

Needmore Elementary
PL 221 School Improvement Plan
Prepared in 2012



Needmore Elementary School
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Needmore Elementary
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
for the academic years of
2012-2013, 2013-2014, 2014-2015

Foreword

This school improvement plan is submitted on behalf of Needmore Elementary School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee, appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. The plan covers a three-year period starting in the 2012-2013 school year. The goal of Needmore Elementary School is to provide continuous improvement in student achievement. This plan is a statement to the community as to how Needmore Elementary School expects to fulfill that commitment in the coming years.

Introduction

Community Description

Needmore Elementary school is located in Lawrence County in south central Indiana, 75 miles south of Indianapolis. Located alongside State Highway 37, the building was constructed in 1986 and native limestone was utilized in its production. It is one of ten elementary schools located in the North Lawrence Community School Corporation. The school district is located in northern Lawrence County. According to the 2010 census, Lawrence County has approximately 45,000 people. The economy is supported by several manufacturing industries such as Indiana Limestone Company, Stone City Products, W.F. Meyers, and Manchester Tank. Many Needmore parents gain income through work at Cranes Naval Surface Warfare Center/various government contractors, Baxter, Cook Pharmacia and North Lawrence Community Schools. Other businesses in or near our district that employ parents are Crossroads Church, Mt. Pleasant Church, Missy's Hair Design, Avoca Mini Mart, Pritchett Brothers Construction, PRD, D & M Tool, Grecco's, Embree Machine, Holt's Grocery, Kelly Drywalling, Sasser Construction, Imagination Station, Steve's Heating and Air Conditioning, 37 One Stop, Johnny's Junxion, and Indiana Monument Cut Stone. The Lawrence County population is approximately 1,000 less than the number reported in the 2000 census. Families have lost income and many have moved away due to the closing of the Visteon plant, lay offs at GM PowerTrain, and reductions in staff at W.F. Meyers and GE in Bloomington. Otis Elevator will be moving offices in the fall of 2012. This will impact area families. One of our veteran teachers is leaving due to the closing of operations in Indiana.

Cultural Competency in Educational Environments

Our current student population is 215. This is a drop in enrollment of over 150 students over the past eight years. This decline was caused by our sixth grade moving to a middle school and redistricting. A significant cultural group on which education at Needmore needs to focus is the subgroup of low socioeconomic children. In the 2011-2012 school year, 39% students were on free or reduced lunch status. This percentage continues to increase. We did not meet the needed percentage to become a Title I school for more than nine years. All of our students were in as much need as students in the free/reduced programs within other schools. Our school became a Title supported school during 2010-2011 academic school year. Disaggregating the data of this group of children indicates the following percentages of students who passed ISTEP.

2010-2011

| Gen. Ed: Free/Red. | Language | Math | |
|--------------------|----------|---------|---------------------|
| Grade 3 | 90%:50% | 86%:50% | No Title K and 1st |
| Grade 4 | 88%:69% | 88%:85% | No Title grade K-2 |
| Grade 5 | 82%:30% | 96%:60% | No Title grades K-3 |

2011-2012

| Gen. Ed: Free/Red. | Language | Math | |
|--------------------|----------|---------|--------------------------|
| Grade 3 | 100%:79% | 78%:63% | No Title K and |
| Grade 4 | 77%:73% | 69%:60% | No Title grade K and 1st |
| Grade 5 | 80%:60% | 80%:60% | No Title grades K-2 |

Our new math curriculum is from Envision Math. Common Core standards are the focus. Our math scores should increase with the new PARCC Assessment. The standards taught in class will match tested standards.

In the past, our school could not fund academic programs that Title I schools in our district had. This could partially account for lower scores. Needmore utilizes all available resources to bridge this gap. We continue to pass information to parents via the monthly newsletter regarding local programs that enrich background knowledge. Indiana University and the city of Bloomington provide many activities that can benefit our students.

Another sub-group we must consider is our special education students.

The majority of our students who receive assistance from our Learning Disability program took the ISTEP test this year. Three students took IMAST. The remaining students took age level/grade level tests that are not sufficient indicators of year to year progress. These students are progressing at their ability level and not designated age/grade level. Five of our students did not pass I-READ. This kept us from making a 90% passing rate. Four of the five students are in our Resource programs for learning disabilities and autism. The other child had text anxiety. He didn't need the extra help we provided for him. He passed the test when he took it again in the summer.

5th grade students who have failed portions of the ISTEP and have poor classroom performance are monitored through the use of Acuity data. These students may enter our RTI process if referrals have not been previously submitted. We consistently monitor all students who are not successful when taking I-STEP. We are using Dibels and Acuity to monitor student progress. Accelerated Math is being utilized in many classes. It has become a core piece of our interventions for growth in math. NLCS is implementing RISE and student learning objectives one year before required. We hope to use assessment and utilize resources to improve instruction.

We will focus on Special Needs students and Free/Reduced population. These areas of concern lower our overall percentages. We have an active RTI Team.

Students in the resource program for learning disabilities usually perform below passing in tested areas.

| 2011-2012 | | Passing Percentages | |
|------------------|--------------------|----------------------------|-----------|
| Gen. Ed: | Special Ed. | Language | Math |
| Grade 3 | | 90%: Und. | 86%: Und. |
| Grade 4 | | 88%: Und | 88%: Und. |
| Grade 5 | | 82%: Und. | 96%: Und. |

2012 scores from Special Education were undetermined.

Needmore Elementary School’s current population includes students with the following handicapping conditions:

| | |
|-------------------------|-----------|
| Emotionally Handicapped | 0 |
| Autism | 4 |
| Mild MH | 4 |
| Moderate MH | 0 |
| Learning Disabled | 13 |
| OHI | 0 |
| Deaf or Hard of Hearing | |
| Total | 22 |

Description of Programs

We have instructional aides serving in the 1st grade and Kindergarten classrooms. We have a certified teacher and instructional assistants that operate the remedial part of the adopted Reading curriculum. Our teachers supplement curriculum with a variety of teaching methods and techniques. Needmore Elementary encompasses Kindergarten through fifth grade which includes all special needs students within the Needmore district. The special education program consists of a part-time certified teacher and an instructional assistant.

