KDE Comprehensive School

Improvement Plan

North Warren Elementary

Warren County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

North Warren is located in Smiths Grove, Kentucky at 420 College St. Smiths Grove has a population of approximately 1,250. Historically, the community has been very supportive of the school and has high expectations with that tradition continuing today. The original portion of the school was built in 1942 with an additional wing being completed in 1979, a library/media center was added in 1994, and six classrooms, six restrooms and an elevator were added in 2001. The building contains 24 classrooms, a computer lab, a science lab, an auditorium complete with stage and permanent seating with a capacity of 300 people, a separate cafeteria and gymnasium. North Warren has an enrollment of 442 students, which includes preschool-6th grade. We are currently at 62% free and reduced with 13% minority. Our staff consists of 18 regular education teachers, 3 resource teachers, 1 part time speech teacher, 1 itinerant ESL teacher, 1 music teacher (3 days), 1 physical education teacher (3 days), 1 art teacher (2 days), 1 librarian, 1 guidance counselor, 1 elementary curriculum coordinator, 1 FRYSC coordinator and 1 principal. Our support staff includes 1 full time plus 2 part-time Title 1 assistants (69 hours), 5 cafeteria staff, 3.5 custodians, 1 secretary, 1 support secretary, 1 computer lab manager, 2 part-time SLP Aides and 1 school nurse (1 day).

One unique feature about our school is that we are in a large district, but located in a small town. This comes with its advantages and disadvantages. We are the heart of the small town of Smiths Grove, which makes us a close-knit community with lots of support. We are a school with generations of families that have attended the school. Because of this, there is a loyalty to our school. Sometimes, however, we miss out on resources of the larger town of Bowling Green. Because of our location, people often will not drive to our school to volunteer, perform, or even work. With WKU in Bowling Green, most schools are able to get student teachers, block students, community volunteers and even employees easier, whereas, we often have to be creative to get our needs met. Another challenge we continue to face is a more transient population. Many of the older houses in Smiths Grove have become rental properties, which often lead to this type of issue.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

North Warren Elementary's vision is to lead our students to SOAR into the 21st century by building relationships with every child, developing life long learners, and producing leaders who give back to the community. Our mission statement is to LEAD, LEARN, SOAR! Our mission statement is posted in every classroom, common areas and hallways. Students are recognized with "SOAR" tickets when they show "SOAR" behavior (Show best effort, Outstanding attitude, Act responsibly, Respect yourself and others). Over the past twelve years, North Warren has consistently and with fidelity implemented P.B.I.S. school wide. In the past two years, we have continued to work on becoming a Lighthouse School by implementing the 7 Habits with our SOAR procedures. Teachers continue to recognize positive behavior by implementing the habits daily in their classrooms. Newsletters become reminders to parents of what we value as high expectations for all students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We will continue to strive to become a Lighthouse School by having a Leadership Day in February, 2014. According to KPREP scores, we went from the 46th percentile in state rankings and a needs improvement school to 75th percentile and a proficient school.   We are very proud of that accomplishment, but recognize the need for continued improvement in the areas of writing across the curriculum in every grade level. Some grade levels have implemented reflections as a daily piece in their instruction, which requires writing their understanding of a skill or concept.

As a district, many of our teachers worked on developing priority standards in ELA and Math. We are using those as our scope and sequence in math as we continue to use our Go Math core math materials. In reading, we have just adopted Scott Foresman Reading Street 2013 materials, so we will follow the scope and sequence closely in this first year while making notes where the priority standards are addressed heavily or needs more emphasis. Our goal is to continue to build a stronger reading and math program by working toward differentiating for smaller groups of students to meet individual needs of our students.

Last year we began using STAR Universal Screener for Early Literacy, Reading and Math. Using this screener, we are able to progress monitor our students closer and target those focus skills indicated from the reports. Tier 2 students are tested monthly and Tier 3 students are tested bi-monthly.

While our reading and math targets were not met, we continue to look forward with the processes and procedures we have in place and feel we are on the right path to meeting targets in this school year.

Achievements worth mentioning are that our writing scores improved dramatically over the past year, as did our social studies scores. We will continue to use inquiry based learning in science in addition to using resources found online. Social Studies materials will be purchased to supplement fifth and sixth grade Social Studies Alive materials.

Our overall scores reflect that we are not meeting the needs of our higher achieving and gifted students. Our plan is to address these needs by engaging them in enrichment activites within the classroom and with the GT Coordinator on a weekly basis.

Since receiving scores from Program Reviews, as a staff, we will look at each program as a whole and look for holes in grade levels. We view this as an opportunity to reflect on the past two years and move forward with providing a more balanced curriculum in all areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As North Warren's population continues to evolve and change, we are making and will continue to make adjustments in our instruction, behavior interventions and overall school climate. We certainly see that the implementation of the 7 Habits and working toward becoming a Leadership School has had an impact to creating a positive climate, while creating future leaders in our school.

In the past, we have focused on Tier 2 and Tier 3 students who continue to struggle with basic skills. We will continue to work diligently to provide the support these students need, but we plan to provide more opportunities for our gifted and talented and high achieving students to help them reach their potential. Our goal is for rti time to become a true picture of what differentiating for each student looks like by addressing the needs of our higher achieving students.

2014-2015 CSIP

Overview

Plan Name

2014-2015 CSIP

Plan Description

Goals and Plans

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase achievement for all 5 content areas by 2017.	Objectives: 8 Strategies: 10 Activities: 16	Academic	$43300
2	Gap Goals	Objectives: 4 Strategies: 5 Activities: 5	Academic	$4000
3	All students and stakeholders will experience a positive and nurturing learning environment.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$5700

Goal 1: All students will increase achievement for all 5 content areas by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency score in English Language Arts by 06/01/2014 as measured by STAR Early Literacy and Reading..

(shared) Strategy 1:

Interventions - Students who scored Urgent Intervention based on STAR reading will receive 30 minutes of LLI per day using Fountas and Pinnell strategies.

Category:

Activity - LLI Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff member who is trained on Fountas and Pinnell will use direct instruction to target urgent intervention students and the skills which they demonstrate weakness. Groups will be comprised of 3-5 students.	Direct Instruction	11/05/2012	09/01/2017	$15000	Title I Part A	LLI teacher/assistant

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the CIITS site to enhance lessons and create common, formative and summative assessments.	Academic Support Program	12/03/2012	06/01/2017	$0	Other	Classroom teachers

Activity - Brigance Early screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are pre-registered for Kindergarten will participate in the Brigance Early screener.	Academic Support Program	07/16/2012	06/01/2017	$500	District Funding	Kindergarten teachers

Activity - Reading Street 2013 Enrichments and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group instruction based on their preassessment unit data using supports from Reading Street 2013. This program helps each teacher differentiate to meet individual needs of every student.	Direct Instruction	08/19/2013	06/01/2014	$8000	Other	Classroom teachers and support staff

Strategy 2:

Lexia - Students who scored in urgent intervention on the STAR Reading assessment and consistently score low on formative and summative assessments will receive 30 minutes of computerized instruction daily.

Category:

Research Cited: Lexia stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world. It has been found to

accelerate the development of critical foundational literacy skills. Title 1 students in the Lexia Reading group made significantly greater gains than Title 1 students in a control group.

Activity - Lexia/ Lexia Core 5 Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will work 30 minutes daily on computerized program that adjust to their phonetic reading level. For this school year, each student in our building has access to Lexia Core 5. We will especially target Tier 3 students and higher achieving students.	Direct Instruction	09/03/2012	08/01/2017	$100	School Council Funds	Computer Lab Manager/ECC

Strategy 3:

RtI - All students who show a weakness based on STAR Reading and other assessments will be placed in an RtI group that will meet daily for 30 minutes to target

skills. All student scores are analyzed by the RtI team before placing a student in an intervention group.

Category:

Research Cited: Research shows that STAR reading uses a computer adaptive technology tool to tailor each student's test based on their responses to previous items.

Reading level reliability is enhanced because testing time is minimized. Specific immediate feedback is given to teachers in order to accommodate instruction levels.

