

# Metro North Elementary School



Dream Big . . . Work Hard

PL221 School Improvement Plan  
Title I School-Wide Plan  
2024-25

## **2024-25 School Leadership Team Members**

Mrs. Janette Moore, Principal  
Mrs. Jennifer Cox, Kindergarten Teacher  
Mrs. Laura Mills, First Grade Teacher  
Ms. Amy Stearley, Second Grade Teacher  
Mrs. Nicole Knox, Title I Teacher  
Mrs. Bailey Trump, Special Education Teacher  
Mrs. Kelli Sorg, Parent Representative

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## 2024-25 Metro North Elementary Faculty and Staff

### Office Staff

Mrs. Fishback  
Mrs. Moore

### Custodial Staff

Mrs. Pier, head custodian  
Mrs. Hagen  
Mr. Leeks

### Little Norse – PK3

Mrs. Elzy  
Mrs. Holley

### Little Norse – PK4

Mrs. Click  
Mrs. Harrell  
Mrs. Meredith

### Kindergarten

Mrs. Cox  
Mrs. Herring  
Miss Hunt  
Miss Lippe

### First Grade

Mrs. Mills  
Mrs. Stith  
Mrs. Tolson

### Second Grade

Mrs. Donaldson  
Mrs. Eckman  
Mrs. McClure  
Ms. Stearley

### Title I & Special Education

Mrs. Knox, Title I  
Mrs. Trump, Special Education

### Special Areas

Mrs. Gray, Art  
Ms. France, PE  
Mrs. Gibson, Music

### Speech

Mrs. Elzroth, SLP

### Support Staff

Mrs. Bever, Tech. Assistant  
Mrs. Plyler, School Social Worker  
Mrs. Nesler, Media Center

### Paraprofessionals

Mrs. Allen (Kindergarten)  
Miss Dazey (Little Norse)  
Mrs. Fisher (Special Education)  
Mrs. Foust (Special Education)  
Mrs. Handrich (Special Education)  
Mrs. Hoover (Special Education)  
Mrs. Howard (Little Norse)  
Mrs. Macy (Little Norse)  
Mrs. Nelson (Little Norse)  
Miss Rehak (Title I)  
Mrs. Renbarger (Kindergarten)  
Mrs. Roser (Special Education)  
Mrs. Schultz (Little Norse/Special Education)  
Mrs. Weaver (Kindergarten)

### School Nurses

Mrs. Holmes, MN  
Mrs. Taylor, Head Nurse, SC & NHS  
Mrs. Eckman, SES  
Mrs. Long, SHS

### School Resource Officer

Officer Cody Gibson  
Officer Eric Kirtlan

### Cafeteria Staff

Mrs. Dyson  
Mrs. Frazier  
Mrs. Willett  
Mrs. Shafer, cafeteria manager

## **2024-25 Metro North Elementary School Committees**

### **Culture & Climate Committee**

Heather Click  
Angie Herring  
Caley Stith  
Janelle Eckman  
Chloe Plyler

### **Reading Committee**

Stacey Meredith  
Laura Mills  
Mary Donaldson  
Nicole Knox

### **Mathematics Committee**

Kassie Harrell  
Ashley Hunt  
Danielle Tolson  
Liza Lippe  
Courtney McClure

### **School Safety Committee**

Janette Moore (chairperson)  
Shannon Pier  
Officer Gibson  
Officer Kirtlan  
Jessica France  
Nikki Holmes  
Chloe Plyler

### **Special Event Committee:**

Jessica Holley  
Jennifer Cox  
Amy Stearley  
Shelby Gibson



## **Metropolitan School District of Wabash County**

### **Metro North Elementary School**

#### **Metropolitan School District of Wabash County Mission Statement:**

Inspiring a community of learners to discover and achieve their passion and potential.

#### **Metropolitan School District of Wabash County Vision Statement**

MSDWC: Innovators and thinkers that are successful in life and enrich the lives of others.

We are...

- Creative problem solvers
- Driven to take initiative and ready to roll up our sleeves and get the job done
- Resilient and unafraid to fail... Try – Fail – Learn – Try again!
- Self-reliant
- Ethical, honest, and trustworthy

**Dream Big . . . Work Hard**

# **Metro North Elementary School Improvement Plan 2024-25**

## **Narrative Description**

The mission statement of Metropolitan School District of Wabash County and Metro North Elementary was developed during the 2015-16 school year:

Inspiring a community of learners to discover and achieve their passion and potential.

An analysis of our data indicates a need to continue improving strategies for supporting our students in reading and writing. The data further indicates a need to focus on reading foundations (phonemic awareness, phonics), comprehension of literary text and informational/nonfiction text, developing rich vocabulary, and writing development. With the advent of the Indiana College and Career Readiness Standards, we know that reading informational text has become increasingly important. The data suggests a concentration on math achievement as well, focusing specifically on number sense, algebraic thinking, measurement, and data analysis.

Our attendance data indicates another area in which to continue our improvement efforts. We would like to improve our attendance percentage to 98%. Student attendance is vital to reaching our academic goals.

Our school culture and climate data shows success in providing a safe and supportive learning environment. We reviewed areas for improvement, and determined to focus on revising our Polar Pride Guidelines to reflect the school and district mission and vision statements.

Metro North Elementary adheres to the adopted curriculum of MSD of Wabash County. The curriculum is formally reviewed, modified, and aligned to the standards on a subject-by-subject basis. The curriculum is also analyzed on a more informal basis as we strive to meet the academic needs of each student. The Indiana College and Career Readiness Standards serve as the framework around which our curriculum is developed. The curriculum is viewable on the MSD webpage at [www.msdlwc.org](http://www.msdlwc.org)

## **Name and Description of Assessments in Addition to Indiana State Assessments**

A variety of formative and summative assessments are utilized at Metro North Elementary School to inform and drive instruction. The summative assessments are long-term in nature and provide information relating to student academic gains over long periods. The formative assessments are short term and inform our daily instruction of students. The formative assessments are used to progress monitor students through our Multi-Tiered Systems of Support (MTSS).

Summative assessments include:

- *The Fountas and Pinnell Benchmark Assessment System*  
This reading assessment is administered to students a minimum of three times per year. The assessment is individualized and consists of a series of carefully designed benchmark books that measure the difficulty at which a student is able to read fiction and nonfiction texts. The books range in difficulty from those for beginning readers (level A) to those for advanced readers (Z). The Benchmark Assessment includes diagnostic assessments that measure reading comprehension within, beyond and about the text, reading fluency, measures for phonemic awareness, early literacy behaviors, letter naming, phonics and word analysis, high frequency word reading, and vocabulary knowledge. Through the administration of the Fountas and Pinnell Benchmark Assessment System, students are grouped dynamically for just-right reading instruction focusing on strategy development.
- *ILEARN*, Indiana's Learning Evaluation Assessment Readiness Network, is an online, untimed, computer adaptive assessment designed to measure each student's proficiency of the Indiana Academic Standards in Grades 3-8, Biology and US Government. ILEARN is the summative accountability assessment for Indiana students and assesses English Language Arts and Mathematics in grade 3 at Metro North Elementary School.
- *The Indiana Reading Evaluation and Determination (IREAD-3)*  
The IREAD-3 assessment measures foundational reading standards through 3<sup>rd</sup> grade. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that requires the evaluation of reading skills for students in 3<sup>rd</sup> grade that ensures students read proficiently before moving on to 4<sup>th</sup> grade. IREAD-3 is administered in the spring semester.
- *MSDWC Kindergarten Readiness Tool* assesses a student's understanding of basic skills to measure a child's potential readiness for engaging with instruction aligned to the kindergarten standards. This locally developed assessment is based on the Indiana Early Learning Development Framework: The Foundations to assess four areas of early learning including social foundations, mathematics, language and literacy, and physical well-being and motor development.

- *NWEA Reading Fluency Dyslexia Screener* provides consistent, efficient, and engaging way to assess every child in grades K–3 for common indicators of dyslexia or other reading difficulties. This screening tool provides a predictive model to flag student results that indicate possible risk factors for dyslexia or other reading difficulties while also providing actionable data to inform instruction and drill down into each student's strengths and needs. The screening tool measures students' phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding, encoding, rapid naming, vocabulary, and language comprehension.

Formative/Progress Assessments include:

- *NWEA Measures of Academic Progress (MAP)* are a comprehensive assessment solution that deliver formative and interim assessment to target instruction and effectively impact student achievement in the areas of math and reading/language arts. The assessments are administered three times per year and teachers utilize data to plan instruction.
- *Reading Running Records* are administered as an ongoing method of informally assessing a student's reading level by examining the accuracy and types of errors made while reading. The Reading Running Record is administered individually as part of the small group reading instruction and indicates whether the material currently being read is within a student's instructional reading range. The information gathered while completing a reading running record is used to drive daily small group literacy instruction. By observing and analyzing how the student uses the meaning (M), structure (S), and visual (V) cues to help him/her read as well as noting the fluency, intonation, and phrasing, the teacher is able to make immediate instructional decisions to support reading instruction.
- *Common Assessments for English Language Arts and Mathematics* are utilized at each grade level. Through ongoing collaboration, teachers are creating and reviewing assessments for units of study correlated to our district identified Essential Standards and curriculum. The ongoing data from the MSDWC Common Assessments drive daily instruction while informing teachers of student mastery and the need for possible re-teaching and remediation.
- *Writing Units of Study On-Demand Writing Tasks* assess a student's progress as a writer of information, opinion/argument and narrative writing. Scored utilizing a rubric, the on-demand writing tasks provide information for teachers to set student and class goals, inform writing instruction and assess progress on the writing continuum. The on-demand writing tasks are also designed to collect data across grade years.
- *MSDWC Kindergarten Readiness Tool* assesses a student's understanding of basic skills to measure a child's potential readiness for engaging with

instruction aligned to the kindergarten standards. This locally developed assessment is based on the Indiana Early Learning Development Framework: The Foundations to assess four areas of early learning including social foundations, mathematics, language and literacy, and physical well-being and motor development.

**Metro North Elementary**  
**Strategic and Continuous School Improvement Plan**  
**English Language Arts**

**2024-25 SCHOOL WIDE IMPROVEMENT GOAL:**

By the Spring of 2025, 90% of students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of reading.

**IREAD-3 Assessment Data**

3 <sup>rd</sup> Grade Data	Percent Passing IREAD-3 2014	Percent Passing IREAD-3 2015	Percent Passing IREAD-3 2016	Percent Passing IREAD-3 2017	Percent Passing IREAD-3 2018	Percent Passing IREAD-3 2019	Percent Passing IREAD-3 2021	Percent Passing IREAD-3 2022	Percent Passing IREAD-3 2023	Percent Passing IREAD-3 2024
Grade 3	93.6%	97.6%	94.3%	88%	90%	94%	94%	83%	90.1%	95%

**ISTEP+ ELA Assessment Data**

3 <sup>rd</sup> Grade Data	Percent Passing ISTEP+ ELA Spring 2012	Percent Passing ISTEP+ ELA Spring 2013	Percent Passing ISTEP+ ELA Spring 2014	Percent Passing ISTEP+ ELA Spring 2015	Percent Passing ISTEP+ ELA Spring 2016	Percent Passing ISTEP+ ELA Spring 2017	Percent Passing ISTEP+ ELA Spring 2018
Grade 3	86.25%	82.9%	85.5%	79.7%	73%	69%	75%

**ILEARN ELA Assessment Data**

3 <sup>rd</sup> Grade Data	Percent Proficient ILEARN ELA Spring 2019	Percent Proficient ILEARN ELA Spring 2021	Percent Proficient ILEARN ELA Spring 2022	Percent Proficient ILEARN ELA Spring 2023	Percent Proficient ILEARN ELA Spring 2024		
Grade 3	46%	45.6%	15.6%	25%	29.2%		

**Percent reading at or above grade level based on the  
Fountas & Pinnell Reading Benchmark Assessment**

Grade Level Data	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
K	90%	88%	84%	87%	75%	62%	64%	79%	82%	69%
Grade 1	80%	66%	80%	78%	68%	66%	65%	35%	75%	38%
Grade 2	92%	92%	85%	83%	87%	79%	68%	71%	66%	74%



<b>Fountas &amp; Pinnell Reading Benchmark Assessment Cohort Data</b>			
	Spring 2024	Spring 2023	Spring 2022
Class of 2034	94%	75%	77%
Class of 2035	59%	81%	-
Class of 2036	73%	-	-

<b>NWEA Measures of Academic Progress (MAP) Assessment Reading Data NWEA ELA Data – Percent Meeting/Exceeding Grade Level Norm</b>							
	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
K	50%	53%	42%	55%	71%	76%	74%
Grade 1	59%	40%	37%	39%	43%	47%	38%
Grade 2	62%	73%	47%	31%	38%	47%	69%

<b>NWEA Measures of Academic Progress (MAP) Assessment Reading Data NWEA ELA Data – Percent Meeting/Exceeding Projected Growth</b>							
	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
K	36%	65%	49%	62%	60%	70%	64%
Grade 1	62%	19%	22%	33%	41%	36%	19%
Grade 2	39%	42%	45%	41%	30%	50%	31%

ELA Areas of Greatest Concern:

- Reading:
  - Reading Foundations (phonemic awareness, phonics)
  - Comprehension of Literary Text and Informational/Nonfiction Text
  - Development of Vocabulary
- Writing:
  - Writing Development
  - Writing Conventions

### Phonological Awareness Literacy Screening Assessment – PALS

Comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. This assessment is utilized to fulfill Indiana Code 20-35.5 outlining the requirements for schools related to supporting students with learning characteristics related to dyslexia.

