

Parkview Primary School

North Lawrence Community Schools

School Wide School Improvement Plan 2012-2015

And

P L 221 Plan

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PL221 Committee

Jessica Johnson, Parent
Jill Kluender, Teacher
Carolyn Nikirk, Teacher
Michelle Pritchett, Teacher
Christy Wintczak, Principal

School Wide Plan Committees

Central Committee:
Misty Butcher – Title I
Jessica Walls – Kindergarten
Shirley Eggers – Title I
Carolyn Nikirk– Grade 1
Michelle Farlow - Resource
Melissa Alvey – Grade 2
Christy Wintczak – Principal
Sarah Thomas – Title I
Becki Woodsmall – Title I

School Wide Goal Committees

Comprehension:	Problem Solving:	Writing:	Family Involvement:
Jessica Walls	Melissa Alvey	Misty Butcher	Shirley Eggers
Jessica Lowry	Lindsey Endris	Lynn Hane	Penny May
Suzette Kern	Debbie Moorman	Cheryl Towle	Marsha Mathews
Jill Kluender	Carolyn Nikirk	Rhonda Morris	Shellie Pritchett
Mindy Morris	Rebekah Lineback	Ana Rynders	Sarah Thomas

Part 1 – Introduction

1. Describe your school's educational program plan. Include information regarding grade level composition and the school's mission, vision, and core beliefs. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population (demographics). (PL221) (SWP-CNA)

Parkview Primary Mission

Parkview Primary is dedicated to providing an environment rich with choices, opportunities, and experiences that inspire curiosity and a love of learning.

Parkview Primary Vision (revised fall, 2009)

The Parkview Primary team of staff, students, and families are actively working together in a safe and positive environment while making learning meaningful, connected, and successful.

Parkview Primary Belief Statements

The Parkview Primary community shares the following beliefs:

Students learn best:

- When parents are actively involved in their child's education
- In a safe, nurturing environment
- When learning is connected to meaningful real world experiences
- When challenged to his or her fullest academic, social, emotional, creative, and physical potential
- When individual strengths and weaknesses are respected and targeted
- When treated as a valued member of our learning community.

At PVP, parents, students, and staff take pride in the school. Parents are actively involved in their child(s) education. Children are taught by a compassionate and caring staff.

In addition to providing a caring and safe environment, it is a nurturing, early childhood centered school having preschool students with special needs as well as students in K through Second grade.

Our goal has always been to connect student learning to meaningful, real world experiences.

Our school community prides itself by challenging students in the areas of academics, social, emotional, creativity, and physical fitness. We praise individualism through respect, support, and role-modeling provided by the students, staff members and a majority of our parents.

The PVP staff members continue to challenge each student every day. They are always willing to become students, themselves, by seeking better strategies for teaching. Staff members frequently attend team meetings, professional development opportunities and share ideas with each other. The goal of the staff is to monitor support for students in academics, social, and behavioral situations.

Our parents serve on committees, provide manpower and supervision during special events, volunteer countless hours, and provide needed support when it is requested by teachers, staff, and PTO.

In addition, our students are supported by a caring community which values excellent education. Through countless programs, both during school and after school, our students receive an enriched and well-balanced education.

Our students work hard to please parents and staff, and eventually transfer that into being successful learners who are self-motivated. Daily, each child is challenged, rewarded, encouraged, and cared for through the enriched curriculum delivered by professional teachers and staff.

PVP is so fortunate to have a wonderful community that provides support through monetary efforts, volunteerism, enriching programs, homework help and convenient child care facilities.

Parkview Primary Demographics

Parkview Primary School, located at 1701 Brian Lane Way, Bedford Indiana, is a Pre-Kindergarten through Second grade elementary school. Parkview houses five sessions of full-day Kindergarten, four First grade classrooms, three Second grade classrooms, an Inclusion Resource room, and seven sessions of half-day Pre-school/Transition classes for children with developmental delays. Beginning with the 2011-2012 school years, we had full day Kindergarten. Projected enrollments for 2012-2013 created the need for a fifth session of Kindergarten.

We have four full-time Title I instructional assistants, two Reading Recovery teachers, nine Primetime Assistants, four Special Education Instructional Assistants, a library aide, one certified teacher for our Sidewalks reading program, and two certified teachers in Reading Recovery. We have certified teachers in Art, Music and P.E. Our Kindergarten will have P.E. and Music with an additional teacher this coming school year. We also have the services of a Speech and Hearing Clinician, a part time speech assistant, two part time Physical Therapists, and one Occupational Therapist, a Nurse for the pre-school classes, with extra nursing support for two of our preschool children and the services of an NLCS School Nurse.

Our enrollment at Parkview Primary is 300. We have 170 students in Preschool through Second grade who qualify for free or reduced price breakfast and lunch is down to 59%, for 2012-13, from 62% for 2011-12. Three percent of our population is Multi-racial, five percent are Hispanic, less than one percent is Asian, and 91% are White. We have 131 females and 169 males at PVP. Twenty-eight of our students are listed as having some type of disability. That number continues to rise as preschoolers are admitted to the special needs program at three years of age.

Parkview Primary had a mobility rate of 20% for grades K-2 last year. Our mobility rate is 22% so far in 2012-13. We have children moving in and out of our classrooms almost every week. We have students who move in and out of our school several times during a school year. Bedford is a stable community of 14,000 residents. Bedford does have an above average state rate for teenage pregnancy and illiteracy. Due to a lack of employment opportunities, most college educated young people seek employment in larger communities.

Parkview Primary's teaching staff is very experienced totally over 300 years of experience. Our staff includes 12 classroom teachers, 1 Sidewalks reading teacher, 2 Reading Recovery teachers, 1 half time Resource teacher and full time assistant, 1.5 speech and hearing specialists, 4 preschool teachers, 1 Art teacher, 2 Music teachers, and 2 Physical Education teachers. Specials teachers are each in our building two days each week. This is the first year we will be giving letter grades in these areas.

Parkview Primary School and Parkview Intermediate School are on the same campus but the buildings are separate. We share families and coordinate some activities during the school year. Combined events are: Parkview T-shirt sales and scheduling of parent-teacher conferences in the fall of the school year. The schools have decided to split PTOs to better serve each school for 2012-13.

Being sister schools, we share data analysis throughout the school year. We take seriously the responsibility of preparing students for taking the I.S.T.E.P+ tests. This data analysis provides PVP staff with areas of concern shown on the I.S.T.E.P. results.

2011-12 Results of the most recent parent, staff, and student survey follows:

Parent Survey – the parent survey results appear to be positive in nature. The grading scale indicates that of 75 returned surveys gave the school a letter grade of an “A” or “B”. One respondent feels that their child is not safe at school and one respondent does not feel welcomed at school.

Staff Survey – 48 or 66% of the surveys were returned. The school received an “A” or “B” from 42 respondents.

Student Survey – 150 surveys were returned showing the majority of the students were positive ☺ on all items. 32 students responded with ☹.

2. Include summary information regarding the school's Language Arts, Mathematics, Science, and Social Studies program offerings. Describe how the school's curriculum and instructional strategies support and are aligned to the Indiana Academic Standards.

Curriculum and Instructional Strategies

The K-2 Reading/Language Arts, Math, Science, and Social Studies curriculum have been approved by the Indiana Department of Education. The curriculum provides a planned sequence of instruction and learning experiences that are developmentally appropriate to the varied levels of students. Curriculum alignment for all grades K-2 is an ongoing project. Focus is to align the NLCS curriculum with the Common Core standards for each grade level and to make sure that the alignments are cross curriculum and grade levels.

Reading and Language Arts instruction follows the Scott-Foresman's Reading Streets series which includes a strong remediation program with My Sidewalks. We used Envision Math for 2011-2012 and will continue to use it. Some of the grade levels chose to reorganize the order to better meet the needs of the students (at the corporation level) for 2012-13. Envision Math is aligned to Common Core standards.

Curriculum:

- Reading and Language Arts – Scott- Foresman Reading Streets K-2
- Math – Envision Math continues for the 2012-2013 school year.
- Science – Scott-Foresman for K; Newbridge—1st & 2nd
- Health – Harcourt for K; Macmillan/McGraw-Hill—1st & 2nd

Instructional Strategies

- On-going reading and writing student conferences are conducted by the teacher. The writing prompts have been created by the Literacy coach for the school. This was the last year that we had literacy coaches on staff. The coaches prepared many activities for students and suggestions for the teaching staff to use during the 2011-2012 school year.
- Small and whole group instruction
- Hands-on learning experiences in-school and out-of-school
- Provide *SACRED 90* – ninety minutes daily of balanced literacy instruction that includes:
 1. Direct Reading and Writing Instruction
 2. Vocabulary and Word study
 3. Process Writing
 4. Phonemic awareness, phonics, comprehension, vocabulary, and fluency,
- In addition to the Sacred 90, we provide no less than 30 minutes daily for our students in language arts. This time benefits those students who need extra assistance as well as our talented students who need enrichment.