Activity - RtI Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet daily for 30 minutes based on individualized instructional goals. Kindergarten, first and second grade students are grouped according to their RM levels. Skills included during this intervention are: phonemic awareness activities, more explicit connections between phonemic awareness and phonics activities, explicit scaffolding that supports segmentation and blending of sounds, additional practice with sounding out and rhyming, fluency, expanded vocabulary development and explicit instruction targeting comprehension strategies and skills.	Direct Instruction	09/03/2012	08/01/2017	$5000	Title I Part A, School Council Funds	Classroom Teacher Classroom Assistants

Measurable Objective 2:

56% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency score in Mathematics by 06/01/2014 as measured by KPREP..

Strategy 1:

Go Math - Teachers will consistently implement Go Math, using the Go Math beginning, middle and ending data to create groups based on student needs. Materials

that target urgent intervention students as identified by STAR Math will be used during RtI math time.

Category:

Research Cited: Go Math is aligned with Common Core Standards which addresses the rigor of new standards and assessment. Go Math offers new ways for students

to interact with media, problem based learning, math boards, differentiated math centers and differentiated materials for all students.

Activity - Rti Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will participate in small group direct instruction using tiered lessons in our core math program. Lessons are scaffolded to meet the individual needs of that group.	Direct Instruction	08/20/2012	07/01/2017	$0	State Funds	Regular classroom teacher and assistant if applicable.

Strategy 2:

Fasttmath - All students utilize this software program. However, Tier 3 students are required to use this program on a daily basis. Tier 2 students (on watch or need support) use this program daily as well. Tier 1 students use 2 to 3 times per week.

This program is designed to build speed and accuracy while learning basic addition, subtraction, multiplication and division facts. This program is individualized in that it moves with the student and at the student's pace.

Category:

Research Cited: Fasttmath uses research validated methods to provide systematic instruction and continuous practice to help students automatically recall and understand math facts. The goal of Fasttmath is to develop in students the ability to retrieve the answers to basic math facts from memory accurately and fluently.

Activity - Fasttmath Rti/Tier 2/Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice learning basic math facts in addition, subtraction, multiplication and division daily.	Technology	09/10/2012	06/01/2017	$2000	Title I Part A	Regular classroom teacher Assistant

Strategy 3:

Dreambox - Students who fall into intervention and urgent intervention or teacher recommendations for intervention will utilize Dreambox each day to provide individualized intervention on basic skills.

Category: Early Learning

Research Cited: Efficacy studies-Independent research firm SRI found that at three Rocketship Education schools in California, students who received additional online math instruction from DreamBox Learning scored an average of 2.3 points higher on the NWEA mathematics test than students who didn't receive the additional DreamBox Learning instruction. These gains are equivalent to progressing 5.5 points in percentile ranking in just 16 weeks. According to the authors, the results suggest that DreamBox "improved student math achievement in a comprehensive way."

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored in the intervention or urgent intervention are targeted to use this program 4-5 times per week. This serves as part of their intervention.	Academic Support Program	09/15/2014	06/15/2015	$5000	District Funding	Regular classroom teacher

Measurable Objective 3:

79% of Fourth grade students will demonstrate a proficiency score in Science by 06/01/2014 as measured by KPREP..

Strategy 1:

GEMS - Students who ranked in the top 25 based on data from CoGat and Naglieri will participate in inquiry based and problem based learning during core Science instruction. Students who do not place in the top 25 will also participate in inquiry based learning with more scaffolding to meet individual needs. Activities are hands on and provide real world experience for easier application in life, physical and earth sciences. Students quickly learn the Scientific Process while exploring the world around them. These students will participate in one hour daily of core science instruction using this process.

Category:

Research Cited: Research proves and shows that teaching problem-solving, critical thinking skills, and disciplinary content,

promotes the transfer of concepts to new problem questions,

teaches students how to learn and builds self-directed learning skills and

develops student ownership of their inquiry and enhances student interest in the subject matter.

Activity - GEMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who ranked in the top 25 based on data from CoGat and Naglieri will participate in inquiry based and problem based learning during core Science instruction. Students who do not place in the top 25 will also participate in inquiry based learning with more scaffolding to meet individual needs. Activities are hands on and provide real world experience for easier application in life, physical and earth sciences. Students quickly learn the Scientific Process while exploring the world around them. These students will participate in one hour daily of core science instruction using this process.	Academic Support Program	09/03/2012	07/01/2017	$6000	Other	Classroom teachers

Measurable Objective 4:

52% of Fifth grade students will demonstrate a proficiency score in Social Studies by 06/01/2014 as measured by results from KPREP..

Strategy 1:

Social Studies/History Alive - Students are placed into cooperative groups according to interests and abilities. New vocabulary is introduced through Thoughtful Ed. strategies as well as the use of concrete materials. Students are immersed in print rich materials that encourage and promote active engagement for all parties.

Category:

Research Cited: Social Studies/History Alive provides the perfect environment for learning about government, citizenship, and business, we wanted to supplement the program with a formal textbook curriculum.

Activity - Social Studies Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed into cooperative learning groups after pre-assessing prior knowledge. Students work in cooperative groups for project activities, but also work independently for formative and summative assessments.	Academic Support Program	09/10/2012	07/01/2017	$0	Other	Classroom teachers

Measurable Objective 5:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will complete a portfolio or performance - in English Language Arts by 06/01/2014 as measured by completion of portfolio..

(shared) Strategy 1:

Portfolio Writing - All students will complete a writing portfolio which includes some published pieces, unpublished pieces, response to learning, writing to learn, writing to demonstrate learning, on-demand and literary analysis/writing about reading. Some pieces included will be exit slips and reflecting on classroom discussions.

Category:

Research Cited: Research shows that students who are given the opportunity to write in a risk free environment beginning in Kindergarten will understand and make the connection between reading, speaking, listening and writing and will become proficient writers.Therefore, our writing portfolio now consist of writing in every content area and includes pieces that are published and non-published.

Activity - Portfolio Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a variety of writing pieces across the curriculum which may include the use of a schoolwide organizer - Paragraph Pals.	Academic Support Program	08/13/2012	07/01/2017	$0	No Funding Required	Classroom teachers

Activity - Writing Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will attend Writing Academy sponsored by KASC and share information with teachers.	Professional Learning	09/03/2012	08/01/2017	$1200	Title II Part A	Classroom teacher, ECC

Activity - Writing training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by ECC and other teachers on best practices in writing.	Professional Learning	08/13/2012	08/01/2017	$500	Title II Part A	ECC, Classroom teachers

Activity - Common writing templates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at North Warren use paragraph pals to organize their thoughts into meaningful paragraphs.	Direct Instruction	08/19/2013	06/01/2014	$0	Other	Classroom teachers provide direct instruction with support staff providing additional help when needed. Paragraph pals allow teachers to differentiate for individual needs.

Measurable Objective 6:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency score in Mathematics by 06/01/2014 as measured by Go-Math beginning, middle and end of year benchmark assessments and STAR Math..

Strategy 1:

Math Groups/Rti -

Go-Math provides strategies and activities to address students who need extra help with a particular concept, as well as students who are accelerating or on-level.

Students are placed in a groups to work on skills needed as indicated from formative/summative assessments in core reading program and/or STAR Math

assessments.

Category:

Research Cited: Go-Math uses a rigorous and scaffolded curriculum to help those students who struggle with basic concepts in math. STAR Math assessments

provide teachers with individualized reports that address skills students are lacking in order to be proficient.

These reports also indicate skills that students are accelerating in and do not need additional help understanding.

Activity - Math Groups-Rti/On-Level/Accelerated	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in Rti/On-Level or Accelerated groups according to their Go-Math and STAR Math assessments. These groups meet everyday for 30 minutes. Teachers use formative assessments, in addition to the above assessments to determine student needs for growth and learning. Teachers target skills that are indicated by arrows on the STAR Math assessments to help each student progress toward obtaining common core standards.	Direct Instruction	08/13/2012	07/01/2017	$0	Other	Classroom Teachers Classroom Assistants

Measurable Objective 7:

57% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency or distinguished in English Language Arts by 06/01/2014 as measured by KPREP and STAR Reading..

