

Needham Elementary School

School Improvement Plan 2023-24



Overview of updates for the 2022-23 school year

- 331 students are attending on-site K-4
- 2 classes of Pre-school students, 40 total students
- We are 1-1 with chromebooks from Kindergarten to 4th grade. Our platform for virtual learning is Google Classroom
- We are using technology to improve academic knowledge and skills by using a variety of media and technology resources such as IXL, eSpark, Redbird, Aleks Math, Book Taco, Type to Learn 4, Reveal Math, Google Apps for Education, Slides, Docs, Sheets.
- We have fully implemented the CHAMPS model for guidelines, procedures and expectations. We developed a new pledge: We are KIND- Keep Trying, Include others, Never stop learning, Do our Best!
- The Second Step Program that our FCS counselors use for their monthly classroom lessons provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. Each component's lessons are age-appropriate and easily transferable from classroom settings
- 5 Full Time SROs: Nathan Wooten, Chris Gentry, Doug Cox, Jacob Maxwell and Adam Senteney are hired by the District
- Needham's PLC facilitators will work with school staff to continually review and revise our goals and instructional focus using our Essential Learnings and monitor our success through the Data Cycle
- We are continuing to structure 30 minutes of Tier 2 and Tier 3 Intervention time at Needham. We will use Orton Gillingham, 95% Group, Waterford, Reading Naturally, Headsprout and DIBELS in our intervention groups

Needham Elementary School (3413)

School Improvement Plan
2023-24



1399 Upper Shelbyville Road
Franklin, IN 46131
(317)346-8500

Needham Elementary School (3413)
Franklin Community School District (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent

Dr. Brooke Worland, Assistant Superintendent

Ms. Tina Gross, Chief Financial Officer

Mr. Matt Sprout, Director of Technology

Mr. William Betts, Director of Operations

Needham School Improvement Plan Committee Members

Principal: Mr. Dylan Purlee

Counselor: Mrs. Crystal May

Classroom Teachers:

Kindergarten: Miss Brianna Paris, Mrs. Lori Lecher, Mrs. Megan Greene

1st Grade: Mrs. Susan Buening, Mrs. Angie Greene, Miss Mackenzie Wilhelm

2nd Grade: Mrs. Megan Knartzer, Mrs. Amy Jepsen, Mrs. Ashley Polcher

3rd Grade: Mrs. Melissa Stewart, Mrs. Taylor Sharp, Mrs. Rebecca McCain

4th Grade: Miss Madeline Daily, Mr. Josh Fewell, Mrs. Melissa Moore

Title 1 Instructional Coach: Mrs. Aly Werner

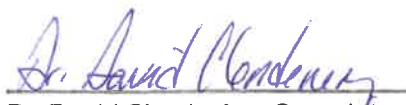
Related Arts Teachers: Ms. Brynn Stebbe, Mrs. Linzie Spaulding, Ms. Emily Hamon, Mrs. Kim Barnett, Mrs. Jeanie Perry

Special Education Teachers: Mrs. Danielle Combs, Mrs. Monica Hood and Ms. Brooke Thomas

Needham Parents: Ms. Megan Rasnake, Mrs. Krissy Royer, Mrs. Jessica Brown, Mrs. Ellen Dukate, Mrs. Kari Beyer, Mrs. Kailee Bennett

Signature Page

I have read and approved the Needham Elementary School Improvement Plan.



Dr. David Clendening, Superintendent

9-17-23
Date



Mr. Dylan Purlee, Principal

9-12-23
Date

I have read and approved the Needham Elementary Professional Development Plan.


Mr. Tony Harris, President
Franklin Community Teachers Association

9/13/23
Date


Mrs. Becky Nelson, President
Board of School Trustees

9-11-23
Date

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1. Introduction

Needham Elementary School, in the Franklin Community School Corporation, is located at 1399 Upper Shelbyville Road in Franklin, Indiana. Needham Elementary houses Pre-School and Kindergarten through fourth grade.

Currently, our school has 25 highly qualified and 37 non-certified staff. At this time, there are 341 students enrolled.