Additional Programs and Services

Discuss additional program offerings, services and resources available at the school. Identify the location of a copy of the curriculum available for public inspections. (PL221)

NLCS has a district curriculum developed and updated by the NLCS curriculum committee. The curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Parents are given standards for each grade level at the fall parent-teacher conferences. Copies of the NLCS curriculum are available at the school office and the district office at 640 W St. Bedford, IN. 47421.

Safe and Disciplined Learning Environment

Describe what your school is doing to ensure a safe learning environment. Include a description of how you annually review and revise your Student Discipline Code and Safe Schools Plan **(PL221)**

Parkview Primary and the North Lawrence Community Schools are committed to providing all students and employees a safe and disciplined environment by of Safe School committee which consists of staff, parents, and students. We have the following in place:

- Crisis Plan
- Building Evacuation Procedures
- Drills (fire, violent intrusion, earthquake, tornado)
- Employee badges with names and picture
- Visitor badges
- All doors but the main entrance are locked
- Emergency kit bags in each room
- Background checks for employees and volunteers
- School Safety Committee
- Blessings In A Backpack program
- The Boy's and Girl's Clubs offer after-school care, homework assistance, and many other social skills activities.
- Centerstone provides after school family counseling, individual and group counseling for children. The Centerstone staff assists with follow-up sessions by visiting students during in-school time. In addition, Centerstone offers a summer camp for students enrolled in the counseling services.
- School Clubs and Activities
 - Office Helpers
 - Student Council
 - Back-Pack Brigade
- Awards program at the end of every grading period. Awards are honor roll, attendance, and citizenship. We also award Student of the Month to one child per class.
- Contact with parents when academic and social skills are interfering with student learning.
- Parent-Teacher Open House and Parent-Teacher conferences

Overview of School Wide Plan

1. Provide narrative overview of your school wide plan. Explain the specific goals you have identified for school wide improvement, and the main strategies that will be implemented to achieve the goals.

We will strengthen core instruction with the use of Differentiated Instruction. The Three Tiered Model is an excellent aid in strengthening our Reading/Language Arts program building upon the research based core instruction and providing more intensive instruction for our most-at risk students.

Envision Math is our core math curriculum and serves each grade. Envision curriculum is aligned with the common core state standards. It provides hands-on tasks for children to use to manipulate and construct the knowledge that Envision is driving. Each child has a work-mat to use and teachers lead along with the interactive math lesson on the SMART board.

Language Arts

During the 2010-2013 school years, students at PVP & PVI will improve in the area of reading comprehension as measured by an increase in the percentage of students scoring Pass+ or Pass on ISTEP+ English/Language Arts and 80% of the students passing measured by DIBELS.

During the 2010-2013 school years, the students at PVP & PVI will improve in the area of writing applications and conventions by an increase in the percentage of students scoring Pass+ and Pass on ISTEP+ English/Language Arts. An uninterrupted ninety minutes for a reading block will be implemented. During this time, all PVP staff for grades K—2 will assist in providing instruction for our reading/language arts program.

Tier I activities to attain Language Art goals:

- Concentration on reading comprehension skills through the AR program.
- Grade level, cross grade level, building level, and district level collaboration to analyze strategies and review test data to guide instruction and curriculum needs.
- 90 minute balanced block of time for language arts and uninterrupted block of instruction.
- Leveled books to differentiate instruction for individual readers
- Use of Bloom’s Taxonomy to develop higher level reading ability
- Use of support staff to effectively promote additional assistance during the school day
- Daily Five and Smekens are implemented in various classrooms
- The bottom 20 % targeted for Tier II.
- Student folders and documentation will be collected for the bottom 20%.

Tier II activities to attain Language Arts goals:

- Nine-week intervention duration
- Title I staff will assist students in small group instruction with focus on most common needs
- General core instruction with differentiated instruction
- After-school tutoring for targeted students (10 points above to 10 points below the cut off score based on the ISTEP+ assessment)
- RTI for targeted students needing additional help in phonics, phonological awareness, vocabulary, comprehension, and fluency
- Progress Monitoring- weekly and or bi-weekly basis for struggling and emerging students as indicated by DIBELS.
- Intervention plans and progress monitoring folders will be used

Tier III activities to attain Language Arts goals:

- Intensive individualized instruction for nine w
- Fry’s Word List Activities
- Reading Recovery program
- Progress Monitoring - weekly basis for struggling and emerging students as indicated by DIBELS.
- Intervention plans and progress monitoring folders will be used
- Sidewalks – Scott Foresman Reading Street

Math

During the 2011-2014 school years, students at PVP & PVI will improve in the area of problem-solving as measured by an increase in the percentage of students scoring Pass+ and Pass on the ISTEP+ Math, STAR Math, and Accelerated Math benchmarks and passing scores. Focus on Math curriculum mapping will assist in guiding instruction in order to supplement the Saxon Math program. In addition, the Braid Model of Problem Solving will be used by the classroom teachers.

Tier I activities to attain Math problem-solving goal:

- Use of Envision Math program
- Use of STAR Math
- Use of Smart Boards and hands-on instruction
- 60 minutes of daily instruction in grades 1 & 2, 30 minutes in kindergarten

Tier II activities to attain Math problem-solving goal:

- Additional 20-30 minutes (2 -3 days weekly)
- Small group
- Accelerated Math
- Differentiated instruction
- Teaching vocabulary at all grade levels
- Exploring multiple ways to solving problems

Tier III activities to Math problem-solving goal:

- Additional 20-30 minutes (2-3 days weekly)
- Math facts
- Exploring multiple ways to solving problems
- Use of math manipulatives
- Touch Math program
- Instruction through the resource teacher and teacher assistant

2. Describe the school wide planning team's plan for communicating with the school community.

- Parent Open House
- Annual Title I meeting for parents
- Additional Title I parent meetings
- Parent-Teacher Conferences
- Weekly newsletters sent home by the classroom teachers
- Monthly newsletter from the office
- Use of COMMUNICATOR folders for preschool, K, 1, and 2 students
- Agenda books for students
- Grade cards and Progress Reports
- Data points will be used for parental involvement activities and meetings.

3. Explain how members of the school and community who are not on the school wide planning will be involved in the implementation, further development and continuous evaluation of the school wide plan.

Share the School Wide Plan and the PL221 Plan with all staff members and parents through meetings and inserts into the monthly newsletters at the end of the 2010-2011 school year to review possible changes for the 2011-2013 school years

Component 1 – Comprehensive Needs Assessment

1. Identify the titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in order to generate data for your review of student achievement. **(PL221) / (SWP-Component #1)**

Parkview Primary School does not participate in the ISTEP+ testing program, however, our staff reviews the ISTEP+ test results for third grade students in Parkview Intermediate School. We do use the following:

DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) an assessment used to measure Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. DIBELS assesses if fluency or accuracy is the issue, or both. The assessment helps teachers select the appropriate programs or strategies for individualized/small group instruction.

SIDEWALKS – an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with *Scott Foresman Reading Street*, but can be used with any core classroom reading program. *My Sidewalks* accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction.

READING RECOVERY - is a supplementary education program that offers the lowest-achieving first-grade children an effective method of English language reading and writing instruction. Students are exposed to a wide variety of books, both narrative and expository. A close relationship between the teacher and the student may be highly motivational for struggling readers.

2. Include a description of district wide assessments.

NLCS uses the following assessments district wide:

mClass/DIBELS (Dynamic Indicators of Basic Early Literacy Skills) an assessment used to measure Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. DIBELS assist teachers assess if fluency or accuracy is the issue, or both. The assessment helps teachers select the appropriate programs or strategies for individualized/small group instruction.

SIDEWALKS – an intensive reading intervention program that accelerates the reading development of struggling students. It aligns instruction perfectly with *Scott Foreman Reading Street*, but can be used with any core classroom reading program. *My Sidewalks* accelerates reading through: 30 weeks of reading intervention, 30-45 minutes every day; emphasis on deep meaning of vocabulary and concepts; and highly specified instruction.

3. Include a description of formative (benchmark assessments) and summative assessments specific to the school.

ISTEP+ Trend Data

1. Analyze student achievement data based on the percentage of students meeting academic standards under the ISTEP+ Program. **(PL221)**
2. Identify your school strengths and areas in need of improvement. Include goals for Language Arts, Math, and Writing.