(shared) Strategy 1:

Interventions - Students who scored Urgent Intervention based on STAR reading will receive 30 minutes of LLI per day using Fountas and Pinnell strategies.

Category:

Activity - LLI Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff member who is trained on Fountas and Pinnell will use direct instruction to target urgent intervention students and the skills which they demonstrate weakness. Groups will be comprised of 3-5 students.	Direct Instruction	11/05/2012	09/01/2017	$15000	Title I Part A	LLI teacher/assistant

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the CIITS site to enhance lessons and create common, formative and summative assessments.	Academic Support Program	12/03/2012	06/01/2017	$0	Other	Classroom teachers

Activity - Brigance Early screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are pre-registered for Kindergarten will participate in the Brigance Early screener.	Academic Support Program	07/16/2012	06/01/2017	$500	District Funding	Kindergarten teachers

Activity - Reading Street 2013 Enrichments and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group instruction based on their preassessment unit data using supports from Reading Street 2013. This program helps each teacher differentiate to meet individual needs of every student.	Direct Instruction	08/19/2013	06/01/2014	$8000	Other	Classroom teachers and support staff

Measurable Objective 8:

43% of Fourth and Fifth grade students will demonstrate a proficiency or distinguished in Writing by 06/01/2014 as measured by KPREP scores..

(shared) Strategy 1:

Portfolio Writing - All students will complete a writing portfolio which includes some published pieces, unpublished pieces, response to learning, writing to learn, writing to demonstrate learning, on-demand and literary analysis/writing about reading. Some pieces included will be exit slips and reflecting on classroom discussions.

Category:

Research Cited: Research shows that students who are given the opportunity to write in a risk free environment beginning in Kindergarten will understand and make the connection between reading, speaking, listening and writing and will become proficient writers.Therefore, our writing portfolio now consist of writing in every content area and includes pieces that are published and non-published.

Activity - Portfolio Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a variety of writing pieces across the curriculum which may include the use of a schoolwide organizer - Paragraph Pals.	Academic Support Program	08/13/2012	07/01/2017	$0	No Funding Required	Classroom teachers

Activity - Writing Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers will attend Writing Academy sponsored by KASC and share information with teachers.	Professional Learning	09/03/2012	08/01/2017	$1200	Title II Part A	Classroom teacher, ECC

Activity - Writing training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained by ECC and other teachers on best practices in writing.	Professional Learning	08/13/2012	08/01/2017	$500	Title II Part A	ECC, Classroom teachers

Activity - Common writing templates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students at North Warren use paragraph pals to organize their thoughts into meaningful paragraphs.	Direct Instruction	08/19/2013	06/01/2014	$0	Other	Classroom teachers provide direct instruction with support staff providing additional help when needed. Paragraph pals allow teachers to differentiate for individual needs.

Goal 2: Gap Goals

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

57% of Third, Fourth, Fifth and Sixth grade Male Black or African-American, White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency or distinguished score in English Language Arts by 06/01/2014 as measured by KPREP scores..

Strategy 1:

Reading Gap Strategy/LLi - Students who scored below proficiency will participate daily for 30 minutes in small group reading instruction (1-3 students) with LLi. This is in addition to their Core Reading. Students are assessed every 10 days for comprehension and regrouped when necessary. Students are able to read materials on their level which will provide them with the success they need.

Category:

Research Cited: The research states that students who are one grade level behind in reading can be brought up to grade level in 18 weeks with 45 minutes each daily of teacher direct instruction with LLi.

Activity - LLi Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in a group of 1-3 students and receive 30 minutes of reading instruction on their reading level. They are tested every 10 days with LLi and also monitored closely through STAR Reading and STAR Early Literacy for progress.	Direct Instruction	11/26/2012	06/10/2013	$4000	Title I Part A	Title 1 Assistant with teaching credentials

Strategy 2:

Lexia - Students who scored below proficiency will utilize Lexia everyday, either in the Computer Lab or in the regular classroom. Students are monitored closely and have celebrations when they move up a level. This program focuses on phonics to build reading fluency.

Category:

Research Cited: Title I students in the Lexia Reading group made significantly greater gains than Title I students in a control group on the Gates-MacGinitie Reading Test, Level BR (Beginning Reading), which measures letter-sound correspondences for consonants and vowels, and basic story words. Moreover, Title I students in the Lexia Reading group closed the performance gap when compared at post-test to non-Title I students in the Lexia Reading group. [Macaruso, P., Hook, P.E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. Journal of Research in Reading, 29, 162â172.

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work through levels building sound/letter relationships and word decoding skills for 30 minutes each day.	Technology	09/17/2012	06/10/2013	$0	Other	Regular classroom teacher Computer Lab assistant

Measurable Objective 2:

79% of Fourth grade students will demonstrate a proficiency or distinguished score in Science by 06/01/2014 as measured by KPREP scores..

Strategy 1:

Science groups - Students are grouped according to CoGat and Naglieri scores. Students who fall in the lower 50% of these two tests are placed in a group who is exposed to the same content as the upper 50%. These students, however, have more scaffolding and time on task in order to develop a better understanding of science concepts. Students will work independently and in cooperative group settings during this time.

Category:

Activity - Science Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently and in small groups to learn and practice the scientific process. Students learn how to pose a question, design and conducts experiments. Teachers use inquiry methods for teaching, but also rely on more scaffolding to teach scientific processes.	Direct Instruction	10/15/2012	06/10/2013	$0	District Funding	Regular Classroom teacher

Measurable Objective 3:

52% of Fifth grade students will demonstrate a proficiency or distinguished score in Social Studies by 06/01/2014 as measured by KPREP scores..

Strategy 1:

Social Studies/History Alive - Students participate in independent, small and large groups. This program recognizes that every student is unique and that all students benefit from learning in different ways. Social Studies Alive uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level.

Category:

Research Cited: Social Studies uses theory and research based active instruction as well as multiple intelligence teaching strategies incorporated into every lesson. Students are actively engaged and focused during learning.

Activity - Social Studies/History Alive Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are actively engaged as they work independently and in groups learning Social Studies concepts. Some hands on problem solving activities along with scaffolded independent work for each student on their level ensures success and a rigorous environment. Students are grouped heterogeneously and/or ability grouped during this time.	Direct Instruction	09/10/2012	06/10/2013	$0	Other	Classroom teacher

Measurable Objective 4:

43% of Fifth grade students will demonstrate a proficiency or distinguished score in writing in English Language Arts by 06/01/2014 as measured by KPREP scores..

Strategy 1:

Writing - Students will work on writing pieces using the writing process. Paragraph pals will be used in every grade level as a scaffold to teach paragraph structure.

Templates are used for short answer and extended response questions across grade levels.

Category:

Research Cited: Students need scaffolding to help them produce writing pieces that reflect learning or writing to learn. Students are also able to write when they are encouraged to write in a risk free environment and across the curriculum.

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to write paragraphs, produce essays, letters, respond to short and extended questions and reflect on learning using paragraph pals, RAP templates and ReCap templates. They will be required to write across the curriculum using these tools. Students will also be given the opportunity to spend time writing "risk free", which lends itself to students becoming more creative and overall better writers. Students will create a writing portfolio which will include non-published pieces, published pieces, writing to learn pieces, writing to demonstrate learning, writing on-demand and writing about reading. Students will consistently practice responding to short and extended response questions using a template.	Direct Instruction	08/20/2012	06/10/2013	$0	General Fund	Classroom teacher Classroom assistant

Goal 3: All students and stakeholders will experience a positive and nurturing learning environment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to focus on improving the learning environment in order to enhance student learning. by 06/01/2014 as measured by surveys, PLC meetings and lesson plans..

Strategy 1:

Surveys - Surveys will be sent out annually to stakeholders (parents, teachers and students) to collect data on how our learning environment can be improved or

enhanced.

