Crestdale Elementary School
School Improvement Plan
And
Standards Assessment Report
2009-2012
Crestdale Elementary School (School 9014)

These signatures represent support for the attached NCA Plan which includes information on Professional Development.

Connie Miller, Principal

<table>
<thead>
<tr>
<th>School Improvement Team</th>
<th>Name</th>
<th>Group you represent</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marsha Beeson</td>
<td>Teacher</td>
<td>Marsha Beeson</td>
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<td></td>
<td>Martha Bowman</td>
<td>Community Member</td>
<td>Martha Bowman</td>
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<td>Michelle Edvenson</td>
<td>Teacher</td>
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<td>Kathryn Fansher</td>
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<td>Sherri Harrison</td>
<td>Parent</td>
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<td>Bill Kehlenbrink</td>
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<td>Joyce Mopps</td>
<td>Parent</td>
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<td>Lisa Oliver</td>
<td>Teacher</td>
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<td>Jane Pigman</td>
<td>Teacher</td>
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Faculty of Crestdale Elementary

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jaci Ayotte</td>
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<td>Marsha Beeson</td>
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<td>Sarah Hasecoster</td>
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<td>Natalie Hatton</td>
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<td>Leah Hoffman</td>
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<td>Mary Keifer</td>
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<td>Holly Love</td>
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<td>Debbie Morris</td>
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<td>Joani Sullivan</td>
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<td>Cindy Taylor</td>
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<td>Susan VanMiddlesworth</td>
<td>Susan VanMiddlesworth</td>
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<tr>
<td>Denice Williams</td>
<td>Denice Williams</td>
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<tr>
<td>Diane Willis</td>
<td>Diane Willis</td>
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</tbody>
</table>
NCA School Improvement Team:
Connie Miller, Principal
Marsha Beeson, 5th Grade Teacher/Literacy Coach
Michelle Edvenson, 2nd Grade Teacher
Lisa Oliver, 5th Grade Teacher
Jane Pigman, 3rd Grade Teacher
Bill Kehlenbrink, Parent
Sherri Harrison, Parent
Joyce Mopps, Parent
Martha Bowman, Community Member
Kathryn Fansher, Community Member

Literacy Team for NCA Planning:
Connie Miller, Principal
Marsha Beeson, 5th Grade Teacher/Literacy Coach
Lois Brown, Primary Literacy Coach & 1st Grade Teacher
Diane Givens, Kindergarten Teacher
Natalie Hatton, 2nd Grade Teacher
Denice Williams, Reading Recovery Teacher & Kindergarten Interventionist

Math Team for NCA Planning:
Connie Miller, Principal
Jessica Beck, 1st Grade Teacher
Shirlie Brewer, 1st Grade Teacher and Interventionist
Michelle Edvenson, 2nd Grade Teacher
Matt Hasecoster, 4th Grade Teacher
Lisa Oliver, 5th Grade Teacher
Michelle Phillips, 6th Grade Teacher
Jane Pigman, 3rd Grade Teacher and G.T. Resource Teacher
Sarah Wayt, 6th Grade Teacher

School Climate Team for NCA Planning:
Connie Miller, Principal
Leah Hoffman, Art Teacher
Mary Keifer, Kindergarten Teacher
Jane Pigman, 3rd Grade Teacher
Linda Semler, Special Education Teacher
Joani Sullivan, 5th Grade Teacher
Susan VanMiddlesworth, 2nd Grade Teacher
Dave Marker, PE Teacher

Technology Team:
Connie Miller, Principal
Maryann Fisher, 1st Grade Teacher
Holly Love, Music Teacher
Debbie Morris, Special Education Teacher
Jane Moss, Library/Media Specialist
Kara Shelford, 4th Grade Teacher
Pauline Stanton, 3rd Grade Teacher
Diane Willis, Kindergarten Teacher
Tuesday, October, 23
- All teachers looked at our Vision and Mission statements and concluded that they remain what we are about at Crestdale.

November 7
- Parents received a letter from the principal asking for their feedback regarding our Vision and Mission statements. There were 89 affirmative responses and one suggestion for changing one word in the vision statement.

Saturday, February 16 – All day
- Five teachers and the principal looked at ISTEP and Scantron data and worked on the Standards Rubrics

Monday, February 25th – 3:00-5:00
- Nine teachers and the principal looked at the completed Standards Rubrics and data, and began working on the Professional Development Plan

February 28th
- Parents received newsletter with Parent Surveys. We had 142 responses. They were tallied and the results are summarized in the NCA plan.

Monday, March 3rd – 3:00-5:00
- Eight teachers and the principal read articles “Radically Redefining Literacy Instruction: An Immense Opportunity” by Mike Schmoker and “The Role of Questions – The Critical Thinking Community” from www.criticalthinking.org, and continued working on the Professional Development Plan

Tuesday, March 11th
- All staff read the above articles and discussed them. Small groups looked over the Professional Development Plan and made recommendations for changes.

Monday, March 17th
- Nine teachers and the principal met to update belief statements, school programs, school services, partnerships, parent and student survey summaries, meeting the needs of all students (Special Education and High Ability) and PL 221 requirements. The updated plan was emailed to all staff for their feedback.

Tuesday, March 25th
- Additional data for the plan was discussed during the professional development meeting and one teacher met with the principal to insert additional data into the plan following the meeting.
March 27th

- Parents received April newsletter about Crestdale not having made AYP, and a brief description of the NCA proposal. Parents are invited to discuss both issues at the PTO meeting on April 14th. The newsletter was also emailed to Brian Zimmerman at the Palladium- Item on March 26th and posted on the Crestdale webpage on March 27th.

April 14th

- An overview of the NCA proposal was presented at the PTO Meeting, and parents were invited to question and/or comment.

May 6th

- Suggestions for improving the proposed NCA Plan were considered by the NCA Team and revisions were made.

May 13th

- At a meeting of the staff, revisions were shared, comments/questions were shared and teachers signed off on the plan.

School Improvement Team Meeting
Crestdale Library
October 6, 2008
5:15 pm

Present at the meeting: Lisa Oliver, Sherri Harrison, Joyce Mopps, Connie Miller

I. Vision Statement
Our current vision statement is more a belief statement than a vision (Learning gives us power to shape the future.) We would like to create a vision from that belief (Our children use the power of learning to shape their futures.) We will ask for feedback from students and parents, “Does this reflect the vision you have for yourself/your child at Crestdale?”

II. Code of Student Attire
Feedback from students and parents will be sought for current beliefs about the Code of Student Attire with these choices: Satisfied with current Code, it needs to be less restrictive, or it needs to be more restrictive. In the latter two cases, provide examples.