The curriculum at Needham is aligned with the district and state curriculum of Indiana Academic Standards. The educational programs utilized to support the curriculum are Reveal Mathematics Program, McGraw Hill Wonders Reading Program, Discovery Education Science Program, and McMillan-McGraw Hill Social Studies programs.

Needham Elementary uses the NWEA (Northwest Evaluation Association) Reading and Math Assessments; DIBELS (Dynamic Indicators of Basic Early Literacy Skills) . These assessments are used either comprehensively across all grade levels or focused for specific and/or grade level interventions.

A) Mission, Vision, and Belief Statements

Needham Elementary supports and encourages the district wide mission, vision and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Belief Statement: In a safe and nurturing environment, students will learn at different rates and in different ways; learn more effectively while actively engaged; develop positive relationships with adults and peers.

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.

Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff and administrative leaders to work together to achieve common goals

Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions.

Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

B) Needham Elementary School Vision, Mission, Belief Statements

Vision (GOAL)

At Needham Elementary we strive for a safe, student-centered learning community that empower students to reach their fullest potential.

Mission (How we get there)

At Needham Elementary we build relationships with students, families and the community in order to educate and empower our students to be life-long learners.

At Needham Elementary we build relationships and educate our students so they can be successful, productive adults.

At Needham we challenge our students to grow in order to reach their fullest potential.

Belief Statements (How we act)

We believe respecting differences is important

We believe relationships with students and families help support the learning process.

3. Summary of Data

ILEARN Data:

School Year	3rd Grade Math	4th Grade Math	3rd Grade ELA	4th Grade ELA
18-19	53%	46%	50%	44%
19-20	N/A	N/A	N/A	N/A
20-21	43%	45%	37%	29%
21-22	59%	57%	48%	42%
22-23	56%	68%	35%	38%
	IREAD 3 Third grade	IREAD 3- Second Grade		
2022-23	92.5%	45%		

4. Conclusions about the current educational programming, derived from an assessment of education programming, including the following:

- **Information about how the school’s curriculum supports the achievement of Indiana Academic Standards**

The curriculum utilized by teachers at Needham Elementary School supports Indiana Academic Standards.

- **Information about how the school’s instructional strategies support the achievement of Indiana Academic Standards**

Classroom teachers meet weekly for Professional Learning Communities. Teachers use that time to plan for grade level implementation, teaching and assessing of the Essential Standards, as determined by our district level administration. The skill area is based on data from NWEA, classroom assessments, or DIBELS. The teams will use data cycles to monitor their students progress.

Needham uses Reveal Mathematics as the core math program. This curriculum pushes students to develop deeper number sense and problem solving skills. Teachers meet weekly to plan and review the program. The vertical math PLC created a school-wide math fact fluency computer-based program.

Parents are also involved with Home Links, math resources for families, and opportunities are provided to learn more about educational programming during PTO meetings.

Needham Elementary special education students are grouped for language arts instruction by grade level in classes on a daily basis where they receive push in and pull out support. Special education students receive instruction geared toward their educational needs during the daily 90-minute Language Arts block with a whole group and small-group setting. Parents are informed of activities and student progress through notes on assignment sheets/books, assessment results, parent-teacher conferences, and annual case reviews.

Franklin Community Schools has a Dyslexia screening plan in place. All Kindergarten, First Grade and Second grade students are screened using DIBELS and NWEA assessments.

Specific dyslexia screeners will be administered to all Kindergarten, first grade and second grade students within the first 90 days of school. A student in grade 3 or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition.

If a student is determined to be "At Risk", FCSC will administer a Level 1 dyslexia screening to the student. Based on the results of the level 1 screener, FCSC may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

- **Conclusions about student achievement, based on information from ILEARN and IREAD.**

Needham focused on Special Education in previous SIP plans. Then our data showed that our need was to close the achievement gap between our free/reduced and paid lunch students. We are now focused on each individual student, not big picture grade level data in our PLCs.

- **Parental participation in the school**

Teachers and parents communicate through phone calls, emails, newsletters, and notes sent home. The corporation implemented a calling system that systematically calls parents in case of an emergency or for any other reason deemed necessary by administration. Needham and some individual classrooms have their own Twitter, Blogs, and Facebook pages.