Category:

Activity - Stakeholder surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will collaborate to assess survey results to communicate and respond to the learning environment at North Warren. Collaboration will take place through classroom newsletters, FRC family nights, school newsletters and school webpage.	Community Engagement	08/13/2012	06/10/2013	$0	No Funding Required	Classroom teachers All school and staff employees All stakeholders Students

Activity - Classroom Newsletters/Webpages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will keep parents informed about the classroom through bi-monthly/ weekly newsletters and webpages.	Community Engagement	08/13/2012	06/10/2013	$0	Other	Classroom teachers

Activity - School Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly newsletter will be prepared and shared with all stakeholders of the school. It will list events and announcements of the school.	Community Engagement	08/13/2012	06/10/2013	$0	Other	Principal Family Resource Coordinator

Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to attend Professional Development, attend Leadership Days/Symposiums and sharing ideas about ways to continue improving our Leader In Me implementation.	Professional Learning	06/04/2012	06/05/2017	$3000	General Fund	Principal, classroom teacher, ECC

Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Warren will schedule and host a Leadership Day. Tours of the building and classrooms will be included and part of the Symposium.	Community Engagement	06/03/2013	06/02/2014	$0	No Funding Required	Principal, Lighthouse Team

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainings and refreshers will be done periodically throughout the school year on PBIS expectations and process.	Behavioral Support Program	06/04/2012	06/09/2014	$500	General Fund	Principal, Lighthouse Team

Activity - Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Procedures will be reviewed and updated by Lighthouse team annually. Each procedure will be taught annually to students and reviewed throughout the year, especially after breaks. Procedures will be modeled by all staff members.	Behavioral Support Program	06/04/2012	06/03/2013	$0	Other	Lighthouse Team, classroom teachers, all staff

Strategy 2:

FRC/Title 1 Involvement - School/home communication is enhanced through FRC activities/Title 1 activities.

Category:

Research Cited: Research continues to support the involvement of families and school involvement with increased student learning.

Activity - FRC/Title 1 Family Nights/Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
y Resource and Title 1 will collaborate together to create activities that will help reduce the barriers of learning for some students (FRC/PTO/Title 1 nights, Backpack Program, Holiday Assistance, Canned Food Drive, Coats for Kids and GT Night.	Community Engagement	08/19/2013	06/01/2014	$2000	Other	FRC Staff Title 1 Staff Classroom Teachers Classroom assistants

Strategy 3:

PGES - PGES will be introduced to teachers, as well as goals being set and peer observations beginning in 2014.

Category:

Research Cited: The vision for the Professional Growth and Effectiveness Sysstem (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PGES ensures teacher effectiveness through administrator and peer observations.	Academic Support Program	01/06/2014	06/02/2014	$200	District Funding	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Teachers will utilize the CIITS site to enhance lessons and create common, formative and summative assessments.	Academic Support Program	12/03/2012	06/01/2017	$0	Classroom teachers
Classroom Newsletters/Webpages	The teachers will keep parents informed about the classroom through bi-monthly/ weekly newsletters and webpages.	Community Engagement	08/13/2012	06/10/2013	$0	Classroom teachers
Lexia	Students work through levels building sound/letter relationships and word decoding skills for 30 minutes each day.	Technology	09/17/2012	06/10/2013	$0	Regular classroom teacher Computer Lab assistant
Social Studies/History Alive Groups	Students are actively engaged as they work independently and in groups learning Social Studies concepts. Some hands on problem solving activities along with scaffolded independent work for each student on their level ensures success and a rigorous environment. Students are grouped heterogeneously and/or ability grouped during this time.	Direct Instruction	09/10/2012	06/10/2013	$0	Classroom teacher
School Newsletters	A monthly newsletter will be prepared and shared with all stakeholders of the school. It will list events and announcements of the school.	Community Engagement	08/13/2012	06/10/2013	$0	Principal Family Resource Coordinator
FRC/Title 1 Family Nights/Activities	y Resource and Title 1 will collaborate together to create activities that will help reduce the barriers of learning for some students (FRC/PTO/Title 1 nights, Backpack Program, Holiday Assistance, Canned Food Drive, Coats for Kids and GT Night.	Community Engagement	08/19/2013	06/01/2014	$2000	FRC Staff Title 1 Staff Classroom Teachers Classroom assistants
Reading Street 2013 Enrichments and Interventions	Students will participate in small group instruction based on their preassessment unit data using supports from Reading Street 2013. This program helps each teacher differentiate to meet individual needs of every student.	Direct Instruction	08/19/2013	06/01/2014	$8000	Classroom teachers and support staff
Procedures	Procedures will be reviewed and updated by Lighthouse team annually. Each procedure will be taught annually to students and reviewed throughout the year, especially after breaks. Procedures will be modeled by all staff members.	Behavioral Support Program	06/04/2012	06/03/2013	$0	Lighthouse Team, classroom teachers, all staff

Social Studies Cooperative Learning	Students are placed into cooperative learning groups after pre-assessing prior knowledge. Students work in cooperative groups for project activities, but also work independently for formative and summative assessments.	Academic Support Program	09/10/2012	07/01/2017	$0	Classroom teachers
Common writing templates	All students at North Warren use paragraph pals to organize their thoughts into meaningful paragraphs.	Direct Instruction	08/19/2013	06/01/2014	$0	Classroom teachers provide direct instruction with support staff providing additional help when needed. Paragraph pals allow teachers to differentiate for individual needs.
GEMS	Students who ranked in the top 25 based on data from CoGat and Naglieri will participate in inquiry based and problem based learning during core Science instruction. Students who do not place in the top 25 will also participate in inquiry based learning with more scaffolding to meet individual needs. Activities are hands on and provide real world experience for easier application in life, physical and earth sciences. Students quickly learn the Scientific Process while exploring the world around them. These students will participate in one hour daily of core science instruction using this process.	Academic Support Program	09/03/2012	07/01/2017	$6000	Classroom teachers
Math Groups-Rti/On-Level/Accelerated	Students are placed in Rti/On-Level or Accelerated groups according to their Go-Math and STAR Math assessments. These groups meet everyday for 30 minutes. Teachers use formative assessments, in addition to the above assessments to determine student needs for growth and learning. Teachers target skills that are indicated by arrows on the STAR Math assessments to help each student progress toward obtaining common core standards.	Direct Instruction	08/13/2012	07/01/2017	$0	Classroom Teachers Classroom Assistants
				Total	$16000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Writing	Students will learn to write paragraphs, produce essays, letters, respond to short and extended questions and reflect on learning using paragraph pals, RAP templates and ReCap templates. They will be required to write across the curriculum using these tools. Students will also be given the opportunity to spend time writing "risk free", which lends itself to students becoming more creative and overall better writers. Students will create a writing portfolio which will include non-published pieces, published pieces, writing to learn pieces, writing to demonstrate learning, writing on-demand and writing about reading. Students will consistently practice responding to short and extended response questions using a template.	Direct Instruction	08/20/2012	06/10/2013	$0	Classroom teacher Classroom assistant
PBIS	Trainings and refreshers will be done periodically throughout the school year on PBIS expectations and process.	Behavioral Support Program	06/04/2012	06/09/2014	$500	Principal, Lighthouse Team
Leader In Me	Teachers will continue to attend Professional Development, attend Leadership Days/Symposiums and sharing ideas about ways to continue improving our Leader In Me implementation.	Professional Learning	06/04/2012	06/05/2017	$3000	Principal, classroom teacher, ECC
			Total		$3500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dreambox	Students who scored in the intervention or urgent intervention are targeted to use this program 4-5 times per week. This serves as part of their intervention.	Academic Support Program	09/15/2014	06/15/2015	$5000	Regular classroom teacher
Brigance Early screener	Students who are pre-registered for Kindergarten will participate in the Brigance Early screener.	Academic Support Program	07/16/2012	06/01/2017	$500	Kindergarten teachers
PGES	PGES ensures teacher effectiveness through administrator and peer observations.	Academic Support Program	01/06/2014	06/02/2014	$200	Principal
Science Groups	Students work independently and in small groups to learn and practice the scientific process. Students learn how to pose a question, design and conducts experiments. Teachers use inquiry methods for teaching, but also rely on more scaffolding to teach scientific processes.	Direct Instruction	10/15/2012	06/10/2013	$0	Regular Classroom teacher
			Total		$5700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Leader In Me	North Warren will schedule and host a Leadership Day. Tours of the building and classrooms will be included and part of the Symposium.	Community Engagement	06/03/2013	06/02/2014	$0	Principal, Lighthouse Team
Portfolio Writing	Students will complete a variety of writing pieces across the curriculum which may include the use of a schoolwide organizer - Paragraph Pals.	Academic Support Program	08/13/2012	07/01/2017	$0	Classroom teachers
Stakeholder surveys	Teachers and staff will collaborate to assess survey results to communicate and respond to the learning environment at North Warren. Collaboration will take place through classroom newsletters, FRC family nights, school newsletters and school webpage.	Community Engagement	08/13/2012	06/10/2013	$0	Classroom teachers All school and staff employees All stakeholders Students
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rti Tier 2	Students will participate in small group direct instruction using tiered lessons in our core math program. Lessons are scaffolded to meet the individual needs of that group.	Direct Instruction	08/20/2012	07/01/2017	$0	Regular classroom teacher and assistant if applicable.
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fasttmath Rti/Tier 2/Tier 1	Students practice learning basic math facts in addition, subtraction, multiplication and division daily.	Technology	09/10/2012	06/01/2017	$2000	Regular classroom teacher Assistant
RtI Intervention Groups	Students meet daily for 30 minutes based on individualized instructional goals. Kindergarten, first and second grade students are grouped according to their RM levels. Skills included during this intervention are: phonemic awareness activities, more explicit connections between phonemic awareness and phonics activities, explicit scaffolding that supports segmentation and blending of sounds, additional practice with sounding out and rhyming, fluency, expanded vocabulary development and explicit instruction targeting comprehension strategies and skills.	Direct Instruction	09/03/2012	08/01/2017	$1500	Classroom Teacher Classroom Assistants