PVI Grade 3 Longitudinal ISTEP+ % Passing

PVI 3 rd	06 LA	07 LA	08 LA	09F LA	09S LA	10 LA	11 LA	12 LA	06 M	07 M	08 M	09F M	09S M	10 M	11 M	12 M
All	84	82	84	88	80	90	87	87	85	80	81	68	75	87	78	80
Gen. Ed.	89	86	84	90	82	93	93	92	89	86	82	70	76	87	85	82
Sp. Ed.	58	62	NA	NA	NA	70	61		67	46	NA	NA	NA	90	50	
Paid	90	83	88	90	85	97	90	96	87	83	78	71	82	94	83	88
Free	76	80	78	85	74	88	84	83	83	76	85	65	69	84	74	76
Female	79	79	81	85	81	90	87	90	84	81	77	65	68	83	78	78
Male	90	85	86	90	77	92	86	84	87	78	83	71	84	92	77	82

Historically speaking the special needs scores are significantly lower than our general education population. Until the last two years we didn't have a subgroup large enough to be identified by state standards. However, when calculating the last two years of available data for LA and Math we see almost a 22 percentage point spread in LA and over a 35 point spread in Math. In closing the gap between Free and Paid the avg. percent passing LA we see only a 6% difference in 2011 an improvement of 3% over 2010. In math we see paid 83% passing and free 74% passing with a difference of 9%. This is a 1% gap reduction. A year to note is the 07-08 year where our Free scored above the Paid by 7 points. Boys and girls differ by only 1% in LA (G-87/B-86) and only 1% in Math (G-78/B-77).

PVI 3rd Grade LA

A closer look at Parkview Intermediate's 2010-2011 Spring ISTEP standards drilldown shows our third grade scored above the state average in each Language Arts category (S83/PVI87). We still identify two-three areas we need to work on. We surpassed the state average in Language Conventions by only 1% point, Writing Application 13% points and Vocabulary by 5% points.

PVI 3rd Grade Math

ISTEP 2011 PVI third grade math results indicate our third grade students scored at the state average of 78. We are 3% below the state average in Problem Solving. Our Acuity Predictive A,B, & C assessments indicate improvement in numbers not passing ISTEP.

2011-2012

Sidewalks Data

Forty-five Kindergarten students were served throughout the school year. Three students withdrew from our school. Nine students tested out of the program during the year. The following data showed that nineteen students scored in the 90+ percentile, six students scored in the 75% -89% percentile, and eleven students scored in the 88 percentile or below. Four students were referred for special education testing and three students were retained for the 2011-12 school year.

Reading Recovery

End of Year Report 2011-12

Twenty children were served across four first grade classrooms. Selection was determined on the basis of assessment information using the Diagnostic Survey and teacher recommendations. Eighteen students (90%) were successfully discontinued during the school year. Two students were referred for special education services and four students were retained in first grade.

Title 1 Program End of Year Report 2011-12

Sixty Kindergarten students were served throughout the school year. Two of the students also received reading instruction in the Resource Room due to having an I.E.P.

Twenty-six First grade students were served throughout the school year. Two students also received reading instruction in the Resource Room due to having an I.E.P. Sixteen students were enrolled in the SIDEWALKS program and seven students also received instruction in the Reading Recovery program.

Title 1 Program Plan

Our Parkview Primary Title 1 plan includes: 9 Prime Time Instructional Aides, 4 Title 1 Instructional Assistants, 1 My Sidewalks Instructor, and 2 Reading Recovery Instructors.

We give service to 5 Kindergarten Classes, 4 First Grade Classes, and 3 Second Grade Classes. Our 12 classrooms K-2 receive 30 minutes Title 1 Assistance, as well as My Sidewalks, Reading, First grade Reading Recovery help also. Sixty of our 100 Kindergarten will receive My Sidewalks daily instruction from our Sidewalks instructor and our Title I instructional assistants.

While in the classroom, Title 1 and Prime Time Instructional Assistant's are able to assist all students with daily language and writing activities, while continuing to focus on students who need extra attention.

We do group reading, vocabulary, and writing. We often practice spelling words, do phonics, and reinforce grammar skills and promote better writing to communicate and to extend word identification skills.

CNA Summary Information

1. Summarize (using data) the actual results of your needs assessment. Also describe how a comprehensive needs assessment was conducted and how it addresses the needs of all the students in the school (including general education, special education, gifted and talented, migrant and bilingual, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.
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2. Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students.

Literacy Instruction

Strengths of the current literacy instruction:

- Balanced reading program
- The three-tiered model for Response to Intervention
- Reading Recovery for struggling readers
- DIBELS

Weaknesses of the current literacy instruction

- Scheduling issues that prohibit 90-120 minute continuous instruction.
- Insufficient instruction in writing (applications and writing process)
- Writing conventions
- Based upon the results of the PVI third grade ISTEP scores, our school, PVP will focus on instructional strategies to assist with our non-English students.

Math Instruction

Strengths of current math instruction:

- Envision Math is based on Common Core standards
- Manipulatives are provided

Weaknesses of current math instruction:

- Problem solving scores need to be higher
- Star Math is not being used by all grade levels

3. As a result of the comprehensive needs assessment, what are the specific priority need areas for the school wide program? List in priority order 1,2,3, etc.

Priority 1: Use Beginning of Course Assessments to create Student Learning Objectives

Priority 2: Use DIBELS information to drive instruction

Priority 3: Strengthen Math Instruction to create better student learning and independent problem solvers

Priority 4: Improvements in Language Arts for our male population and improvements in math for our female population

1. List the goals of the school wide plan. These goals should be directly related to the priority need areas identified as the means to educate all students in the school to the state's academic content standards and the state's academic achievement standards, as illustrated in the comprehensive needs assessments.

During the 2010-2013 school years, students at PVP & PVI will improve in the area of problem-solving as measured by an increase in the percentage of students scoring Pass+ and Pass on the ISTEP+ Math and 80% of the students passing mClass Math.

During the 2010-2013 school years, students at PVP & PVI will improve in the area of reading comprehension as measured by an increase in the percentage of students scoring Pass+ or Pass on ISTEP+ English/Language Arts and 80% of the students passing measured by DIBELS.

During the 2010-2013 school years, the students at PVP & PVI will improve in the area of writing applications and conventions by an increase in the percentage of students scoring Pass+ and Pass on ISTEP+ English/Language Arts and showing growth through PVP writing prompts.

2011-12

Parkview – Reading Comprehension

PL 221 #5, #7, #12 SWP #2

Strategy	Student Group	Scientific Based Research	Current Practice or Projected Implementation	Monitoring	Student Assessment	District Wide ?	Increase Learning Time	PD Needed
Book Study: <u>7 Keys to Comprehension</u>	K-2		Projected Implementation	Staff Meetings Lesson Plans		No	No	Teachers have the book.
90-120 Minute Balanced Literacy Block	K-2	Nat'l Panel of Reading's Big 5	Current	Lesson Plans Principal Walk-Through	To Be Developed	Yes	Yes	Staff Meetings

**Parkview – Writing Applications
PL221 #5, #7, #12 SWP#2**

Strategy	Student Group	Scientifically Based Research	Current Practice of Projected Implementation	Monitoring Implementing	Student Assessment	District Wide Initiative	Increase Learning Time	PD Needed
Daily Five	K-2		Current Practice	Lesson Plans, Student Writings	Students share their writings	No	Yes	Staff meetings

**Parkview – Math Problem Solving
PL221 #5, #7, #12 SWP#2**

Strategy	Student Group	Scientifically Based Research	Current Practice of Projected Implementation	Monitoring of Implementation	Student Assessment	District Wide Initiative	Increase Learning Time	Professional Development Needed
Using Technology-SMART Board	K-2	Nat'l Council of Math, 2003	Current Practice	Lesson Plans Principal Visits		No		P.D. for some staff members
Use of district-wide curriculum mapping and pacing guide	K-2		Complete implantation process	Observations And professional development reports		No	No	Time to review standards
Book Study: <u>Math Study Problem Solving for Primary Students with Disabilities</u>	K-2		Projected Implementation	Teacher reports, samples of lessons plans, and principal walk-through		No	Perhaps for Tier II and Tier III	Purchase Book and schedule book talk sessions

2. Explain how reaching the above goals will meet the needs of all students at your school.

By reaching stated goals our students will be proficient readers and writers, more proficient in math skills, better prepared for the next grade level, and becoming lifelong learners.

Component 2 – Implementation of Reform Strategies

1. Explain the school’s implementation of school wide reform strategies that will provide opportunities for all children to the meet the State’s proficient and advanced level of student academic achievement.

It is vital that our instructional staff uses the following as a method of monitoring student progress and strategies to better serve students:

- Identify classroom environment, curricular, and instructional demands
- Student strengths/weaknesses
- Checking potential areas of success
- Checking problem areas
- Instructional adaptations to be implemented
- Evaluate student progress

Problem Solving Strategies

- Use of technology in teaching problem solving – Star Math-testing three times during the school year and use of the Smart Board for graphic representations.
- Use of the Standards Based Math Rubric
- Research studies on math and the female population
- Writing in Math- Problem Solving
- Screening is the first step in Response to Intervention (RTI). Use this report for grade-level planning and identifying students who need the most help.
- Develop a district-wide curriculum map and pacing guide for math.

Comprehension Strategies

- Using level books to differentiate instruction for individual readers
- Use of Bloom’s Taxonomy to develop higher level thinking skills
- Seven Keys to Success
- Additional support staff providing assistance
- Limited time students are pulled out from reading instruction
- Provide support for local after-school tutoring programs to understand grade level expectations
- Research studies on Language Arts and the male population
- Literacy circles, graphic organizers, webbing activities, and interviewing students.