III. Subcommittees working on October 14th.
A. The Math Team will be planning for the upcoming Math Night (October 24th)
B. The Literacy Team will be brainstorming a list of ways teachers can provide Tier I in the classroom
C. The Climate Team will be brainstorming a list of ways we can intervene with students whose behavior gets in the way of learning for them and others.
D. The Technology Team will be brainstorming a list of ways we can use data for monitoring progress on TRI Tiers I and II as well as ways we can use technology to intervene with students.
Crestdale NCA Team Meeting Minutes  
February 12, 2009  
3:00 p.m.  
Library

Present: Kathryn Fansher, Jane Pigman, Lisa Oliver, Connie Miller (Michelle Edvenson arrived as the meeting ended following Math Bowl practice)

We reviewed the notes from the four subcommittee meetings held on February 10th.

- Math NCA Team recommendations: Discuss in grade levels what students need when they enter the grade, so we can share this information with the lower grades. It will help us understand what is needed across the grade levels to help us choose our focus areas. This would also help create more similarity between the different classes.
- Technology NCA Team recommendations: We are using the current resources to their fullest capabilities. Continue advocating for improved computer technology, both in the lab and in the classroom.
- Climate NCA Team recommendations: Identify trigger words that would help students think of Second Steps lessons when they face similar situations. Have a collaboration session at the end of the year to discuss pros, cons, successes and struggles.
- Language Arts Team recommendations: Lengthen time line for current NCA professional development plan to a more realistic pace for identifying touchstone texts and developing higher order questions.

The NCA Team used these recommendations to update the Professional Development Plan. We also updated parts of the narrative of the SIP to include new programs and activities, new staff members, etc.

Crestdale NCA Meeting  
Crestdale Library  
March 12, 2009  
3:00 pm

Present were Bill Kehlinbrink, Michelle Edvenson, Melinda Hines, Jane Pigman, Lisa Oliver, Marsha Beeson and Connie Miller.

Team reviewed the updates to the plan, to include new vision statement, ISTEP data, Acuity data, enrollment, suspensions, staff members, programs, parent and student survey results, interventions, technology, and professional development plan. We discussed the need for updated technology for our lab and classrooms to implement Success Maker, an intervention program for languages arts and math. The program has shown good results, and we would like to offer it to Crestdale students next year.
It is expected that Crestdale will lose staff next year as a result of students being offered school choice, following the second year of not meeting AYP. Other factors of reduction in student population are the expansion of the Logos program and the Early College program.

We talked about several ways in which we are working to increase time on task and meet AYP for next year.

- Rewarding teachers for giving out Caught Being Good slips
- Awarding a weekly traveling trophy for highest weekly attendance
- Increasing reteaching of the Crestdale Constitution
- Reduction of classroom interruptions
- Teachers prioritizing their grade level preferences for possible changes next year
- Revisiting Danielson’s *Enhancing Professional Practice, A Framework for Teaching* to make connections to planning for the literacy collaborative framework
- Standards being displayed with student work in the hallways
- Consideration by the specials teachers how they can show in their work areas that literacy is a focus at Crestdale.
- Encouraging parents to volunteer in classrooms – an example of two different parents each of whom will be meeting weekly with a small group of fourth graders to provide adult role models.

A discussion regarding the use of student planners and how the primary and intermediate grades may have different needs and uses for a planner. That discussion will continue in primary and intermediate meetings so that we can get the orders made, if indicated.

Connie will make corrections to the plan and place in the lounge for teachers to look over and give input prior to signing off. The updated plan is due to Central Office prior to Spring Break.

_Crestdale Staff Meeting_
_Crestdale Library_
_May 12, 2009_
_2:00 pm_

**Crestdale teachers** discussed adding three strategies to our NCA plan to include Positive Behavior Support, Response to Intervention and Curriculum Mapping. The NCA Team will meet on Thursday to place strategies in the professional development section of our plan, and add the necessary details.
Present were Marsha Beeson, Kathryn Fansher, Jane Pigman, Lisa Oliver and Connie Miller.

Discussed were additions to the plan for Response to Intervention, Positive Behavior Support and Curriculum Mapping initiatives, in addition to how Crestdale attracts high-quality, highly qualified teachers to this school (page 14).

We added the PBS strategies to our professional development plan on page 54, the RTI strategies on page 55, and curriculum mapping on page 56.

Our updated trajectories have been inserted on pages 16 and 17, along with our summary statements about not having made AYP for two years, and the resulting school choice and free tutoring being offered our students.

Teachers will receive an updated plan electronically on May 15 and asked to sign off.

Crestdale Elementary School is a part of the Richmond Community Schools Corporation. As a member school, it is aligned with the district’s Mission Statement, Vision Statement and Goals.

Updated 5/13/09

BOARD VISION
Richmond Community Schools will be a high performing, well respected public school system that will make the community proud. Excellent student achievement, graduation rate, and attendance will be our hallmarks.

BOARD GOALS
Brain research indicates there is a window of opportunity, birth through nine, during which students must acquire a mastery of literacy capabilities essential for reading; thus promoting student success in school, society, and the workplace. We, therefore, pledge intense determination to ensure that all students read before age ten. Further we pledge that:

- RCS students will experience appropriate, research based instruction.
- Each student’s potential, abilities and interests will be enhanced by their learning experiences.
- All students will graduate understanding the value of education, learning and personal responsibility.
- Students will be prepared to be successful in college or the workforce.
- The curriculum will be aligned to Indiana academic standards.
• All students will experience ongoing appropriate literacy instruction through their school careers.

**BOARD PRACTICES**

• Our employees will be recognized, evaluated, and rewarded for their contributions to the success of all our students.
• Available resources will be deliberately allocated to support high performance goals.
• Accountability will be demonstrated through continuous improvement with data driven measurables.

**MISSION STATEMENT**

Richmond Schools in partnership with the community will help all children believe in themselves, respect others, and experience the joy of learning.

Through effective teaching, children will first learn the basic skills, including thinking skills, using words, numbers and ideas. In addition, children will be given the opportunity to learn more of what they want and need to know.

Adults will model behavior that will teach children to resolve conflict successfully, take risks with new ideas, and understand that they can err without being judged.