Parents are involved in their students' education, checking homework, reading newsletters, and volunteering at school. Parents receive home study techniques via school and classroom newsletters. Parents receive formal testing data reports.

Needham Elementary has a strong parent-teacher organization (PTO). PTO activities include educational programs, school supplies, community engagement, after school parent nights, school-wide fundraisers, and other school events as voted on by the PTO Board.

VIP Training will be provided for all parents and volunteers in the school. This will serve as an outreach and training program for parents about school safety and expectations.

- **Technology as a learning tool**

All stakeholders of Needham Elementary utilize technology as a learning tool. Technology is embedded into the school culture and curriculum. We are 1-1 with chromebooks from Kindergarten to 4th grade. Our platform for virtual learning is Google Classroom.

A. Students

Technology is being used in grades kindergarten through 4th grade to provide curricula, instructional, and assessment opportunities that meet individual student needs. Students are:

- Using technology to improve academic knowledge and skills by using a variety of media and technology resources such as Compass Learning, Type to Learn 4, Everyday Math, IXL (Gr. $\frac{3}{4}$) Read Naturally, Reading Counts, Read Theory, That Quiz, Discovery Science, Google Apps for Education, Slides, Docs, Sheets.
- Searching and sorting information using more than one criterion and explaining strategies used to find the information.
- Identifying an online catalog, database, and/or a search engine to locate research information.
- Using online public access catalogs to search by title, author, and subject in order to locate needed works.
- Utilizing appropriate tools such as databases, spreadsheets, and graphing calculators as appropriate for sorting and analyzing data.
- Using technology resources such as simulation software for problem solving, experimentation, and extended learning activities.
- Utilizing technology for personal expressions (essays and compositions).
- Utilizing chromebooks, iPads, Mimio's, Mobi's, CPS, and Flip Cameras to enhance instruction and create projects.

In addition students are:

- Developing presentations through printed and electronic means.
- Preparing print and electronic portfolios using multimedia tools.
- Preparing audiovisual documentation of information learned.
- Participating in distance learning opportunities (4th).

B. Teachers, Administrators, Non-Certified Staff

A variety of opportunities for staff to develop their technical skills and conceptual understanding of how people might learn better with technology are provided at the building and district level.

- Staff attend district sponsored, as well as school sponsored, workshops on how to use the new technology resources selected to enhance the teaching and learning process.
- Teachers explore, evaluate, and use computer/technology resources including applications, multimedia and communication tools.

- Teachers design, deliver, and assess student-learning activities using computers/technologies to meet the needs of student populations.
- Teachers, administrators, and non-certified staff utilize a Survey to monitor their technological competencies.
- FIT in the building.

C. Parents

In order to help parents become an active participant in their child's education, technology is used as a tool to provide easy access to student data and as an extended learning tool. Parents utilize email as one form of communication with the school and teachers. Parentsquare is our format for mass communication.

D. District Technology Plan

The school district has instituted a three year K-12 plan to support the inclusion of technology in the classroom. The plan allows for students and teachers in all schools within our district the opportunity to increase their skills and to support the integration of technology into the classroom. The basis of the plan is the use of the National Education Technology Standards (NETS) to drive the direction of our district in the use of technology for students and administrators. Within the plan, a program for professional development and the assessment and review of technology use in our district is maintained. Needham Elementary School follows the district technology plan and has incorporated its components in our school improvement planning.

E. Safe and disciplined learning environment

Needham continues to implement an important school-wide initiative called Positive Behavior Support (PBS). Staff members have formed a PBS committee to research and plan a behavior support system specifically designed for Needham. We have adopted the CHAMPS model for guidelines, procedures and expectations. We developed a new pledge: We are KIND- Keep Trying, Include others, Never stop learning, Do our Best!

The Second Steps Program that our FCS counselors use for their monthly classroom lessons provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. Each component's lessons are age-appropriate and easily transferable from classroom settings

We have a team of teachers who have participated in a 27 week training for Ross Greene's Collaborative Proactive Solutions model. It has been helpful in supporting students with behavioral challenges.