Writing Applications and Language Conventions

- Establish a positive atmosphere for writing, reading, and language (Inviting classrooms, positive and safe classroom, teachers as practicing writers, routine procedures and expectations established).
- Students to read, respond to and use of a variety of purposes and audiences
- Write regularly across the curriculum
- District wide writing prompts every grading period to identify gaps and adopt instruction based on needs.
- Teachers will use the Developmental rubric to guide writing instruction.

2. Explain how the school wide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that strengthens the core academic program of the school.

Language Arts:

Our teachers use Indiana Academic Common Core Standards to establish grade level curriculum for Language Arts. The implementation of the 90-120 minutes without interruptions is a key to having a balanced approach used in all grade levels.

The addition of the DIBELS Next program, our current Sidewalks and Reading Recovery programs, implementation of the RTI model, and the use of our Prime Time and Title I instructional assistants are essential for the success of our children, in conjunction with effective teaching.

Math:

We provide a minimum of 30 minutes of math instruction in Kindergarten and of 60 minutes of math instruction in grades 1 & 2. We have been using daily problem-solving strategies through EnVision Math and making better use of our Prime Time and Title I instructional assistants.

NLCS teachers use the Indiana Academic Common Core Standards to help establish grade level curriculum for Math. The EnVision Math program was adopted as our school wide Math program. Teachers have had opportunities for professional development using the new series. K teachers across the North Lawrence School System worked together to change the order of Topics to better serve the needs and abilities of children.

Math instruction includes small and whole group instruction, hands on learning experiences, manipulatives, Envision Math meetings, cooperative learning, and math centers. To better prepare our students for the third grade ISTEP+, classroom teachers and Title 1 assistants will review and practice skills in computation, measurement, and geometry.

We will make use of chapter tests in Language Arts and Math to drive instruction. In addition, teachers will concentrate on using the following:

- Think, Pair, Share strategy,
- Mastery of basic skills through various methods to mental math (adding zero, counting up, adding ten, doubles, etc).
- Word problems, multi-step problems, and language of math (especially for our Learning Disabled students.
- iXL—a part of the new EnVision math series—is a website that can be used in the classroom and at home.

3. Explain how the school wide plan strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that increases the amount of quality of learning time, such as providing an extended school year, before and after school and summer school programs and opportunities.

The implementation of the Response to Intervention approach provides quality learning time for students in K-2. Struggling students will receive additional instruction time from 30 -60 minutes per day. Additional programs such as the CenterStone Counseling provide homework assistance to students attending counseling sessions, Boys Club and Girls Club offer daily homework assistance. Some parents seek private tutoring for their child.

4. Explain how the school wide plan strategies the school has chosen will use effective methods and instructional strategies for meeting the educational needs of historically underserved populations.

Teachers provide 90-120 minutes uninterrupted for a balanced literacy instruction in all grades.

Plan for 30 to 60 minutes for math that focuses on Common Core Standards, daily problem-solving activities, and the use of the Standards Based Math Rubric will help us meet our student's needs.

Teachers will make every effort to incorporate various approaches to teaching for the underserved populations with an emphasis on using prior knowledge, data, and experiences in order to make connections for students. The staff is differentiating instruction daily to meet the needs of the students in each classroom. Teachers are strongly encouraged to use a hands-on approach to teaching math and science in their classrooms. Teachers have tried to make math accessible, equitable, and exciting for all students. The idea is that students will learn more if teachers give them the chance to do math and science and not just to hear about it. Students will then feel more confident about their abilities and realize that math and science can be fun! Parents, too, have become aware of the need to encourage every child's achievement in math and science. We will hold a Science Fair in April. Any/all students are encouraged to participate. We will be putting special emphasis on participation in 2nd grade this school year and celebrating their accomplishments with a PTO soup supper and presentation of awards.

5. Include strategies that address the needs of all children in the school, particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide plan. Also explain how the school will determine if the needs of these students were met.

Tier II and Tier III Students-Effective, timely assistance to ensure that students having difficulty mastering proficient and advanced levels of academic achievement.
(Targeted Groups: Free/Reduced lunch students; focus being on all male students in Language Arts and female students in Math)

- Differentiated learning strategies by the classroom teacher
- 30 minutes of additional instruction time (Tier II)
- Tier III students will receive additional instruction time from the Resource teacher
- Utilize instructional assistants for reinforcement
- Research on males and success in language arts
- Research on females and success in math
- Centerstone after-school program for students having emotional problems
- STAR math and reading
- Touch Math
- Skip Counting
- Word problems, multi-step problems, and language of math (especially for our Learning Disabled students)
- Handwriting Without Tears
- Tucker Signing
- Daily Five Reading and Math
- The use of various instructional methods for letter naming, fluency, and letter combinations as additional progress monitoring.
- My Sidewalks instruction

Tier I Students

- Differentiated instruction by the classroom teacher
- Enrichment activities
- Flexible grouping
- Universal screenings
- Pacing instruction to student need(s)
- Engaging all students during instruction
- Screening for HA program (High Ability)

6. Explain how the school wide plan strategies are consistent with and designed to implement the State and local improvement plans.

- Alignment of curriculum in grades and across grades
- Variations of grouping
- Review and evaluation of assessment data
- Professional development
- Use of technology
- Teachers will make every effort to incorporate various approaches to teaching for the underserved populations with an emphasis on using prior knowledge and experiences in order to make connections for students.

7. Identify the scientific-based research strategies that will be used to strengthen the core academic subjects and the specific academic issues that caused the school to be identified for school improvement.

We have not been identified for school improvement; however, we will be using the following scientific-based research strategies to continue to strengthen our core academic subjects:

- Response to Intervention
- Envision Math
- Reading Streets (will become Common Core 2013-14)
- Bloom's Taxonomy

8. Describe adopted policies and procedures concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in school will meet State's proficient level of achievement on the State academic assessment by school year 2013-14.

- Common Core Standards
- Sacred 90 minutes daily of uninterrupted reading instruction
- Differentiated Instruction
- All staff members are involved in teaching daily

Technology as a Learning Tool

Describe the integration of technology and how it supports student learning. Include a description of how your review and revise your technology plans annually. **(PL221)**

This Technology Plan is submitted on behalf of Parkview Primary and was prepared under the leadership of the building Principal working in cooperation with the Parkview Primary Technology Committee, and the Technology Coordinator for North Lawrence Community Schools (NLCS). This plan is in compliance with both Indiana Public Law 221 and IC20-10.1-25-1.2. The plan is structured using the guidelines provided by the Indiana State Board of Education and covers a three-year period starting in 7/1/09 to 6/30/12 and incorporates the following information:

1. a description of how Parkview Primary will integrate technology and the Internet into the curriculum;
2. a description of the professional development strategies to be used in providing in-service to teachers and staff at Parkview Primary;
3. a process of how the need for the Internet, telecommunication and other technology at Parkview Primary will be assessed;
4. a strategy of how the overall program at Parkview Primary will continuously be assessed and evaluated

INTEGRATION OF TECHNOLOGY INTO THE CURRICULUM Parkview Primary classrooms currently have on-demand access to new Dell computers and at least one Compaq computer which have a network infrastructure that ensures connectivity and ability to use future technologies. Parkview Primary now has high-speed T-1 internet access for all learners, educators, and communities that allow online, on-target, on-demand resources and information. Parkview Primary provides appropriate school information and resources to the public, including parents and families, via electronically on our web page. All NLCS web pages link to the Bedford Public Library where students and teachers may check out books electronically.

All teachers at Parkview Primary have access to educational multimedia resources such as LCD projectors, digital cameras, and scanners for classroom learning opportunities. All teachers in grades 1 and 2 have LCD projectors and SMART Boards installed in the classroom. Kindergarten teachers will have them Fall of 2010.

The computer lab at Parkview Primary is set up to coordinate with class activities and the curriculum. Students are able to use technology to demonstrate mastery of basic essential skills. Students and teachers at Parkview Primary have access to software such as "Kidspiration", Follett, Edmark, Flex Keyboarding, Accelerated Reader, Accelerated Math and a variety of additional educational software programs which are all aligned with the Indiana state standards. Content taught in the lab and classroom

environment at Parkview Primary has high standards that encompass higher level thinking, problem-solving, and information processing skills. For example, Kidspiration offers a multitude of lessons for our students using integrated thematic instruction in writing, problem solving and higher level thinking skills. These activities are being aligned with the Indiana State standards in the content areas of social studies, science, mathematics, and language arts. The use of these varied resources allows the students at Parkview Primary to begin to demonstrate mastery of the proficiencies in the K-12 plan.