**Richmond Community Schools Goals, Benchmarks and Measures:**

**GOAL: CONTINUOUS IMPROVEMENT IN STUDENT ACHIEVEMENT IS EVIDENT**

Students will be academically prepared to move to their next educational level.

a. First grade student will have 80% or higher automaticity with addition and subtraction facts.
   i. Pass level 18 in Math Facts In A Flash
b. Second grade students will read to learn by 3rd grade.
   i. Fountas & Pinnell Benchmark Reading Level M
c. Third grade students will summarize their thoughts and concepts in simple paragraphs.
   i. Pass Indiana 3rd Grade Writing Assessment
d. Fourth grade students will have 80% or higher automaticity with multiplication and division facts.
   i. Pass levels 26 and 27 of Math Facts In A Flash
e. Sixth grade students will read expository text at grade level and write grade appropriate reports
   i. Fountas & Pinnell Benchmark Reading Level Y
   ii. Pass Indiana 6th Grade Writing Assessment
f. Eighth grade students will be ready to take Algebra 1 in 9th grade
i. Pass District Math Assessment and/or 8th Grade Math ISTEP

g. Eighth grade students will be ready to read and write to learn in high school.
   i. Pass English/Language Arts ISTEP

h. Students will pass Indiana End of Course Assessments
   i. Pass Algebra 1, Algebra 2, Biology, & English 10 End of Course Assessments

i. An integrated and focused intervention system will provide acceleration for students who are off track for success.
   i. Percent of students receiving interventions who get back on track to succeed.

j. Students will graduate
   i. Graduation Rate

GOAL: CONTINUOUS IMPROVEMENT IN QUALITY IS EVIDENT FOR EVERY INDIVIDUAL, EVERY SCHOOL, AND THE DISTRICT.

Students will be socially prepared to move to their next academic level.

a. All students will demonstrate personal responsibility with good attendance and behavior choices.
   i. Percent of students with 95% or higher Attendance Rate
   ii. Percent of students with no office referrals

b. All students will understand and use conflict resolution skills
   i. Percent of students with no suspensions

b. All students will have a post secondary education and career plan.
   i. 6th grade survey of education and career goals
   ii. Key Stone/Cap Stone post secondary goal setting and implementation project.
   iii. Percent of eligible students enrolled in 21st Century Scholars Plan

All schools will be learning communities that maximize the individual potential of community members.

a. Schools are safe and secure
   i. Student and Parent Surveys

b. Students participate in extracurricular activities
   i. Percent of students actively participating in extracurricular clubs/activities

c. Teachers model the importance of personal growth
   i. Participation in School Improvement Professional Development Plans

d. Parents and the community are involved in meaningful support of education
   i. Log of participation at each building
## Community Demographics:

- Facts about the school’s community:

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<tr>
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<th>Richmond</th>
<th>Indiana</th>
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<td>Population, 2003 estimate</td>
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<td>Population, percent change, April 1, 2000 to July 1, 2003</td>
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<td>Population, 2000</td>
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<td>6,080,485</td>
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<td>Bachelor's degree or higher, pct of persons age 25+, 2000</td>
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<td>Mean travel time to work (minutes), workers age 16+, 2000</td>
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<tr>
<td>Persons below poverty, percent, 1999</td>
<td>15.7%</td>
<td>9.5%</td>
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Summary of Crestdale Elementary School

Community Information
The Richmond Community Schools district is located in Richmond, Indiana. It is the largest city in Wayne County, Indiana, based on its size and population. The city is due east of Indianapolis on the Indiana/Ohio State line. Richmond was once a thriving industrial city, and is now considered a low to middle income area due in large part to the closing of many of our manufacturing sites.

Crestdale Elementary School is one of nine elementary schools in Richmond, and is located in the north central part of the city, nestled in a peaceful middle-class neighborhood. Many of our students are bussed from impoverished areas in the small city of Richmond. Over the past decades, Richmond has lost many good paying factory jobs, and with them we lost many of our families who filled those jobs. As a result, we have many families who are in generational poverty, where education has little meaning. That is our mission here at Crestdale, to make education meaningful to our children.

In 2004-05, Crestdale merged with Baxter Elementary, one of our several small schools that have closed in recent years. In 2006-07 Crestdale began to receive students from Westview Elementary, an overcrowded school in the western part of the city. As a result of these circumstances, Crestdale has experienced an increase in both our enrollment and our free and reduced lunch populations. In addition, our students are highly transient. Crestdale is working to address the educational challenges of all students.

Staffing – Updated 2/17/09

Crestdale’s certified staff includes includes 29 teachers licensed and certified by the State of Indiana:

- 18 Classroom Teachers
- 1.5 Special Education Teachers
- .5 Intermediate Literacy Coach
- Title I Teachers:
  - 1 Class-sized reduction teacher
  - .5 Primary Literacy Coach
  - 1 Reading Recovery Teacher
  - 1 Literacy Interventionist
- 2.6 Creative Arts Teachers (1 Music, 3/5 Art, 1 PE)
- 1 Media Specialist
- 1 Speech and Language Pathologist (2.5/5 days)
- 1 Aspire Teacher (1/5)
- 1 Principal

We also provide for our students:
- 1 School Based Therapist
• 1 Communities-in-Schools Coordinator who provides 30 hours per week to assist with literacy and family involvement.
• .2 Limited English Proficiency Translator (1/5)

Non-certified staff includes 2.5 environmental services employees, 4 food service employees, a secretary/treasurer, an office clerical/clinic assistant, and 6 paraprofessionals, 2 of those working with special education, and 4 working with Title I services.

Ten of our certified staff members have less than five years of experience.

Crestdale attracts high quality, highly qualified teachers to our school in various ways. We work closely with IUE to provide field experiences for their students, building relationships and reciprocal learning between our staff and their students. We have a strong PTO that supports teachers and families. Our Communities in Schools Coordinator and Dunn Counselor work closely with our staff and families to provide resources and assistance. Our teachers are provided time to plan collaboratively during the school day. Our primary and intermediate literacy consultants provide monthly training, as well as in-class coaching. We are building our Positive Behavior Support program to increase student time on task. Our families are involved in our literacy, math and science nights, as well as parent teacher conferences. Our teachers sponsor several after school opportunities for students, such as Student Council, Crestdale Update Newspaper, Math and Science Bowl competitions. All these partnerships attract high quality, highly qualified teachers to Crestdale.

School Vision/Mission:

Our Vision Statement: Updated 2/17/09

Our children use the power of learning to shape their futures.

Our Mission Statement: Crestdale Elementary strives for excellence...
Our students take responsibility for their learning by being problem-solvers and participants in the school community.
Our staff provides a nurturing and student-centered learning environment through innovative teaching practices and by building partnerships with families.
Our families encourage learning by providing a home environment that supports the educational process.
Our partnerships with the community enhance the educational experience with the support of volunteers, role models and resources.
School Belief Statements:

We believe:
- Every child can learn and has the potential for success.
- In maintaining high expectations for every student and staff member.
- Our students, staff members and families are life-long learners.
- Every child can be a contributing member of society.
- A family/school partnership is essential to student success.