Voice levels 4, 3, 2, 1, and 0 and a strategy to get students attention. We use a common language of managing student expectations such as Learning Position 1, 2 and 3. We also utilize hand signals for many of other student needs. The master schedule has 15 minutes per day for classroom community building.

Needham Elementary School is a disciplined learning environment. We use the CHAMPS/STOIC model for setting school-wide expectations. We have high expectations for student behavior, and students know what is expected and act accordingly. Our Student Handbook contains all of our rules and expectations, and these are explained in detail during the first week of school by each teacher and the principal. The school also has a two part school-wide discipline plan. When a student's behavior is at an unacceptable level, the staff member uses the 5 Level School-Wide Discipline Plan. The Level identifies a consequence for the unacceptable behavior. These plans have created common expectations and vocabulary.

Needham Elementary staff members have a crisis management flipchart accessible to them in each classroom. The plan covers emergencies that may be encountered in a school building. A list of verbal codes that are used to alert staff members of a crisis situation is included in their flipcharts. Classroom teachers have two-way radios to communicate in case of an emergency. Needham also has safety provisions that include:

- All visitors must sign in and wear a badge provided by the SafeVisitor program
- Staff members wear name badges
- All doors are kept locked except for the outside front door. Visitors are admitted through the front door upon approval of the office.
- Fire drills are conducted on a monthly basis and two disaster drills are conducted each semester
- Two bus evacuation drills per year
- Safe Schools building team meets multiple times per year
- The school counselor teaches regular lessons of anti-bullying
- All staff are trained in first aid, use of an AED machine and CPR
- Background checks are conducted on volunteers and they attend VIP Training
- Classroom teachers have safety bags, telephones, and walkie-talkies.
- Encourage all students to report threats and rumors of violent acts to school personnel
- More staff trained in CPI
- 4 SROs: Nathan Wooten, Adam Senteney, Chris Gentry, Doug Cox, Jacob Maxwell are hired by the District
- Safe Place

Employability Skills- The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

This is addressed specifically by our school counseling program. We have monthly lessons lead by Mrs. May and additional events (special convocations and field trips).

F. Professional Development

Administration and teams use data driven decision making. The corporation has also provided in-services on the use of assessment data to drive instruction. The focus has been on how to utilize NWEA, ILEARN, and benchmarks data. The district is also providing professional development on new technology and curriculum. Each teacher has opportunities for professional development in areas they

would like to explore. For example, webinars through the DOE, Discovery Education, Reveal, and Wonders. In addition, special education teachers, classroom teachers, the counselor, and the principal have the opportunity for training through Johnson County Special Services on topics such as behavior management, NCI, response to intervention. At the building level, professional development focuses on critical areas. Staff are provided professional development on Guided Reading, Reciprocal Teaching, Word Study, Power Writing, book studies and PLC/Data Teams.

Additionally this year we are continuing to implement Ross Greene’s Collaborative-Proactive Solutions to support our students with the most challenging social emotional learning needs.

Our Instructional Coach is continuing to use the Impact Cycle for coaching. Our New Teacher support program is structured and mapped out for the entire year.

5. Student Achievement Objectives / Goals, derived from an assessment of the current status of educational programming, including at least the following:

2019-20 Attendance Rate: 95.54%

2020-21 Attendance Rate Goal: N/A

2021-22 Attendance Rate Goal: 96%

2022-23 Attendance Rate Goal: 96.2%

GOAL: Third grade passing rate will be 10% above the state average in English/Language Arts as measured by ILEARN*

3rd Grade ENG/LA	ND	IN	Percent Above or Below State ave.
2012-2013	90.4%	85.2%	5.2%
2013-2014	86.4%	83.6%	2.8%
2014-2015	81%	70.9%	10.1%
2015-16	78.6%	69%	9.6%
2016-17	67.5%	65.2%	2.3%
2017-18	61.8%	67.4%	-5.6%
2018-19*	50%	46%	4%
2019-20	51%	46%	5%

2020-21	37%	39%	-2%
2021-22	48%	40.7%	7.3%
2022-23	35.3%	39.7%	-4.4%

GOAL: Third grade passing rate will be 8% above the state average in Math as measured by ILEARN*.