Needmore is fully implementing the RTI model for meeting student needs and mapping disabilities. Response to Intervention provides high quality interventions matched to student needs. The program monitors progress frequently to make decisions about changes in instruction or goals. Student response data is applied to make important educational decisions. Students who do not show growth and improvement after Tier III, are submitted for testing for a specific learning disability.

We meet additional needs with physical and occupational therapists serving children in our school as determined by IEP documentation. A committee of teachers, parents and testing professionals develop an Individual Education Plan (IEP) for students who qualify to determine the areas of academic concentration requiring services. The amount of service for the Least Restrictive Environment (LRE) is determined by the Case Conference Committee. The teachers and principal consult with the nurse to plan and maintain proper care for all students. The nurse is on-site two hours per day/two days per week.

The Accelerated Reader program is used for all grade levels as part of the school library program. Accelerated Reading tests help with reading comprehension and assessment of this skill. Students earn points to buy items at the AR store and to participate in the AR carnival. Students can check out AR books from the classroom or school library.

Parents can go on-line to have books reserved for easy pick-up at the Bedford Public Library. School funds and grants are used expand the AR collection in the school library and classroom libraries. A variety of books are made available for purchase during

biannual book fairs. The book fair store is open for family nights. All 5th grade students are required to apply for a public library card. Fifth grade media classes teach students to search for and reserve books on-line. Our community opened a library branch three years ago. Lack of circulation and on-site visits lead to the closing of this undervalued resource. Our principal is a NLCS appointed member and past President of the library's board of directors. This public library has an outreach services department. They present eight on-site programs to each grade level annually. Some of the programs promote the life skills that are the focus of daily learning at Needmore.

Lawrence County provides many unique learning opportunities for students through programs such as D.A.R.E. for grades 3 and 5, Community Reading for grades 1 and 3, Farm Fair for grade 3, trip to the Wonderlab for grade 4 and a History Festival for grade 5. Our school nurse is working to regain the services of Red Cross for Basic Aid Training (BAT) for grade 4. The Sycamore Land Trust supports our school with on-site activities. This organization plants and oversees the building of an outdoor learning lab. Current construction will allow outdoor plays and activities using an amphitheatre. They also sponsor an annual field trip for grade 4 students. Indiana Forestry Service and the Soil and Water Conservation Department provide programs and instructors who visit classrooms to connect their education programs to student needs. The Rotary Club supports a Kindergarten "All about Me" program to help improve children's self-esteem. The Lions' Club presents dictionaries to 3rd grade students annually. This will be the third year that the club will provide free eye screenings for students in grades 1, 3, and 5. The Lawrence County Prosecutor annually visits to present a Stranger Danger program. They fingerprint each of our Kindergarten students. This is a wonderful partnership and gives another level of safety to our parents.

The Indiana Council for the Arts provides cultural programs for our students. Our school has an annual Science Fair. Rolling Book Reports are fun literature floats that are created by students each year. These projects help build confidence and comprehension skills. The student experience the joy of being able to read and report in a unique way. Music adds a dynamic element to learning. We have a monthly all school sing. This brings our students together physically and emotionally. Our music teacher creates many learning connections during this session. Our teachers have started a program that allows students to stay after school to utilize computers and educational sites. We have Education City available to all students. Our pupils with a computer at home can use this site free of charge. The principal hosts a ten week after school book club for students in grades 4 and 5.

Corporation supported Science Kits are available to our staff for each grade level throughout the school year. A staff member hosts Dig-It days for grades 3, 4, and 5 as well as Pioneering Days for all grade levels. We hired the former Science Kit teacher as our new Kindergarten teacher. She set up our Science Lab with many kits that teachers can access each week. An after-school remediation program for students in grades three through five who did not pass I-STEP each year has been implemented with Crane Naval Surface Warfare Center. Government employees are paid their hourly wage to give tutoring services for 10 to 16 weeks per academic year. They visit our building to work with students who passed I-STEP by a narrow margin or missed passing by a few points. Students with high ability and exemplary character skills from our local high school will

work with lower achieving students in grades 3-5 after school one day a week. We use Reading Streets for our literacy program. My Sidewalks is our Tier I remedial program. As a Targeted Assistance school, we service about 70 students each year.

In conjunction with Indiana University, Vincennes and St. Mary’s of the Woods, college students participate in classrooms through both early field experience opportunities and student teaching. Cadet teachers from Bedford North Lawrence High School participate in the classroom teaching practices. Extra curricular activities include Math Bowl, Spell Bowl, boys’ and girls’ basketball, cheerleading, dance team, and Student Government.

Grades and good citizenship must be maintained at an acceptable level in order for students to participate in school-sponsored athletic events. Girl Scouts, Boy Scouts of America, Bidy Basketball and Youth Baseball are community sponsored organizations that use our facility.

Description of Staff

Staff is composed of 35 members. This number includes 11 teachers, three instructional assistants, two custodians, three cafeteria workers, one certified Title I coordinator, four title one aides, secretary, principal, a part time speech teacher, and a four hour per week nurse. Special services provided for our students include physical and occupational therapy. The speech and language teacher provides services for identified students in K-5 two days per week. Three certified teachers instruct Physical Education, Music and Art classes for grades 1-5. Kindergarten students have 30 minutes of physical education and music per week. The experience of our classroom teachers does range from first year teachers to teachers with more than thirty-five years of experience. Our resource room teacher for identified students has five years of experience. All staff are listed on the last page of this document. Each member has signed as a recognition of dedication to this plan; its mission and goals.

Description of Students

Based on most current data, the student population is 98.3% Caucasian, .4% multi-racial, .4% native-American, and .80% Asian. Needmore Elementary School is a rural school that serves a homogeneous population.

The following page gives Enrollment Data for the past 10 years.