#### PALS Percentage of Students Identified as Needing Additional Reading Instruction Beyond that Provided to Typically Developing Readers

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
K	4%	8%	21%	10%
Grade 1	8%	15%	10%	20%
Grade 2	15%	44%	34%	15%

### NWEA Reading Fluency Dyslexia Screening

Comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. This assessment is utilized to fulfill Indiana Code 20-35.5 outlining the requirements for schools related to supporting students with learning characteristics related to dyslexia.

Percentage of Students Identified as "Flagged" for Experiencing Reading Difficulties (Indiana Code 20-35.5 outlines the requirements for schools related to supporting students with learning characteristics related to dyslexia).

	Fall 2023	Fall 2024
K	20% (11/56)	20% (14/71)
Grade 1	5% (4/79)	9% (5/53)
Grade 2	4% (3/67)	7% (5/76)
K-2 Total	9% (18/202)	12% (24/200)

ELA Areas of Greatest Concern:

- Reading:
  - Reading Foundations (phonemic awareness, phonics)
  - Comprehension of Literary Text and Informational/Nonfiction Text
  - Development of Vocabulary
- Writing:
  - Writing Development
  - Writing Conventions

English Language Arts Interventions				
Intervention	Grade(s)	RTI Tier	Frequency	Duration
Leveled Literacy Intervention	K-2	2	Daily	30 minutes
Read Naturally	2	2	Daily	30 minutes
Visualizing and Verbalizing	K-2	2	Daily	30 minutes
Seeing Stars	K-2	2	Daily	20-30 minutes
Heggerty Phonemic Awareness Groups	K	1	Once a week	30 minutes
Fast Forward	K-2	3	Daily	30 minutes
Additional Small Group Reading	K-2	2	1-4 times/week	30 minutes
Orton Gillingham	K-2	2	Daily	30 minutes
MA Rooney Foundation Phonics & Phonemic Awareness	K-2	2	Daily	30 minutes

English Language Arts Assessment Plan
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• NWEA Measures of Academic Progress (MAP)</li> <li>• Running Records of Reading</li> <li>• Fountas &amp; Pinnell Benchmark Reading Assessment</li> <li>• Literacy Checklists</li> <li>• On-Demand Writing Tasks</li> <li>• NWEA Reading Fluency Dyslexia Screening</li> <li>• MA Rooney Foundation – Reading Foundations Diagnostic Assessment (Grades K-1)</li> <li>• MA Rooney Foundation – Phonics Screener Diagnostic Assessment (Grade 2-12)</li> </ul>
<b>Progress Monitoring:</b> <ul style="list-style-type: none"> <li>• Running Records of Reading</li> <li>• Anecdotal Notes from Reading Conferences</li> <li>• Fountas &amp; Pinnell Benchmark Reading Assessment</li> <li>• Anecdotal Notes from Small Group Reading Instruction</li> <li>• NWEA Reading Fluency Progress Monitoring Tools</li> </ul>

**Summative Assessments:**

- ILEARN
- IREAD-3
- NWEA Measures of Academic Progress
- NWEA Reading Fluency

## English Language Arts Grade Level Goals

The goal for each child is reading at or above grade level (as determined by the Instructional Level Expectations for Reading, see below). The Multi-Tier Systems of Support (MTSS) process is utilized to support students not meeting or exceeding the Instructional Level Expectations for Reading. The MTSS process includes discussion and strategy development during MTSS collaboration meetings to determine additional methods to intervene. Progress monitoring occurs frequently to measure growth and progress within the intervention. The instructional needs of high ability students are met through differentiation within the classroom. Differentiation provides instruction with increased rigor for high ability students.

All students participate in *NWEA Measures of Academic Progress (MAP)* three times a year to measure reading progress and individual growth. Teachers utilize data from each testing session to plan instruction.

Students are benchmarked a minimum of three times per year to measure reading progress and achievement. The Fountas and Pinnell Benchmark Reading Assessment is administered at the beginning of the year (August), middle of the year (December) and end of the year (May). As needed, students are benchmarked throughout the year to mark individual progress.

In addition, our students complete the *NWEA Reading Fluency Dyslexia Screening* three times per year to provide a snapshot of their understanding of the important literacy fundamentals that are predictive of future reading success. This screening assessment identifies students in need of additional reading instruction beyond that provided to typically developing readers. NWEA-RF also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals.

## Instructional Level Expectations for Reading

(Adapted from the Fountas & Pinnell Benchmark Assessment Instructional Expectations)

Grade Level	Beginning of the Year	October	January	End of the Year
Kindergarten	Not Assessed	A	B	D
1 <sup>st</sup> Grade	D	E	F	J
2 <sup>nd</sup> Grade	J	K	L	M
3 <sup>rd</sup> Grade	M	N	O	P

## 2024-25 Metro North Elementary School Reading SMART Goals

**School:** Metro North Elementary

**Team Members:**

- Preschool – Heather Click, Rebecca Elzy, Kassie Harrell, Jessica Holley, Stacey Meredith
- Kindergarten - Jennifer Cox, Angie Herring, Ashley Hunt, Liza Lippe
- 1<sup>st</sup> Grade –Laura Mills, Caley Stith, Dani Tolson
- 2<sup>nd</sup> Grade –Mary Donaldson, Janelle Eckman, Courtney McClure, Amy Stearley
- Included on Grade Level Teams: Janette Moore, Nicole Knox, Chloe Plyler, Bailey Trump

**District Goal(s):**

Improve individual student achievement in the language arts, especially in the area of writing processes, math, and science by exceeding national, state, and district standards.

**School Goal(s):**

By the Spring of 2025, 90% of students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of reading.

**2023-24 SMART Goals:**

- Little Norse Preschool:
  - By the Spring of 2025, 90% of our students will score at or above 90% on the MSDWC Kindergarten Readiness Screening Tool.
- Kindergarten:
  - By the Spring of 2025, 90% of students will meet or exceed the NWEA Grade Level Norm for reading.
  - By the Spring of 2025, 90% of our students will read at or above grade level as measured by the Fountas and Pinnell Reading Benchmark Assessment.
- 1<sup>st</sup> Grade:
  - By the Spring of 2025, 90% of students will meet or exceed the NWEA Grade Level Norm for reading.
  - By the Spring of 2025, 90% of our students will read at or above grade level as measured by the Fountas and Pinnell Reading Benchmark Assessment.
- 2<sup>nd</sup> Grade:
  - By the Spring of 2025, 90% of students will meet or exceed the NWEA Grade Level Norm for reading.
  - By the Spring of 2025, 90% of our students will read at or above grade level as measured by the Fountas and Pinnell Reading Benchmark Assessment.

2024-25 Metro North Elementary School Reading Strategies and Action Steps			
Strategies and Action Steps	Person(s) Responsible	Target Date or Timeline	Evidence of Effectiveness
Participate in a grade level and school-wide professional readings, discussions and collaboration focused on the Science of Reading.	<ul style="list-style-type: none"> <li>Principal</li> <li>MN Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2024</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of strategies</li> <li>Notes from collaboration</li> </ul>
Participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training focusing on skills needed to master the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.	<ul style="list-style-type: none"> <li>Principal</li> <li>K-2 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the 2024-25 school year</li> </ul>	<ul style="list-style-type: none"> <li>Certificate of completion</li> <li>Implementation of strategies</li> </ul>
Conduct early literacy concept groups at the beginning of the year to build early literacy skills.	<ul style="list-style-type: none"> <li>Kindergarten Teachers</li> <li>Title I Teachers</li> <li>Spec. Educ. Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2024</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Skills Checklists</li> <li>Assessment Data</li> </ul>
Utilize a 90-minute uninterrupted reading block for instruction.	<ul style="list-style-type: none"> <li>Principal</li> <li>K-2 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2024</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Schedules</li> <li>Observation</li> </ul>
Implement a Comprehensive Language and Literacy Framework that includes the following structures: <ul style="list-style-type: none"> <li>Language &amp; Word Study</li> <li>Reading Workshop</li> <li>Writing Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Schedules</li> <li>Observation</li> <li>Anecdotal Notes</li> <li>Student Work</li> <li>Assessment Data</li> </ul>

<p>Provide explicit and intentional instruction on the processes of reading through mini-lessons focusing on the systems of strategic actions:</p> <ul style="list-style-type: none"> <li>• Solve Words</li> <li>• Monitor and Correct</li> <li>• Search for and Use Information</li> <li>• Summarize</li> <li>• Maintain Fluency</li> <li>• Adjust</li> <li>• Predict</li> <li>• Make Connections</li> <li>• Synthesize</li> <li>• Infer</li> <li>• Analyze</li> <li>• Critique</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lesson Plans</li> <li>• Anecdotal Notes</li> <li>• Student Work</li> <li>• Assessment Data</li> </ul>
<p>Support and conference with students as they read a variety of self-selected and teacher selected texts for extended periods implementing the systems of strategic actions.</p>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lesson Plans</li> <li>• Anecdotal Notes</li> <li>• Student Work</li> <li>• Assessment Data</li> </ul>
<p>Provide differentiated instruction through small group reading based on student data and teacher observation.</p>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title I Teachers</li> <li>• Spec. Educ. Teacher</li> <li>• Para-professionals</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lesson Plans</li> <li>• Anecdotal Notes</li> <li>• Student Work</li> <li>• Assessment Data</li> </ul>
<p>Deliver teaching and praise points during all instructional structures (conferencing, small group instruction, modeling) in response to the implementation of systems of strategic actions during student reading.</p>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title I Teachers</li> <li>• Spec. Educ. Teacher</li> <li>• Para-professionals</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lesson Plans</li> <li>• Anecdotal Notes</li> <li>• Student Work</li> <li>• Assessment Data</li> </ul>
<p>Teach classroom language lessons focusing on the big ideas of reading (phonics, phonemic awareness, vocabulary, comprehension, fluency)</p>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title I Teachers</li> <li>• Spec. Educ. Teacher</li> <li>• Para-professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Schedules</li> <li>• Observation</li> <li>• Anecdotal Notes</li> <li>• Student Work</li> <li>• Assessment Data</li> </ul>



Integrate appropriate technology with reading and writing instruction.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Title I Teachers</li> <li>Spec. Educ. Teacher</li> <li>Para-professionals</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Schedules</li> <li>Observation</li> <li>Anecdotal Notes</li> <li>Student Work</li> </ul>
Provide student and parents with information and strategies to support reading outside of school.	<ul style="list-style-type: none"> <li>PK-3 Teachers</li> <li>Title I Teachers</li> <li>Spec. Educ. Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Individual Student Reading Logs</li> <li>Classroom Newsletters</li> <li>Family Reading Night Sign-In</li> </ul>
Teach writing with explicit instruction and ample time to practice daily for 50-60 minutes.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> </ul>
Provide students with opportunities to write to real audiences for real purposes on topics of their choice and passion.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> </ul>
Provide explicit instruction in qualities and strategies of writing, as well as in spelling and conventions.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> </ul>
Support and conference with writers as they cycle through the writing process: rehearsing, drafting, revising, editing, publishing.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> </ul>
Utilize on-demand writing tasks to establish goals and measure growth of writers.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> </ul>
Restructure instructional paraprofessional schedule to meet the dynamic needs of students based on student data.	<ul style="list-style-type: none"> <li>Principal</li> <li>Title I Staff</li> <li>Special Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>August, 2022 &amp; ongoing as needed</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Lesson Plans</li> <li>Master Schedule</li> </ul>
Collaborate monthly to discuss and monitor the effectiveness of interventions of struggling students.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> <li>Title I Staff</li> <li>Special Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Intervention Notes</li> </ul>

**Metro North Elementary**  
**Strategic and Continuous School Improvement Plan**  
**Mathematics**

**2024-25 SCHOOL WIDE IMPROVEMENT GOAL:**

By the Spring of 2025, 90% of students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.

