

# Needham Elementary School (3413)

School Improvement Plan  
2018-19



1399 Upper Shelbyville Road  
Franklin, IN 46131  
(317)738-5780

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

*Administrative Staff at Franklin Community School Corporation*

**Dr. David Clendening**, Superintendent

**Mrs. Deb Brown-Nally**, Executive Director of Curriculum & Instruction

**Mr. Jeffrey Mercer**, Executive Director of Finance

**Mr. Matt Sprout**, Director of Technology

**Mr. Jeff Sewell**, Director of Operations

Needham School Improvement Plan Committee Members

**Principal:** Mr. Dylan Purlee

**Counselor:** Mrs. Crystal May

**Classroom Teachers: n**

Kindergarten: Mrs. Amy Baar, Mrs. Cookie Bullington, Mrs. Vita Viviano

1st Grade: Mrs. Ashley Polcher, Mrs. Annie Stillabower, Mrs. Jill Snyder, Miss Roberts

2nd Grade: Miss Sprout, Mrs. Amy Jepsen, Mrs. Kathy Wilson

3rd Grade: Ms. Cindy King, Mrs. Jessica Grismore, Mrs. Megan Knartzer

4th Grade: Mrs. Dianna Bennis, Mrs. Susie Whitworth, Mrs. Melissa Stewart, Mrs. Melissa Moore

**Title 1 Instructional Coaches:** Mrs. Alyssa Bontrager

**Special Education Teacher:** Mrs. Danielle Combs

**Needham Parents:** Mrs. Darci Wertz, Mrs. Jamie Murray, Mrs. Rebecca McCain

# Signature Page

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

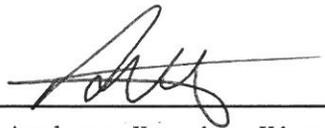
  
\_\_\_\_\_  
Dr. David Clendening, Superintendent

10/11/18  
\_\_\_\_\_  
Date

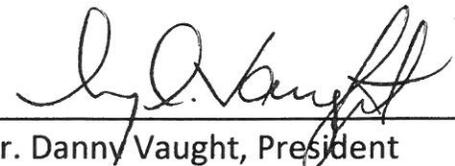
  
\_\_\_\_\_  
Mr. Dylan Purlee, Principal

10-18-18  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Mr. Anthony Harris, Vice President  
Franklin Community Teacher's Association

10/12/18  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mr. Danny Vaught, President  
Board of School Trustees

10-8-18  
\_\_\_\_\_  
Date

## Table of Contents

<b>1. Introduction</b> .....	<b>5</b>
• <i>Narrative description of the school, the community, and the educational programs</i>	
• <i>Description and location of curriculum</i>	
• <i>Titles &amp; descriptions of assessment instruments to be used in addition to ISTEP+</i>	
<b>2. Guiding Principles, Mission, Vision, and Belief Statements</b> .....	<b>5</b>
<b>3. Summary of Data</b> .....	<b>6</b>
• Data, including graphs, from the annual performance report	
• Other information about educational programming and the learning environment	
<b>4. Conclusions</b> .....	<b>8</b>
<i>about the current educational programming, derived from an assessment of education programming, including the following:</i>	
• Information about how the school's curriculum supports the achievement of Indiana Academic Standards	
• Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	
• Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	
• Parental participation in the school	
• Technology as a learning tool	
• Safe and disciplined learning environment	
• Professional development	
<b>5. Student Achievement Objectives / Goals</b> .....	<b>13</b>
<i>derived from an assessment of the current status of educational programming, including at least the following:</i>	
• Attendance rate	
• Percentage of students meeting academic standards under the ISTEP+ program	
<b>6. Specific Areas Where Improvement is Needed Immediately</b> .....	<b>15</b>
<b>7. Benchmarks for Progress</b> .....	<b>15</b>
<i>that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system</i>	
<b>8. Academic Honors Diploma and Core 40 – not applicable to elementary</b> .....	<b>16</b>
<b>9. Proposed Interventions</b> .....	<b>16</b>
<i>(strategies) based on student achievement objectives/goals</i>	
<b>10. Professional Development</b> .....	<b>17</b>
• Emphasizes improvement of student learning and performance	
• Supports research-based, sustainable school improvement efforts	
• Aligns with the core principles and professional development	
• Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students	

<b>11. School Climate and Culture</b> .....	18
<b>12. Statutes and Rules to be Waived -- not applicable</b> .....	18
<b>13. Three (3) Year Time Line</b> .....	18

## 1. Introduction

Needham Elementary School, in the Franklin Community School Corporation, is located at 1399 Upper Shelbyville Road in Franklin, Indiana. Needham Elementary houses kindergarten through fourth grade. Currently, our school has 23 highly qualified and 16 non-certified staff. At this time, there are 384 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 McGraw-Hill Everyday Mathematics Program, SuperKids K-2 Literacy Program, Benchmarks 3-4 Literacy 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); TRC (Text Reading and Comprehension). These assessments are used either comprehensively across all grade levels or focused for specific and/or grade level interventions.