School Demographics for Crestdale Elementary (Updated 3/11/09)

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance Data</th>
<th>Enrollment Data</th>
<th>2007-08 Ethnic Breakdown</th>
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<td></td>
<td>Attendance Rate</td>
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<td>2001-02</td>
<td>94.9%</td>
<td>122</td>
<td>23</td>
</tr>
<tr>
<td>2002-03</td>
<td>95.1%</td>
<td>110</td>
<td>31</td>
</tr>
<tr>
<td>2003-04</td>
<td>94.8%</td>
<td>128</td>
<td>22</td>
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<tr>
<td>2004-05</td>
<td>94.8%</td>
<td>188</td>
<td>41</td>
</tr>
<tr>
<td>2005-06</td>
<td>95.3%</td>
<td>159</td>
<td>49</td>
</tr>
<tr>
<td>2006-07</td>
<td>95.9%</td>
<td>201</td>
<td>46</td>
</tr>
<tr>
<td>2007-08</td>
<td>96.0%</td>
<td>223</td>
<td>41</td>
</tr>
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<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2000-01</td>
<td>249</td>
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<tr>
<td>2001-02</td>
<td>260</td>
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<tr>
<td>2002-03</td>
<td>295</td>
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<tr>
<td>2003-04</td>
<td>259</td>
</tr>
<tr>
<td>2004-05</td>
<td>360</td>
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<tr>
<td>2005-06</td>
<td>293</td>
</tr>
<tr>
<td>2006-07</td>
<td>344</td>
</tr>
<tr>
<td>2007-08</td>
<td>368</td>
</tr>
<tr>
<td>2008-09</td>
<td>377</td>
</tr>
</tbody>
</table>

2007-08 Ethnic Breakdown

- White 288
- Black 26
- Hispanic 10
- Asian 2
- Native American 1
- Multi-racial 41

2008-09 Ethnic Breakdown

- White 286
- Black 23
- Hispanic 12
- Asian 2
- Native American 2
- Multi-racial 52
Summary Statement:

Crestdale’s Free and Reduced Lunch level has risen to just over 70%. Our breakfast program serves from 135-175 students daily, which is from 36%-46% of our students. Since our merger with Baxter, our enrollment has grown primarily as a result of overcrowding in another elementary school and by accepting students from other schools who did not make AYP.

Crestdale’s ethnicity is similar to the Richmond 2000 census, with the exception of an increase in the multi-racial group.

School Performance

![Graph showing Crestdale Language Arts NCLB Goals to 2013](image)
Summary Statement:
- Crestdale did not make AYP for the past two years.
- Crestdale is required to provide school choice or free tutoring services, known as supplemental educational services.

Curriculum Mapping:
Richmond Community Schools will be participating in Curriculum Mapping as a District with all schools participating at every level. Aided by a software program, teachers will work to align curriculum and pacing at grade levels and in content areas as well as vertically to assure that all standards are covered. This will provide a consistent guide for all teachers as subjects are added to the map. All curriculum, shared lesson plans, resources, and common end of course or unit assessments will be available in a central web location. Mapping is an evolving process that will continue as research based strategies are identified and added to the best practices of Richmond Community Schools.

School Programs:
Updated 3/13/09
- Response to Intervention
- Literacy Collaborative
- Family Literacy Education
- Positive Behavior Support – A school wide initiative to model and teach what we expect from our students.
• Project Wisdom – A daily read aloud inspiration to support our Constitution
• Accelerated Reader
• Second Steps – A Violence Prevention Curriculum
• Junior Achievement
• Easter Seals Disability Awareness
• BABES (Beginning Awareness Basic Education Studies)
• Peer Helpers
• Reading Is Fundamental – Book Giveaway
• The Jacy House Good Touch/Bad Touch
• Core 40
• 21st Century Scholars
• Protecting Me/Protecting You

Activities
• School Newspaper
• Spell Bowl
• Math Bowl
• Student Council
• Jump Rope for Heart
• Talent Show
• Attendance Reward Parties
• Good Citizen Reward Parties
• Field Trips
• Food Drives
• Paper Recycling
• Girls and Boys Basketball
• Cheerleading
• Boston Run
• Field Day
• School Spring Carnival
• Fall Festival
• SHRRP Student of the Month Awards
• Attendance Awards

School Services:
• Communities in Schools Liaison
• Dunn Counselor
• Dunn Case Worker
• School Nurse

Parent Activities
• Parent Teacher Organization
• Science Night
• Literacy Nights
• Math Night
**School Partnerships** – Updated 2/17/09

- Nearly 50 of our students have Study Buddies, adult volunteers from the community who meet with them during lunch weekly. These mentors model commitment to education, by reading with and showing interest in our children.

- Indiana University East education students do many of their field study projects here at Crestdale, particularly the Science Methods classes. Our teachers and the IUE teachers-in-training learn from one another during these field experiences.

**School Stakeholder Summary: (Summarize survey and interview data)**
**Updated 3/11/09**

The 91 parent survey responses in March, 2009, continued to reflect the greatest parent concern in:

- New report card
- Student respect of one another

Our staff continues to address student respect concerns with our SHRRP constitution, Second Step: A Violence Prevention Program, referrals to and classroom instruction by our school counselor, and parent meetings with our RTI team for individual behavior plans.

The 212 primary (K-3) student survey responses in March, 2009, show most concern about:
- Belonging

The 85 intermediate (4-6) student survey responses in March, 2009, show most concern about:
- Friendliness of students

Parents’ most favorable responses were:
- I feel welcome at my child’s school.
- I feel good about myself as a parent.

Students’ most favorable responses were:
- I know what I am supposed to be learning in my classes.
- My family wants me to do well in school.
Meeting the needs of all students:
(Updated 5/12/09

Crestdale students participate in Response to Intervention. RTI ensures that all students have access to high quality instruction and that struggling learners including those with disabilities are identified, supported and served early and effectively.

Special Education and Other Interventions
- Jump Start
- After school tutoring
- Limited English Proficiency
- Wilson Reading
- Touch Math
- Occupational Therapy
- Physical Therapy
- Speech
- Guided Reading
- Vision Impaired
- Hearing Impaired
- Reading Recovery
- Leveled Literacy Intervention
- Kindergarten Intervention
- My Reading Coach
- Math Facts in a Flash
- Accelerated Math
- Cornerstone
- Skills Bank

Student achievement is assessed regularly to determine the individual student need of these interventions. Student goals are determined and progress is monitored to determine the effectiveness of the interventions.

In 2008-09 we increased our interventions at the primary level by providing the following to our lowest incoming kindergartners:
- Pre-reading and pre-writing skills support
- Oral language development intervention
- Leveled Literacy groups
- Early Literacy Intervention groups

In addition, we focused our remaining Leveled Literacy Interventions at the primary level. Our intermediate grades are utilizing the computer based My Reading Coach program for intervening with students below grade level in reading.

ASPIRE (High Ability) – Updated 2/17/09
- Weekly pullout (K-6)
- High Ability trimester pullout – Language Arts, Math/Science, and Leadership
- Clustering
- Guided Reading
- Differentiated Instruction
- Enrichment in Every Day Math
- Grade level exchange for acceleration

Student achievement is assessed regularly to determine the appropriate level of individual student challenge. Students are challenged accordingly, to progress at an accelerated pace as well as to develop higher order thinking skills.