**ISTEP Math Assessment Data**

Grade Level Data	Percent Passing ISTEP+ Math Spring 2011	Percent Passing ISTEP+ Math Spring 2012	Percent Passing ISTEP+ Math Spring 2013	Percent Passing ISTEP+ Math Spring 2014	Percent Passing ISTEP+ Math Spring 2015	Percent Passing ISTEP+ Math Spring 2016	Percent Passing ISTEP+ Math Spring 2017	Percent Passing ISTEP+ Math Spring 2018
Grade 3	77.1%	76%	64.5%	81.3%	73.8%	64%	53%	64%

**ILEARN Math Assessment Data**

Grade Level Data	Percent Proficient ILEARN Math Spring 2019	Percent Proficient ILEARN Math Spring 2021	Percent Proficient ILEARN Math Spring 2022	Percent Proficient ILEARN Math Spring 2023	Percent Proficient ILEARN Math Spring 2024			
Grade 3	57%	32.4%	35.9%	53.9%	46.2%			

**NWEA Measures of Academic Progress (MAP) Assessment Mathematics Data**  
**NWEA Math Data – Percent Meeting/Exceeding Grade Level Norm**

	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
K	58%	47%	36%	60%	38%	75%	71%
Grade 1	62%	57%	50%	52%	48%	61%	64%
Grade 2	69%	81%	75%	59%	52%	63%	74%

**NWEA Measures of Academic Progress (MAP) Assessment Mathematics Data**  
**NWEA Math Data – Percent Meeting/Exceeding Projected Growth**

	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
K	59%	34%	44%	62%	71%	66%	59%
Grade 1	66%	31%	45%	64%	43%	55%	67%
Grade 2	36%	32%	69%	75%	38%	68%	66%

ILEARN Mathematics Areas of Greatest Concern:

- Number Sense
- Geometry & Measurement
- Math Process Standards

## 2024-25 Metro North Elementary School Mathematics SMART Goals

**School:** Metro North Elementary

**Team Members:**

- Preschool – Heather Click, Rebecca Elzy, Kassie Harrell, Jessica Holley, Stacey Meredith
- Kindergarten - Jennifer Cox, Angie Herring, Ashley Hunt, Liza Lippe
- 1<sup>st</sup> Grade –Laura Mills, Caley Stith, Dani Tolson
- 2<sup>nd</sup> Grade –Mary Donaldson, Janelle Eckman, Courtney McClure, Amy Stearley
- Included on Grade Level Teams: Janette Moore, Nicole Knox, Chloe Plyler, Bailey Trump

**District Goal(s):**

Improve individual student achievement in the language arts, especially in the area of writing processes, math, and science by exceeding national, state, and district standards.

**School Goal(s):**

By the Spring of 2025, 90% of our students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.

**202-25 SMART Goals:**

- Little Norse Preschool:
  - By the Spring of 2025, 90% of our students will score at or above 90% on the MSDWC Kindergarten Readiness Screening Tool.
- Kindergarten:
  - By the Spring of 2025, 90% of our students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.
- 1<sup>st</sup> Grade:
  - By the Spring of 2025, 90% of our students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.
- 2<sup>nd</sup> Grade:
  - By the Spring of 2025, 90% of our students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.

<b>2024-25 Metro North Elementary School Mathematics Strategies and Action Steps</b>			
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Target Date or Timeline</b>	<b>Evidence of Effectiveness</b>
Utilize district math curriculum to plan and deliver math instruction.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of implementation</li> <li>Lesson Plans</li> </ul>
Implement strategies and practices to support understanding of mathematical practice strategies and best practices in math instruction.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of implementation</li> <li>Lesson Plans</li> </ul>
Administer Math NWEA Measures of Academic Progress (MAP) Assessment at the beginning of the year, middle of the year, and end of the year.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2024</li> <li>Winter, 2025</li> <li>Spring, 2025</li> </ul>	<ul style="list-style-type: none"> <li>Student/Class Assessment Reports</li> </ul>
Participate in NWEA Measures of Academic Progress (MAP) professional development on accessing reports and utilizing data for differentiating instruction.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2024</li> <li>Winter, 2025</li> </ul>	<ul style="list-style-type: none"> <li>Sign-in Sheet</li> <li>Observation of Implementation</li> <li>Lesson Plans</li> </ul>
Administer math module pre-module, mid-module and post-module assessments.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of Implementation</li> <li>Assessment Data</li> </ul>
Utilize math pre-module, mid-module, and post-module assessment data to implement math intervention and enrichment groups.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of Implementation</li> <li>Lesson Plans</li> </ul>
Administer quarterly or semester summative assessments to monitor student progress.	<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Observation of Implementation</li> <li>Lesson Plans</li> <li>Assessment Data</li> </ul>
Utilize grade-level data to identify areas of concern to address during math intervention time.	<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of Implementation</li> <li>Assessment Data</li> <li>Lesson Plans</li> </ul>
Provide explicit and intentional instruction on math topics through modeling, guided practice, independent practice, and ongoing feedback.	<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation of Implementation</li> <li>Lesson Plans</li> </ul>

Utilize classroom anchor charts to illustrate mathematical practices and steps in math processes.	<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Observation of Implementation</li> <li>Anchor Charts</li> </ul>
Provide differentiated math instruction through small group structures to supplement, enrich, or intervene based on classroom assessments.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Support Staff</li> <li>Para-professionals</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Observation of Implementation</li> </ul>
Provide student and parents with information and strategies to support mathematical practices outside of school.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Newsletters</li> <li>Family Math Night Sign-In</li> <li>Parent Tip Sheets</li> </ul>

<b>Metro North Elementary</b> <b>Strategic and Continuous School Improvement Plan</b> <b>Attendance</b>		
<b>2024-25 SCHOOL WIDE IMPROVEMENT GOAL:</b> During the 2024-25 school year, Metro North Elementary will increase the school-wide attendance percent to 97%.		
Current Attendance Data		
2023-24	94.5%	
2022-23	94%	
2021-22	95.0%	
2020-21	96%	
2019-20	Unavailable	
2018-19	96.5%	
2017-18	96.8%	
2016-17	96.93%	
2015-16	96.83%	
2014-15	96.92%	
2013-14	97.03%	
Strategies & Action Steps	Person(s) Responsible	Date of Completion
Graph weekly grade level attendance data and display on a bulletin board in each grade level area.	<ul style="list-style-type: none"> <li>School Social Worker</li> </ul>	Ongoing
Include information about attendance awards in the school-wide newsletter.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Monthly
Explain the importance of attendance to parents during our Little Norse Night and our Metro North Back to School Night.	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> </ul>	Fall, 2024
Conduct an attendance audit at the end of each month to check for students who have missed a large number of days.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Monthly
Send attendance letters and/or hold attendance meetings with parents of students with excessive absences.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Weekly

Provide monthly attendance incentives/awards to students and staff with perfect attendance.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Monthly
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**Metro North Elementary**  
**Strategic and Continuous School Improvement Plan**  
**Safe and Disciplined Learning Environment**

**2024-25 SCHOOL WIDE IMPROVEMENT GOAL#4 – Safe & Disciplined Learning Environment:**

Students and staff will utilize the Polar Pride Guidelines reflecting our MSDWC Mission and Vision to maintain a safe and disciplined learning environment with clear expectations, procedures and a common, shared vocabulary.

**Current Data (Number of Polar Pride Slips Presented/Month)**

2023-24	78/month
2022-23	102/month
2021-22	128/month
2020-21	132/month
2019-20	156/month
2018-19	167/month
2017-18	143/month
2016-17	218/month
2015-16	242/month
2014-15	232/month
2013-14	272/month

<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Date of Completion</b>
Review Polar Pride procedures.	<ul style="list-style-type: none"> <li>Principal</li> <li>School Culture &amp; Climate Committee</li> </ul>	Fall, 2024
Introduce Polar Pride Guidelines to new staff, students and families.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> <li>Parents</li> </ul>	Fall, 2024
Integrate MSDWC mission and vision in classroom lessons	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	Ongoing
Integrate MSDWC mission and vision in the classroom guidance lessons	<ul style="list-style-type: none"> <li>Counselor</li> </ul>	Ongoing
Use QR codes to record students discussing the Polar Pride Guidelines. Embed the QR codes in the school newsletter.	<ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teachers</li> </ul>	3 times per year

Use Polar Pride slips to target characteristics and behaviors that support the Polar Pride Guidelines.	<ul style="list-style-type: none"> <li>• Staff Members</li> </ul>	Ongoing
Display Polar Pride recipients on board in main hallway.	<ul style="list-style-type: none"> <li>• Office Staff</li> </ul>	Ongoing
Review school-wide procedures to reflect current practices and to include kid-friendly language and graphics.	<ul style="list-style-type: none"> <li>• School Culture &amp; Climate Committee</li> </ul>	Fall, 2024
Participate in Bullying Prevention Training.	<ul style="list-style-type: none"> <li>• All Students &amp; Staff</li> <li>• Principal</li> <li>• School Social Worker</li> </ul>	Fall, 2024
Provide resources and an anonymous bullying reporting feature on the MSDWC website.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School Social Worker</li> <li>• MSDWC Central Office</li> </ul>	Fall, 2024
Require all school volunteers to complete a background check and bullying training.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• MN Office Staff</li> <li>• Classroom Teachers</li> </ul>	Ongoing

Professional Development - Reading		
<b>2024-25 SCHOOL WIDE IMPROVEMENT GOAL #1 - Reading:</b> By the Spring of 2025, 90% of students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of reading.		
Reading Professional Development	Participants	Date/ Timeline
<ul style="list-style-type: none"> <li>Training on the components of the Literacy and Language Framework.</li> </ul>	New Teachers	Aug., 2024
<ul style="list-style-type: none"> <li>Administering and interpreting the data from the Reading Benchmark Assessment System.</li> </ul>	New Teachers	Sept., 2024
<ul style="list-style-type: none"> <li>Administering and interpreting the data from the Reading Benchmark Assessment System refresher.</li> </ul>	By request or as needed	TBD
<ul style="list-style-type: none"> <li>Deepening our understanding of effective Tier I core reading instruction focusing on responsive instructional decision-making.</li> </ul>	Classroom Teachers	Ongoing
<ul style="list-style-type: none"> <li>Analyzing ongoing reading data and adapting lessons in response to students' needs, altering classroom goals or objectives, and modifying student-grouping arrangements.</li> </ul>	Classroom Teachers	Ongoing
<ul style="list-style-type: none"> <li>Participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training focusing on skills needed to master the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.</li> </ul>	Principal K-2 Teachers	Ongoing
<ul style="list-style-type: none"> <li>Participate in a grade level and school-wide professional readings, discussions and collaboration focused on the Science of Reading.</li> </ul>	Principal MN Teachers	Ongoing
<ul style="list-style-type: none"> <li>Implement all reading interventions with fidelity and maximizing student achievement.</li> </ul>	Title I Teachers Sp. Ed. Teacher Paraprofessionals	Ongoing
<ul style="list-style-type: none"> <li>Participating in professional development provided by consultants and program trainers on additional interventions including:               <ul style="list-style-type: none"> <li>Read Naturally</li> <li>Verbalizing and Visualizing</li> <li>Seeing Stars</li> <li>Skill Groups</li> <li>Additional Guided Reading</li> <li>Orton Gillingham – Institute for Multi-Sensory Education</li> <li>Heggerty Phonemic Awareness</li> <li>RAVE-O</li> </ul> </li> </ul>	By request or as needed	Sept., 2024

<ul style="list-style-type: none"> <li>o MA Rooney Foundation Phonics &amp; Phonemic Awareness</li> </ul>		
<ul style="list-style-type: none"> <li>• Implementing grade level literacy studies focusing on the planning, implementation and delivery of literacy instructional components including:               <ul style="list-style-type: none"> <li>o Reading Mini-Lessons</li> <li>o Interactive Read Alouds</li> <li>o Heggerty Phonics</li> <li>o Small Group Reading Instruction</li> <li>o Writing Units of Study</li> </ul> </li> </ul>	Janette Moore  Classroom Teachers	Ongoing
<ul style="list-style-type: none"> <li>• Participating in various on-line professional development opportunities focusing on reading instruction, reading achievement and utilizing data to plan reading instruction.</li> </ul>	Janette Moore  Classroom Teachers	Ongoing
<ul style="list-style-type: none"> <li>• Attend, participate and implement information from local and state-wide professional development opportunities focusing on components of the ILEARN assessment.</li> </ul>	Janette Moore Classroom Teachers Title I Teachers Sp. Ed. Teacher	Ongoing

## Professional Development - Mathematics

### **2024-25 SCHOOL WIDE IMPROVEMENT GOAL #2 – Mathematics:**

By the Spring of 2025, 90% of students will meet or exceed the grade level norm on the NWEA Measures of Academic Progress assessment in the area of mathematics.

<b>Mathematics Professional Development</b>	<b>Participants</b>	<b>Date/ Timeline</b>
<ul style="list-style-type: none"> <li>Continue training on the components of Eureka math, the online resources and grade level planning.</li> </ul>	Principals All K-5 Teachers Eureka Lead Team	August, 2024
<ul style="list-style-type: none"> <li>Collaborate with the Eureka Lead Team and district grade level math teachers on implementation of Eureka, our district-wide math curriculum.</li> </ul>	Principals All K-5 Teachers Eureka Lead Team	Ongoing
<ul style="list-style-type: none"> <li>Attend, participate and implement information from local and state-wide professional development opportunities focusing on components of the ILEARN assessment.</li> </ul>	Janette Moore Classroom Teachers Title I Teachers Sp. Ed. Teacher	Ongoing
<ul style="list-style-type: none"> <li>Utilizing 2020 NWEA Norm Reference and NWEA Continuum to plan small group instruction</li> </ul>	Janette Moore Classroom Teachers Title I Teachers Sp. Ed. Teachers	Ongoing

## Professional Development – Supporting all Goals

### SUPPORTING ALL 2024-25 SCHOOL WIDE IMPROVEMENT GOALS

MSDWC believes that our teachers are our most important asset; therefore, professional learning communities (PLC) are an important component of our professional development. PLC collaboration centers on the following critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

MSDWC structures for providing professional learning opportunities include:

- District-wide weekly collaboration time for PLC: Tuesdays @ 7:30 AM with additional weekly time determined by each building
- Elementary schedules with daily common planning time for teachers of the same grade level
- Funding Sources for Professional Development include:
  - Title II High Quality Teacher grant
  - High Ability Grant
  - Title I Grant
  - Competitive Grants
  - MSDWC General Fund
  - Indiana Early Literacy Intervention Grant

## Parent/Guardian Communication & Involvement

### **2024-25 SCHOOL WIDE IMPROVEMENT GOAL #1 - Reading:**

- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.
- Grade level grade report cards share specific progress regarding reading comprehension, fluency, accuracy as well as reading growth and achievement. Our grade level report cards are in alignment with the Indiana College and Career Readiness Standards.
- Families are invited to attend a school-wide Family Night. During the event, students and their families participate in stations that support comprehension strategies and reading.
- Parents of children participating in a literacy intervention receive a letter informing them of the intervention program.