The Parkview Primary Remediation Aide assists students who do not meet essential skills. The Remediation Aide delivers a variety of software programs to assist student learning. Classroom teachers and Primetime assistants deliver the K-12 Technology Plan in the computer lab which houses 24 stations. All students receive at least forty-five minutes of computer instruction per week in the computer lab. Additionally, each classroom has at least one student station and one teacher station where there is easy access to meet the NLCS goals. Teachers have access to internet education sites appropriate to grade level.

Parents of students at PVP will be updated on new web sites that can be accessed from home. The purpose is to bridge the gap between school and home and to provide opportunities for parents to have knowledge of the types of technology the students utilize while at school. Another goal is for parents to oversee their child working on projects that help master proficiencies aligned with the Indiana State Standards.

Cultural Competency

Describe how culturally appropriate strategies for increasing educational opportunities and educational performance for each subgroup have been incorporated into this plan. (PL221)

Definition: Cultural competency is a system of congruent behaviors, attitudes, and policies that enables teachers to work effectively in cross-cultural situations. The term includes the use of knowledge concerning individuals and groups to develop specific standards, policies, practices, and attitudes to be used in appropriate cultural settings to increase student's educational performance.

Goal: to provide professional development opportunities to district employees, parents, and students for the purpose of developing cultural competency and addressing academic diversity.

Identify racial, ethnic, language-minority, cultural, exceptional learning, and socio-economical groups that are included in the school's student population.

- Free/Reduced Lunch students
- Special Education students
- Males and Language Arts
- Females and Math
- Research studies that provide a better understanding and acceptance of cultural competency initiatives
- Seek professional development to assist staff
- ESL Instructor

Component 3 – Highly Qualified Teachers (Core Content Areas)

1. Describe the school's plan to ensure that highly qualified professional staff is employed at the school and how qualified staff will be employed in a manner that best enhances your school wide plan.

Elementary School teachers throughout the North Lawrence Community School district have teaching credentials that are in accordance with Indiana Department of Education license requirements, making these teachers highly qualified as well as state certified. NLCS teachers continue their professional training

through a variety of in-service and professional development activities. Many teachers hold Masters Degrees as well as participate in the PGP program to keep their professional license up to date and valid.

Teachers are evaluated in compliance with the RISE system of teacher evaluation. Each teacher will be evaluated five times per year with regular feedback. They will also be rated on their Student Learning Objectives, and the overall school grade.

North Lawrence Community schools participate in the mentor program which pairs new teachers with a peer teacher who guides them through their initial two years of teaching.

North Lawrence Community Schools notifies parents in writing, if for some reason their child will be taught by a teacher who has not met the definition of a highly qualified teacher for four weeks or more.

All paraprofessionals with instructional responsibilities employed by NLCS also meet the “highly qualified” requirement. This is accomplished in one of two ways, either having obtained 60 or more college credit hours through an accredited college or university of having passed the Para Pro assessment. The chart below illustrates the staff teaching experience for Parkview Primary Elementary School.

<u>Number of Years taught</u>	<u>Number of Teachers</u>
0-5	9
6-10	0
11-15	2
16-20	1
21-25	2
26+	7
<u>Average years taught = 15.9</u>	

2. Identify all teachers employed at the school, their teaching position at the school, the courses they teach, and provide documentation that they meet the definition of “highly qualified” as outlined in the Title 1 law.

Teacher Name	Position	Grade	Yrs. Exp.	Highest Degree	Praxis	Housse
Christy Wintczak	Principal		27	Masters+		X
Melissa Alvey	General Elementary	2	15	Masters		
Rebekah Lineback	General Elementary	K	1	Bachelors		X
Debbie Moorman	General Elementary	K	26	Bachelors	X	
Jessica Lowry	General Elementary	1	2	Bachelors		
Carolyn Nikirk	General Elementary	1	40	Masters		X
Whitney Reed	General Elementary	K	2	Bachelors		
Jessica Lucas	General Elementary	1	1	Bachelors		
Jessica Walls	General Elementary	K	2	Bachelors		
Cheryl Towle	General Elementary	2	29.5	Masters		X
Rebecca Muncie	Music	1 & 2	20	Masters		X

Tracey Isom	Art	1&2	39	Masters		X
Rebecca French	K PE/Music	K	22			
Ryan Payton	PE	1&2				X
Jill Kluender	Special Services	Ages3,4,5	10.5	Bachelors	X	
Marsha Mathews	Special Services	Ages3,4,5	38	Masters		X
Shellie Pritchett	Special Services	Ages3,4,5	22	Masters		X
Lori Kennedy	Comm. Disorder	K-2	14/4	Masters		
Lynn Hane	General Elementary	2	29.5	Masters		X
Lindsay Endris	General Elementary	1	2	Bachelors		X
Melinda Morris	Special Services	Ages3,4,5	1.5	Bachelors		X

3. Identify all paraprofessionals (including funding source information) employed at your school who provide instructional services. Provide documentation for each identified paraprofessional to demonstrate that s/he meets one of the three criteria required under the Title 1 law:

- Must have completed two years at an institution of Higher Education, or
- Must possess an associate's degree or higher, or
- Must have successfully completed the Para Pro Assessment

4.Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). Identify how the duties are allowable under the Title 1 law.

- Provide instructional support services under the direct supervision of the teacher
- Conduct parental involvement activities
- Serve as a translator
- Provide support in a library or media center
- Provide computer lab assistance

Assistant Name	Fund Source	Para Pro	Education	Assignment
Baldwin, Patricia	Title I		Masters	Reading Recovery (a)
Thomas, Sarah	Title I		Masters	Reading Recovery (a)
Ely, Louisa	Special Education	X		Special Education IA (a)
Norris, J.J.	Special Education	X		Special Education IA (a)
Woods, Kim	Special Education			Special Education IA (a)
Orsborne, Valerie	Special Education	X		Special Education IA (a)
Crosby, Lynn	General Fund		BS	K Prime Time IA (a)
Sharon Huber	General Fund		BS	K Prime Time IA (a)
Leaver, Heather	General Fund		BS	K Prime Time IA (a)
Davis, Samantha	General Fund	X		K Prime Time IA (a)
Conner, Sara	General Fund		60 hrs	K Prime Time IA (a)
May, Penny	General Fund	X		1 st Prime Time IA (a)

Pennington, Kelly	General Fund			60 hrs	1 st Prime Time IA (a)
Morris, Rhonda	General Fund			60 hrs	1 st Prime Time IA (a)
Pace, Chelsea	General Fund			BS	1 st Prime Time IA (a)
Thralls, Beth	Special Education	X			Special Education IA (a)
Terry Jodi	General Fund	X			Library IA (d)
Woodsmall, Rebecca	Title I			60 hrs	Title 1 IA (a)
Colchin, April	Title I			BS	Sidewalks (a)
Butcher, Misty	Title I	X			Title I IA (a)
Eggers, Shirley	Title I	X			Title I IA (a and b)
Kidd, BethAnn	Title I			BS	Title I IA (a)
May Ruth	Special Education				One on One IA (a)
Judy Terry	General Fund			BS	ESL Instructor (c)

Component 4 – Professional Development

1. Describe professional development activities currently in place at the school. (PL221)/(SWP/CNA)

Through an analysis of the ISTEP results, student deficiencies were identified in problem-solving, writing applications, writing process, and reading comprehension.

VVP will use the best practices with the Response to Intervention (RtI), grade level and cross grade level collaborations, meetings and discussions. Each teacher will create and enter data on a data sheet for each student. Assessments will be done on a scheduled basis with meetings held to discuss the assessments. Work with curriculum alignment will continue.

2. Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services, personnel, parents and other staff to enable all children to the State’s student academic achievement standards. (PL221) Explain how the plan will augment profession growth for highly qualified teachers in all core content area classes.

RISE training for our corporation was provided to all buildings. Each building chose a team to represent them and share what they learned. Our team has one person from each grade level (K-2).

Common Core Training through SIEC will be provided. Representatives from each grade level, at least one per building, will attend LA and Math training and then take information back to home building and the school district per grade level.

Smekens—One teacher from each grade level (K-2) represented our school this summer for training. They also spent an additional day working in the classroom to set up the program for a stipend. They will share their knowledge with the rest of the staff during a meeting this semester.

Daily Five Language Arts and Math has been explored, and 1st grade teachers visited a Bloomington school that uses the program, and the books have been read and studied. 1st grade teacher will share with the staff at a meeting.

After attending professional developmental activities, staff members will be asked to complete an evaluation form. Copies of the evaluation will be given to the principal and to the administration building. In addition, a copy of the evaluation will be posted for all staff members to view.

3. Describe how all staff will be involved in the implementation of the school wide plan. This should include how professional development will lead to better instructional practices for all school staff.

Our School Improvement Committee, RtI Committee, School Safety Committee are represented by all grade levels. Minutes will be taken during meetings and distributed to each staff member to keep everyone up to date and informed about changes. Announcements will be shared and changes will be ongoing.

4. Describe how the school will utilize professional development to support school wide program goals.

Staff members attend professional development activities as needed to meet the ever-changing needs of children and school. Staff will share gained knowledge with the group and complete an evaluation that was created for North Lawrence Community Schools. Evaluations are shared with staff members that did not attend the workshop in order that staff can learn new ideas and best practices for instruction.