LLi Reading	Students are placed in a group of 1-3 students and receive 30 minutes of reading instruction on their reading level. They are tested every 10 days with LLi and also monitored closely through STAR Reading and STAR Early Literacy for progress.	Direct Instruction	11/26/2012	06/10/2013	$4000	Title 1 Assistant with teaching credentials
LLI Implementation	A staff member who is trained on Fountas and Pinnell will use direct instruction to target urgent intervention students and the skills which they demonstrate weakness. Groups will be comprised of 3-5 students.	Direct Instruction	11/05/2012	09/01/2017	$15000	LLI teacher/assistant
			Total		$22500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia/ Lexia Core 5 Implementation	Identified students will work 30 minutes daily on computerized program that adjust to their phonetic reading level. For this school year, each student in our building has access to Lexia Core 5. We will especially target Tier 3 students and higher achieving students.	Direct Instruction	09/03/2012	08/01/2017	$100	Computer Lab Manager/ECC
RtI Intervention Groups	Students meet daily for 30 minutes based on individualized instructional goals. Kindergarten, first and second grade students are grouped according to their RM levels. Skills included during this intervention are: phonemic awareness activities, more explicit connections between phonemic awareness and phonics activities, explicit scaffolding that supports segmentation and blending of sounds, additional practice with sounding out and rhyming, fluency, expanded vocabulary development and explicit instruction targeting comprehension strategies and skills.	Direct Instruction	09/03/2012	08/01/2017	$3500	Classroom Teacher Classroom Assistants
			Total		$3600	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing training	Teachers will be trained by ECC and other teachers on best practices in writing.	Professional Learning	08/13/2012	08/01/2017	$500	ECC, Classroom teachers
Writing Workshops	Selected teachers will attend Writing Academy sponsored by KASC and share information with teachers.	Professional Learning	09/03/2012	08/01/2017	$1200	Classroom teacher, ECC
			Total		$1700	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All students will increase achievement for all 5 content areas by 2017.		North Warren students increased combined Reading and Math scores in 2012-2013 school year from 45.6 to 46.4. The Science target in 2011-2012 was 55.6 and increased to 61.8 in 2012-2013. Social Studies target in 2011-2012 was 40.5 to 46.7. Writing target was 21.1 and increased in 2012-2013 to 35.8.	September 27, 2013	Robin Howard
Strategy	Portfolio Writing		Each grade level continues to follow North Warren's writing plan and curriculum map for writing. Marker papers are used along with Reading Street writing samples to help guide the students in the writing process. As a school, we have continued to use paragraph pals for teaching and constructing meaningful paragraphs. Even though our portfolios are not scored, each student will have published, non-published, writing to learn, writing to demonstrate learning and writing to reflect pieces within their portfolio.	May 05, 2014	Robin Howard
Activity	Math Groups-Rti/On-Level/Accelerated	In Progress	Small group learning with rti and acceleration is aiding with students acquiring new skills and with enrichment groups. Teachers use this time to differentiate for individual students and small groups. K-73% average 90-100%, 27% 8-89% 1st-89% 90-100, 11% 80-89% 2nd-25% 90-100%, 47% 80-89%, 25% 70-79%, 3% 60-69%	May 08, 2014	Robin Howard
Activity	Writing training	In Progress	Teachers participate in writing workshops and various trainings, when available. One teacher will participate in the writing project (summer, 2014) and will return to school to share strategies with faculty.	May 06, 2014	Robin Howard
Activity	Social Studies Cooperative Learning	In Progress	The following are scores from cooperative and independent learning in Social Studies: 50-60 7% 60-70 16% 70-80 5% 80-90 37% 90-100 35%	May 08, 2014	Robin Howard
Activity	GEMS	In Progress	Teachers continue to use inquiry based learning strategies throughout each GEM unit along with all science units. Students in these classrooms are continuing to learn how to work productively alongside their peers while posing questions and researching to find explanations to those questions.	May 08, 2014	Robin Howard
Activity	Common Assessments	In Progress	Teachers continue to use formative and summative common assessments to flexible group students.	May 06, 2014	Robin Howard
Activity	Brigance Early screener	In Progress	The Brigance indicated that our students who were entering K for 2014-2015 school year 68% scored in the needing support area.	December 10, 2014	Robin Howard
Activity	Brigance Early screener	In Progress	The Brigance indicated that our students who were entering K for 2014-2015 school year 68% scored in the needing support area.	December 10, 2014	Robin Howard