### **2024-25 SCHOOL WIDE IMPROVEMENT GOAL #2 - Mathematics:**

- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.
- Classroom newsletters will include information about what the students are studying in math as well as tips to support math practice at home.
- Parents will have access to math parent tip sheets and video segments to support math homework and assignments.
- Parent conferences, midterms, and report cards explain student progress to parents. Some grade levels send home a printout of skills each child has mastered and what they still need to work on.
- Families are invited to attend a school-wide Family Night. During the event, students and their families participate in stations that support math strategies.

### **2024-25 SCHOOL WIDE IMPROVEMENT GOAL #3 - Attendance:**

- Each family is provided The MSDWC Elementary Student Handbook stating guidelines for attendance and absences.
- The school-wide newsletter explains the attendance awards and recognizes students achieving attendance awards.
- Attendance information is shared on the school Facebook page.
- Perfect attendance award winners' names are submitted to the local newspaper each nine-week grading period.
- Attendance conferences are held with parents, teacher, and principal as needed.
- Attendance letters are sent as needed.

**2024-25 SCHOOL WIDE IMPROVEMENT GOAL #4 – Safe & Disciplined Learning Environment:**

- Information updating parents on our Polar Pride Guidelines is included in the monthly newsletter.
- Polar Pride slips are displayed in the hallway and sent home with students for at home recognition.
- QR codes embedded in the school newsletter share information regarding our Polar Pride Guidelines with parents.

**Supporting All Goals:**

- Weekly classroom newsletters inform parents of focus curriculum, strategies, and ways to support their child at home.
- Teachers utilize social media providing parents a frequent view of classroom activities, celebrations and learning.
- Parent-Teacher Conferences are held in October to inform parents of their child's progress.
- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.



## **Technology Initiatives**

### **Technology Tools:**

Metro North Elementary School supports a one-to-one (1:1) technology environment with the use of iPads in preschool through 2<sup>nd</sup> grade.

Technology is integrated into daily lesson plans and instruction. Classrooms utilize data projectors, document cameras, SMART tvs, and Apple TVs.

Teachers utilize SeeSaw, a Learning Management Systems (LMS), to provide students with secure, social learning platforms enabling them to connect, collaborate, share content, and access homework, grades and school notices.

All Metro North teachers completed the Apple Teacher professional learning program. Apple Teacher provides support and celebrates educators using Apple products for teaching and learning. Through this professional development opportunity, Metro North teachers continue to develop iPad skills that directly applied to activities they would complete with students.

Metro North Elementary is currently incorporating Google Drive, YouTube, Microsoft Office Suite, iLife and iWork suites, eBooks, iBooks Author, and a plethora of interactive websites and applications.

Curriculum is adopted primarily from Internet and online sources. A school-wide plan has been created to ensure scaffolded learning of technology skills at each grade level. Students are incorporating Internet-based research in their classes and are becoming proficient in using the web as a learning tool, including the use of Google applications.

### **Technology Learning Resources:**

*Zearn Math* is a K-5 math curriculum based on Eureka Math with materials for teacher-led and digital support and additional instruction. Zearn provides a combination of live instruction and adaptive online math lessons and engaging practice. The digital lessons provide students with precise feedback at the exact moment of misconception alongside the daily instruction led by the classroom teacher that deepens, remediates and extends mathematical understanding.

*myOn* is a complete literacy solution that reinvents the ways in which students and teachers interact with text. myON provides anytime, anywhere access to a library of more than 7,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. The innovative digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways to enhance the learning process.

*Destiny Quest Library software* allows students to check out their own books from home and provides the distribution of available e-books to download on student devices.

Online safety is taught at every grade level and a component of our annual body safety discussion.

**Technology Extended Learning:**

Outside of the school day, students are able to access educational websites located on the school website, educational resources, as well as teacher Google Classroom and SeeSaw pages.

## **Strategies to Attract and Retain Highly Qualified Teachers – Title I School-wide Component 5**

The Metropolitan School District of Wabash County offers a very competitive overall salary and benefit package. Our insurance costs are much lower than surrounding corporations, and it has been an important part of our attracting great candidates for our teaching positions. We also offer many professional development opportunities through onsite workshops, coaching, and conference attendance. This again is more than our surrounding corporations. These two factors, our relative locations with respect to Manchester University, closeness to Fort Wayne for college and entertainment combined with our small school community atmosphere have given us ample applicants for our positions.

Metro North Elementary is often asked to host student teachers and individuals completing a teaching internship. The comment is often made that we are on the cutting edge in education, and they want their students to experience the best practices in education. Student teachers and teaching interns often want to obtain teaching positions at Metro North Elementary School.

Metro North and MSDWC hire Highly Qualified teachers by interviewing and extending positions to individuals that hold current teaching licenses achieved by passing the Praxis and completing the necessary prerequisites for licensing. We encourage their continued professional development, while also providing our own staff development and a mentoring program.

## **Early Childhood Transition – Title I School-wide Component 7**

Beginning in the fall of 2017, Metro North Elementary School enrolled 36 students to participate in our Little Norse Preschool Program. This full-day program for students turning four on or before August 1, focuses on curriculum that encourages children to investigate, explore, and discover while refining and expanding their skills and knowledge in preparation for kindergarten. At the beginning of the 2021-22 school year, we expanded our Little Norse program to include a three-year-old classroom. Our licensed teachers and highly qualified paraprofessionals ensure our students experience joyful and meaningful opportunities empowering our youngest students to dream big and work hard. Our Little Norse program consists of two preschool classrooms with eighteen students per class. Our Little Norse teachers utilize the Indiana Early Learning Development Framework: The Foundations, to plan engaging, enriching and developmentally appropriate learning experiences. Our Little Norse students participate in community experiences through various study trips and by having area experts visit our school and classroom. Metro North Elementary School's Little Norse Preschool is a Child Care and Development Fund (CCDF) Legally License-Exempt Provider and has achieved a Level 3 rating on Indiana's Paths to Quality.

Kindergarten Round-Up is held each spring. Parents are given information about the school by the school team and health services team. Once parents indicate they have a child ready to start kindergarten, a personal contact is made to confirm attendance at kindergarten Round-Up. Round-up information is shared with area preschools, daycares, and is sent to local news media. Prospective Head Start kindergarten students visit our building and are given a tour. Parents who have attended Round-Up are invited back for an informational meeting prior to school starting. Information is shared on classroom schedules, academic expectations, health services, attendance, school hours, speech and language services, counseling services, and early literacy. Teachers are introduced. While the parents are involved with this orientation, the children are involved in craft and play activities in the kindergarten rooms.

A group of MSD staff members, including kindergarten teachers, meet regularly with area preschool directors to discuss what children need to learn in preschool to be successful in kindergarten.

## **Assistance for Struggling Students – Title I School-wide Component 9**

Metro North Elementary utilizes the Multi-Tier Systems of Support (MTSS) model. Teachers work with other teachers, special education teachers, high ability staff, and Title I staff to provide different levels of support for students through a differentiated curriculum. Our school MTSS Team supports teachers in through this process and comes together to meet regarding students as necessary. Each goal identified in our School Improvement Plan addresses meeting the needs of struggling learners.

Communication is a key component of our tier model of support. Classroom teachers, special education teachers, high ability instructors, and Title I staff members collaborate on a regular basis to create a fluid instructional program for all students. The high ability committee works to meet the needs of the high ability learners. This committee communicates with all teachers to support differentiation efforts to meet the needs of our high ability learners.

The needs of high ability learners are met through activities such as the workshop approach to reading and writing and math differentiation.

There are various levels of support available to teachers. Teachers often work with grade level teams and cross-grade level teams to determine how best to meet the needs of their students. The MTSS leadership team provides support in knowing the next step for students.

Data is initially used to identify students with instructional and behavioral needs not met through the general curriculum (Tier I). Data is further used to develop a plan of action to meet each student's needs.

## **Consolidation of Funding – Title I School-wide Component 10**

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Coordinated programs may include the following:

- Title I –Part A
- Title II – Part A (Preparing, Training and Recruiting HQ Staff)
- IDEA –Individuals with Disabilities Act
- Other federal, state, or local programs, as applicable

## **Cultural Competency**

Metro North Elementary School has an enrolled student population of approximately 289 students.

<b>Category</b>	<b>Percentage of Students</b>	<b>Strategies</b>
Racial Make-Up	Caucasian – 91% Hispanic – 3% Black – 1% Multi-racial– 5%	Currently, the percentage of non-Caucasian students is very small. Each student's needs are considered on an individual basis and interventions are provided as appropriate.
Language Minority	>1%	Language minority students are assessed using WIDA. Once language proficiency is determined, an Individual Learning Plan is developed for each student to meet specific needs. Interventions such as Leveled Literacy Intervention, and peer tutors are utilized.
High Ability	8%	Identified high ability students are involved in a Levels of Service Talent Development model which involves deliberate efforts to discover, develop, and apply the many talents of our students. We believe that it is important for the school, the home, and the community to work together to provide appropriate and challenging learning experiences for children.
Special Education	16%	Metro North Elementary offers a full continuum of special education services designed to meet the needs of students with a diagnosed disability. The goal is to minimize the gap between the achievement of the special education students and the general education students. This percentage includes are students receiving speech and/or language services.
Free & Reduced Lunch	50.5%	In the past several years, the percentage of free and reduced has increased. To meet the needs of these students, Metro North Elementary has partnered with a variety of community agencies to provide medical care, meet clothing and housing needs, meet dental and vision needs, etc. The services of Wabash County Public Transit are made available to parents to assist them in attending school functions.

### **Statutes and Rules to be Waived**

There are no statutes or rules to be waived by the Indiana Department of Education.

### **Plan for Review and Revision of this Plan**

Implementation: Implementation of this plan by Metro North Elementary School staff members will continue throughout the 2024-25 school year.

Review: The Metro North Elementary School Improvement Team will meet quarterly during the 2024-25 school year to review and evaluate progress on the action plan.



# **Appendix A: Comprehensive Needs Assessment**

**Completed during the 2011-12 School Year  
Some Components updated during 2015-16 School Year**

**Title I School-wide Component 1**

# **Data Guide: Curriculum & Instruction**

Guiding Questions	Evidence
<p><b>CURRICULUM</b> Has your school or corporation developed a curriculum?</p> <ul style="list-style-type: none"> <li>Is the curriculum horizontally and vertically aligned? How do you know? MSD of Wabash County has developed a curriculum. Grade level teachers have worked in teams to develop it and it has been shared across grade levels.</li> <li>Is your curriculum linked to Common Core Standards? Kindergarten was aligned to the Common Core State Standards for the 2011-12 school year. This is evidenced by their written curriculum guide. First grade has written curriculum to be aligned with the CCSS. That curriculum will be implemented in the 2012-13 school year. Grades 2&amp; 3 will write curriculum and align it with the CCSS for the 2013-14 school year.</li> </ul>	<p><b>Evidence:</b> <b>Maps of CCSS and their match to different parts of the curriculum</b></p> <p><b>Curriculum documents housed in the office of the Chief Assessment Officer at the Central Office.</b></p>
<p><b>CURRICULUM</b> Based on a random sampling from one primary (K-2) and one intermediate (3-5) class, are daily reading lessons tied to curriculum? Brief classroom observations over the 2011-2012 school year indicate that the daily reading lessons ARE tied to the curriculum. Teachers are very intentional in their planning and instruction.</p>	<p><b>Evidence:</b> <b>Emails to teachers following brief classroom observations.</b></p>
<p><b>CURRICULUM</b> Based on a random sampling from one primary (K-2) and one intermediate (3-5) class, are daily math lessons tied to curriculum? Brief classroom observation during the 2011-12 school year indicate that the daily math lessons ARE tied to the curriculum. In 2011-12, we adopted the enVision Math curriculum and teachers gave studied it carefully and reordered it to meet the CCSS.</p>	<p><b>Evidence:</b> <b>Emails to teachers following brief classrooms observations.</b></p>
<p><b>INSTRUCTION</b> Does instruction include higher order thinking skills? Classroom observations indicate that higher order thinking skills are addressed on a daily basis.</p>	<p><b>Evidence:</b> <b>Emails to teachers following brief classroom observations.</b></p>
<p><b>INSTRUCTION</b> Do classrooms have adequate instructional materials?</p> <ul style="list-style-type: none"> <li>Do classrooms have appropriate textbooks? All classrooms have adequate instructional materials, as evidenced by the end of the year inventory sheets. We also</li> </ul>	<p><b>Evidence:</b> <b>End of the year inventory sheets.</b></p> <p><b>Leveled library-in staff lounge</b></p>