Enrollment Data

| Year | Enrollment |
|-------------|--|
| 2002-03 | 370 |
| 2003-04 | 327 * middle school transition |
| 2004-05 | 329 |
| 2005-06 | 302 |
| 2006-07 | 313 |
| 2007-08 | 271 * students redistricted to Springville |
| 2008-09 | 241 |
| 2009-10 | 229 |
| 2010-11 | 225 |
| 2011-12 | 227 |
| 2012-13 | 215 |

Changing Conditions

Due to the lack of state funding, district funded field trips are extremely limited due to insufficient funds for transportation. These real-life experiences, that so many of our students desperately need, have been drastically altered. Our school PTO and district grants now support one trip per grade level each year.

New Major Thrusts-Year #2 expansion and Development

Needmore is focusing on five major new thrusts

- Smart Board Technology
- Writing Prompts
- Basic Facts of Addition, Subtraction and Multiplication
- Life Skills for a Bully Free Environment
- Minds in Motion

Every teacher in the building has a projector with Smart Board technology. Funds were raised through PTO and community based projects. PTO and community support helped with our goal to have Smart Boards in every classroom. Professional Development after school was led by various teachers each week. The teachers shared ideas and taught other how to use SmartBoard resources. Each grade level will complete three school wide writing prompts per year. We encourage daily journal writing. One writing prompt is read over the intercom system each week for all of the students at Needmore.

Our discipline plan was kicked off last year with a program from Mobile Education titled “Stronger Than a Bully.” The message was built upon throughout the year with school slogans. Students will also share examples of how they use life skills in everyday life. These are read during the morning announcements. The principal will visit each grade level five times per year to focus on specific life skills. She will read a book and work for a bully-free school environment. The principal also hosts life skill lessons throughout the year with all 5th grade students. Hoosier Uplands sponsored a Minds in Motion training for all staff. We are embracing the research of movement affecting brain stimulation and growth. A local donor bought \$500.00 worth of equipment for our Minds in Motion facility. The school library has started curriculum based work packets for chapter books which are read by the entire class. Fourth and Fifth grades were the first to start the initiative. The number of packets for these grade levels will increase as the program grows. We will also put this program in grades 1-3 in the upcoming year. We will have after school programs conducted in our new parental involvement room. We will use high school students, CRANE workers, and peer tutoring to offer homework help. Too many students leave elementary school without a carry over of the multiplication facts. Parents are asked to buy fact flash cards for use at home and school. Grades 3-5 do an end of year “multiplication blitz” in order to support and encourage lifelong memorization. All grade levels will spend time on math facts each Friday.

Teachers at Needmore, under the direction of the building principal, provide enrichment of the curriculum with the assistance of other district-wide personnel, i.e., science enrichment programs. The building principal has set up grade level outlines for use of enrichment programs from the Bedford Public Library, NLCS Science Kits and

Soil/Water Conservation district programs. This provides maximum usage without repetition from one year to the next. We use Mobile Ed Productions, and various other programs to bring enriched curricular opportunities to our students. Mobile Education production brought “Physics Is Fun”, “Lights, Camera, Action”, and “Young Authors” with a mime to our students. These presentations were valuable interactive full-day programs. Most recently, Mobile Education presented a Bully Free program and a Science based program called the Invisible Wonder. Two years ago, they brought an Earth Dome to our school and presented a program about Abraham Lincoln. All Mobile Ed. Programs are paid for by our PTO. This organization also pays for interactive internet field trips through the Indianapolis Zoo. PTO also hosts Read The Zoo for 4th grade students. They purchase Weekly Reader for all grades. This replaced Scholastic news due to a strong tie to standards. These can be implementing into the Reading Block.

Titles and Descriptions of Additional Assessment Instruments

In addition to state-wide testing, the Needmore faculty also uses state developed writing rubrics, Dibels, Acuity, Pearson Baseline, Reading Street Benchmark tests, STAR reading and math, and textbook based and core curriculum assessments to monitor student progress in addition to the state-wide testing initiative. This is the first year that Kindergarten and first grade students will receive letter grades. It is also the first year for all students to receive letter grades in Art, Music, and PE.

All 1st grade parents are expected to meet with the teachers two times per year for review of their child’s progress. At these meetings, teachers identify for the parents areas of needed improvement. Teachers provide the parents with strategies they can use to assist the children at home. Teachers working in the grade 2-5 level meet with parents one time per year to discuss progress. Progress reports are sent four times per year. This coupled with report cards gives eight academic reports each academic year. We make sure that Every family is provided the opportunity to sign up for a fall parent teacher conference.

Mission

Needmore Elementary School, in partnership with the families and community, share the commitment for academic excellence, the love of learning, and the guidance of individual character development.

Vision

Needmore Elementary School is a place where educators are using proven teaching techniques to teach a curriculum leading to responsible citizenship. The latest brain research drives teaching practices. Students, parents, and educators are creating a sense of community that fosters mutual respect and responsibility. Students at Needmore experience the joy of being contributors to their family, school and community. Learning is meaningful and connected to real world experiences. Students, parents, and educators are becoming life-long learners while helping the world become a better place. Needmore is a place where all students are given equal resources. All students can and will learn at the level at which they are capable. Students strive for academic excellence and are provided the opportunity to reach their full potential as citizens in a democratic society

Beliefs

- ◆ All children should be in a safe, nurturing, and respectful environment
- ◆ All children are important and deserve an equal opportunity to master the basic skills
- ◆ All children should be engaged in real-life and developmentally appropriate activities which meet individual needs and follow state standards
- ◆ All children deserve to be challenged to grow academically, emotionally, ethically, physically, creatively, and socially.

Nurturing Environment that Employs Community Resources

Exciting Experiences

Excellent Atmosphere, Climate, and Community

Demonstrating Life Skills and High Expectations

Motivating Students, Staff, and Community

Opportunities for Learning

Respecting One Another

Engaging Activities Promote Real World Connections

Our themes are “What a Wonderful School” and “There is No Place like Needmore.”