Activity	Brigance Early screener	In Progress	STAR Early Literacy indicates at the end of 2013-2014 school these same students are progressing as follows: 52% are considered Late Emergent Readers (SS 488-674), 26% are Transitional Readers (675-774) and 30% are Probably Readers (SS 775-900). Only one student scored in the Early Emergent stage of reading, as of our spring screening. Two students were able to take the STAR Reading which indicated a Grade Equivalent of 1.4 and 2.0 reading level.	May 01, 2014	Robin Howard
Activity	Brigance Early screener	Completed	According to this screener, 63% of our K students were not ready, 28% were ready and 9% were ready with enrichments.	May 01, 2014	Robin Howard
Activity	Rti Tier 2	In Progress	Students who score below benchmark on formative/summative assessments are given extra support with materials that are scaffolded to help them obtain proficiency.	May 06, 2014	Robin Howard
Activity	Common writing templates	In Progress	Paragraph pals continue to be used throughout each grade level and DCAP and extended response answers. We also use the RAP for short answer responses.	May 05, 2014	Robin Howard
Activity	LLI Implementation	In Progress	According to STAR Reading 79% of our LLi students made gains. Ten students increased one grade equivalent, two students increased two grade equivalents and one student increased three grade equivalent.	May 01, 2014	Robin Howard
Activity	Lexia/ Lexia Core 5 Implementation	In Progress	Our data reflects that our K classrooms (21 students) have 57% who are currently working on grade level material with 38% working above grade level. 5% continue to be below grade level. 1st grade (60 students) currently has 72% working on grade level material, 12% are working above grade level with 3% below. 2nd grade (30 students) has 37% working on grade level material, 7% above grade level, 50% working at a first grade level and 7% working on a K level. 3rd grade (21 students) has 5% working on grade level material, 76% working one grade level below and 19% working on a first grade level. 4th grade (14 students) indicates 14% are working on grade level, 14% one grade level below, 14% two grade levels below, 14% three grade levels below and 7% on a K level. 5th grade (64 students) has 67% working on grade level, 19% at a 4th grade level, 9% on a third grade level, 3% on 2nd grade level and 2% on a first grade level.	May 05, 2014	Robin Howard
Activity	Portfolio Writing	In Progress	Each grade level continues to follow North Warren's writing plan and curriculum map for writing. Marker papers are used along with Reading Street writing samples to help guide the students in the writing process. As a school, we have continued to use paragraph pals for teaching and constructing meaningful paragraphs. Even though our portfolios are not scored, each student will have published, non-published, writing to learn, writing to demonstrate learning and writing to reflect pieces within their portfolio.	May 06, 2014	Robin Howard
Activity	Fasttmath Rti/Tier 2/Tier 1	In Progress	Students who need additional practice with basic fact fluency practice aquiring this skill using Fasttmath after core math time, guided and independent math practice. The maximum time that students spend in this program is 15 mins. per day with most only logging into the program 2/3 times each week.	May 06, 2014	Robin Howard
Activity	RtI Intervention Groups	In Progress	Students are flexibly grouped to address skill deficits either indicated by common formative or summative assessments, STAR Reading/Math and/or Go Math assessments.	May 06, 2014	Robin Howard

Activity	Reading Street 2013 Enrichments and Interventions	In Progress	6th grade (61 students)-21.52% scored at 90-100% proficiency, 29.13% scored at 80-89%, 20.21% at 70-79%, 13.39% at 60-69%, 15.75% at 0-59%.	May 05, 2014	Robin Howard
Activity	Reading Street 2013 Enrichments and Interventions	In Progress	5th grade (45 students)-33.81% scored at 90-100% proficiency, 32.86% scored at 80-89%, 15.71% scored at 70-79%, 8.57% scored at 60-69%, 9.05% scored at 0-59%.	May 05, 2014	Robin Howard
Activity	Reading Street 2013 Enrichments and Interventions	In Progress	4th grade (73 students)-21.49% scored 90-100% proficiency, 26.83% scored at 80-89% proficiency, 21.98% scored at 70-79%, 16.24% scored at 60-69%, 13.47% scored at 0-59%.	May 05, 2014	Robin Howard
Activity	Reading Street 2013 Enrichments and Interventions	In Progress	3rd grade(61 students)-14.64% scored 90-100% proficiency, 25.23% scored 80-89%, 27.25% scored 70-79%, 14.86% scored 60-69%, 18.02% scored 0-59%.	May 05, 2014	Robin Howard
Activity	Reading Street 2013 Enrichments and Interventions	In Progress	2nd grade-15.92% at 90-100% proficiency, 39.79% at 80-89%, 17.99% at 70-79%, 17.65% at 60-69%, 8.65% at 0-59%.	May 05, 2014	Robin Howard
Activity	Writing Workshops	In Progress	Students participate in writing workshops once the initial instruction has been given. They are then able to work at their pace and at their level. Teachers progress monitor each student's progress in the piece by on-going conferencing throughout the piece.	May 06, 2014	Robin Howard
Goal	Gap Goals		North Warren decreased from 36.6 to 36.1 in Reading and Math combined.	September 27, 2013	Robin Howard
Activity	Social Studies/History Alive Groups	In Progress	The following are scores from cooperative and independent learning in Social Studies: 50-60 7% 60-70 16% 70-80 5% 80-90 37% 90-100 35%	May 08, 2014	Robin Howard
Activity	Writing	In Progress	Teachers continue to conference with students on published pieces for portfolio. Students participate in spring scrimmages to practice for KPREP on-demand, short and extended responses.	May 08, 2014	Robin Howard
Activity	Lexia	In Progress	Our data reflects that our K classrooms (21 students) have 57% who are currently working on grade level material with 38% working above grade level. 5% continue to be below grade level. 1st grade (60 students) currently has 72% working on grade level material, 12% are working above grade level with 3% below. 2nd grade (30 students) has 37% working on grade level material, 7% above grade level, 50% working at a first grade level and 7% working on a K level. 3rd grade (21 students) has 5% working on grade level material, 76% working one grade level below and 19% working on a first grade level. 4th grade (14 students) indicates 14% are working on grade level, 14% one grade level below, 14% two grade levels below, 14% three grade levels below and 7% on a K level. 5th grade (64 students) has 67% working on grade level, 19% at a 4th grade level, 9% on a third grade level, 3% on 2nd grade level and 2% on a first grade level.	May 08, 2014	Robin Howard
Activity	LLi Reading	In Progress	According to STAR Reading 79% of our LLi students made gains. Ten students increased one grade equivalent, two students increased two grade equivalents and one student increased three grade equivalent.	May 08, 2014	Robin Howard

Activity	Science Groups	In Progress	Gap students also participate in small group inquiry based learning. Teachers continue to use inquiry based learning strategies throughout each GEM unit along with all science units. Students in these classrooms are continuing to learn how to work productively alongside their peers while posing questions and researching to find explanations to those questions.	May 08, 2014	Robin Howard
Goal	All students and stakeholders will experience a positive and nurturing learning environment.		North Warren continues to implement the PBIS and The Leader in Me in order to be consistent with procedures and guidelines in order to create a positive learning environment. We are working toward becoming a Lighthouse School by building upon children's strengths and abilities.	September 27, 2013	Robin Howard
Activity	Procedures	Completed	Procedures for entering and exiting the building and assemblies have been redone to ensure traffic patterns aren't congested. All hallway, cafeteria and classroom procedures are retaught after breaks and the first month of school focuses on teaching procedures.	May 08, 2014	Robin Howard
Activity	Stakeholder surveys	Completed	Stakeholder surveys for this year included questions that pertained to Nutritional Needs, GED Assistance, Medical Care Assistance, Dental Care Assistance, Vision Hearing Assistance, School Supply Assistance, Job training assistance, Subsistence Assistance, Private Insurance, Medical card, KChip, Before school childcare, After school childcare, Head Start Pre-School, Read to Children?, Help with homework, Home reading materials, Single Parent, Grandparent raising grandchildren, Children birth to 2 years, Children 2-5 years, Volunteer interest, Bullying, Drugs and Talk to children about drugs.	May 08, 2014	Robin Howard
Activity	Leader In Me	In Progress	Each classroom has implemented and embedded using the habits in their daily language. Every grade level is now using data notebooks to help students set goals and track their progress. As a school, we will continue to fine tune some areas of LIM to better fit our needs.	May 08, 2014	Robin Howard
Activity	PGES	Not Completed	Teachers will be trained during summer PD on PGES.	May 08, 2014	Robin Howard
Activity	Classroom Newsletters/Webpages	In Progress	Each classroom teacher sents out a weekly or bi-monthly newsletter informing parents of upcoming events, classroom projects and how to get involved in their child's classroom. Most teachers also have a webpage for parents to visit with similar information. Constant contact is used by almost 100% of our classroom teachers, club leaders and FRC to ensure that our parents are knowledgeable about their child's education.	May 08, 2014	Robin Howard
Activity	FRC/Title 1 Family Nights/Activities	In Progress	FRC collaborates with PTO to host various family nights. They are currently planning a testing night to kick off KPREP testing.	May 08, 2014	Robin Howard
Activity	PBIS	In Progress	Faculty/staff are updated on PBIS procedures each year. Lighthouse and target teams meet to identify problem behaviors, analyze data and problem solve to ensure all students identified have clearly defined acceptable behaviors and those behaviors are being positively reinforced through point sheet tracking, etc.	May 08, 2014	Robin Howard
Activity	School Newsletters	In Progress	Each week a school newsletter is sent out electronically to keep parents informed about upcoming events, classroom activities and opportunities to get involved at school. The newsletter also shows the habit that we are focusing on as a school and ideas for reinforcing it at home.	May 08, 2014	Robin Howard

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Are we implementing with fidelity higher level questioning strategies/techniques in reading, science and social studies? Are we using formative and summative assessments to group and regroup students according to their needs?