<p>have a fairly large leveled library for the staff to use for guided reading groups.</p> <ul style="list-style-type: none"> <li>Are there supplementary materials for intervention/enrichment? We have supplemental materials available for reading interventions. These materials available for reading interventions. These materials include: Leveled Literacy Intervention, Seeing Stars, Visualizing and Verbalizing, and read Naturally. High ability students have their needs served through our Levels of Service program. They work on enrichment reading as well as using a program called Mentoring Mathematical Minds.</li> <li>Is technology integrated into instruction? Technology is integrated into instruction, particularly in second grade where they have been doing a pilot project of using iPads in the classroom. Other classrooms make use of our PC computer lab to Integrate technology into instruction. Our 21<sup>st</sup> Century Learning Coach helps teachers with this technology integration.</li> </ul>	<p><b>Intervention materials in the Title I room and special education room</b></p> <p><b>High Ability material –in the LoS room</b></p> <p><b>Pictures of students using technology</b></p> <p><b>Lesson plans integrating technology</b></p>
<p><b>INSTRUCTION/TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>What kind of technology is used in classrooms? In 2011-12, our second grade classes did a pilot with iPads. They were used daily. We have a PC computer lab, and this was used either weekly or twice per week by our students. All but one classroom has a Smartboard and they are used on a regular basis for many subjects. For 2012-13, we will be going 1:1 with computers. Student in K-2 will all have iPads and our third grade students will have laptops.</li> <li>How often is technology used in classrooms?</li> <li>What training or support on technology is available to teachers? We have a 21<sup>st</sup> Century Learning Coach who provided embedded professional development for our teachers. We also have a Technology Integration Specialist who assists teachers with an integrating technology into their daily activities. Hardware support is provided through our IT department and building technology aides.</li> <li>Are there patterns of use among grade levels or subjects? As we are just getting started in this endeavor it is difficult to determine if there are patterns of use among grade levels or subjects yet.</li> </ul>	<p><b>Evidence:</b></p> <p><b>Lesson plans</b></p> <p><b>Classroom innovation grant</b></p> <p><b>Schedule of PD offered by the 21<sup>st</sup> Century Learning Coach</b></p>

<p><b>READING INSTRUCTION</b></p> <p>Choose one Reading strategy that all teachers are expected to be using regularly:</p> <ul style="list-style-type: none"> <li>Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? All teachers are expected to be implementing the guided reading SWOOP groups, following the guided reading template provided. All the available aides and other staff members “swoop” into a grade level. The students are divided into small groups, generally of 6 or less and receive a structured guided reading lesson at their reading level. This is to occur each day from Monday –Thursday.</li> </ul>	<p><b>Evidence:</b></p> <p><b>Observations indicate that these guided reading groups ARE occurring regularly and the lesson plan template is being followed.</b></p>
<p><b>MATH INSTRUCTION</b></p> <p>Choose one Math strategy that all teachers are expected to be using regularly:</p> <ul style="list-style-type: none"> <li>Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? All teachers are expected to be incorporating their Smartboards into their math instruction. Based on observations, all but one teacher is doing this.(That particular teacher is retiring at the end of the 2011-12 school year.)</li> </ul>	<p><b>Evidence:</b></p> <p><b>Brief classroom observations</b></p>

# **Data Guide: Family & Community Involvement**

Guiding Questions	Evidence
<p><b>POLICIES, PROCEDURES &amp; EXPECTATIONS</b></p> <p>Does your school have a clearly articulated family involvement policy and compact?</p> <p>The Metro North Parent Involvement Policy is included following the Family &amp; Community Involvement Data Guide.</p> <ul style="list-style-type: none"> <li>How were the policies and compacts developed or revised? The policies and compacts were developed/revised by looking at samples from other schools and discussing what would work best for our school.</li> <li>How many current teachers, parents, and staff were involved in the development or revision of the parent policy? All Metro North parents and staff members were invited to offer suggestions for the revision. The Chief Academic Officer for MSDWC was also involved.</li> </ul>	<p>Evidence: Completed Parent Involvement Guide and Title I Compact</p>
<p><b>POLICIES, PROCEDURES &amp; EXPECTATIONS</b></p> <p>Are the expectations for your students understood by parents?</p> <ul style="list-style-type: none"> <li>Are parents aware of the academic expectations for their student(s)? In our family survey, 84% of parents indicated that they receive information concerning what is happening academically in their child's classroom.</li> <li>Are parents aware of how to volunteer in or visit their child's classroom? Metro North has a large number of volunteers that are integral to our success with students. Parents volunteer in classrooms, working with individual students, preparing materials for students, and helping with PTO projects. Teachers explain how to volunteer at the Open House in the fall.</li> <li>Are expectations for parent involvement explicit? Yes.</li> <li>Is parent involvement, including communication, training, opportunities for participation and community partners, important to your school? How do you know? Many activities with students could not be done without the support of our parent volunteers. We have an excellent working relationship with our YMCA. We are partnering together on many activities and events. They help our children succeed academically through their summer literacy camp. The YMCA CEO serves on our PL221/Title I School-wide team.</li> </ul>	<p>Evidence: Evidence of the communication of academic expectations are found in the classroom newsletters and school newsletter.</p> <p>Evidence of the awareness of how to volunteer is the large number of volunteers that can be found in the visitor sign-in log in the office. All volunteers undergo a limited criminal history check before working with children.</p>
<p><b>COMMUNICATION</b></p> <p>How does a class, the school or the district communicate with parents?</p> <ul style="list-style-type: none"> <li>How often and by what method are parents communicated in one week? (Include all information that comes from the teacher as well as incoming information such as notes from parents) <ul style="list-style-type: none"> <li>Classroom teachers send weekly newsletters.</li> <li>A school newsletter is sent home on a monthly basis.</li> <li>Parents send notes to teachers as needed and vice versa. This happens on a daily basis.</li> </ul> </li> </ul>	<p>Evidence: Copies of classroom and school newsletters Log of parent phone calls School webpage (mne.msdlwc.k12.in.us)</p>

<ul style="list-style-type: none"> <li>○ Phone calls are made to and from parents as appropriate – daily.</li> <li>○ Metro North maintains an up-to-date webpage and Facebook presence.</li> <li>○ Parent conferences are held in October and additional conferences are held as needed.</li> <li>○ Kindergarten and first grade report cards share specific progress regarding reading level, writing fluency, and sight words.</li> <li>○ Starting with the 2012-13 school year, information on reading benchmarking will periodically be sent to parents informing them of their child's reading level and progress.</li> </ul> <ul style="list-style-type: none"> <li>● Is information to parents sent in another language? At this time, there is not a need to send information in a language other than English.</li> <li>● Is information sent to parents in an understandable language (i.e., no jargon)? Staff members strive to share information in a manner that is understandable to parents and is free of educational jargon.</li> </ul>	School Facebook Page (Metro North Elementary School) Teacher data sheets from parent-teacher conferences Report Cards Benchmark Report Form
<p><b>OPPORTUNITIES FOR INVOLVEMENT</b> What opportunities are available for parents? Are those opportunities successful?</p> <ul style="list-style-type: none"> <li>● What activities were offered during the previous school year? Please see the chart following this data guide.</li> <li>● How many parents attended each activity? Please see the chart following this data guide.</li> <li>● How many activities included specific information related to academic achievement (e.g., showing a new reading series, modeling a lesson or strategies, participating in a reading or math activity with their child)?</li> <li>● What accommodations are made to make their school visits more successful (e.g., having a translator available, providing transportation or childcare)? Parents needing transportation were given access to the Wabash County Public Transit system.</li> </ul>	Evidence: Teacher data sheet on parent-teacher conferences, programs, PTO notes
<p><b>EDUCATING EDUCATORS</b> What support is provided to teachers to facilitate more effective parental involvement?</p> <ul style="list-style-type: none"> <li>● What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or professional dialogue during collaboration time)? Teachers collaborate during their regularly scheduled collaboration times (Tuesdays during specials). They often discuss the best way to share information with parents. Support is provided in developing teacher websites to share information with parents. Teachers collaborate and receive assistance and feedback on report card development.</li> <li>● Does your school have a parent liaison? We do not have a parent liaison, although our at-risk counselor works extensively with parents.</li> </ul>	Evidence: Collaboration notes Counselor's notes
<p><b>COMMUNITY</b> Are outreach services readily available to families in your school?</p>	Evidence: Bowen Center Flyer



<p>Does your school provide support services, such as health care, to parents and families?</p> <ul style="list-style-type: none"> <li>• Parents are provided with information on Hoosier Healthwise.</li> <li>• Free visits are offered to Bowen Center, a mental health facility.</li> <li>• Community nurse shared parent information on asthma.</li> <li>• Counselor works with parents on parenting skills.</li> <li>• Families are directed to agencies to help with housing, women's shelters, and food banks.</li> <li>• Coats and other clothing are provided as needed through donations from community agencies.</li> <li>• School supplies are provided as needed through donations from community agencies.</li> </ul> <p>What community partnerships currently exist with the school?</p> <ul style="list-style-type: none"> <li>• Metro North Elementary partners extensively with the local YMCA.</li> <li>• We work in partnership with the Wabash County Sheriff's Department.</li> <li>• The Karsyn Kares Campaign is supported by the children at Metro North.</li> <li>• We work extensively with the Bowen Center.</li> <li>• We work with the Department of Family and Children's Services.</li> </ul> <p>What type of support is provided to the school from community partnerships?</p> <ul style="list-style-type: none"> <li>• The YMCA provides scholarships to some of our students to attend their summer literacy camp. They also work with us to help students become involved in activities outside of school such as sports. They will provide our latch-key services next year.</li> <li>• The sheriff's department helps us as part of our school safety plan. They also have serious talks with students as needed and appropriate.</li> <li>• The Karsyn Kares Kampaign is a fundraising event to raise money for children in our community with serious illnesses or disabilities. This helps our children learn to care for others and to give to their community.</li> <li>• The Bowen Center provides mental health services to our students. Some students receive counseling at school, some receive wrap-around services, some have behavior coaches with them at school, etc.</li> <li>• The Department of Children and Family Services helps us to meet the needs of all our students and coordinates services for foster children in our school.</li> </ul> <p>What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or</p>	<p>Community nurse schedule Flyer for coats and clothing YCA meeting dates and emails Karsyn Kares materials YMCA summer literacy camp flyer</p>
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# **Metro North Elementary School Improving Student Achievement**

## **TITLE I School-Parent Compact**

### **TITLE I Curriculum and Instruction:**

The TITLE I program is for students struggling in the area of reading. It is a pullout program where students go with the TITLE I teacher for approximately a 30-minute block of time every day to work on specific skills and strategies designed to increase the student's reading ability. The Title I program utilizes the following curricula:

- Seeing Stars is a scientifically based reading intervention utilized with students who present a deficit in one of the following areas: difficulty memorizing sight words, weak word attack skills, weak orthographic awareness, weak phonemic awareness.
- Visualizing and Verbalizing is a scientifically based reading intervention utilized with students who present a deficit in one of the following areas: students who have weak concept imagery resulting in poor comprehension, students who have trouble remembering and retelling.
- Leveled Literacy Intervention is a scientifically based reading intervention utilized to support students presenting deficits in phonemic awareness, phonics, comprehension, fluency, and vocabulary.
- Read Naturally is a scientifically based reading intervention utilized with students needing additional support in comprehension, fluency and vocabulary.

### **TITLE I Intervention Program Goals:**

1. To provide high-quality curriculum and instruction to struggling readers in a supportive and effective learning environment
2. To increase reading and writing skills
3. To develop independent strategies for self-checking when reading
4. To provide student with additional support in mastering grade-level Indiana College and Career Readiness Standards for English Language Arts

### **The TITLE I teachers will:**

- Model, practice and review effective reading and writing strategies
- Encourage independent, self-monitoring when reading and writing
- Report child's progress to classroom teacher and parent(s) through various ways, such as parent-teacher conferences and progress reports
- Communicate with parents throughout the school year
- Meet with parents at least annually to communicate this compact as it relates to the student's individual achievement
- Allow parents to volunteer and serve

**Parents will:**

- Ensure their student is on time to school each day
- Assist their student in completing and returning classroom homework on time
- Attend school functions, such as Family Reading Nights and parent-teacher conferences
- Contact teachers with questions and concerns
- Listen to your child read several times a week

**Students will:**

- Listen and participate during lessons
- Practice skills at home and school often
- Use reading and writing strategies independently

## **Metro North Elementary School**

### **Title I Parent Involvement Policy**

#### **Purpose of Parent Involvement**

Metro North Elementary School's mission is to provide high-quality curriculum and instruction to all students. To put it simply: Learn. Grow. Achieve. Parental support and involvement is crucial for children's success at every step. We believe parents are the first and foremost teachers and are the key to a child's success in school. Metro North values parent involvement in our school and is committed to establishing partnerships with parents and the community.