Common Core representatives will share knowledge with the grade level they represent with the entire North Lawrence Community School system.

5. Describe the professional development plan that is coordinated with proposed interventions and that supports sustainable school improvement efforts. Create a 3-year timeline for implementation, review, and revision. (PL221) / (SWP)

Professional Development Plan 2012-2013

Time Frame	Entire Staff Meeting (one per 9 weeks)	Teacher Meeting every other Monday	Grade Level Meeting	District Training TBD	Other
September	review Vision Statement	~Hane ~Endris	Progress Report Report card	RISE	SWP/SLOs reviewing goals
October	Decide upon Vision Statement	~Kluender ~Towle	Differentiated Instruction	Common Core Language	Mentor Meeting Years 1&2
November		~Rynders ~Reed	Accelerated Reading	Common Core Math	Mentor meeting 1&2
December	Celebrate True Blue Parkview	~Mathews ~	Showcase Plans	TBD	Mentor Meeting 1&2
January		~Lineback ~	Progress Monitoring/RTI	TBD	SWP committee/ Mentor 1&2
February		~Lucas ~	Scoring Writing Samples	TBD	SWP Committee/ Mentor 1&2
March	SWP work	~Alvey	RTI/Showcase Plans	TBD	SWP Committee/ Mentor 1&2
April		~Lowry ~	EOY Dibles Testing	TBD	SWP Committee/ Mentor 1&2
May	Celebrate Success	~	Grouping for 2012-2013		Mentor Celebration Years 1&2

6. Discuss the procedures in place to provide mentoring for new teachers and to provide ongoing support for all teachers. **(SWP-Component #4)**

Bi-Monthly staff meetings
Mentoring program—years 1 & 2
Grade level meetings

Improvement areas:

1. Attendance (student and staff)
2. RISE comfortability
3. mClass scores (grade 1 & 2)
4. Common Core Language goals (K)

Professional training:

1. Smekens training (1 teacher per grade level) past summer—each is to share with the faculty at a meeting this year
2. Teacher meetings—every other Monday—teachers will sign up for a meeting, we will meet in their classroom and they will share something of their choosing and we will discuss or work on anything further necessary at that time
3. RISE committee training – to be shared back in building
4. Common Core training—shared by school reps
5. Mentor meetings (monthly)
6. Entire STAFF meetings (one per nine weeks)
7. Grade level meetings (per Mr. Vice)

Component 5 – Attract Highly Qualified Teachers

Describe how the school will implement its plan to attract high-quality, highly qualified teachers. The implementation of this component may discuss retention rates as well.

In the past, Parkview Primary has been very lucky in having a low rate of teacher turnover. Teachers have remained in the building for most of their teaching career. It is an early childhood building and that is the focus of teacher that we hope to draw.

The close proximity to Indiana University – Bloomington, Indiana allows our school to have student teachers in the building most semesters. This can be a means of attracting high-quality and highly qualified teachers. Additionally, we have teachers and a principal who are certified and willing to mentor recent graduating teachers. A mentor program is in force for both classroom teachers and administrators.

A survey will be conducted during the 2012-2013 school year with the emphasis on staff opinions and reactions to why they are working at PVP. Results of the survey will be reviewed by all staff members.

Component 6 – Parental Involvement

1. Describe parent involvement efforts currently in place in the school. **(PL221) / (SWP/CNA)**

Our Parkview Primary parents participate in field trips, classroom activities, and P.T.O. functions. Among these are: Book Fair, Parent-Teacher conferences, Back to School night, Holiday Program, Fall Harvest program, Science Fair, Color Program, Family Game Night/AR sharing, Kindergarten Screening, Guest readers, Community helpers, and Field Day. In addition, the school's web site and the North Lawrence Community Schools' web site contain valuable information for parents as well as students.

In addition to the above mentioned events, the Title I required participations are: Annual Parent Meeting, Title I Breakfast, and meetings held before or after events. A roster of attendees is on file with the Title I building coordinator. The meetings are held at different times during the day to assist most parents and to inform them of the importance of participating in the school wide Title I program, the requirements, and the right to the parents to be involved in Title I activities and their child's education.

2. Describe the partnerships between parents and the school that support learning and promote effective parent involvement. Include information/documentation of the following Title I Program activities: Annual Parent Meeting, Parent Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parent's Right to Know. (PL221) / (SWP – Component #6)

In addition to the parent participation listed above, the following Title I required information are: Annual Parent Meetings- The annual parent meeting was held shortly after school began. In addition, breakfast meetings were held for first grade parents and for second grade parents. All parents of students in the Title I program are notified of the annual meeting and breakfast meetings. Among the topics covered are the school's participation in the school wide Title I program and to explain the requirement of such and the right of the parents to be involved in their child's education. Copies of the attendance rosters are on file in the Title I room. A copy of the PVP Title I Plan for 2012-2013 is found in Appendix A.

This schoolwide plan is to serve all parents. All parents will receive copies of all Title forms (Annual Parent Meeting, Parent Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parent's Right to Know, Parent Survey, and results of the Parent Survey. In addition, all parents will be invited to any and all Title I meetings and programs held throughout the school year.

Staff-Parent Communication

Parent compacts are reviewed and discussed during the school year. Parents are asked to sign the compact. Additionally, monthly newsletters are sent to parents, the monthly school newsletter has Title I information inserted in it, and our corporation's web site <http://www.nlcs.k12.in.us/> has Title I information under the NLCS link. Copies of the monthly newsletters are on file in the Title I room.

- Parents receive progress reports in the middle of each grading period
- report cards at the end of each nine-week grading period.
- Parent-Teacher conferences are held during the month of October for all students.
- In addition, classroom teachers provide parents with the results of end of unit tests, DIBELS testing, and any other assessment and or daily work that they deem necessary.
- Students have a Home-to-School folder that is taken home on a daily basis for parent communication.

A copy of one of the monthly newsletters is found in Appendix B, and a copy of the Title I Parent Involvement Policy in Appendix C, and the Title I Parent-Teacher Compact is in Appendix D.

3. Describe how parents will be involved in the design, implementation and evaluation of the school wide plan and how communication will be two-way between parents and the school. Describe parent meetings, including specific information on the yearly informational meeting held to inform parents about the school wide program.

The parent/community involvement components are analyzed annually in the fall. Parents are always invited to be in the design/revision of the Title I Parent Involvement Policy, Compact, Survey, and Parents' Right to Know letter. Parents serve on the PL221 committee and have participated in providing information during the creation of this School Wide Plan. Parents are part of the committee to review the final documents.

4. Describe how parents will be an integral part of the activities you have designed to reach your school wide goals.

There are many opportunities for parental involvement. Parents are appreciated in making suggestions to the types of activities that are held at the school. Our P.T.O. is an active group and engages in getting parents to volunteer throughout the year for special programs for families and students.

Plans are to have several opportunities to attend school programs and events throughout the 2012-2013 school year. We started the school year with a “Meet Your Teacher” night the evening before children began school. Title I gave away books and PTO handed out sherbet cones to all who attended. In September we are planning a PVP family night picnic in conjunction with PTO, where the staff will cook and serve hotdogs and hamburgers, chips, and drinks to our families outdoors near the playground so families can meet and make connections. All families will be invited for Parent/Teacher Conferences in October. November is when Kindergarten is planning a “Color Program” for children to perform the color songs they have been practicing to learn colors and color words. PTO is also planning a Parkview School Carnival for families to enjoy. December will be our annual Christmas program lead by our Music teacher for 1st and 2nd grade. In February Kindergarten has a Family Game Night where parents are invited to play board and card games with their children. They also each get to visit the computer lab where they get to read an AR book and help their child take an AR test. First and second grade will each decide upon a family night activity that will take place in March and April. Title I plans a transition to the next grade level meeting which takes place in May. Room parents plan, contribute to, and attend each of our school parties: Fall, Christmas, and Valentine’s Day.

Communication is key to any schools’ success. Parkview Primary goes to great lengths to make sure that parents are informed. Teachers create a weekly newsletter, and the office creates a monthly newsletter. The office newsletter can also be found on the PVP website. First and second grade students have an Agenda Book and a Home-School communication folder that is sent home every day. Kindergarten sends the Home-School communication folder home on Monday to be returned by Friday. Parents, relatives, and community members visit frequently to assist in classrooms, help students and teachers, volunteering for P.T.O., and presenting programs. An example of a recent newsletter is included in Appendix B.

5. Describe the yearly parental evaluation of the school wide program, including how this information is used to improve the school wide plan.

There is an annual evaluation of how the Title I program communicates with families of students. Parents are asked to complete the survey and return it to Mrs. Hamilton who works in the Title I office for the school corporation. The results of the survey are assessed and measures parent involvement. The assessment determines the needs for the next school year.

A copy of the School Wide Plan will be located in the school office for parents to see. Our monthly newsletter will focus on one section of the school-wide plan each month.