Delivery Targets were not met for all gap groups/students in reading. Delivery Targets were not met in Science for the following gap groups-(females and White (non-hispanic). Delivery Targets were not met in Social Studies for the following gap groups-(males and Gap Group (non-duplicated). Delivery Targets were not met in Writing for the following gap groups-(males, Limited English Proficiency, Free and Reduced, Disability-With IEP and Gap Group (non-duplicated).

In math, are we using problem solving strategies that require high level thinking? Are we ensuring that higher level questioning is occuring in every lesson? Are we using formative and summative assessments to group and regroup students according to their needs?
Delivery Targets were not met in Math for the following gap groups -(females, free and reduced, Disability-With IEP and Non-Duplicated Gap Group).

The data does not tell us how students are placed in groups based on their performance in the classroom on a daily basis. It also does not tell us what their performance is in the classroom and if these scores are a reflection of that.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Overall Score increased from 71.5 in 2012-2013 to 71.8 in 2013-2014 School Year.

Program Reviews total score increased from 97.1 in 2012-2013 to 100.0 in 2013-2014 School Year.
Arts and Humanities Total Points-8.5, Practical Living and Career-8.1, Writing-8.1. PR Total Points 24.7.

Achievement Scores for Accountability by Grade Level-Number of Proficient percentage in Reading was 33.6 compared to the district at 35.0. Math Proficient Percentage was 38.7, compared to the district at 32.2 and State at 34.1. Distinguished Percentage was 17.5, compared to the District 15.2 and State 15.0. Science Percentage Proficient was 48.1, compared to the District 37.8 and State 40.5. Social Studies Proficient Percentage 43.2, compared to the District at 42.2. Writing Percent Proficient/Distinguished overall was 45.6, District at 36.9 and then compared to the State at 38.7. Language Mechanics Percent Proficient/Distinguished was 54.1, compared to the District at 50.8 and State at 51.8).

Combined Reading and Math Delivery Targets were met with males (Target-51.1/Actual Score-55.5).

Overall school Math Delivery Targets were met (Target-56.1/Actual Score 56.2). Male Math Delivery Targets were met (Target 51.1/Actual Score 60.4). Male Science Delivery Targets were met (Target 75.0/Actual Score 80.0), Free/Reduced Math Delivery Target was met (Target 66.6/Actual Score 66.7), Gap Group (non-duplicated Math Delivery Score was met (Target 64.5/Actual Score 64.9).

Social Studies Delivery Target was met with females (Target 45.4/Actual Score 48.0).

Overall Writing Delivery Target was met (Target 42.6/Actual Score 45.6). Female Writing Delivery Target was met (Target 50.0/Actual Score 59.6).

Next-Generation Learners -Gap Groups/Accountability-Reading-Percent Proficient-School 33.6, District 29.1, State 32.2.
Math Overall Proficient/Distinguished-School 46.3, District 34.8, State 34.8.
Science Overall Proficient/Distinguished-School 64.9, District 58.4, State 62.9.
Writing overall Proficient/Distinguished-School 33.3, District 23.1, State 29.7.
Language Mechanic Proficient/Distinguished-School 46.2, District 39.3, State 42.2.

Next Generation Learners-Growth-Combined Reading and Mathematics Growth Points Total compared to District and State-School 68.2, District 64.1, State 59.8.

KPREP Performance Levels compared to District and State-Math Percent Proficient/Distinguished-School -55.9, District 47.2, State 49.2. Science Percent Proficient Level-School 48.1, District 37.5, State 40.5. Social Studies Percent Proficient-School 44.2, District 41.7. State 43.5. Writing Percent Proficient/Distinguished-School 44.9, District 37.0. State 38.7. Language Mechanics Percent Proficient/Distinguished-School 53.2, District 50.5, State 51.8.

Stanford Achievement Test Percentiles-

Our third grade Mathematics percentiles-62% School, 55 District, 57 State.

Fourth Grade Math-59 School, 58 District.

Fifth Grade Math-66 School, 56 District, 58 State. Social Studies-72 School, 69 District, 71 State.

Sixth Grade Reading-61 School, 61 District, 53 State. Math-74 School, 63 District, 56 State. Language Mecanics-61 School, 52 District, 42 State.

It is our plan to continue using formative/summative assessments to group and regroup students based on their needs. We are also using Reading Street 2013 resources for differentiation with reading, reading stations and testing.

Students who fall into the Tier 2 category are serviced using Lli in small groups of up to 4 students for 30 to 45 mins. each day. Tier 3 students are serviced with either Reading Mastery Connections or Lexia or both. All of these interventions are intensive and a focus will be placed on using fidelity with each of these programs.

In math, we will continue to use strategies to increase student's number sense. We have also started using Dreambox, which will help students to build number fact fluency and problem solving strategies.

STAR Universal Screener will continue to be used to provide current data for Tier 2 and Tier 3 students. We believe the data we receive is invaluable and gives us focus skills to address with each student, whether it be individually or in a small group. Each of our students will take the screener four times this year, as opposed to three in the past.

All of the above causes are reasons for us to celebrate and look ahead to continuing to increase the number of proficient and distinguished students.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We continue to struggle in the area of reading and have not met our Delivery Targets for the past two years.

Growth points lost because of the Novice percentage being higher than Distinguished:

Third grade reading scores revealed that the percentage of novice (30.6) was higher than Proficient (17.7) and Distinguished (29.0). Third grade math novice was (22.6) and distinguished (11.3).

Fifth Grade Social Studies novice percentage was 13.6% while Distinguished was 6.8%.

Fourth Grade Language Mechanics novice percentage was 17.3% and Distinguished was 15.4%.

To improve in these areas we will look at those students who were close to the cut off for Novice to Apprentice and Proficient to Distinguished in every subject area.

Teachers will continue to work on common formative assessments in reading and math.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Our next steps will be to continue to work on common formative assessments for each grade level. We will also continue analyzing our STAR Universal Screener data along with other classroom assessments to group and regroup students according to their needs.

Reading: We are using Lli with Tier 2 students and with more fidelity by placing 3 to 4 students in each group. We believe that this intense reading program that helps students to gain one grade level in 18 weeks will help comprehension skills. Another intervention that is used with fidelity for our Tier 3 students is Lexia. We pull these students off of the bus early to get into the computer lab and begin this program. More motivation and recognition is given to these students, in particular, since they have the greatest need.

Math: We continue to use Math Magic strategies to help build number sense in each grade level. Our newest math intervention is Dreambox, which provides individualized instruction to our students in the areas of basic skills and problem solving. Tier 3 students receive this on a daily basis, in addition to differentiation instruction and work during core math time.