#### **Coordination of Efforts**

Metro North strives to coordinate and integrate parent involvement activities that promote a clear, consistent direction in helping students achieve in school. There are many ways the school will work to help encourage the highest amount of parental involvement possible. MNE will provide assistance to parents by offering parent information that focuses on topics such as the Indiana College and Career Readiness Standards, the types, content and structure of student assessments completed, how to monitor the student's academic progress, and how to work with the student's teacher(s) to ensure student success. Knowing the value of these and other topics, MNE will ensure that information related to all school and parent programs, meetings and other activities are given to parents in a format that is easily understood.

MNE will coordinate efforts with the Wabash-Miami Area Preschool Program, the local preschool programs, Head Start, Parents as Teachers and the Wabash County YMCA to ensure all parents are encouraged and supported in fully participating in the education of their children. Information and resources are available to these organizations that outline the school's program and offerings, as well as the school's contact information. MNE will coordinate efforts with Sharp Creek Elementary (SCE) to ensure a smooth transition from third to fourth grade. Each spring, the third grade students will participate in a visit to SCE. Students will tour the building and learn the following school year. Parents are encouraged to attend these tours if they are not familiar with SCE. In the fall, students and parents may participate in an open house held at SCE.

To ensure all staff members at MNE understand the value and usefulness parents are to their student's success in school, the principal will strive to continually bring teachers and parents together to discuss how to reach out, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build lasting ties between the parents and the school. This bringing together of teachers and parents is primarily coordinated through the PTO meetings; however, other avenues, such as Family Reading Nights, are utilized as well. New ways of bringing these groups together are continually evaluated, discussed and planned.

### **Types of Parent Involvement**

There are many ways in which a parent can become involved in their child's education, both at home and at school. Metro North values all types of parent involvement, no matter where it takes place. The following are some of the ways parents can become involved in their child's education:

- At Home
  - Read to or with your child
  - Check your child's homework
  - Have a family dinner together and talk about what happened during the day
  - Turn off the TV and have a game night
- At School
  - Attend school functions, such as Family Reading Nights, field trips, etc.
  - Attend parent-teacher conferences
  - Volunteer in your child's classroom
  - Supply items for the classroom
  - Serve on a school committee, such as PTO or the school planning team

### **Annual Parent Meetings**

An annual Title I parent meeting will occur each fall during the first Parent-Teacher Organization meeting. Knowing that parents have various schedules, the school will provide individualized meetings during different times throughout the day so every parent has the opportunity to participate in the planning, review and improvement of the MNE Parent Involvement Policy. Parents will receive written notices about the meetings, and their option to have an individualized meeting that fits their personal schedule.

At the annual meeting, parents will receive information about the program, including any new program guidelines or requirements, the parent involvement policy, the school-parent compact, and any other applicable information. Parents will spend time during this meeting reviewing the parent involvement policy and the Title I programs to identify any areas of improvement and then helping plan how to address those areas. Attention is paid to ensure that all information related to school and parent programs, meetings and other activities are sent in a parent friendly format that is practical and easily understood.

Parents attending will spend time talking with educators at the meetings about how they can better reach out to, communicate with and work with parents as equal partners in the student's education. If for some reason the school-wide program is not found to be satisfactory by the parents of participating children, these comments are presented to the Metropolitan School District of Wabash County Title I office by the building principal so the concerns are addressed.

To ensure parents have every opportunity to attend, the school will coordinate transportation with the Wabash County Transit if requested. Parents in need of transportation will inform the school through a phone call or a written note at least two

days prior to the meeting, allowing the school has time to set up the pick up/drop off with the transit system.

### **School-Parent Compact**

Metro North Elementary School must share responsibility with parents for high student performance. This responsibility is made evident through the school-parent compact. The compact outlines how Title I staff, parents and students share the responsibility for promoting high student achievement. Parents will receive the compact from the school when attending their child's fall conference. The compact will specify the responsibilities that teachers, parents and students will have for helping students achieve their goals. Parents should discuss the compact with their children.

### **School-Wide Planning Committee**

The school-wide planning committee is the group of school personnel and parents who jointly review what is occurring in the school programming and make adjustments as needed. This committee is designed so the parents can work along side school personnel to jointly review, evaluate and develop the school-wide plan, the parent involvement policies, the school-parent compact and other important decisions about the school.

The School-Wide Committee will...

- Consist of both school personnel and parents
- Review the following at least once per year:
  - The services provided to students and their parents,
  - The program's ability to work effectively with parents and to plan the appropriate professional development for educators on working effectively with parents,
  - The effectiveness of the current plan,
  - The data that has been collected concerning school and student achievement,
  - The school parent involvement policy and school-parent compact,
  - Any other applicable topics concerning parental involvement in the school's programs.

### **School Curriculum, Assessment and Benchmarks**

The Title I program utilizes the following curricula:

- Seeing Stars is a scientifically based reading intervention utilized with students who present a deficit in one of the following areas: difficulty memorizing sight words, weak word attack skills, weak orthographic awareness, weak phonemic awareness.
- Visualizing and Verbalizing is a scientifically based reading intervention utilized with students who present a deficit in one of the following areas: students who have weak concept imagery resulting in poor comprehension, students who have trouble remembering and retelling.

- Leveled Literacy Intervention is a scientifically based reading intervention utilized to support students presenting deficits in phonemic awareness, phonics, comprehension, fluency, and vocabulary.
- Read Naturally is a scientifically based reading intervention utilized with students needing additional support in comprehension, fluency and vocabulary.

All grade levels at MNE (K-3) utilize the Fountas and Pinnell Benchmark System to assess students' reading achievement. Beginning in third grade the Acuity Assessment is given. This assessment checks students' mastery over third grade Indiana College and Career Readiness Standards. Information from all assessments is sent home to parents as appropriate.

### **School-Parent Communication**

Metro North distributes a monthly newsletter that includes information about upcoming events in the school and community. Special announcements for the Title I programs and activities are sent to parents.

Title I teachers are always available for parent conferences. During fall conferences parents will receive a copy and interpretation of any relevant assessment information, a description and explanation of the classroom and the Title I curriculum, and how student progress is assessed and monitored. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator for conferences.

### **Family Resource and Advocate**

When parents need materials or help they can contact the Title I teacher to set-up a conference. The Title I teacher will facilitate and assist the parent in gathering resources they need to ensure and help their student succeed.

The Title I teacher will...

- Train parents concerning ways to foster their students' improvement,
- Make referrals to the school counselor for parents in need of social agency services that extend beyond the school,
- Advocate during parent-teacher conferences to assist parents in understanding the information shared by the classroom teacher, and
- Offer any other reasonable support for parental involvement activities as parents request, such as special appointments to meet one-on-one with parents

### **Evaluation**

The purpose of the Title I program evaluation is to continually improve instructional methods and program design to maximize student achievement. Evaluation information is collected in a variety of ways including parent and staff questionnaires, class observations and review of school achievement progress.

The annual evaluation of the Title I Parent Involvement Policy will focus on how to increase parental involvement and identify any barriers to parental participation. The

Metro North school-wide planning committee will utilize the collected information collected to complete the following: design any necessary strategies for school improvement, educate teachers in effective ways to communicate and work with parents to build ties between home and school, and revise the Title I Parental Involvement Policy and Compact as needed.

Date of Revision: September 2016



### Opportunities for Parent Involvement:

<b>Activity</b>	<b>Approximate number of parents attending</b>	<b>Approximate number of teachers attending</b>	<b>Academic Focus</b>
Back to School Night	450	20	Yes
Fall Open House	125	20	No
Parent/Teacher Conferences	280	20	Yes
Fall Program	500	20	Yes
Field Trips	50	20	Yes
Kindergarten Graduation	300	3	Yes
PTO Meetings	350	20	Yes
Kindergarten Programs	180	3	Yes
Field Day	25	20	No
Fundraiser Activities	8	20	No
Kindergarten Round-Up	10	3	Yes
Parent Classroom Volunteers	40	20	Yes
Second Grade Technology Fair	50	3	Yes

# **Data Guide: Professional Development**

Guiding Questions	Evidence
<p><b>HIGHLY QUALIFIED STAFF</b>  Are all teachers and paraprofessionals highly qualified?  Yes they are. Please see the chart that follows at the end of the Professional Development Data Guide.</p>	<p>Evidence:  Chart summarizing paperwork on file in personnel folders</p>
<p><b>OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT</b>  How do you identify high quality professional development opportunities?  We believe that the best professional development is embedded and ongoing. This is also supported by research. To implement this embedded professional development, we have a literacy coach that we share with the rest of the corporation and a 21<sup>st</sup> Century Technology Coach that is shared. We embed professional development into our staff meeting, and staff members share what they have learned at professional development opportunities.</p> <ul style="list-style-type: none"> <li>▪ How do you ensure that professional development opportunities for staff focused on the needs of both students and teachers?  We look at our data to see where we need to improve, then choose professional development accordingly.</li> <li>▪ How many activities included specific information related to academic achievement?  All of them.</li> </ul>	<p>Evidence:  Please see the sample staff meeting agenda following this data guide.</p>
<p><b>OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT</b>  What type of professional development is the most successful in your school?  Professional Development that is embedded is the most successful. When the coaches can work with the teachers to model and follow up, that is very successful. It is also successful when teachers go to training, then come back and work with the coach to implement what has been learned.</p> <p>Circle all methods of professional development offered in your school.</p> <ul style="list-style-type: none"> <li>*Travel to conferences</li> <li>*Providing in-house training with an outside consultant (district initiative)</li> <li>*Providing in-house training with an outside consultant (school initiative)</li> <li>*Coaching or mentoring in classrooms</li> </ul>	<p>Evidence:  Implementation of strategies learned in the classroom has been observed during brief classroom visits.</p>
<p><b>EVALUATION</b>  How are professional development activities evaluated?</p>	

<p>They are evaluated on an informal basis.</p> <p>Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly?</p> <p>No, we do not evaluate our professional development on a regular basis. (Data collection methods include but are not limited to: a teacher survey or a brief classroom observation.)</p> <ul style="list-style-type: none"> <li>▪ How many teachers attended each activity?</li> <li>▪ What were the explicit goals for each activity? Were goals met?</li> </ul> <p>If yes, please attach a copy of an evaluation tool.</p> <p>If no, develop a short evaluation for teachers to use during 2010-2011.</p>	
<p><b>COLLABORATION/COMMUNICATION</b></p> <p>Do teachers have common planning/collaboration time on a regular basis?</p>	<p><b>Collaboration Agendas Staff Meeting Agendas</b></p>

Metro North Elementary School Staff Meeting  
November 2, 2012 @ 7:30 am in the Art Room

AGENDA OUTLINE	PRESENTER	TIME BUDGETED
1. Strangers – Greet, challenge, report to office	Barb	3 minutes
2. Special Education Referrals	Paula Dyer	10 minutes
3. Primary Readers' WS PD Sharing	Ross, Cox, Herring, Dutton	7 minutes
4. Intermediate Readers' WS PD Sharing	Riggle, McClure	7 minutes
5. Indiana Computer Educators PD Sharing	Dutton, Hauptert, Ihnen, Donaldson	7 minutes
6. PBIS Update	Stacey & Team	5 minutes
<p>PROTOCOLS</p> <ol style="list-style-type: none"> <li>Be fully present. <ul style="list-style-type: none"> <li>Attend all meetings.</li> <li>Be on time.</li> <li>Be an active listener.</li> </ul> </li> <li>Focus on the conversation at hand (not side conversations).</li> <li>Be respectful of others and their ideas.</li> <li>Be professional.</li> </ol>		

# **Data Guide: School Context & Organization**

Guiding Questions	Evidence
<p><b>VISION</b></p> <p>What is your school/district vision?  Inspiring a community of learners to discover and achieve their passion and potential.</p> <p>How was the vision developed or revised?  We began forming the mission and vision during our district administration meetings through conversations and professional reading. After several drafts were composed, each administrator was charged to get feedback from their staffs.</p> <p>At Metro North, this process included watching the movie trailer for <i>Most Likely to Succeed</i>. Our staff then collaborated and identified key words and phrases from the trailer that supported how we vision the future of Metro North Elementary School. Staff members then read the article <i>Need a Job? Create It</i>. Staff continued to add information to chart paper shaping our vision of Metro North.</p> <p>The vision session concluded with sharing the drafts of the district vision statements and allowing staff members to revise and edit. These samples were then shared with the administration team and a final vision statement was drafted.</p> <p>How many current teachers, parents, and staff were involved?  At Metro North, the following were involved in the process:  20 Teachers  1 Administrator</p> <p>The process was utilized throughout the district and involved all classified staff members, bus drivers, cafeteria staff, and certified staff.</p>	<p><b>Notes from staff brainstorming (in the next few pages)</b></p>