3rd Grade Math	ND	IN	Percent Above or Below State ave.
2012-2013	80.7%	80.2%	0.5%
2013-2014	90.2%	80.8%	9.4%
2014-2015	75%	61.3%	13.7%
2015-16	62.9%	60.1%	1.8%
2016-17	58.3%	58.5%	-0.2%
2017-18	46%	59.2%	-13.2%
2018-19*	58%	53%	5%
2019-20	54%	58%	-4%
2020-21	43%	45%	-2%
2021-22	59%	51.9%	7.1%
2022-23	55.9%	53.1%	2.8%

GOAL: Fourth grade passing rate will be 15% above the state average in English/Language Arts as measured by ILEARN*.

4th Grade ENG/LA	ND	IN	Percent Above or Below State ave.
2012-2013	75%	84.4%	-9.4%
2013-2014	97.4%	86.5%	10.9%
2014-2015	72%	69.5%	2.5%
2015-16	79.5%	68.2%	11.3%
2016-17	67.5%	65.9%	1.6%
2017-18	61.2%	63.8%	-2.6%
2018-19*	45%	44%	1%
2019-20	44%	53%	-9%
2020-21	29%	40%	-11%
2021-22	42%	41.1%	.9%
2022-23	37.5%	40.3%	-2.8%

GOAL: Fourth grade passing rate will be 12% above the state average in Math as measured by the State Assessment.

4th Grade Math	ND	IN	Percent Above or Below State ave.
2012-2013	72.9%	83.9%	-11%
2013-2014	80.5%	83%	-2.5%
2014-2015	68%	63.5%	4.5%

2015-16	68.7%	62.4%	6.3%
2016-17	61.3%	61.9%	-6%
2017-18	53.06%	60.9%	-7.9%
2018-19*	46%	53%	-7%
2019-20	47%	53%	-7%
2020-21	45%	44%	1%
2021-22	57%	47.5%	9.5%
2022-23	68.3%	48.8%	19.5%

6. Specific Areas Where Improvement is Needed Immediately

After evaluating our NWEA and ILEARN scores, our immediate concern is to increase ILEARN achievement in overall performance of 3rd and 4th grades in English/Language Arts and Mathematics. We will continue co-teaching to help support classrooms with students in special education. Needham will use Orton Gillingham, 95% Group, Waterford, Reading Naturally, Headsprout and DIBELS interventions as our strategic intervention group for students in special education. We will also begin finding ways to better align our services between Title 1 and Special Education. In addition, we believe that continued implementation and fidelity in Reveal Math, Orton Gillingham, Tier 2 and 3 Intervention Time, Wonders Reading.

We are working with Solution Tree to help us create common formative assessments to match the priority learning standards that have been mapped out at the district level and state level.

We are also working with Marian University as part of the Literacy Cadre this year. We will be in year 1 of the 2 year program that is based in the science of reading research and instruction.

7. Benchmarks for Progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system

We intend to meet our goals by using Professional Learning Communities/Data Teams, Tier $\frac{2}{3}$ Intervention, FCS Instructional Model, Guided Reading, Wonder Reading, Power Writing, Reveal, Benchmarks 3-4, and student/teacher/grade level goals.

We will use NWEA and DIBELS as monitoring tools. The most intensive students will receive monitoring on a weekly or bi-weekly.

8. Academic Honors Diploma & Core 40

Not applicable to elementary level

9. Proposed Interventions (strategies) based on student achievement objectives / goals

School-wide Title 1 (Tier 2-Tier 3)

Needham has a School-wide Title 1 grant for Kindergarten through fourth grade. Assessment data from mCLASS DIBELS, NWEA as well as teacher made formative and summative assessment data will determine the specific Tier 2 and Tier 3 intervention needs that address student deficiencies. Children are assessed formally and informally with standardized tests, running records of text reading, writing samples, anecdotal records, and checklists. Data is analyzed to observe the changes over time in literacy development and the levels of proficiency the child exhibits in reading and writing competencies. Small group intervention lessons include meaningful and authentic literacy activities tied to the rigor of Common Core State Standards in order develop the skill set for meaningful text interaction.