Our focus word is “RESPECT.” The students must respect themselves and display this by doing their personal best. They must respect each other by treating others right and doing the right thing. They must show respect to everyone within our school. This is displayed by following rules and directions. Staff members were surveyed to find out what they are the most proud of at Needmore. Our staff is proud of the school climate. Staff members get along well and genuinely care about the students. The daily business of school is well organized. We have many programs in place to make the staff and students feel uplifted. One child in each classroom is recognized weekly for using the life skills and being a role model. The child’s name and a description of their work ethic and behavior is read over the intercom. They receive a certificate and gift from the principal. All students who remain “strike free” or behavior problem free are rewarded with a “strike-free fiesta” each nine week grading period to celebrate great behavior. Grade level staff members work well together. Our school works as a family to create learning and life long memories. The following excerpts of posted parent comments were found on the Great School website.

Great school and great teachers, the best school my children have ever been enrolled in. Keep up the excellent work! Very kind environment rich with learning. Children thrive at this school - major effort made on the CORE important skills Reading, Writing, Math, Science, etc.

Curriculum Information

A copy of the curriculum for North Lawrence Community Schools is available at the Administration Building, located at 460 W Street, Bedford, IN. 47421. The NLCS curriculum is continuously being examined to align with state standards.

Parent Participation in our School

Needmore Elementary School has an enthusiastic Parent Teacher Organization. The Needmore PTO has been successful in raising funds for technology, books, and supplemental resource materials and programs. Our annual carnival is a huge success due to the effort of an organized and hard working P.T.O. president and helpful supporters. Parents help assist in our Secret Santa Workshop, and Games Day. Our “Meet Your Teacher” night and parent-teacher conferences are well attended. Meet Your Teacher is held the evening before the first day. All attendees get a sno-cone before

leaving for the evening. About 98% of our parents attend to talk with the staff. A survey conducted in 2004 showed gains in positive parental attitudes toward the school. We will conduct another survey in the spring of 2013.

Technology as a Learning Tool

North Lawrence Community School District has developed a five-year technology plan that has been designed to allow staff to integrate existing technology into the curriculum. Specifically, Needmore's technology plan cover is current. It is continually reviewed and adapted as new technologies become available at Needmore Elementary. The plan will be reviewed and updated in 2013. Per plan guidelines each student receives thirty minutes of computer instruction each week. Teachers can use open lab time to enhance classroom projects. In addition, thirty minutes per week is embedded in Needmore's third grade curriculum to teach keyboarding skills. This is a new state standard that we have had in place for several years. We use technology funds to purchase an interactive program entitled Education Cities. All classes have computers to access the program during the school day. We are striving to utilize all software and sites available outside of and within NLCS adopted curriculum. Needmore broadcasts monthly events via Channel 14 on the local cable network. Needmore has a mobile unit that can be utilized with a projector to display large screen computer images or DVDs. This unit is available as needed and has been used for kindergarten and fifth grade graduation presentations, video field trips, Veteran's Day programs, and classroom plays. Internet field trips are very important because district wide budget constraints have prevented traditional field trips since 2002. The principal and technology chair taped a broadcast that aired locally to promote the electronic fieldtrips. The district has purchased a Polycom system for each middle school that can be loaned to Needmore as needed. We utilized this system for Needmore's first Interactive fieldtrip in the primary grades. Polar Bears, Penguins, and Growing Up Wild programs were presented by the Indianapolis Zoo's Distance Learning. The broadcasts were live. The Indy Zoo also hosted "Animal Care" and "Earth Day" for our school. Our most exciting trip was held in February of 2007. We were live and one on one with the "Dynamic Dolphins". Needmore purchased a live experience via the polycom in March of 2008 about Penguins. We use resources from Ball State University and the Indianapolis Zoo. The first Needmore virtual field trip in 2003 was the first to be achieved in our district. We watched a live broadcast from Ball State titled, "Celebrating 100 Years of Flight" The second field trip was a live webcast entitled "The Grand Canyon". NASA brought an (EFT) Electronic Fieldtrip titled "Little Green Men" We have viewed eight of these learning opportunities. Ball State cooperates with Best Buy to create and sponsor web cast internet field trips. We subscribe to these available programs each year. 2007-2008 topics were about science and math, civil rights, migration, and ecosystems. We have purchased rights to all archived field trips from the Ball State site. Teachers can show a variety of taped programs to tie in with state standards. Students who excel beyond the curriculum can be challenged to become expert on a variety of topics. They can individually view the website and report on what they learned. We archive the pre-program activities and games websites for future student use. We will purchase and participate in three virtual field trips in the next three years.

Needmore's goal with technology is to enhance the current curriculum, align technology to the state standards, and improve ISTEP scores. The principal attends the Indiana Computers for Educator Conference (ICE) each year. Our five year district plan and our three year building technology plan guide us in achieving these goals. A district wide technology coordinator oversees the plan. District technicians assist in achieving our goals. One of the technicians works closely with the principal to maintain our school website. This website is used as a communication tool between the school and the community. This technician works with the school secretary to maintain a student database on ARK, Academic Record Keeping. The principal attends the Indiana Computer Conference for Educators. Students and staff at Needmore work with many types of software. Software and websites available consists of Microsoft Office, Renaissance Learning, Internet Explorer, INSPIRE, Math Bingo, various Map programs, Typing Pal, World book Online, and other assorted programs. World Book Online and Learn 360 are district subscriptions we access via the Internet. PTO funds helped purchase interactive DVDs for use with the Smart Board. Typing Pal is an additional subscription for third grade at Needmore. New programs such as Living Books, Kidspiration, and standards based grade level testing are phased into the curriculum each year. On the NLCS intranet, World Book Online is available to students, parents, and teachers. Pearson's website is available for Math and Reading for parents to assist with extra practice at home.