## 2.

### 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 to 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 NE 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 helps support the learning process.

## 3. Summary of Data

### ISTEP+ Data: 2015-2018

School Year	3rd Grade Math	4th Grade Math	3rd Grade ELA	4th Grade ELA
15-16	57%	69%	72%	75%
16-17	58.4%	61.1%	67.5%	66.6%
17-18	46%	53.06%	61.8%	61.2%

**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 Focused Intervention Time (FIT). FIT time is a daily half hour time period where students are ability-grouped based on their pre-assessment for that skill area. The skill area is based on data from NWEA, classroom assessments, or DIBELS/TRC.

Needham fully implemented data teams and Amplify (DIBELS, TRC). Implementation of these programs help teachers study data in new ways, and it also helps teachers increase the level of differentiation in their classroom.

Needham uses Everyday 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’s 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.

- **Conclusions about student achievement, based on information from ISTEP+.**

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 at grade level in our PLCs.

<b>3<sup>rd</sup> Grade English/LA ISTEP+</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Needham Elementary	<b>90.4%</b>	<b>86.4%</b>	<b>81.0%</b>	<b>78.6%</b>	<b>67.5%</b>	<b>31.8%</b>

<b>3<sup>rd</sup> Grade Math ISTEP+</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Needham Elementary	<b>80.7%</b>	<b>90.2%</b>	<b>75.0%</b>	<b>62.9%</b>	<b>58.4%</b>	<b>46%</b>

<b>4<sup>th</sup> Grade English/L A ISTEP+</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Needham Elementary	<b>75%</b>	<b>97.4%</b>	<b>72.0%</b>	<b>79.5%</b>	<b>66.6%</b>	<b>61.2%</b>

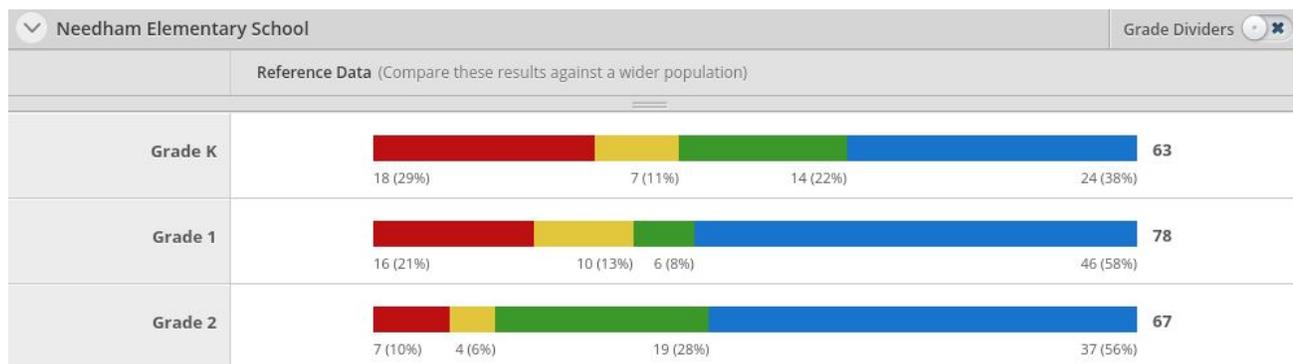
<b>4<sup>th</sup> Grade Math ISTEP+</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Needham Elementary	<b>72.9%</b>	<b>80.5%</b>	<b>68.0%</b>	<b>68.7%</b>	<b>61.1%</b>	<b>53.06%</b>

<b>Lang Arts (Year to Year)</b>	<b>3rd Grade</b>	<b>4th Grade</b>
2012	90.4	75
2013	86.4	97.4
2014	81	72
2015	78.6	79.5
2016	67.5	66.6
2017	61.8	61.2

<b>Math (Year to Year)</b>	<b>3rd Grade</b>	<b>4th Grade</b>
2012	80.7	72.9

2013	90.2	80.5
2014	75	68
2015	69.2	68.7
2016	58.4	61.1
2017	46	53.06

### DIBELS 2018 BOY Composite Scores



- **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, 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.