Tier 2/3 Intervention Time

Needham Elementary staff implemented remediation and enrichment activities for our goal. Students receive small group instruction focusing on Literacy and Math. The focus groups will meet 4-5 days a week for approximately 30 minutes. The grouping will be flexible (classroom/school) and we will continue to evaluate and revise the grouping. Online interventions will be completed in the students homeroom on chromebooks.

Co-teaching/Pull-out/Push-in

In a co-teaching setting, special education students will receive instruction geared toward their educational needs during the daily 90 minutes Language Arts time block and Math block. Also push-in and pull-out models will be used to best meet the needs of students' individualized learning plans. We will utilize individualized instruction, technology, and small group instruction. Parents will be informed of activities and student progress through notes on assignment sheets/books, assessment results, and annual case reviews.

Differentiated instruction

Instruction will be differentiated. We will use DIBELS, Math, NWEA tests and teacher prepared evaluations to determine students' academic levels in reading and math. Instruction will be flexible in order to accommodate student progress during the school year. All student lessons and activities will meet Indiana State Standards. Technology will be utilized through the reading and math computer

programs. PLC's on differentiated instruction and resources will be available to all teachers. Teachers will collaborate on a regular basis on student progress.

Instructional Rounds/Peer observation

Teachers will be utilizing district and building level opportunities to observe other teachers in their classrooms followed by reflective conversation.

IXL

Teachers will use IXL to individualize technology instruction of math/LA/science for the growth of individual students. IXL prepares lessons based on a diagnostic and teachers can create specific lessons for students.

10. Professional Development:

Needham Elementary Professional Development Action Plan

Needham - FCS Priorities: Curriculum, Instruction, Literacy

Goal 1: Utilize PLCs to complete grade level Data Cycles with Common formative assessments (pre and post) to monitor student growth with a focus on ELA
Rationale: We need to ensure our students are making adequate growth towards mastery of grade level essential learning standards.
Measure: Grades levels will used data cycles to set goals based on pre-assessment data and use that data to drive FIT instruction.
Evidence/Communication: A written document that includes Essential Learnings and the student's data will be shared with each grade member of the teacher grade level.
Goal 2: Continue to Implement CHAMPS model throughout our school.
Rationale: This framework will allow teachers to establish stronger classroom management routines which will positively impact the learning environment

Measure: Each teacher will utilize the CHAMPS framework and disruptive behaviors resulting in a decrease office referrals.
Evidence/Communication: We will review CHAMPS at each staff meeting and start a recognition system for our students with tickets.
Goal 3: Complete year 1 of the Literacy Cadre with the DOE and Marian University
Rationale: We have recognized the need for a better understanding of why we teach certain reading skills in a certain sequence.
Measure: We will use our weekly PLC leadership meetings to cover newly learned concepts and strategies. The Coach and admin will participate in bi-monthly training opportunities.
Evidence/Communication: During our PLCs we will also identify areas we can implement and improve our current practices with the knowledge we gain from the science of reading research.

Cultural Competency

Faculty and staff at Needham Elementary are keenly aware of the lack of diversity in the student body based on ethnicity. Needham has seen a growth in the free and reduced lunch percent. In recent years, the faculty and staff have been trained in some aspects of cultural differences. We are using protocols to review data and look deeper into the disaggregated data.

11. Climate and Culture

We also re-implemented Monday Morning Meetings on Mondays. We come together as a school and celebrate being back at school and the exciting events of the week. We are also expanding student involvement in leadership opportunities from service clubs to a variety of responsibilities around the school.

12. Statutes and Rules to be Waived—not applicable

13. Three (3) Year Timeline for implementation, review, and revision

This plan will be implemented in August, 2023. Data from the 2011 – 2023 school year to the present school year has been gathered and analyzed. Upon the completion of the DIBELS and NWEA Fall 2023 data, this plan will be reviewed. Revision will begin upon completion of a thorough review process. Needham’s PLC facilitators will work with school staff to continually review and revise the plan based on the findings of the data.