Safe and Disciplined Learning Environment

Needmore Elementary School is perceived to be a safe environment as indicated by the Climate Audit conducted in coordination with the Indiana Principals Leadership Academy. Parents, students and teachers all believe Needmore is a safe place to learn. The principal is highly visible and the staff works cooperatively to insure that all students are safe each and every day. Elements to create a safe learning environment include:

- Access to the school is restricted by locking all outer doors.
- The only visitor entry is near the main office of the building which insures that the visitors check-in before entering the classroom areas of the school.
- All visitors must be released down the hallway via electronic lock.
- All staff members recognize the need to verify the identity of visitors without a name tag.
- Administrators are constantly available through electronic means, i.e., intercom, e-mail, upgraded phone system with voice mail.
- We continuously plan and reevaluate our current practice to ensure that students are as safe as possible in any disaster or threat. Teachers now take green/red cards with them to fire drill meeting places. They show red if there are any problems or questions. Research is done each year to ensure our drills our implementing the safest practice.

NLCS is creating comprehensive crisis response materials. Student safety is a priority. Administrators have practiced table top exercises to practice the scenarios of possible threats to students' safety. These exercises were then completed with teachers during staff development time. NLCS now assigns Safe School modules to all staff members. An end of module quiz and certificate of completion verifies that staff members were trained and are knowledgeable.

Collecting and Analyzing Data

Grade 3 Percent Passing ISTEP Language Arts Standard

| | | |
|---------|---------------------|------|
| 2011-12 | Needmore Elementary | 100% |
| 2010-11 | Needmore Elementary | 90% |
| 2009-10 | Needmore Elementary | 95% |

Grade 3 Percent Passing ISTEP Math Standard

| | | |
|---------|---------------------|-----|
| 2011-12 | Needmore Elementary | 78% |
| 2010-11 | Needmore Elementary | 86% |
| 2009-10 | Needmore Elementary | 81% |

Grade 4 Percent Passing ISTEP Language Arts Standard

| | | |
|---------|---------------------|-----|
| 2011-12 | Needmore Elementary | 88% |
| 2010-11 | Needmore Elementary | 88% |
| 2009-10 | Needmore Elementary | 85% |

Grade 4 Percent Passing ISTEP Math Standard

| | | |
|---------|---------------------|-----|
| 2011-12 | Needmore Elementary | 69% |
| 2010-11 | Needmore Elementary | 88% |
| 2009-10 | Needmore Elementary | 85% |

Grade 4 Percent Passing ISTEP Science Standard

| | | |
|---------|---------------------|-----|
| 2010-11 | Needmore Elementary | 78% |
| 2009-10 | Needmore Elementary | 69% |

Grade 5 Percent Passing ISTEP Language Arts Standard

| | | |
|---------|---------------------|-----|
| 2011-12 | Needmore Elementary | 80% |
| 2010-11 | Needmore Elementary | 82% |
| 2009-10 | Needmore Elementary | 82% |

Grade 5 Percent Passing ISTEP Math Standard

| | | |
|---------|---------------------|-----|
| 2011-12 | Needmore Elementary | 91% |
| 2010-11 | Needmore Elementary | 96% |
| 2009-10 | Needmore Elementary | 97% |

Grade 5 Percent Passing ISTEP Social Studies Standard

| | | |
|---------|---------------------|-----|
| 2010-11 | Needmore Elementary | 60% |
| 2009-10 | Needmore Elementary | 67% |

Total number of students not passing the I-STEP 11-12 follows:

| | |
|----------------------------|---------------------------|
| Grade 3-Language Arts = 6 | only 1 DNP without an IEP |
| Grade 3-Math =12 | |
| Grade 4-Language Arts = 7 | only 3 DNP without an IEP |
| Grade 4-Math = 11 | |
| Grade 4 Science =5 | |
| Grade 5-Language Arts =10 | |
| Grade 5-Math =6 | |
| Grade 5-Social Studies =15 | |

Our new math curriculum is set to Common Core Standards. We expect Math scores to improve with PARCC is in place.

Conclusions about the Data

School Curriculum to Support Indiana Academic Standards

Past data reveals that students at Needmore Elementary School typically perform above the State average, but not as high as the top schools in Indiana; therefore, we believe there are significant opportunities and room for growth. The overall significance of the data suggests that Needmore Elementary is actually achieving near or above predicted levels. It is important to look at a group year to year. This is a better indicator of growth than comparing scores of the same grade level each year. A careful analysis and disaggregating of the data reveals that Needmore Elementary School's current curriculum is not meeting the Indiana Academic standards in Mathematics and English for the following areas:

- | | |
|-----------------|---------------------------|
| (1) Computation | (1) Writing Applications |
| (2) Geometry | (2) Reading Comprehension |
| (3) Measurement | (3) Reading Vocabulary |

These areas will serve as focus points for our staff during planning sessions and instruction. The review and analysis of the data was very helpful for us to recognize the importance of the realignment of our curriculum. The Academic Standards summary showed Needmore to have greater mastery in Science (2009-2010) than other North Lawrence Schools. We attribute this to the use of our science lab. North Lawrence supported science kits are routinely woven into our curriculum.

Additional Areas for Improvement

- Math (Algebra and Functions)
- English/Language (Language Conventions)

Professional Development

- Technology use in the classroom
- Reading Blocks – Best Use of Instructional time

Focus Area

Parental Involvement – Corporation Pilot for Parental Involvement Room

This is a before/after school resources for parents.

Instructional Strategies to Support Indiana Academic Standards

Needmore Elementary faculty members recognize that problem solving and reading comprehension are closely related. Students must comprehend a story problem before it can be solved. Moreover, our staff realizes that our instructional approaches must be meaningful and connected to real world experiences; therefore, our instructional strategies must reflect a more application-based approach to meet the needs of the students. Although these areas have improved this year, they remain an area of students' needs at Needmore. Many students who receive free/reduced lunch perform below their counterparts. This data suggests that poverty does play a significant role in student performance. All teachers will use information provided by the building principal to build upon the applications of brain research in the classroom and Ruby Payne's work.

Student Achievement Objectives

Based on the data from the past four years, the following academic objectives were determined to be our immediate focus.