We believe that these interventions for reading will help improve achievement in the areas of Social Studies and Science, as well.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Parents, students

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

We see that our strengths are with communicating on a regular basis to stakeholders. We also recognize that while our school is an exciting and welcoming place to visit, we may not always offer enough opportunities for families to have a better understanding of our curriculum and how we address individual needs of our students.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.14

Communications — 2.86

Decision Making — 2.71

Advocacy — 3.17

Learning Opportunities — 2.5

Community Partnerships — 1.83
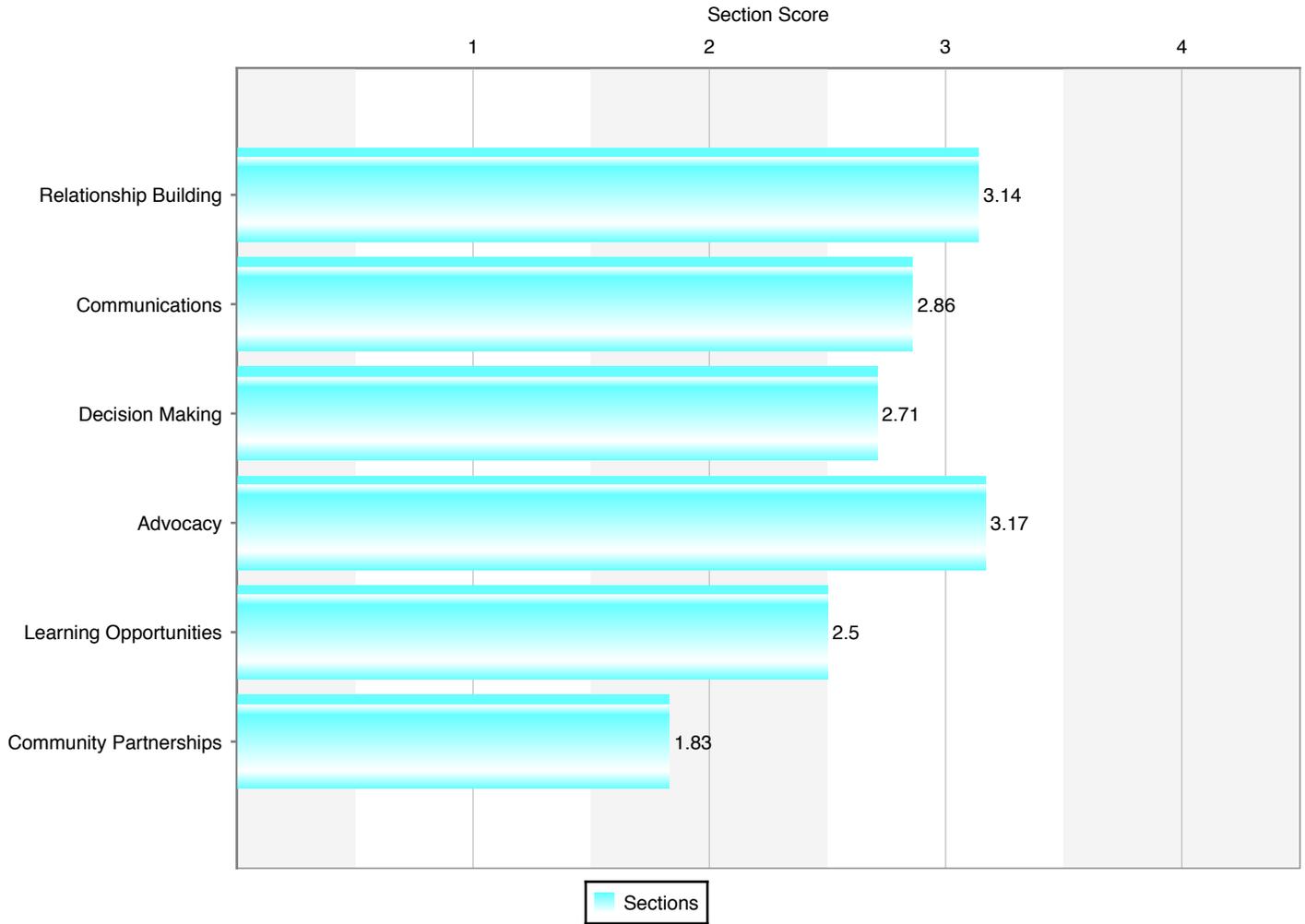
■ Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

There are various opportunities for our stakeholders to be involved in decision making at North Warren. Each teacher is placed on a committee which sometimes includes parent and student representation. These include but are not limited to SBDM, program reviews, Student Lighthouse Team, PTO and FRC Parent Advisory Council. Elections and/or interviews were held to select students and teachers to participate on committees. Teachers selected their choice of committee then were chosen according to their strengths by the principal. Meetings are scheduled during or after school to accommodate all stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents and students are surveyed at various times during the year to give input/suggestions on the development and improvement of the school. Stakeholders are empowered to understand the importance of giving input and to implement the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan will be shared during a public meeting. Everyone has access to the plan online. Our school newsletter will advise our students, parents and teachers how to access and view the plan. Teachers are made aware throughout the year via weekly newsletters and staff meetings by the principal.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	North Warren's leadership team analyzes test data for KPREP and STAR Universal Screener. The team then shares with the faculty for their review and input on school-wide strengths and weaknesses in each academic area. Decisions are made based on individual, small and whole groups of students. Professional Development decisions and plans evolve from analysis of data.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	North Warren uses a variety of research based strategies. Currently our teachers are working through a differentiation book study to help with differentiating for individual and small groups of students. Marzano and Thoughtful Ed. strategies continue to be used in most classrooms and are revisited and used as teaching tools in faculty meetings. We have adopted a new reading series that includes more rigor with differentiation strategies for enrichment and support. Teachers plan for learning stations based on the needs of pre and post assessments.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	North Warren holds a Preschool Transition Night for parents. as well as allowing time for preschoolers to spend time with Kindergarten classrooms before summer break. This night provides insight for parents into what their child's school day will look like once they begin Kindergarten. Parents are encouraged to ask questions about the academic, social and emotional needs of their child during this time.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	North Warren uses a systematic approach to identify students who fall into Rti, which includes STAR Universal Screening and Progress Monitoring. We use Leveled Literacy Intervention, Connections, Reading Street and Lexia as well as other scaffolding of strategies to accommodate individual needs.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	North Warren teacher candidates are reviewed by the district and then sent to the principals to reviewed with highly qualified being the priority.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All teachers are highly qualified and work closely with all paraprofessionals to ensure quality instruction.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All records were maintained and Title 1 monies were spent only on research based programs or highly qualified staff.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	North Warren has a Title 1 home/school compact that goes home with each child at the beginning of school. Parents are encouraged to be involved and participate in school, committees, child's education and any aspect of the school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Check on later	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	North Warren provides professional development activities that are based on needs requested by teachers and after results of data analysis and student work.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	North Warren conducts a variety of surveys to get input from all stakeholders and uses data from student to drive instruction and make instructional decisions.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	North Warren's faculty and staff analyzes test data from KPREP, STAR, formative and summative assessments on a weekly basis in PLCs. North Warren is a school-wide Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	All strategies used at North Warren are research based including those that assist identiifed students.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	All programs or strategies used on identified students are researched based and coordinated and aligned with other federal, state, and local programs. A letter is sent home in the fall of each school year with information on many of the services that are offered to assist families in need. This includes things like: food stamps, free lunch, medicaid and KCHIP, etc. Families are referred for these services during the school year, as needed. North Warren partners with many agencies and civic groups to make sure all of our student and family needs are met.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Students who participate in planned assistance activities are able to participate in regular education programs as well.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	North Warren partners with numerous agencies and civic groups to ensure all of our students and family needs are met.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All activities coordinate with and support the regular educational program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Data is analyzed during RtI and PLC's and is used to progress monitor, evaluate and drive instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	All paraprofessionals who work with students are Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	We are school wide Title 1 so all programs and activities are eligible for all students. The school maintains appropriate financial records.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Compact and parent involvement policy are in place and have been for several years.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes	The planning components were incorporated into the planning process.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	All staff members serve Title I students and are provided with appropriate professional development for instructional purposes. Surveys were conducted with teachers and data was analyzed to determine specific areas of growth needed within our faculty.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Leadership team met and analyzed data for the implementation of the CSIP. Faculty and staff reviewed the data and discussed results and changes that were needed in order to enhance instruction. The CSIP is then presented to SBDM for approval in January.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.warrencountyschools.org/userfiles/1383/North%20Warren%20CSIP.pdf	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Every effort is made to ensure that highly qualified are in place. If for some reason one is not highly qualified, parents are immediately notified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Teachers are surveyed and data is analyzed in order to ensure students are college and career ready.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Documentation is in order to justify the need for each employee.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators with instructional duties are under the supervision of a highly qualified teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators are under the supervision of a highly qualified classroom teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Each para-educator has a schedule consisting of non-instructional and instructional duties.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	Para-educators have a well defined schedule that meets all criteria.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	All classes have met cap size requirements without using Title 1 funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Our school meets the cap size requirement without using Title II funds.	