**Transition Elementary to Middle School:**

**Social and Emotional Support:**

1. Middle School Counselors visit sixth grade students during the spring to talk about expectations, review scheduling options, share information about orientation meetings, and answer questions that students have.
2. All sixth grade students come together for a half day orientation with all of their future classmates. Students participate in activities to acclimate to middle school expectations such as working lockers, following schedules and using the daily planner. During the activities the students are grouped with students from other middle school feeder schools to begin getting to know future classmates. At this time students make a commitment to graduating from high school.
3. Students visit the middle school to see classes in session and begin to learn their way around the building. The Principal speaks to the students about middle school expectations and answers any questions students might have.
4. Parent/family orientation opportunities are offered at several different times to provide families with a chance to tour the middle school building, and hear an overview of middle school expectations and procedures from the principal and school leadership. This is followed by a question and answer period.
5. Families are encouraged to seek additional support through meetings with the principal and school counselor.

**Academic Support:**

1. Sixth grade teachers complete academic profiles on each student that include the most recent achievement data, recommendations the teacher has about the student’s academic needs, and intervention status or IEP status.
2. Sixth grade students take a locally developed math test that is used to probe their overall ability. This test result along with teacher recommendation and spring achievement information on the district’s nationally normed assessment are used to place students appropriately in math classes.
3. Sixth Grade students complete a Post Secondary Interest Survey that is used in middle school to help teachers support student interests and continue post secondary goal setting activities.
4. Teachers are starting to work on strengthening curriculum alignment from elementary school to middles school. This includes identifying hose skills that should be secure prior to middles schools and building on the skills and instructional strategies that have been started in elementary school.
STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
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<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Establishes a vision for the school in collaboration with its stakeholders</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Communicates the vision and purpose to build stakeholder understanding and support</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Identifies goals to advance the vision</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Develops and continuously maintains a profile of the school, its students, and the community</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Ensures that the school’s vision and purpose guide the teaching and learning process</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Reviews its vision and purpose systematically and revises them when appropriate</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Definitions of Indicators Rubric

Not Evident: Little or no evidence exists
Emerging: Evidence indicates early or preliminary stages of implementation of practice
Operational: Evidence indicates practices and procedures are actively implemented
Highly Functional: Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented
Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

We communicate expectations of each stakeholder group using the following tools and soliciting input from each stakeholder group:
- School compact
- Back to school night
- Letter to parents at beginning of year
- Website
- Review expectations at staff meetings
- School constitution

2. What is the school’s process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

We communicate with stakeholder groups and solicit their input:
- Annual Parent/Community Surveys
- NCA Planning process (review data, revise goals, develop and implement strategies)
- Regularly analyze assessments

3. How does the leadership ensure that the school’s vision, purpose, and goals guide the teaching and learning process?

- Literacy Collaborative Training
- Leveled Literacy Intervention
- Technology Training
- Positive Behavior Support
- Second Step
- Continuing professional development

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school’s expectations for student learning and school effectiveness?

We communicate with stakeholder groups and solicit their input:
- Behavior Expectations reviewed with students regularly
- Analyze assessments on a regular basis
- Classroom walkthroughs to determine student engagement
• Weekly Home School Folders
• General Education Intervention meetings
• Contacting parents
• Personal Education Contracts

Governance & Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Establishes policies and procedures that provide for the effective operation of the school</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In fulfillment of this standard, the school has leadership that:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Employs a system that provides for analysis and review of student performance and school effectiveness</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Fosters a learning community</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Provides teachers and students opportunities to lead</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Controls curricular and extracurricular activities that are sponsored by the school</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Responds to community expectations and stakeholder satisfaction</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.10</td>
<td>Implements an evaluation system that provides for the professional growth of all personnel</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions of Indicator Rubric**

- **Not Evident**: Little or no evidence exists
- **Emerging**: Evidence indicates early or preliminary stages of implementation of practice
- **Operational**: Evidence indicates practices and procedures are actively implemented
- **Highly Functional**: Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Focus Questions**

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?
   - a. Identify need, gather information, establish resources, develop a plan and implement
   - b. Email Weekly Bulletin to staff
   - c. Send weekly teacher newsletters to parents
   - d. Send monthly school newsletters to parents
   - e. Email communications
   - f. Make PTO presentations to parents (Second Step)
   - g. Make phone calls to parents
   - h. Make home visits
   - i. Keep school webpage updated

2. What process does the school’s leadership use to evaluate school effectiveness and student performance?
   - a. Make regular classroom walkthroughs
   - b. Carry out staff evaluations (Pathwise)
   - c. Hold teachers/principal data reviews of ISTEP, Scantron, DIBELS, Benchmarks
   - d. Teacher mentors meet regularly with mentees.
   - e. Literacy Coaches model, observe and conference with teachers
   - f. Consider information provided in Parent Surveys
g. Plan for and provide professional development

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?
   a. NCA Planning
   b. Parent Teacher Organization
   c. Student Council
   d. Student Newspaper
   e. Notes from grade level team meetings
   f. Responses to weekly bulletins and other email messages

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?
   a. Every staff member selects an NCA committee
   b. Open email invitation to participate in NCA planning
   c. Teachers are surveyed for their interest in learning opportunities
   d. Literacy Coaches differentiate their instruction depending upon staff need
   e. Professional Development opportunities are approved according to their alignment with the school goals and teacher need
Teaching & Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

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</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Develops and implements curriculum based on clearly defined expectations for student learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Allocates and protects instructional time to support student learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.7 Provides for articulation and alignment between and among all levels of schools</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>3.8 Implements interventions to help students meet expectations for student learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.10 Provides comprehensive information and media services that support the curricular and instructional programs</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

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**Focus Questions**

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

   These groups meet regularly:
   - Literacy Coaches
   - Language Arts and Math Science Coordinators
   - Technology coordinators
   Then share with teachers to use these tools:
   - Benchmark continuum
   - Standards based report cards
   Grade level and cross/grade level teams meet regularly to consider their part in the stairs toward graduation.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

   The following are practiced and evaluated for implementation conformity:
   - Literacy Collaborative
   - Everyday Math
   - Second Steps
• GEI Process
• PEC Process
• Leveled Literacy Intervention
• Reading Recovery
• High Ability Learning
• FOSS Kits
• Positive Behavior Support

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

   Principal initiates/oversees/evaluates:
   • Professional Development Plan
   • Classroom walkthroughs
   • Literacy Coaching
   • Reading Recovery Training
   • Pathwise Teacher Support

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

   • Internet access
   • Computer lab
   • Weekly scheduled library time
   • Computers in the classroom
   • Document projectors
   • Smartboards
   • Computer laptop lab
   • Digital camera
   • Video camera
Documenting & Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric

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<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 Communicates the results of student performance and school effectiveness to all stakeholders</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7 Demonstrates verifiable growth in student performance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations</td>
<td>X</td>
<td></td>
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</tr>
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Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How is the assessment system currently used in your school to analyze changes in student performance?
   a. Benchmarking and the continuum
   b. Everyday Math Assessments
   c. Observation Survey
   d. Scantron
   e. ISTEP writing prompt

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?
   a. Report cards, ISTEP and Scantron results are communicated to parents in weekly folders and at teacher parent conferences.
   b. Individual teacher/student conferences for goal setting.