2012-2013

READING OBJECTIVE

The ninety-minute reading block will help with giving daily opportunities to read, all students will be able to describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, knowledge of word parts and word relationships, contextual clues, and purpose to comprehend appropriate grade-level material that demonstrate a 3% gain in the number of students mastering reading comprehension (literal meaning and elaborate on meaning) on ISTEP+ scores for the 2012-2013 school year.

WRITING OBJECTIVE

Given daily opportunities to write either narrative (story), expository (informational), persuasive, or descriptive texts, all students will demonstrate a command of Standard English, proper grammar, punctuation, and the research strategies necessary to organize, draft, and write in order to demonstrate a level 4 mastery of the Indiana Department of Education ISTEP+ rubric scale and a 3% gain in the number of students mastering writing development on the ISTEP+ scores for the 2012-2013 school year.

MATH/COMPUTATION OBJECTIVE---Geometry

Given daily opportunities to solve mathematical computation, statistics, numerical sense problems, and geometry students will be able to use a variety of strategies to understand, apply, and solve the problems that illustrate gain of 3% in the number of students mastering math computation and Geometry on ISTEP+ scores for the 2012-2013 school year.

2013-2014

READING OBJECTIVE

The ninety-minute reading block will help with giving daily opportunities to read, all students will be able to describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, knowledge of word parts and word relationships, contextual clues, and purpose to comprehend appropriate grade-level material that demonstrates a 2% gain in the number of students mastering reading comprehension (literal meaning and elaborate on meaning) on ISTEP+ scores for the 2013-2014 school year.

WRITING OBJECTIVE

Given daily opportunities to write either narrative (story), expository (informational), persuasive, or descriptive texts, all students will demonstrate a command of Standard English, proper grammar, punctuation, and the research strategies necessary to organize, draft, and write in order to demonstrate a level 4 mastery of the Indiana Department of Education ISTEP+ rubric scale and a 2% gain in the number of students mastering writing development on the ISTEP+ scores for the 2013-2014 school year.

MATH/COMPUTATION OBJECTIVE---Geometry

Given daily opportunities to solve mathematical computation, statistics, numerical sense problems, and geometry students will be able to use a variety of strategies to understand, apply, and solve the problems that demonstrate a gain of 2% in the number of students mastering math computation and Geometry on ISTEP+ scores for the 2013-2014 school year.

2014-2015

READING OBJECTIVE

The ninety-minute reading block will help with giving daily opportunities to read, all students will be able to describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, knowledge of word parts and word relationships, contextual clues, and purpose to comprehend appropriate grade-level material that demonstrates a 1% gain in the number of students mastering reading comprehension (literal meaning and elaborate on meaning) on ISTEP+ scores for the 2014-2015 school year.

WRITING OBJECTIVE

Given daily opportunities to write either narrative (story), expository (informational), persuasive, or descriptive texts, all students will demonstrate a command of Standard English, proper grammar, punctuation, and the research strategies necessary to organize, draft, and write in order to demonstrate a level 4 mastery of the Indiana Department of Education ISTEP+ rubric scale and a 1% gain in the number of students mastering writing development on the ISTEP+ scores for the 2014-2015 school year.

MATH/COMPUTATION OBJECTIVE

Given daily opportunities to solve mathematical computation, statistics, numerical sense problems, and geometry students will be able to use a variety of strategies to understand, apply, and solve the problems that demonstrates a gain of 1% in the number of students mastering math computation and Geometry on ISTEP+ scores for the 2014-2015 school year.

Attendance Rates

Our attendance rate is at 96.10% for the past fifteen years. Needmore Elementary School has been typically above the state average.

| | | | |
|-----------------|---------------|---------------|----------------|
| 1997-98=95.7% | 1998-99=96.1% | 1999-00=96.2% | 2000-01=96.4% |
| 2001-02=96.2% | 2002-03=96.6% | 2003-04=96.5% | 2004-05=96.4% |
| 2005-06=96.5% | 2006-07=95.7% | 2007-08=96.6 | 2008-09=95.98% |
| 2009-10= 95.65% | 2010-11=95.56 | 2011-12=95.46 | |

We plan to continue our focus on student attendance. We have worked with the prosecutor on Truancy Intervention. We now work with Social Services when an attendance issue becomes a case of educational neglect. However, we are hopeful that we will start an upward trend of better attendance. The secretary calls the home of each absent child after 9:00 am. We are making parents accountable for the absence and making sure the students are safe. We project that we will meet our goal of 96.0% for this year. Needmore Elementary School Attendance objective is to have an attendance rate of 96.5 or better for the 2012-2013 school year and increases by 0.1 each year

thereafter until the rate is consistently near 97%. Education is one of the most valuable undertakings of our country. Formal schooling is not only desirable, but, also absolutely essential for the preservation of American society. The State of Indiana places education at the top of its priorities. A very high positive correlation exists between formal learning and school attendance. Accordingly, it is vital that this school system use every reasonable measure to instill dutiful attendance habits in every student. A day lost in the classroom can never be completely retrieved; the dialogue between teachers and students in a classroom group environment can never be effectively duplicated. The purpose of this policy is to encourage academic effort by discouraging unacceptable absenteeism.

The following excerpt from NLCS policy will assist us as we continually monitor student attendance:

In accordance with State Law, an excused absence is for personal illness or death in the family. When a student returns to school after an absence, he/she (1) shall present a doctor statement or dentist statement giving reason for the absence, or (2) parent statement may be accepted for the first five (5) absences during the semester. Any days beyond that number will require a doctor's statement or a parent conference for the absences to be considered an excused absence. All vacations and other non-school activities involving students should be scheduled during times that school is not in session. Any deviation to this policy must be approved by the principal. Students and parents who violate the attendance policy may be referred to the Truancy Intervention Program and Prosecutor. All North Lawrence schools will have a new attendance policy next year. We are promoting bell to bell attendance. Students who are tardy or miss any part of the day can only obtain outstanding attendance. Perfect Attendance will be given for attendance that is 100% perfect. We work closely with the Lawrence County Prosecutor's office regarding truancy. This community support is an effective means of reaching families who do not recognize the importance of attendance and the relationship to student success. We will send a form letter to parents showing number of excessive day missed

Specific Areas where Improvement is needed immediately

A careful analysis and disaggregating of the data from the ISTEP+ Essential Skill Report from the past five years does reveal a weakness in the following areas:

Computation, Geometry, Algebra and Functions, Measurement

Writing Applications, Comprehension, Reading Vocabulary, Language Conventions

Proposed Interventions

The interventions listed below are gleaned from the book, Best Practice. Teachers utilized their own experience in conjunction with current research to develop these intervention strategies. Some teachers in grades K-2 continue to implement Tucker signing strategies.