6. Explain how the school will provide parents with assistance in understanding topics pertinent to the school’s school wide program.

Parents receive letters that address the qualifications of teachers in the building and the nature of instruction and support services by Title I. Throughout the school year, parents are invited to meetings and discussions about the Title I program. Our Title I staff members send notes, make phone calls, and mailings. Copies of some of our parent meetings are attached.

7. Explain services that will be provided as part of the school wide program, including, if necessary, family literacy services.

Parent involvement is essential to our success. Due to the socio-economic situation of many of our families, it is crucial that we are sensitive to them and to provide support whenever and wherever possible. Parents are welcomed into our building to discuss any type of situation or concern of theirs because it affects the well-being and education of our children. We promptly respond to notes and phone calls placed by our parents so they feel confident that their children are our main concern and that we take their well-being very seriously.

8. Appendix:

Attach a copy of the school's required Parent Involvement Policy (C)

Attach a copy of the school's required Parent Involvement Compact (D)

9. Describe school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Education Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc.

Community partnerships are key to the success of PVP. Various activities involving our school and the community are: Southern Indiana Education Cooperative, community with day cares and Head Start, Bedford Public Library provides in-service and in-house programs for students that are driven by Common Core Standards; Spring Mill State Park provides programs at school and at the park. Bedford Rotary Club presents all Kindergarten students with an I Like Me book to promote reading and healthy lifestyle. Centerstone Counseling assists students and parents throughout the school year and has a summer camp for students who receive counseling during the school year, the Bedford City Utilities provide a program on safe water, our local D.A.R.E. (Bedford City Police department) provides a program on child safety and fingerprinting for Kindergarten students, the local Lion's Club provide eye screenings each year and provides books twice a year for our first grade students, I-Care, our local Adult Literacy program provides books for first graders through the "Keep Your Nose in a Book" program, the Lawrence County Prosecutor's office provides activities and awards during Red Ribbon Week. The Prosecutor's office also sponsors the KinderPrint program and talks with Kindergarten students about Stranger danger.

10. Describe the process and procedures for providing written notice to parents of each student enrolled in the school regarding the school's level of school improvement. Include timelines, format, translation information as necessary, etc.

Not Applicable for PVP.

Component 7 – Preschool Transition

1. Describe the school's plan to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program.

Parkview Primary has a preschool program that provides services to children ages 3-6 that have been identified through testing to have a developmental disability. Children participate and explore in the developmentally appropriate classroom and in teacher directed activities. These strategies are based on the Foundations for Young Children to the Indiana Academic Standards. Each child's individual delays are addressed through an Individual Education Plan (IEP). As children approach kindergarten eligibility, any of the following may be provided for them: transition plan, picture book, visit from kindergarten student, participation in school convocations, and visit to the kindergarten classrooms, Going to Kindergarten book and parent information, kindergarten screening/orientation and summer activity bag.

Preschool students attending Parkview Primary are very much apart of the school and participate in most of all of the school activities, convocations, and programs. Preschool students have contact with other students in grades K, 1, and 2 classrooms.

Preschool students who will enter Kindergarten the next school year and their parents visit the Kindergarten classes throughout their last year in preschool.

During the summers of 2011 and 2012, PVP received grant dollars from IU Health and a United Way adult literacy agency to provide a "summer camp" for children that have never attended Head Start, day care programs, and or school programs. The four-week session was taught by one of our Kindergarten teachers. Transportation was provided as well as breakfast and lunch. The focus of the half-day program was: basic classroom skills and procedures, introduction to colors, numbers, alphabet, language and literacy, and many other social practices. The intent of the camp is to prepare the students for Kindergarten and academic and social success. Each child in the program received a book each day that they attended to create their own home library.

During the 2011-2012 school year, the Preschool staff presented meetings for parents of preschool children. The topics of the three workshops were: Social/Emotional Readiness, Physical Well-being and Motor Development, Language Development, Cognition and General Knowledge. They provided guest speakers with expertise in each of the areas covered.

Our preschool teachers often communicate with our local Head Start program. Meetings are held throughout the school year and teachers receiving students from the program are in contact with Head Start staff and parents of the students.

In addition to our Preschool classes, there are many area preschools and day cares that feed students into Parkview Primary School. During the spring, students who are going to enroll in a kindergarten classroom are screened in the areas of language and math. In addition, students are evaluated in the areas of speech/hearing.

While students are in the screening process, parents attend an informative session with the building principal. Parents receive samples of the kindergarten calendars and the monthly newsletter. In addition, parents are given a Ready, Set, Go brochure that outlines the skills that children will be working on throughout the school year and some skills to be practicing during the summer.

Parkview Primary School makes every attempt to communicate with the preschools, day cares, Head Start and parents aligning programs in order to better prepare students for kindergarten.

Component 8 – Teacher Decision Making Using Academic Assessment Results

1. Describe the measures that will be implemented to include teachers in the decisions regarding the issue of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.

The school leadership team is comprised of teachers, support staff, administrator, and parents that review assessments to use throughout the school year.

Current measures used for the improvement of the achievement levels of individual students and the overall instructional program is:

- Baseline Assessment (My Sidewalks Program)
- Beginning of Course Assessment
- ISTEP+ scores of Grade 3 students at Parkview Intermediate School
- End of Year tests in Language Arts and Math for K-2
- Grade level/cross grade level meetings
- During the 2011-2013 school years, data from the DIBELS Assessment is used to find students in K-2 having strengths and weaknesses
- During the 2011-2013 school years, Star Reading will be used to find students in Grades 1 & 2 having strengths and weaknesses
- The Response to Intervention team will assist in providing other sources of research-based assessments, when necessary.
- High Ability Testing
- End of Course Assessments

Component 9 – Effective, Timely Additional Assistance

1. Summarize conclusions about the current educational programming derived from an assessment of student achievement based on ISTEP+, other assessment strategies and the following areas. (PL221)/ (SWP Component #9)
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ISTEP is not given in our Early Childhood Preschool—2nd grade Primary building. We do, however, take 3rd grade ISTEP results into consideration when identifying student's academic strengths and weaknesses.

Teachers determine the types of additional instruction necessary based on each year's results. In addition to ISTEP, PVP currently uses progress monitoring with our reading series, DIBELS, the Reading Recovery program, Sidewalks, Title I extra help and through testing supplied from our Reading Street series.

2. Describe the activities that will be in place that will ensure that students who experience difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of school wide programming. **(PL 221)**.

Targeted Interventions that will be used to help our struggling learners:

- Staff diagnoses students' specific areas of weakness utilizing a variety of assessment tools that are administered to all students (baseline reading test, STAR reading, DIBELS, Beginning of Course Assessment) at the beginning of the year.
- Students who demonstrate a 80% and under level on the baseline reading test are placed in a small group intervention group (SIDEWALKS) consisting of 2-4 students that meet daily for 30 minutes of instruction with a certified reading instructor or Title I instructional assistant. Students are monitored (every grading period) and if they meet a benchmark of 80% or above on of the end of unit tests, and show mastery of the skills, they are exited from the program. Classroom teachers recommend new students join the program using classroom assessments, teacher observation, and DIBELS assessments (and progress monitoring every week, biweekly, or monthly) to evaluate progress and determine interventions.
- During the 90 minutes of uninterrupted reading/language arts time, the staff instructs whole group, small group and provides differentiated and individual support.
- First grade students are placed in Reading Recovery based on results of an observation survey consisting of 6 components (letter identification, high frequency word test, concepts about print, writing vocabulary, recording sounds from dictation, and text reading level). The lowest twenty percent of students based on the Kindergarten Alternate Ranking enters the program. Students receive 30 minute lessons with specifically determined, individualize instruction daily by the Reading Recovery teachers for 20 weeks. As students exit the program they are placed into the SIDEWALKS program for continued but less intense remediation.

The STAR reading assessment determines the reading level of students. The information received from the assessment is used by the classroom teacher to assign students to leveled groups during the 90 minutes of uninterrupted reading instruction. These small instructional groups utilize leveled readers from the Scott Foresman Reading program. The staff teaches specific reading skills in a variety of ways using research based materials from the Florida Center for Reading Research and other sources, and consistently monitors progress through quick assessments and checklists. Students may meet with the classroom teacher or classroom instructional assistant (or both) during this small group time. The staff adjusts the curriculum as needed and collaborates on best ways to meet the learning styles of individual students.

During the daily 90 minutes of Language Arts instruction, small flexible groups meet for 10-20 minutes focusing on struggling learners who need additional instruction and practice on specifically identified skills that are weaknesses.

A partnership with the local Boys Club and Girls Club provides after school tutoring and help with homework. Classroom teachers contact the staff to share areas of weakness and suggestions for ways to support individual students.

Component 10 – Coordination and Integration of Funds

Describe the coordination and integration of Federal, State, and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Describe how funds used for professional development will be used to remove the school from school improvement status. **(SI – Component #4)**

At this time, the school recognizes it has the right to consolidate all funds but it chooses not to.