3. How are data used to understand and improve overall school effectiveness?
   a. We look for trends
   b. We watch our disaggregated groups
   c. We regularly assess reading levels for fluid guided reading groups
   d. We use assessments to identify students in need of after school tutoring
   e. We identify students in need of phonemic awareness for Wilson reading groups
   f. We use the GEI process to look for additional interventions for students who are struggling.
   g. We use Benchmark levels to determine students who will receive Leveled Literacy Intervention
   h. We examine grade level and school wide data on CPASS to develop “next steps” for continuous improvement.
4. How are teachers trained to understand and use data in the classroom?

a. Scantron training
b. Online professional development
c. Benchmark and continuum
d. DIBELS training
e. Literacy Collaborative training
f. Professional development sessions
g. Literacy coaches train teachers in use of data
h. CDDRE (The Center for Data-Driven Reform in Education) data analysis meetings
Resource & Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Ensures that all staff participate in a continuous program of professional development</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.6 Monitors all financial transactions through a recognized, regularly audited accounting system</td>
<td>X</td>
<td></td>
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<tr>
<td>5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
5.10 Provides appropriate support for students with special needs

Definitions of Indicator Rubric

Not Evident  Little or no evidence exists
Emerging  Evidence indicates early or preliminary stages of implementation of practice
Operational  Evidence indicates practices and procedures are actively implemented
Highly Functional  Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?
   - Pathwise support system
   - Professional development Tuesdays
   - Principals participate in teacher interview days
   - Move quality volunteers to paid positions
   - Support staff offered professional development opportunities

2. How does the leadership ensure that the allocation of financial resources is supportive of the school’s vision, educational programs, and its plans for school improvement?
   Principal and NCA teams work together to determine the alignment of the following with our goals:
   - Professional development opportunities
   - Student field trips
   - Title I funds
   - PTO expenditures
   - Grants and donations

3. How does the leadership ensure a safe and orderly environment for students and staff?
   - High behavior expectations
   - Enforced and reviewed school constitution
• Home school compact (identifies responsibilities of parent, student, teacher)
• Positive Behavior Support
• Office Referrals
• Parent contacts, including home visit
• Dunn Counselor
• Second Step
• CPI training

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student? Referrals originate from teachers to principal and/or agency so that students receive the services available:
• Dunn Counselor – individual and group counseling; anti-bullying presentations
• Communities in Schools
• Study Buddy
• GEI
• Special Ed Referrals
• Office Referrals
• Spanish translator volunteers
• JACY House – Good Touch/Bad Touch presentations
• RCS Peer Helpers
STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
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<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.1 Fosters collaboration with community stakeholders to support student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Has formal channels to listen to and communicate with stakeholders</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school</td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Definitions of Indicator Rubric

Not Evident: Little or no evidence exists
Emerging: Evidence indicates early or preliminary stages of implementation of practice
Operational: Evidence indicates practices and procedures are actively implemented
Highly Functional: Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented
Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school’s leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?
   - Parent/teacher conferences
   - GEI Meetings
   - PEC Meetings
   - Student performances
   - PTO meetings
   - Parent/student surveys

2. How does the school’s leadership foster a learning community?
   - Modeling a learning mentality
   - Promoting professional development
   - PEC meetings
   - Evening parent activities
   - Extracurricular activities
   - A profound focus on what we want from student/adult behavior

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?
   - Thursday folders
   - Classroom/school newsletters
   - Discussion of ISTEP scores at staff meetings
   - Collaboration among teachers
   - Teacher/student conferencing
   - Peer conferencing
   - Website
   - Emails
   - Phone calls
   - Home visits
   - Report cards – Principal, teachers and parents are in a learning curve with the new report card.
Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

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<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)</td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>7.2 Engages stakeholders in the processes of continuous improvement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Monitors and communicates the results of improvement efforts to stakeholders</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Definitions of Indicator Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Evident</td>
<td>Little or no evidence exists</td>
</tr>
<tr>
<td>Emerging Practice</td>
<td>Evidence indicates early or preliminary stages of implementation of practice</td>
</tr>
<tr>
<td>Operational</td>
<td>Evidence indicates practices and procedures are actively implemented</td>
</tr>
<tr>
<td>Highly Functional</td>
<td>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</td>
</tr>
</tbody>
</table>

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?
   - Identify need from data and observations
   - Improve timeliness of specifying need
   - Improve quality of interventions
   - Support of teacher improved instruction

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?
   - Grade level teams report data for whole group discussion
   - School data is discussed by staff
   - CPASS data and “next steps” (More collaboration needed between principal and whole staff.)

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?
   - Weekly professional development determined by needs identified by student data
   - Professional development is funded according to its alignment with improvement goals
   - Professional development outside the school is shared with staff upon return.
   - Teachers are in need of detailed and repeated “how to” steps to implementing the Literacy Collaborative.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?
   - Walkthroughs
   - Coaching
- Staff meetings
- Newsletter
- Data checkpoints
- Parent teacher conferences
- Webpage, emails, phone calls, home visits

## School Self Assessment

<table>
<thead>
<tr>
<th>School Strengths</th>
<th>School Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional development</td>
<td>• More in-depth implementation of the literacy collaborative</td>
</tr>
<tr>
<td>• Literacy collaborative</td>
<td>• Vocabulary building</td>
</tr>
<tr>
<td>• Knowing our expectations</td>
<td>• Comprehension (making thinkers of our students)</td>
</tr>
<tr>
<td>• Compliance with laws/regulations</td>
<td>• Using data to improve instruction</td>
</tr>
<tr>
<td>• Providing leadership ability opportunities for stakeholders</td>
<td>• Communicating meaningful student data to parents</td>
</tr>
<tr>
<td></td>
<td>• Collaboration time for individual grades and across grade levels</td>
</tr>
<tr>
<td></td>
<td>• Focus on science/social studies/math curriculum</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive assessment system</td>
</tr>
<tr>
<td></td>
<td>• More effective use of CPASS data and more collaborative efforts for “next steps”</td>
</tr>
<tr>
<td></td>
<td>• More detailed and repeated “how to” steps to implementing the Literacy Collaborative.</td>
</tr>
</tbody>
</table>
PL 221 Requirements:

- **Description and location of curriculum:**
  Curriculums for all courses and grades are available on the Richmond Community Schools web site either at Staff Links or on the RCSNAS.