School-wide Reading/Language Interventions

Generally speaking, daily reading materials will include appropriate grade-level narrative (story) and expository (informal and technical) texts, classical and contemporary literature, poetry, magazines, newspapers, reference materials, popular media, and on-line information. Daily reading will include phonics instruction (K-2), Reading Street with My Sidewalks interventions at the primary level. MCLASS and Acuity will drive re-teaching strategies. Students will be encouraged to read out loud or have directed reading opportunities. Weekly Reader-Social Studies will be used in K-3 and grade 5. Weekly Reader-Science will be used in grade 4. Comprehension assessments will be used to monitor reading comprehension levels. Students will be given opportunities to read silently and then discuss or write about their story. Teachers will model good reading habits by reading to classes frequently. Teachers will use the teaching process from the C.L.A.S.S. reform model. (Connected Learning Assures Student Success) We are reinstating a weekly reading prompt that is read over the intercom to the entire school.

Weekly assessment strategies for reading comprehension will include Acuity, STAR Enterprise, writing assignments, and other classroom diagnosis strategies to determine reading mastery level. Each class will designate a daily time for silent reading. 1st and 2nd grade students attend a 30 minute story time each week in our library. This program expands imagination and promotes the love of reading. The Community Reading project is funded by local businesses. Each third grade and first grade student receives a free book once a year. The books are read in a 1st grade/3rd grade partner system. Funds use to provide these books two times per year.

School-wide Writing Interventions

Daily writing approaches will encourage all students to progress through the stages of the writing process by proofreading, editing, and revising. Teachers will model the different writing styles and the mechanics associated with each writing style. Modeling will include brainstorming and other means to organize ideas for stories. Primary students will be able to discuss main characters, setting and plot to create a story that has a similar plot as the story that was read. Before writing begins, students will be able to read, predict and then write using prior knowledge about the story. Kindergarten will learn the basic mechanics of left to right, top to bottom. Also, they will create a group story and edit their own writing using a checklist.

Intermediate teachers will utilize the rubrics for evaluation. Students will be given examples of good writing to demonstrate how to achieve growth. Teachers will also have students check their own or a partner's writing using this same rubric. Students will share their writings aloud in groups, with partners, to the whole class, or other classes. Teachers will focus on specific mechanics for each assignment. These include capitalization, punctuation, and grammar.

School-wide Computation Interventions

Students will solve daily problems involving addition, subtraction, multiplication, and division of integers. Students will have real life opportunities to practice computation, estimation, mental arithmetic and statistics. For example, students might average their own grades or calculate sport scores or averages. Graphing and interpreting graphs will be introduced at each grade level. Students will memorize their math facts and concepts

at each level. Facts are studied at home and at school. This will help with mastery of addition and subtraction in grades 1-3. It also helps with mastery and retention of multiplication facts in grades 3-5. We utilize many resources available through the use of computers. Math baseball is a great use of technology for all students to practice math facts in our computer lab or at home. Envision Common Core Math by Pearson is used to monitor student progress. Smart Board problem solving activities and daily common core review practice help reinforce skills learned in class.

Annual Benchmarks for Progress

Reading Benchmarks

Given daily opportunities to read, all students will be able to describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, knowledge of word parts and word relationships, contextual clues, and purpose to comprehend appropriate grade-level material that demonstrates a 3% gain in the number of students mastering reading comprehension (literal meaning and elaborate on meaning) on ISTEP+ scores for the 2012-2013 school year. In order to accomplish this objective, the following measurable benchmarks were selected as indicators for the level of success: Eighty-five percent of the student population will achieve mastery (80%) on the comprehension based tests that are given each week. This may be monitored by the Pearson Reading Test Success Tracker. Weekly assessments will include at least 80% mastery on the Accelerated Reader.

The teachers will check accelerated reader scores and number of books read. Teachers will observe a child's attitude and enthusiasm toward reading, and standardized tests. Student worksheets, teacher-developed tests, and oral questions over reading will be used to check student comprehension each week. Each student can take their weekly story test on a computer. Pearson reading test scores can be printed or monitored each week. Pencil and paper reading tests may also be given and evaluated by each teacher. Training received in a corporation Six Traits workshop will be used in the classrooms. We will initiate again school-wide writing prompts. These will be given once a week instead of daily. Each class will submit one writing each week to be read over the intercom. Each child has a writing portfolio that follow them to each grade level.

Writing Development Benchmarks

Given daily opportunities to write either narrative (story), expository (informational), persuasive, or descriptive texts, all students will demonstrate a command of Standard English, proper grammar, punctuation, and the research strategies necessary to organize, draft, and write in order to demonstrate a level 4 mastery of the Indiana Department of Education ISTEP+ rubric scale and a 3% gain in the number of students mastering writing development on the ISTEP+ scores for the 2011-2012 school year. In order to achieve this objective, the following benchmarks are established:

Teachers will observe improvement in writing skills, descriptive writing and the children's attitude toward writing in general. All students will begin to keep writing portfolios. Students will review their own monthly pieces of writing to find improvements in their work.

The ISTEP+ rubric system will be used to assess students' completed writing projects at the intermediate level. Teachers will check for different understandings of writing styles and consistency of writing. The editing checklist will use the ISTEP rubric scale.