Signature Page

(to be scanned)

Appendix A

Title I Plan

Our Parkview Primary Title 1 plan includes: 9 Prime Time Instructional Aides, 4 Title 1 Instructional Assistants, 1 My Sidewalks Instructor, and 2 Reading Recovery Instructors.

We give service to 5 Kindergarten Classes, 4 First Grade Classes, and 3 Second Grade Classes. Our 12 classrooms K-2 receive 30 minutes Title 1 Assistance, as well as My Sidewalks, Reading. First grade Reading Recovery help also. Sixty of our 100 Kindergarten will receive My Sidewalks daily instruction from our Sidewalks instructor and our Title I instructional assistants.

While in the classroom, Title 1 and Prime Time Instructional Assistants are able to assist all students with daily language and writing activities, while continuing to focus on students who need extra attention.

We do group reading, vocabulary, and writing. We often practice spelling words, do phonics, and reinforce grammar skills and promote better writing to communicate and to extend word identification skills.

Appendix B

Parkview Primary Newsletter

Parkview Primary School
1701 Brian Lane Way
(812) 275-2333
September 2012

<http://www.nlcs.k12.in.us/parkvwp/>
Principal, Christy Wintczak

September Calendar

3rd NO SCHOOL-Labor Day
13th SCHOOL PICTURE DAY
5th Paragon Fund-Raiser ends
18th Market Day Pick-Up 4:00-5:00
19th Mid-Term Progress Reports Issued

Parkview Primary Faculty and Staff 2012-13

Principal-Christy Wintczak, Secretary-Tammy Helton
Preschool Teachers-Jill Kluender, Marsha Mathews, Mindy Morris and Michelle Pritchett
Kindergarten Teachers- Debbie Moorman, Whitney Reed, Jessica Walls, Anna Rynders, Rebekah Lineback
Grade 1 Teachers- Carolyn Nikirk, Lindsay Endris, Jessica Lucas, Jessica Lowry
Grade 2 Teachers-Melissa Alvey, Lynn Hane, Cheryl Towle
Inclusion/Resource Teacher-Michele Farlow, Inclusion Aide-Beth Thralls
Music Teacher- Becky Muncy
Physical Education Teachers-Ryan Payton
Art Teachers-Tracy Isom
Reading Recovery Teachers-Sarah Thomas and Pat Baldwin
My Sidewalks Teacher-April Colchin
Speech/Hearing Clinician-Lori Kennedy, Communication Asst.-Tammy Byrer
School Nurse-Sally Summerville
Pre-School LPN-Wanda Wever
Kindergarten Aides- Sharon Huber, Lynn Crosby, Heather Leaver, Sara Conner, Sammantha Davis
Special Education Aides-Louisa Ely, Kim Woods, J.J. Norris and Valerie Orsborn
Title 1 Instructional Assistants- Shirley Eggers, BethAnn Kidd, Rebecca Woodsmall, and Misty Butcher
Prime Time Aides 1st-, Penny May, Rhonda Morris and Kelly Pennington
One on One Aides- Ruth May
Library Assistant- Jodi Terry
Head Cook-Mary Beth Ritchie, Cooks-Leasa Hall and Debbie Hearth
Custodians-Bev Abel, Vanessa Arthur, and John Tumey
Bus Drivers-Jerry Asbury, Darrell May, Dot Stout, Don Lee

School Pictures-September 13

Thursday, Sept. 13th is Picture Day. Information will be sent home with your child at a later date.

Progress Reports – September 19

Watch for Progress Reports to be sent home on the 19th, see what area your child needs help with and then work with them to improve. Please check nightly for any homework assignments and set aside uninterrupted quiet time for your child to complete their assignments.

Fall Fundraiser Kick-off and Order Forms

The kick-off date for our Fall Fundraiser was August 22nd and the deadline to return forms is Sept. 5th. This is a great way to help our school. There are some nice prizes in store for your children. Order forms should be turned in to your teacher no later than Sept. 5th.

Market Day Pick Up-Sept. 18th

Market Day Pick Up will take place on Sept. 18th, plan now to pick up your food orders in the PVP gym from 4:00-5:00 pm.

Free and Reduced Meal Applications

First time Free/Reduced applicants will owe the full price for meals until their application is processed at the Food Service Office. Students who have an application on file from the previous school year will continue their same status of Free or Reduced until they process another application for the current year with personnel at the Food Service Office, or until September 29, whichever comes first. After September 29, if another application has not been submitted to renew a student's status, the student will move to 'Full Pay' status, because the family did not renew their application. Status letters will be mailed home when applications are processed at the Food Service Office. If you have any questions, please contact Debbie Brown at the Food Service Office, 277-3220. Book Rental is due at this time, please make arrangements to pay right away. Thanks!

Medications

We encourage parents to work with their health care provider to give their child's medications at home. Short term medicine prescribed 2 times a day should be taken before school and in the evening at home; medicine prescribed 3 times a day should be taken before and after school and at bedtime, unless otherwise indicated, in writing from the physician.

Allergies-please send a doctor's statement letting us know what to do in the event your child eats or comes in contact with the allergen.

Attendance Policy-NLCS Handbook – Page 7

Absence: 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, as defined by state law, he/she (1) shall present a doctor or dentist statement giving reasons for the absence, or (2) parent's statement that may be accepted for the first five (5) absences (personal illness or death in the family) during each semester. Any days beyond that number will require a doctor's statement or a parent conference for the absence 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 school principal. Students/parents that violate the attendance policy may be referred to the Truancy Intervention Program and the Prosecutor. Any absence due to a National Holiday, Religious Observance must be approved by the principal prior to the event and with a written request. Upon approval, it will be counted as an excused absence.

Tardiness: Students are considered tardy if they are not in school on time. Students are to report to their classrooms by the start of the first/class period. Parents: Please note that almost all tardiness is avoidable. It is important that you make every effort to ensure that your child is ON TIME to school. Tardiness disrupts not only the school program, but also the progress of each child in the class. Tardiness seriously interferes with your child's academic progress. Being on time teaches your child responsibility and to practice good time management skills. Please note that tardiness (10 tardies) will also lead to a referral to the Truancy Intervention Program via the Prosecutor's Office.

SAFETY! Please drive extremely slow and carefully in any school zone. Remember there are small children moving all around our building and PVI. We do not want to take any chances on one of our precious children being in danger during arrival or dismissal from school. The speed limit is 10 miles per hour, and we need everyone to be extra cautious even at that speed! Thank you!

A La Carte for 2nd graders~Second grade will be allowed to purchase a la carte items in the cafeteria during their lunch. They may choose a juice box, yogurt, slim jim, cheese stick, or fruit roll up. All items are \$.50. They can use money in their account or bring cash.

Appendix C

Title I Parental Involvement Policy
2012-2013

Provide an Annual Meeting. This meeting will be for all parents, for the purpose of getting acquainted with Title I Personnel. To provide assistance to parents for curriculum, decision making, questions and answers about children, school rules and policies, and to plan the process of school improvement.

A Title I PVP Advisory Council will be formed consisting of the school principals, Parental Involvement Coordinator, teachers, and parents. This group will meet to offer support, make policies, and design strategies for better home/ school language.

Quarterly Grade Level Meetings. We will meet with grade level teachers, parents, and caregivers to help monitor their children's progress.

We will offer assistance to families with Math Meetings and Reading Nights to help provide ways to assist working with their children. We realize the need for all families to understand information sent from school, using easy to understand, simple language.

Appendix D

Parkview Primary's Parent-Teacher-Student Agreement/ Compact

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

Staff Pledge

I will do my personal best to:

- ❖ Provide a safe and caring learning environment.
- ❖ Help your child to begin to be responsible for his/her own behavior and learning.
- ❖ Help your child follow the school and classroom rules.
- ❖ Keep you informed of your child's progress on a regular basis (including homework and assignments).
- ❖ Schedule parent/ teacher conferences to accommodate parents schedules.
- ❖ Attend school functions.
- ❖ Help you with how you can help your child at home.
- ❖ Assign worthwhile homework where applicable (Varies by grade).
- ❖ Encourage high expectations for all students.
- ❖ Provide a challenging/ stimulating learning environment for your child.

Student Pledge

I will do my personal best to:

- ❖ Take responsibility for my own learning.
- ❖ Respect others.
- ❖ Follow Classroom rules.
- ❖ Follow School rules.
- ❖ Return my homework, completed.

Family/Parent/Caregiver Pledge

I will do my personal best to:

- ❖ Make my child's education a priority in my home.
- ❖ Help my child develop a positive attitude about school.
- ❖ Contact the school when I have concerns.
- ❖ Provide a quiet place for my child to complete homework.
- ❖ Monitor my child's homework.
- ❖ Make sure my child attends school everyday **on time** and misses only when absolutely necessary.
- ❖ Attend parent/teacher conferences.
- ❖ Attend school events.
- ❖ Respect the school, staff, students, and families.