- **Technology as a learning tool:**
  **Integration**
  At Crestdale, experiences include the opportunity and ability of students to work with technology, including computers, Internet capabilities, peripheral materials such as digital cameras and scanners, videography, and software appropriate to each child’s learning needs. Our current technology will be updated (lab and classroom computers) to better support programs and software for instructional needs, including Success Maker, a new intervention program for both language arts and math.

The Crestdale staff utilizes technology in the curriculum with the following objectives:
- to enhance each student’s technology awareness;
- to utilize appropriate software to accelerate growth in achieving proficiency in State Standards in reading, language arts, mathematics, science, and social studies;
- to provide a higher level of learning opportunities that more closely approximate the real world;
- to integrate technology awareness into our evening family activities; and,
- to provide greater levels of professional development for all staff members and volunteers in enhancing the integration of technology use in the classroom.

The staff is able to do such integration through the following capabilities:
- A teacher computer/printer station in each room;
- A 30 station student computer lab complete with Smart Board, LCD, etc.;
- Four-five student computer/printer stations in each classroom;
- TV/VCRs, DVDs, overhead projectors, digital cameras, and listening stations in each classroom;
- Three video cameras and DVD burner for instructional use;
- Network server with all-school access;
- Internet access in each room in the building;
- Email access for each staff member in the building;
- Automated library check-out for both student library and staff professional library;
- Automated bookroom check-out for guided reading instruction;
- Automated programs for grades and other data collection and management;
- Computer programs that permit journal, creative, and research writing;
- KidPix, Kidspiration, Math Facts in a Flash, Cornerstone, etc.; and,
- In-house technology professional development workshops by our trained technology consultants.
• Each teacher has the use of an Elmo document camera and LCD projector.

**Professional Development**
Our technology consultant, who is also our library/media specialist, shares information, ideas, tips, or dates for upcoming training opportunities at each of the staff meetings held once a month. This is also a time for feedback regarding what is working and what is not. This feedback is not related to equipment. It is related to programs, what has been tried, where the glitches are, and so on. Each consultant collaborates with teachers regarding the instructional glitches, use of technology in their instruction, such as PowerPoint research projects, and other possibilities that may be available that the classroom teacher has not considered. Consultants also serve as a first line of assistance for technology problems that staff may encounter. Training includes the use of Smart Board in interactive reading/writing, use of PowerPoint and Excel to enhance both teacher’s and student’s presentations, previews of new software, internet walk-throughs of new sites, PowerSchool and PowerGrade assistance, and so on.

**Assessment and Evaluation**
The technology program is reviewed yearly to determine what objectives continue to need our attention. These are indicated below for the current year:

• To provide a minimum of two student computers with Internet capability in each special education classroom for instructional purposes (we currently have one);
• to continue to enhance each student’s technology awareness and use, particularly keyboarding skills, in the intermediate grades;
• to continue to utilize PowerPoint and other computer programs for the production of student-generated reports, graphs, and research projects to a higher level of proficiency; and,
• to continue to provide greater levels of professional development for all staff members and volunteers in enhancing the integration of technology use in the classroom, particularly with the Smart Board, PowerPoint presentations, and Excel worksheets and graphs.

The Crestdale Technology Plan is assessed/evaluated in conjunction with the ongoing evaluation of the NCA School Improvement Plan. One of our strategies in our plan specifically addresses this on-going process. As part of the school improvement plan, staff members collaborate weekly at each grade level on curriculum/instructional issues, many of which relate to the development and monitoring of data to drive and inform the instructional program and to follow each child’s academic achievement progress. This joint work in itself creates ongoing evaluation of our use and needs in the area of technology due to the data reporting process in place for each classroom/grade level.

The following assessment tools are used to determine technology needs and to document and measure growth in technology skills and integration.
• The building Technology Consultant maintains attendance records and evaluation forms for all building level technology staff development activities
• Several staff participate in technology professional development opportunities outside of the building, especially during the summer, and complete evaluation forms for such activities.

**Safe and disciplined learning environment:** (Updated 3/11/09)
Crestdale is a safe and caring school for students, staff, and visitors. A detailed *Emergency Preparedness Plan* covers details needed for the efficient and effective execution of such events as fire (drills held monthly), disaster/weather (drills held a minimum of four times per year), building evacuation (drills held once or twice each year), lock-downs (drills held twice each year), and so on. The *School Safety Plan* is under the watchful eye of a building crisis team that meets to review drills, building situations and conditions, and to keep abreast of suggestions and information from experts such as the local police department, Civil Defense, and State codes and requirements for student and staff safety.

The school nurse works closely with all staff to ensure that any child with a health condition or handicap requiring adult awareness and/or assistance has his/her needs met. At all times, when a class of students leave the building, whether for needed evacuation or a field trip, the teacher carries a class list, as well as medical and emergency contact information for each student.

Crestdale’s suspension rates have risen dramatically in the recent past. Our staff is currently implementing Positive Behavior Support and Second Step: A Violence Prevention Program and expect to see a reduction in suspensions for the current school year. Our suspensions for the 2007-08 school year showed a sizeable reduction from the prior three years.
Methods in place to improve the cultural competency of teachers, administrators, staff, parents and students: Updated 3/13/09
The school population reflects the ethnic make-up of the neighborhood in general, consisting of a somewhat diverse ethnic constituency, but is predominately white, as indicated in the school profile.

The evolving design of our instructional program is based on the academic needs of the individual child, regardless of ethnicity, social-economic status, residency within the district, etc. However, we are also highly interested in the needs and growth of the whole child that will result in the highest level of academic achievement possible for each child. Therefore, values, ethics, and appropriate social and behavior skills are taught and communicated in numerous ways throughout the school year. Staff, parents, and volunteers model what is expected of students. Staff, students, and student caregivers share the Second Step: A Violence Prevention Curriculum. The three main social-emotional skills of the program are: Empathy, Problem-Solving, and Emotion/Anger Management. They are communicated to parents and others through flyers, activities for home, and classroom and school newsletters, as well as in PTO meetings.

In a further effort to reach every student, the staff was trained in cultural competency during the 2006-07 school year. One of our intermediate teachers served as the “worrier” for our building. She participated in district-wide discussions led by Dr. Ray Terrell of Miami University, Oxford, Ohio. The purpose of these discussions was to explore Cultural Competence and engage in conversations regarding the impact and influence of race, culture, ethnicity, language, sexual orientation, socio-economics, and class on educational practice. Our “worrier” then led the staff in reflective thinking and problem solving activities to determine if, indeed, we were doing what we thought we were doing to reach out to every student. Videos were shown and discussion was generated regarding our cultural competency. Our “worrier” continues to participate in corporation level sessions for increasing awareness of cultural competency and sharing it with our staff. We added a second “worrier” during 08-09.

