Reading Comprehension	1	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score: 174.0	Score:	Score:	Score:			
		Type: RIT [Scale] Score	Gain:	Gain:	Gain:			
NWEA: Reading Comprehension	2	Year January 2011	January 2012	January 2013	January 2014	Levels of Attainment with Means		
		Score: 197.4	Score:	Score:	Score:			
		Type: RIT [Scale] Score	Gain:	Gain:	Gain:			
Acuity Form B: Reading Comprehension	3	Year: Winter 2010-11	Winter 2011-12	Winter 2012-13	Winter 2013-14	Mean Percent Correct		
		Score: 60%	Score:	Score:	Score:			
		Type: Mean Percent Correct	Gain:	Gain:	Gain:			
Acuity Form B: Reading Comprehension	4	Year: Winter 2010-11	Winter 2011-12	Winter 2012-13	Winter 2013-14	Mean Percent Correct		
		Score: 84%	Score:	Score:	Score:			
		Type: Mean Percent Correct	Gain:	Gain:	Gain:			
Acuity Form B: Reading Comprehension	5	Year: Winter 2010-11	Winter 2011-12	Winter 2012-13	Winter 2013-14	Mean Percent Correct		
		Score: 86%	Score:	Score:	Score:			
		Type: Mean Percent Correct	Gain:	Gain:	Gain:			

2011-2014 ASSESSMENT MATRIX

SCHOOL: Northview Elementary School

GOAL: All students will demonstrate improved reading comprehension across the curriculum.

Classroom Assessment

CHECK THE CATEGORY THAT APPLIES

Entire Grade Level

Disaggregation Category: (If disaggregated data is used then circle the applicable group)

S.E.S. L.E.P. Spec.Ed Gender Ethnicity Top Quartile Bottom Quartile

 (Describe the group being disaggregated [examples SES – Free and reduced lunch students])

Name of Assessment or Subtest	GRADE	Pre-test Year	Interval Years		Post-test Year	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)	Change in Standard Units (SU) Pre-Post
		Score attained and type of score report (Labeled “Comparison Group” in NCA software”)	Score attained and type of score report (generally left out of the final documentation but these are useful for the school in observing trends)		(Labeled “Your Group” in the NCA software) Score attained and type of score report		
STAR Reading	1	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014	Levels of Attainment with Means	
		Score: 162	Score:	Score:	Score:		
		Type: Scale Score	Gain:	Gain:	Gain:		
STAR Reading	2	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014	Levels of Attainment with Means	
		Score: 341	Score:	Score:	Score:		
		Type: Scale Score	Gain:	Gain:	Gain:		
STAR Reading	3	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014	Levels of Attainment with Means	
		Score: 492	Score:	Score:	Score:		
		Type: Scale Score	Gain:	Gain:	Gain:		
STAR Reading	4	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014	Levels of Attainment with Means	
		Score: 568	Score:	Score:	Score:		
		Type: Scale Score	Gain:	Gain:	Gain:		
STAR Reading	5	Year Spring 2011	Spring 2012	Spring 2013	Spring 2014	Levels of Attainment with Means	
		Score: 685	Score:	Score:	Score:		
		Type: Scale Score	Gain:	Gain:	Gain:		

III. Goal Action Plan

A. Goal Statement

After a review of the student data found in the previous pages, the faculty and administration of Northview Elementary School have selected the following goal for this Public Law 221/North Central Association Cycle:

All students will demonstrate growth in the area of reading comprehension across the curriculum.

B. School Improvement Plan

On the following page, the School Improvement Plan provides a graphic representation of the school goals over the next three years. The School Improvement Plan includes:

- The goal;
- Support Data to be used;
- Standardized Assessments to be used;
- Local Assessments to be used;
- Strategies;
- Action Steps;
- Responsible Person(s);
- Timeline

C. Results Based Staff Development Plan

The “Results Based Staff Development Plan” follows the School Improvement Plan. This chart indicates training and collaboration the staff will participate in to assist in carrying out the goals set by the staff of Northview Elementary School. Within the graphic representation the following information is provided:

- Staff Development outcome
- Teacher indicators
- Target area goals
- Staff development steps
- Implementation activities
- Documentation of each step
- Person(s) responsible
- Date(s)

School Improvement Plan for 2011-2014

NORTHVIEW ELEMENTARY SCHOOL - SCHOOL IMPROVEMENT PLAN

GOAL: All students will demonstrate growth in the area of reading comprehension across the curriculum.

SUPPORT DATA:

- ISTEP+
- NWEA
- Acuity
- STAR Reading

STANDARDIZED ASSESSMENTS:

- ISTEP+ & Acuity (Grades 3-5)
- STAR Reading (Grades 1-5)
- NWEA (Grades K-2)
- DIBELS Next (Grades K-1)

LOCAL ASSESSMENTS:

- Read Naturally
- M^cGraw-Hill Treasures Reading Series Assessments

STRATEGIES:

- Teachers will meet individually with students or in small groups to assess and work on reading skills.
- Students and teachers will use available technologies to help improve or reinforce reading comprehension.
- Staff will instruct students in the use of the Six plus One Traits of Writing for them to respond to their reading across the curriculum.