Mathematics – Computation Benchmarks

Given daily opportunities to solve mathematical computation, statistics, and numerical sense problems, students will be able to use a variety of strategies to understand, apply, and solve the problems that illustrate a gain of 3% in the number of students mastering math computation on ISTEP+ scores for the 2011-2012 school-year. In order to achieve this objective, the following benchmarks are established: Eighty-five percent of the primary student population will achieve mastery (80%) on timed math problems that involve facts to be mastered at each grade level.

The corporation grade-level test and SSP end of year assessment were administered in early April for many years. The results were evaluated to determine RTI initiatives and used for planning in the upcoming school year. We now use Reading Street and My Sidewalks for planning and class placement.

We are brainstorming ideas to promote student motivation. We may develop a math "Hall of Fame" or print T-Shirts for students that meet certain goals.

Professional Development

Focused and intensive professional development for teachers will be critical to the planned interventions and strategies. Our in-service professional development will focus on improved teaching strategies. We will continue to grow in the area of Smart Board use in the classroom. Technology will be a strong component of our professional development. We will seek grants for one to one computers in the classroom.

Cultural competency in professional development

Professional development that is needed for the staff to continue to successfully address the needs of our low socioeconomic students revolves around poverty training. There is such a cultural difference in priorities, abilities, experiences between low, middle, and upper socioeconomic classes of society. It is imperative the staff understands these differences in order to successfully communicate with the families. Poverty training should benefit this segment of the school.

Professional Development Goal

In order to accomplish our vision, the professional development goal at Needmore Elementary School is as follows:

Goal

The 2012-2013 professional development goals will be to continue to revisit the comprehensive school-reform effort known as C.L.A.S.S. by using knowledge gained from the Climate, Community, and Curriculum workshops attended during years one to five of the reform model. We will continue to align curriculum using information from the curriculum component of C.L.A.S.S. Our goal is to provide professional development

opportunities to 100% of the faculty and staff that utilizes best practices and latest research methods to increase student learning. This professional development model utilizes the best teaching practices and applies this knowledge in conjunction with what is known about the latest brain research to create a learning environment where all children can learn to the best of their ability. Our goal is to provide professional development opportunities for the faculty that will help achieve our vision, and more importantly, meet the needs of all students in our building. Maintaining high standards of professional development is expected of all staff producing a renewed interest and enthusiasm that permeates the spirit at Needmore Elementary School.

Faculty and staff have the opportunity to assist and share in the implementation of professional development activities on an on-going basis. All in-service activities are evaluated according to applicability, quality of knowledge, and quality of presentation. Teachers will always be encouraged to collaborate in using new strategies to increase student learning. The teacher work room houses a professional library. The principal is planning one-on-one book readings with staff members. One teacher attends the Indiana State Reading Conference annually. She attends up to three literacy and writing workshops that are personally funded each year. We agree with observations generated from the Center for Performance Assessment at Harvard.

The main ingredients of all good plans are:

- Procedures for making sure teachers are teaching the standards
- Procedures to make sure students learn the standards
- Procedures to fix “it” when students do not learn the standards
- Procedures to make sure students do not forget what they learned by usage of emotional hooks.

All teachers have a red binder with updated standards and resources from the department of education. A white binder gives information on RISE, Common Core, and I-STEP.

It must be routine practice to focus on the standards every day. During staff development workshops, Needmore staff will utilize resources from www.MakingStandardsWork.com Checking standards will be part of the daily routine for teachers at Needmore.

We strive to teach all children as if they were our own children. Every adult working in our school is a teacher regardless of their certification. Students’ future employment depends on the foundation they receive at Needmore. The job market is changing. We must prepare our students for a future that we can not foresee.

Office Tracy Holtsclaw
Tracy Holtsclaw-Secretary

Wendy Butterfield
Wendy Butterfield-Principal

Teachers Cheryl Taylor
Cheryl Taylor-Kindergarten

Naomi Trojan
Naomi Trojan-Kindergarten

Rhonda Sauerheber
Rhonda Sauerheber-Grade 1

Jan Kirk
Jan Kirk-Grade 2

Amy Wagoner
Amy Wagoner-Grade 2

Jennifer Bartlett
Jennifer Bartlett-Grade 3

Sally Collins
Sally Collins-Grade 3

Debbie Kerr
Debbie Kerr-Grade 4

Martha Turner
Martha Turner-Grade 4

Carrie Owens
Carrie Owens-Grade 5

Larry Ritter
Larry Ritter-Grade 5

Pat Morgan
Pat Morgan-Music

Jill Lutes
Jill Lutes-Art

Trudie Thorne
Trudie Thorne-PE

Kelly Stigall
Kelly Stigall-Resource

Rosemary Stanly
Rosemary Stanly-Speech

Haley Picters
Haley Picters-My Sidewalks

Support Bonnie Craig
Bonnie Craig-Library Aide

Janine Gould
Janine Gould-Title/Resource Aide

Angie Godsey
Angie Godsey-Sidewalks (Parental Inv.)

Andrea Pruet
Andrea Pruet- Title Aide

Julia Terry
Julia Terry- Title Aide

Natalie Bowman
Natalie Bowman Kindergarten Aide

Lisa Carrico
Lisa Carrico-Kindergarten Aide

Tammy Rhodes
Tammy Rhodes-Prime Time Aide

Julie Ecker
Julie Ecker-Prime Time Aide

Julie Vandagriff
Julie Vandagriff-Nurse

Custodial

Dennis Blythe
Dennis Blythe-Daytime

Diane Mosier
Diane Mosier-Evening

Donna Evans
Donna Evans-Evening (4 hour)

Kitchen

Melissa Weillbaker
Melissa Weillbaker-Head Cook

Leann Groh
Leann Groh-6 hour

Jesse French
Jesse French-4 hour

Committee

Wendy Butterfield
Cheryl Taylor
Rhonda Sauerheber
Jennifer Bartlett
Debbie Kerr

Martha Turner
Naomi Trojan
Angie Godsey
Amy Wagoner
Patricia Johnson