## **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, Reading Counts, Read Theory, That Quiz, Superkids, Discovery Science, Google Apps for Education, Powerpoint, Excel, Word and Publisher.
- 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.
- A computer lab rotation is added to the Related Arts Rotation.

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.

#### **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 a unified set of school expectations including being respectful, being responsible, and being ready to learn. These expectations are posted and reinforced in all classrooms and non-classroom areas around our building. Students earn tickets and are able to spend the tickets on a variety of options.

In the Fall of 2017 a Staff Survey and Student Survey will occur to see what changes or improvements can be made to the program to make it more effective. We also implemented school-wide expectations for Voice levels 4, 3, 2, 1, and 0 and a strategy to get students attention.

Needham Elementary School is a disciplined learning environment. 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 4 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
- 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
- SRO Hyneman and Helms hired by the District
- Safe Place

**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, ISTEP+, 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, Everyday Math, and SuperKids. 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. This also includes webinars from Everyday Math.

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

**GOAL:** Third grade passing rate will be 7% above the state average in English/Language Arts as measured by ISTEP+

3rd Grade ENG/LA	ND	IN	Percent Above or Below State ave.	3yr Average
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%			
Total			22.5%	7.5%

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

3rd Grade Math	ND	IN	Percent Above or Below State ave.	3yr Average
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%	<b>-.2%</b>	
2017-18	46%			
Total			24.9%	8.3%

**GOAL:** Fourth grade passing rate will be 4% above the state average in English/Language Arts as measured by ISTEP+.

4th Grade ENG/LA	ND	IN	Percent Above or Below State ave.	3yr Average
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%			
Total			24.7%	8.23%

**GOAL:** Fourth grade passing rate will be 4.5% above the state average in Math as measured by ISTEP+.

4th Grade Math	ND	IN	Percent Above or Below State ave.	3yr Average
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% %			
Total			8.3%	2.76%

## 6. Specific Areas Where Improvement is Needed Immediately

After evaluating our NWEA and ISTEP+ scores, our immediate concern is to increase ISTEP+ 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 “Tuck-In”, Seeing Stars, Visualizing and Verbalizing, Word Workshop, Superkids and DIBELS/TRC 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 Everyday Math, Power Writing, Focused Intervention Time (FIT) through Data Teams, SuperKids (K-2) and Benchmarks (3<sup>rd</sup>-4<sup>th</sup>) Reading.

We are working to make common assessments to match the essential learning standards that have been mapped out at the district level.

**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, Focused Intervention Time (FIT), FCS Instructional, Guided Reading, Power Writing, Everyday Math, SuperKids K-2, 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, DIBELS-TRC, 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.

**Focused Intervention Time (FIT)**

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.

**Co-teaching**

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. 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, TRC, mMath, 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.

**Compass Learning**

Teachers will use Compass Learning to individual technology instruction of math/LA/science for the growth of individual students. Compass Learning prepares lessons based on student NWEA scores 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: Determine a common map and sequence of the introduction and expected mastery of the ELA Essential Learnings by quarter.
Rationale: We need to know what we are teaching and when in order to determine when we expect student mastery. This also creates an awareness of what is in the adopted resources as opposed to

what is in the Essential Learnings.
Measure: A written document that includes Essential Learnings at every grade level, when they will be introduced and when we expect mastery.
Goal 2: Develop common rubrics with common levels of proficiency for ELA essential learnings.
Rationale: This is a core component of a common and coherent curriculum that will help to improve the understanding of both parents and students of where they (students) are at on the learning continuum.
Measure: Common ELA rubrics for all grade levels
Goal 3: Create and/or utilize existing pre- and post- assessments for all ELA standards.
Rationale: Determine level of proficiency for each student and be able to communicate such to all stakeholders and allow students to take ownership of their learning. Also allows for further data driven discussion for teachers during PLC time to help do what is best for students.
Measure: Results from pre- and post-tests.

**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. Staff leads a reading and outreach program at the Cove apartment complex weekly.

**11. Climate and Culture**

Leadership team attended a workshop session at the Summer Retreat: Culture Rewired. On the first day of school we welcomed students back to school with a purple carpet, ribbons, balloons, and pictures! We also implemented Make a Difference 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 club 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, 2018. Data from the 2011 – 2012 school year to the present school year has been gathered and analyzed. Upon the completion of the ISTEP+ and NWEA 2018 spring administration data analysis, 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.