<u>Activities to implement the intervention</u>	Person(s) Responsible	Timeline		Resources	Monitoring System
		Begin	End		
1. Prescribed students will utilize the Read Naturally Program for fluency and comprehension with low performing students having additional time.	Teachers	9/2011	5/2014	Read Naturally Software	Program data for monitoring progress
2. Students will be encouraged to read books at their reading level in Accelerated Reader then take comprehension quizzes.	Teachers	9/2011	5/2014	Accelerated Reader Comprehension Quizzes	Program data for monitoring progress
3. Teachers will instruct students on the 6 + 1 Writing Traits in their classroom, implementing it in response to reading and across the curriculum by modeling exceptionally good writing, instructing, and providing relevant applications.	Teachers	9/2011	5/2014	6+1 resources and mini-lesson materials	Lesson plans
4. Teachers may utilize Reading A-Z to benchmark / level students and access reading resources.	Teachers	9/2011	5/2014	Reading A-Z website / Resources	Lesson Plans / Classroom Management materials
5. Students will be given opportunities to consistently write in response to reading.	Teachers	9/2011	5/2014	6 + 1 resources / Student Magazines / web sites	Lesson Plans / Student Journals / Displays.
6. Various classroom management systems that are conducive to effective reading instruction and best practices will be implemented during the reading block.	Teachers	9/2011	5/2014	Daily 5, Literacy Workstations	Lesson Plans / Management Plans / Collaboration notes.
7. Staff and volunteers will read grade level anthologies, leveled readers, and exemplary literature with students.	Teachers	9/2011	5/2014	Reading textbook; Classroom & school libraries.	Lesson plans / Classroom Schedules.
8. Students will be given independent reading time multiple times per week.	Teachers	9/2011	5/2014	Classroom & school libraries	Accelerated Reader Records / Classroom Management notes.
9. Teachers will conference with students to discuss their reading and writing progress.	Teachers / Principal	10/2011	5/2014	Classroom schedule	Lesson Plans / Classroom Schedule
10. Low performing students will be given additional specific reading instruction in F.R.O.G. and/or RtI	Teachers / F.R.O.G. teacher	9/2011	5/2014	Classroom & FROG schedules	FROG Schedule; FROG or RtI reports

Northview Elementary School Results-Based Staff Development Plan

Staff Development Outcome: All teachers will learn and effectively implement reading comprehension interventions in the classroom.		Teacher Indicators: Staff Development & Collaboration Attendance Lesson Plans Various agendas	Target Area Goal from SIP: All students will show growth in the area of reading comprehension across the curriculum.		
Staff Development Steps	Implementation Activities	Documented Evidence of Each Step	Person Responsible	Timeline	
				Begin	End
Knowledge	1. A Literacy Leadership Team will facilitate the direction of reading instruction.	Meeting agendas	Principal / Literacy Committee	8/2011	5/2014
	2. Teachers & staff will participate in multiple training sessions with a reading coach (i.e. C.L.A.S.S. coach).	In-service agendas / Attendance Record	Principal / Literacy Committee	9/2011	5/2012
	3. Selected teachers will attend workshops (i.e. Smekens, P.E.P.) and share relevant strategies with colleagues.	Teacher meeting agendas / Collaboration Session Notes	Principal / Literacy Committee	8/2011	5/2014
	4. Review or training of 6 + 1 Traits of Writing components, particularly for new staff as it relates to writing in response to reading.	Focus Session agendas	Principal / Literacy Committee	Fall, 2011	5/2014
	5. Grade level and cross-grade level collaboration on reading and writing instruction, strategies, and best practices will be ongoing.	Collaboration Session Notes	Principal / Literacy Committee	8/2011	5/2014
	6. Review and analysis of ISTEP+ data and progress on goals will take place at least annually.	Meeting agendas & resources	Principal / NCA Committee	Spring, 2012.	5/2014
	7. Teachers will review or be trained to use Acuity and NWEA and effectively analyze the respective data sets.	Focus Session agendas	Principal / Data Committee	Testing windows.	5/2014
	8. Teachers will participate in ongoing training in the use of various technologies to facilitate reading fluency and comprehension (i.e. Read Naturally, Study Island) as well as analyzing resulting data.	Meeting agendas & notes	Principal / Data Committee	10/2011	5/2014
	9. Collaborate regarding School-wide reading buddies tied to CASS-like activities.	Meeting and collaboration minutes	Principal / Literacy & CASS Committees	9/2011	5/2014
	10. Staff may collaborate and train in the use of Reading A-Z and related resources for benchmarking and effectively using those resources that are available.	Meeting agendas	Principal / Literacy Committee	10/2011	5/2014