<p><b>LEADERSHIP</b></p> <p>What is a typical day for an administrator? Please see the principal's schedule that follows in the next few pages.</p> <p>Record one day and identify the following:</p> <ul style="list-style-type: none"> <li>▪ How much time is spent in classrooms? 2 hours 15 min.</li> <li>▪ How much time is spent with teachers? 3 hours 25 min.</li> <li>▪ How much time is spent with students? 3 hours 20 min.</li> <li>▪ How much time is spent with parents? 2 hours 45 min.</li> </ul>	<p><b>Evidence:</b> <b>Principal's typical daily schedule</b></p>
<p><b>CLIMATE AND ATTITUDES</b></p> <p>What are the attitudes and climate within your school, among students, parents, and staff?</p> <ul style="list-style-type: none"> <li>▪ Is the school safe? Yes- see updated survey results.</li> <li>▪ Is communication clear and regular? Yes. Teachers would prefer less email communication and more face-to-face communication from the principal.</li> <li>▪ Is instruction challenging? Yes-see survey results.</li> </ul>	<p><b>Evidence:</b> <b>Parent survey, questions 6, 8, and 10</b></p>
<p><b>COMMUNICATION</b></p> <p>How does the school regularly communicate with students, parents, and stakeholders?</p> <ul style="list-style-type: none"> <li>▪ Is there a preferred method of communication (e.g., phone, notes, internet, face to face?) Various means of communication are used to meet the varying needs of our families. Communication occurs through newsletter, phone calls, face-to-face meetings, notes, Facebook, our school webpage, emails, newspaper articles and pictures, Moodle pages, etc.</li> <li>▪ How often and for what purpose do teachers communicate with parents? Teacher communicate with parents to share academic information and ways the parents can support their children, to share what the class is learning/studying, to discuss special needs, to communicate about homework completion, to set up the field trips, to set up volunteer opportunities. Teachers communicate at least weekly with parents through their newsletters. Many parents are communicated with more often depending on the needs of the child and family.</li> </ul>	<p><b>Evidence:</b> <b>Facebook page: Search for "Metro North Elementary"</b></p> <p><b>School webpage:</b> <b><u><a href="http://mne.msdlwc.k12.in.us/">http://mne.msdlwc.k12.in.us/</a></u></b></p> <p><b>Principal's and secretaries phone log and books and notes</b></p> <p><b>Copies of school newsletters (also available on the school webpage) and classroom newsletters</b></p> <p><b>Copies of newspaper articles and pictures</b></p>



<ul style="list-style-type: none"> <li>▪ How are teachers accessible to parents? Phone calls, emails, face-to-face meetings</li> <li>▪ Do families have access to internet? Many, but not all families have access to the internet.</li> <li>▪ Does the school participate in any social media (e.g., Facebook, Twitter) to share information with parents? Facebook is used.</li> <li>▪ Does the school utilize any electronic means of communication with parents (e.g., podcasts, automatic phone messaging systems)? An automatic phone messaging system is used. Email is used.</li> </ul>	
<p><b>USE OF TIME (INSTRUCTIONAL)</b> What is a typical day in a classroom?</p> <ul style="list-style-type: none"> <li>▪ What instructional time is protected (e.g., 90 minute reading block)? All classes have a 90 minute uninterrupted reading block. This is a VERY protected time. How often and for what purpose is instructional time interrupted (e.g., fire drills, convocations, late arrivals, absences)? Instructional time interruptions are kept to a minimum. We occasionally have convocations that occur outside of the 90 minute reading block. We participate in the required tornado, fire, and intruder drills. Some children do arrive late, but they check in at the office then go directly to their classrooms and join in.</li> <li>▪ Are transitions minimized (e.g., movement to specials, restroom breaks, lunch/recess breaks)? Students move quickly, quietly and efficiently to and from specials. Lunch and recess breaks are kept to a minimum. The amount of recess time depends on the students' age and the time of year. Whole class restroom breaks are kept to a minimum. Most classes have restroom passes to use as needed so instruction is not interrupted.</li> </ul>	<p>Evidence:</p> <p>Classroom schedules (available in the office)</p> <p>90 minute reading block schedule –please see the next few pages</p> <p>School-wide schedule-please see the next few pages</p> <p>SWOOP reading schedule-please see the next few pages</p> <p>Recess Schedule-please see the next few pages</p>
<p><b>USE OF TIME (PROFESSIONAL)</b> What is a typical staff meeting like?</p> <ul style="list-style-type: none"> <li>▪ Based on a recent staff meeting: November, 2 2011</li> </ul>	<p>Evidence:</p> <p>Please see the staff meeting agenda in the next few pages</p>

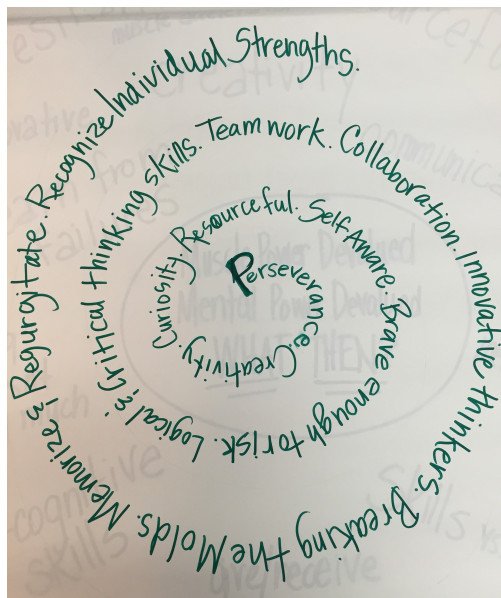
<ul style="list-style-type: none"> <li>▪ How many topics listed were directly related to student achievement? 4</li> <li>▪ How many topics were directly related to curriculum or instruction, professional development, or family involvement? 5</li> <li>▪ How many items could be considered “house-keeping?” 1</li> </ul>	
<p><b>POLICIES AND PROCEDURES</b> Are expectations consistent within your school?</p> <ul style="list-style-type: none"> <li>▪ What policies are consistently posted in classrooms? PBIS guidelines are posted in all classrooms, the hallways, restrooms, etc. Classroom rules and procedures are posted. Emergency procedures for Intruders, Fire and Tornado are also posted in each classroom and other area.</li> <li>▪ How many policies are related to fire and safety, behavior, and classroom procedures? All of them.</li> </ul>	<p><b>Evidence:</b> <b>Postings in classrooms</b></p>
<p><b>POLICIES AND PROCEDURES</b> What is the experience of a visitor to your building?</p> <ul style="list-style-type: none"> <li>▪ Is the parking lot clearly identified for visitor parking? There is only one parking lot available during the day.</li> <li>▪ Is the building easily accessible (i.e., the main entrance is clearly identified; procedures for entry are explicit)? Yes, the main entrance is clearly identified and easy to find.</li> <li>▪ Is the main office easy to locate? Yes, it is right inside the front doors.</li> <li>▪ Who welcomes a visitor to the school? Office staff members</li> <li>▪ Are there clear procedures for signing in/out, wearing name badges, and moving through the building? Each visitor signs in, receives a nametag, and is asked where they are going, and signs out and returns the name tag when leaving.</li> </ul>	<p>Evidence: Photo of school on the front of this plan Visitor sign in/out log Visitor badges</p>
<p><b>SAFETY</b> How safe is your school?</p>	<p>Evidence: SDS Reports</p>

Using your school's School and Corporation Data Reports (<http://www.doe.in.gov/data/reports.html>), determine the following:

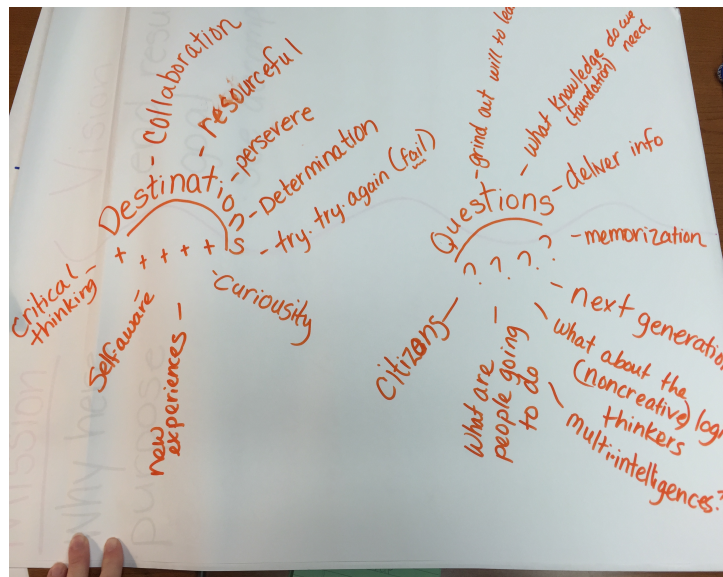
- How many students had unexcused absences?  
53
- How many students were suspended?  
0
- How many students were expelled?  
0

# Mission & Vision Collaboration - January 19, 2016

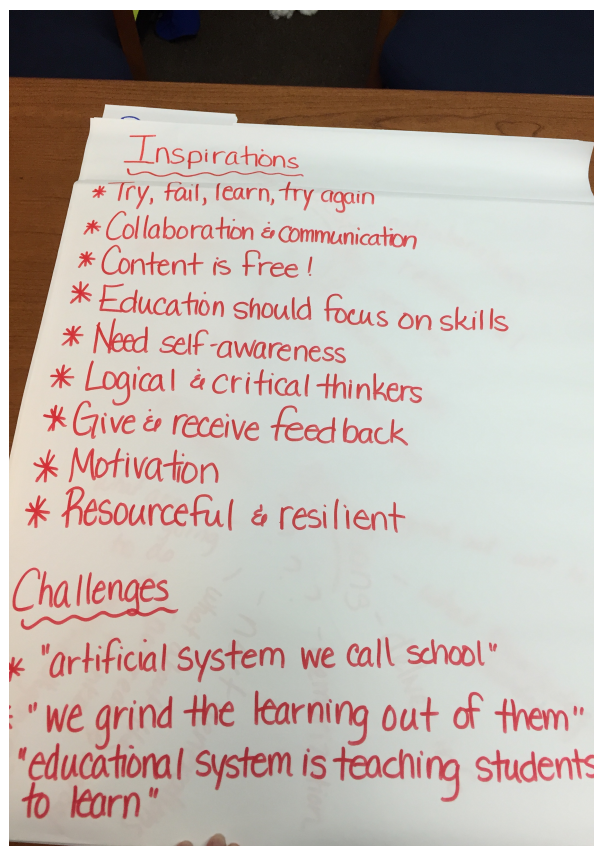
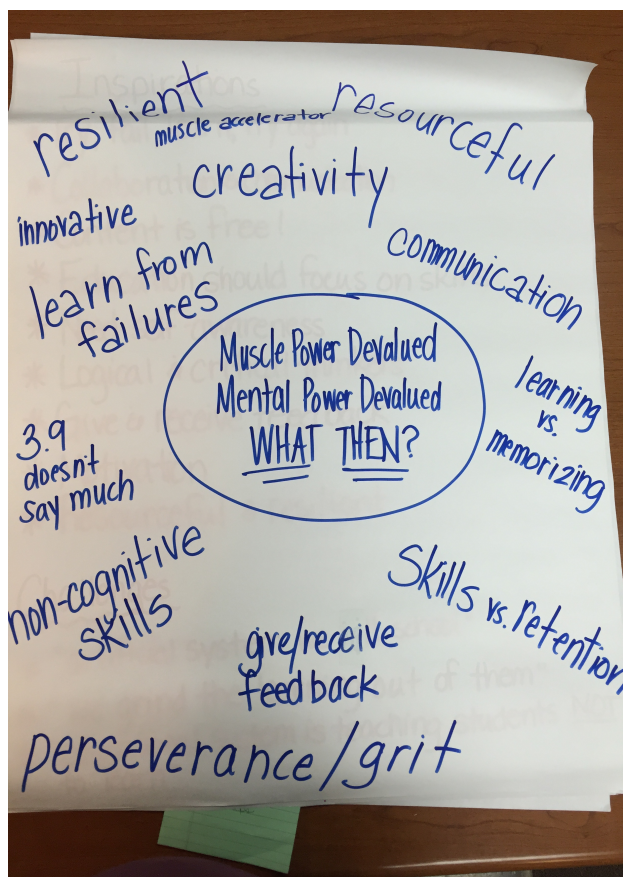
## Learning Club Collaboration - Response to Most Likely to Succeed Clip &



Professional



Reading – Need a Job? Create It!



## **Group brainstorm . . . future MSD classrooms –**

- Hands-on learning
- Project-based learning
- Student choice!
- Open-ended activities
- Students collaborating
- Organized chaos
- Peer teaching
- Try -> Fail -> Learn -> Try Again.
- Productive struggles
- Resource-rich environments
- Project-based evaluation/assessment
- Opportunities for exploration
- Valuable and orchestrated “play” or exploration
- Applied & relevant cross-curricular connections
- Problem solvers
- Creative projects
- Intrinsic motivation & desire to learn/grow
- Community mindset

### **Mission Drafts/Revisions/Thoughts:**

MSD is a community of families inspiring learners to exploring their passions and developing their potential to become innovative citizens.

MSDWC – a community of problem solvers and coaches continuously learning and accomplishing goals.

Inspiring a community of problem solvers to discover and (achieve, use, utilize) their potential.

MSDWC will inspire individuals to discover and achieve their passions and potential within our community.

MSDWC is an educational community that exists to provide an experience-rich environment in which students are able to think, imagine, inquire and take risks.

### **Tagline Ideas:**

Discover – Inspire – Achieve

Inspiring innovation and imagination!

MSDWC will inspire!

### **Typical Principal's Daily Schedule – Metro North Elementary School**

7:00-7:35	Answer email, work on reports, etc.
7:35-8:10	Greet staff members, attend meetings, etc.
8:10-8:15	Greet students arriving on buses
8:15-8:25	Address bus discipline issues, help supervise breakfast
8:25-8:30	Review morning announcements, talk with parents in the office
8:30-8:35	Morning announcements
8:35-8:50	Finish up dealing with bus discipline issues, return parent phone calls
8:30-9:45	Classroom visitations
9:45-10:00	Email positive notes to teachers whose classrooms were visited
10:00-10:30	Paperwork in office, phone calls to other principals
10:30-11:00	Help with cafeteria supervision
11:00-12:00	Case conference
12:00-12:30	Lunch
12:30-1:00	Classroom visitations
1:00-1:15	Email positive notes to teachers whose classrooms were visited
1:15-1:45	Attendance Conference
1:30-1:40	Parent phone calls regarding bus discipline
1:40-2:00	Office work time
2:00-2:30	Meet with teacher
2:30-2:55	Grade level collaboration on struggling students
2:55-3:05	Supervise dismissal and bus departure
3:05-3:35	Talk to individual teachers – concerns, answer questions, give advice, read and reply to email
3:45-4:30	PTO Officer's meeting
4:30-5:45	Answer email, work on reports, prepare Friday Facts, work on meeting agendas, etc.
8:00-10:00	Finish up email, work on projects that need finished

# Metro North Elementary 2016-17 Schedules School Day for Students 8:30-2:55 Teacher Day 7:30-3:15

2016-17 Metro North Elementary School Master Schedule													
Kindergarten	7:30-8:00 PLC Meetings (Tuesdays & Thursdays) 7:30-8:00 Collaborative Planning (Mondays & Fridays) 7:50-8:00 Planning (Mondays & Fridays)	Student Arrival & Breakfast	Morning Meeting & Daily Practice	Reading Workshop & Writing Workshop 8:40-10:50			Recess 10:50-11:15	Lunch 11:15-11:40	Instructional Block 11:40-12:45	Special Area Class 12:45-1:25	Instructional Block 1:25-2:00	Recess 2:00-2:30	Instructional Block 2:30-3:00
				Reading Intervention A 8:45-9:15	B 10:31-10:50								
Grade 1				Instructional Block 8:40-10:45			Lunch 10:45-11:10	Recess 11:10-11:35	Reading Workshop and Language & Word Study 11:35-2:15			Special Area Class 2:15-2:55	
Grade 2				Instructional Block 8:40-10:35			Recess 10:35-11:00	Lunch 11:00-11:25	Instructional Block 11:25-12:00	Reading Intervention A 12:00-12:30	Reading Intervention B 12:35-1:05	Reading Workshop 12:40-3:00	
Grade 3				Language & Word Study and Reading Workshop 8:30-10:30			Lunch 10:30-10:55	Recess 10:55-11:20	Instructional Block 11:20-1:30	Special Area Class 1:30-2:10	Instructional Block 2:10-3:00		
				Reading Intervention A 9:20-9:50	Reading Intervention B 9:55-10:30								

**2 Hour Delay Schedule**  
Student day begins at 10:30 am.  
Students will unload buses upon arrival.  
Breakfast is not served.  
Lunch and recess will follow the above schedule.  
Third Grade interventions occur from 12:30-1:05.  
Kindergarten interventions occur from 1:25-2:00.  
Special Area classes will follow the above schedule.

**3 Hour Delay Schedule**  
Student day begins at 11:30 am.  
Student day ends at 4:00 pm.  
Students will unload from buses upon arrival.  
There is no scheduled/supervised recess.

Lunch Schedule	Special Area Schedule	I & E Schedule
11:30-11:55 - Third Grade	1:00-1:40 - Second Grade	12:05-12:40 - Third Grade
11:45-12:10 - First Grade	1:45-2:25 - Kindergarten	12:45-1:20 - First Grade
12:00-12:25 - Second Grade	2:30-3:10 - Third Grade	2:25-3:00 - Kindergarten
12:15-12:40 Kindergarten	3:15-3:55 - First Grade	3:15-3:50 - Second Grade

MNE Special Area Class Schedule						
Time/Grade	Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-12:40 2nd Grade	Chamberlain	Music	Library	Art	PE	See Friday Schedule*
	Donaldson	Art	PE	Music	Library	
	Rettig	Library	Art	PE	Music	
	Stearley	PE	Music	Library	Art	
12:45-1:25 Kindergarten	Cox	Art	PE	Music	Library	See Friday Schedule*
	Herring	Library	Art	PE	Music	
	Boss	PE	Music	Library	Art	
1:30-2:10 3rd Grade	Heyde	Library	Art	PE	Music	See Friday Schedule*
	Peters	Music	Library	Art	PE	
	Riggie	PE	Music	Library	Art	
2:15-2:55 1st Grade	Bone	Art	PE	Music	Library	See Friday Schedule*
	Meredith	Library	Art	PE	Music	
	Mills	Music	Library	Art	PE	

\*On Fridays, Mr. McWhitney will meet with classes scheduled for library

Friday Special Area Class Schedule			
August 12	Follow Monday's Schedule	January 13	Follow Tuesday's Schedule
August 19	Follow Tuesday's Schedule	January 20	Follow Wednesday's Schedule
August 26	Follow Wednesday's Schedule	January 27	Follow Thursday's Schedule
September 2	Follow Thursday's Schedule	February 3	Follow Monday's Schedule
September 9	Follow Monday's Schedule	February 10	Follow Tuesday's Schedule
September 16	Follow Tuesday's Schedule	February 17	Follow Wednesday's Schedule
September 23	Follow Wednesday's Schedule	February 24	Follow Thursday's Schedule
September 30	Follow Thursday's Schedule		
October 7	Follow Monday's Schedule	March 3	Follow Monday's Schedule
October 14	Follow Tuesday's Schedule	March 10	Follow Tuesday's Schedule
October 21	Follow Wednesday's Schedule	March 17	Follow Wednesday's Schedule
		March 24	Follow Thursday's Schedule
November 4	Follow Thursday's Schedule	April 14	Follow Monday's Schedule
November 11	Follow Monday's Schedule	April 21	Follow Tuesday's Schedule
November 18	Follow Tuesday's Schedule	April 28	Follow Wednesday's Schedule
December 2	Follow Wednesday's Schedule	May 5	Follow Thursday's Schedule
December 9	Follow Thursday's Schedule	May 12	Follow Monday's Schedule
December 16	Follow Monday's Schedule	May 19	Follow Tuesday's Schedule
		May 26	Follow Wednesday's Schedule



# **Data Guide: School Context & Organization**

Guiding Questions	Evidence
<p>How did students perform on the most recent ISTEP+ assessment? We reconfigured this year (2011-12) so that we are a K-3 building instead of a K-6 building as Metro North has been in the past. We do not have any ISTEP+ data to look at for the school in its current configuration. We DO have IREAD 3 information. We had a passing rate of 91.8% on IREAD 3.</p> <ul style="list-style-type: none"> <li>• What subgroups made AYP Unable to answer due to lack of historical information.</li> <li>• What subgroups did not make AYP? Unable to answer due to lack of historical information.</li> <li>• Are there patterns in student performance? Unable to answer due to lack of historical information.</li> </ul>	<p>Evidence: IREAD 3 results</p>
<ul style="list-style-type: none"> <li>• How many students are needed to make safe harbor on the next ISTEP+ assessment? Unable to answer due to lack of historical information.</li> <li>• How will you identify those students? We will look at the students who are struggling according to our formative assessments and benchmarking and will provide interventions in a timely manner.</li> <li>• What support is currently in place for those students? Title I, Leveled Literacy Intervention, Read Naturally, Seeing Stars, Visualizing and Verbalizing, Summer School, YMCA Summer Literacy Program</li> </ul>	<p>Evidence: Benchmarking results Intervention group make-up Collaboration notes YMCA flyer</p>
<p>Does your school have annual measurable goals for student achievement? Yes</p> <ul style="list-style-type: none"> <li>• Are parents, teachers and students mad aware of these goals? Parents and teachers are made aware of the goals. Our PL221 plan is posted on our school website. The students just know that they are working to improve their reading and math skills. They are too young to understand percentages and the actual goals.</li> <li>• Are goals articulated in the school's improvement plan? Yes.</li> <li>• Are goals revised regularly? Yes. The plan is reviewed on an annual basis.</li> <li>• Does your school use benchmarks as a progress monitoring tool? Yes. We use Fountas and Pinnell Benchmarking to progress monitor our students' reading progress.</li> </ul>	<p>Evidence: PL221 Plan Reading benchmark records</p>
<p>How does your school regularly review and discuss data? We often do this at grade level collaboration and sometimes at staff meetings. We discuss PBIS data at every staff meeting and at our PBIS committee meetings.</p> <ul style="list-style-type: none"> <li>• Does your school utilize a data wall or similar method to collect, analyze and make decisions about student achievement? We use an electronic data wall.</li> <li>• Do you talk about data during staff meetings or teacher collaboration time? Yes.</li> <li>• How is teaching impacted by looking at data? We make instructional decisions based on our data. It helps us to know which students need</li> </ul>	<p>Evidence: Electronic data wall Flexibility of intervention groups</p>

interventions and enrichment. It helps us target the needs of each student. We use the data to set our goals.	
For high schools, what is your current graduation rate compared to the state average? N/A	
<p>What is your school's attendance rate? The most current year available on the state website is 2010-11. The attendance rate that year was 96.5%</p> <ul style="list-style-type: none"> <li>• Is your school meeting the state's attendance goal? Yes</li> <li>• Are there patterns to student absences? Not that we could discern.</li> <li>• Is there a clear attendance policy in place? Yes, but we would like to revise it for the 2012-13 school year.</li> <li>• How is the attendance policy shared with parents? It is shared through the handbook. When a student has attendance issues, the principal contacts the parents through a phone call. If the issues continue, the parent receives a letter. The next step is an attendance conference with the principal, parent and teacher to try to find ways to assist the parents.</li> <li>• What is the attendance rate for teachers? We don not keep this data as it is not a problem.</li> <li>• Are there issues with teacher absences? No.</li> </ul>	<p>Evidence:</p> <p>State Compass website</p> <p>Student handbook – attendance section</p> <p>Attendance letters</p>
<p>What intervention services are available to students? We have a 30-minute intervention and extension time available at each grade level. During that time, students may be involved in any of the following interventions:</p> <ul style="list-style-type: none"> <li>• Speech &amp; language services</li> <li>• Social groups</li> <li>• Leveled literacy intervention</li> <li>• Read Naturally</li> <li>• Visualizing and Verbalizing</li> <li>• Seeing Stars</li> <li>• Phonemic Awareness Groups</li> <li>• ITRI</li> <li>• Additional Guided Reading Groups</li> <li>• Test Taking Skill Groups</li> <li>• How are students selected for participation? Each student is looked at individually. Some students participate on the basis of their IEP. Other students are selected for participation based on their formative data. SWOOP group leaders and intervention group leaders collaborate with the classroom teacher to make decisions. Students with significant concerns are taken through the RTI process and may be identified for interventions through that process as well. Following the administration of IREAD 3, some students may start to receive additional interventions.</li> <li>• How many students participate? The groups are very flexible, so the number of students participating varies. Approximately 70-80 students may be participating at any one time.</li> </ul>	<p>Evidence:</p> <p>I&amp;E daily schedule</p> <p>RTI packets for some students</p> <p>Collaboration notes between SWOOP group leaders and classroom teachers</p> <p>Benchmark results</p> <p>Summer School attendance records</p>

<ul style="list-style-type: none"> <li>• Is there measurable growth from students that participate? It depends on the student, but the answer is “yes” for the majority of students.</li> <li>• Are there barriers to participation? Transportation is difficult for some students attending summer school, but most figure out a way to be in attendance. We are very creative with our scheduling during the school year and work hard to meet the students’ needs.</li> </ul>	
<p>What enrichment services are available to students? Levels of Services (LoS) are available to students. The services are concentrated in the areas of English Language Arts and math, although research projects in other areas are pursued as well. There are summer art and theatre programs available to third graders.</p> <ul style="list-style-type: none"> <li>• How are students selected for participation? The MSDWC High Ability Identification process is followed. SAGES, CoGAT, KOI, Benchmark level, and NWEA are used. There is flexibility in the program in that a student with a special interest in a topic may participate when that topic is being covered.</li> <li>• How many students participate? This is flexible, but approximately 22 students.</li> <li>• Is there evidence that enrichment has a positive impact on student achievement? Reading benchmarking.</li> <li>• Are there barriers to participation? The majority of the program occurs during the school day, so there are no barriers to participation. The summer art and theatre programs are available to third graders, and transportation is not provided.</li> </ul>	<p>Evidence: LoS lesson plans MSD identification process Visual and Performing Arts Cooperative flyer</p>