- **Statutes and Rules to be waived**
  Crestdale will not be waiving Statutes and Rules in the coming year.

- **Description and location of curriculum:**
  Curriculums for all courses and grades are available on the Richmond community Schools web site either at Staff Links or on the RCSNAS.
Triangulation of Data:

- Percent Passing ISTEP E/LA Fall, 2007
  - 3rd grade – 49%
  - 4th grade – 65%
  - 5th grade – 62%
  - 6th grade – 58%

- Percent Passing ISTEP E/LA Fall, 2008
  - 3rd grade – 38%
  - 4th grade – 42%
  - 5th grade – 63%
  - 6th grade – 56%

- Scantron Reading Scores Fall, 2007
  - 2nd grade – Well Below Average
  - 3rd grade – Below Average
  - 4th grade – Below Average
  - 5th grade – Below Average
  - 6th grade – Below Average

- Acuity L/A Scores Fall, 2008
  - 3rd grade – 41% on Tiers 3 & 4
  - 4th grade – 37% on Tiers 3 & 4
  - 5th grade – 60% on Tiers 3 & 4
  - 6th grade – 60% on Tiers 3 & 4
After completing the seven standard indicators in the spring of 2008, we analyzed our strengths and needs and determined that our current goals were not the appropriate focus for Crestdale. Our disaggregated data indicate that vocabulary and comprehension are areas of weakness that must be addressed. Ruby Payne research would support these findings in our high poverty population.

We read “Radically Redefining Literacy Instruction: An Immense Opportunity” by Mike Schmoker and “The Role of Questions: The Critical Thinking Community” from www.criticalthinking.org. Our primary goal “All Crestdale students will improve comprehension skills across the curriculum” and the three supporting interventions evolved from those discussions.

The three data points noted above will chart our progress toward our goal:

*All Crestdale students will improve comprehension skills across the curriculum.*
**Professional Development Plan**  
*Crestdale Elementary School*  
*2009-2012*  
*Updated 5/13/09*

**Goal 1:** All Crestdale students will improve comprehension skills across the curriculum

**Annual Benchmark:**
- Percent passing Language Arts ISTEP Actual for 2007/2008 - 58.2
- Percent passing Language Arts ISTEP Actual for Fall, 2008 – 55.4
- Percent passing Language Arts ISTEP Goal for 2008/2009 – 70
- Percent passing Language Arts ISTEP Goal for 2009/2010 – 82
- Percent passing Language Arts ISTEP Goal for 2010/2011 – 94

**Support Data:**
- Percent Passing ISTEP E/LA Fall, 2007
  - 3rd grade – 49%
  - 4th grade – 65%
  - 5th grade – 62%
  - 6th grade – 58%
- Percent Passing ISTEP E/LA Fall, 2008
  - 3rd grade – 38%
  - 4th grade - 42%
  - 5th grade – 63%
  - 6th grade – 56%
- Scantron Reading Scores Fall, 2007
  - 2nd grade – Well Below Average
  - 3rd grade – Below Average
  - 4th grade – Below Average
  - 5th grade – Below Average
  - 6th grade – Below Average
- F&P Benchmarks - % on grade level – Fall, 2008
  - K - 76%
  - 1st grade – 65%
  - 2nd grade – 63%
  - 3rd grade – 23%
  - 4th grade – 52%
  - 5th grade – 53%
  - 6th grade - 34%

**Standardized Assessments:**
- ISTEP
- RCS adopted assessment

**Richmond Community Schools and Your School Assessments**
- PPVT – K
- DIBELS – K-2
- Writing Prompts/6Traits Rubric – K-6
- Fountas & Pinnell Benchmarks – K-6
- Running Records
- Observation Survey
- Writing Conferences
- Guided Reading Conferences
- Words Their Way Spelling Inventory
F&P Benchmarks - % on grade level - Fall, 2007
- K - 37%
- 1st grade - 32%
- 2nd grade - 40%
- 3rd grade - 35%
- 4th grade - 38%
- 5th grade - 26%
- 6th grade - 17%
- All grades - 32%

F&P Benchmarks - % on grade level - Fall, 2008
- K - 76%
- 1st grade - 65%
- 2nd grade - 63%
- 3rd grade - 23%
- 4th grade - 52%
- 5th grade - 53%
- 6th grade - 34%

Research/Best Practice Sources:

Words, Words, Words by Janet Allen
Illuminating Texts by Jim Burke
Units of Study by Lucy Calkins
Critical Thinking.Org
6+1 Traits Primary and Intermediate by Ruth Culham
Making Meaning by Developmental Studies Center
Teaching for Deep Comprehension by Dorn and Soffos
Teaching the Qualities of Writing by Fletcher and Portulupi
The Continuum of Literacy Learning by Fountas and Pinnell
Teaching for Comprehending & Fluency by Fountas and Pinnell
Interactive Read Alouds by Hoyt (K-1, 2-3, 4-5)
Choice Words by Johnston
Learning Under the Influence by Lester Laminack
Reading Aloud Across the Curriculum by Lester Laminack
Building Bridges from Early to Intermediate Literacy by Mahurt, Metcalfe and Gwyther
Reading for Meaning by Debbie Miller
Comprehension through Conversation: The Power of Purposeful Talk in the Reading Workshop by Marie Nichols
Teaching for Comprehension in Reading by Pinnell & Scharer
About the Authors by Katie Wood Ray
Writing Workshop with Our Youngest Writers by Katie Wood Ray
7 Keys to Comprehension by Zimmermann and Hutchins
Mosaic of Thought by Keene and Zimmerman
Interventions:

- Students will improve comprehension skills by thinking and responding to higher order questions.
- Students will improve comprehension skills by using vocabulary building techniques.
- Students will improve comprehension skills through writing in response to higher order thinking questions.
- Students will participate in Positive Behavior Support to increase time on task.
- Students will participate in Response to Intervention, as indicated by frequent assessments.
- Student learning will be maximized by the consistency created by curriculum mapping.
<table>
<thead>
<tr>
<th><strong>Intervention #1:</strong> Students will improve comprehension skills by thinking and responding to higher order questions.</th>
<th><strong>Person(s) Responsible:</strong></th>
<th><strong>Timeline:</strong></th>
<th><strong>Resources:</strong></th>
<th><strong>Progress monitoring of success:</strong></th>
<th><strong>Staff Development Activities:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008-09</strong></td>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>F&amp;P Benchmarks, F&amp;P Website, Teaching for Comprehension &amp; Fluency, The Continuum, Critical Thinking.Org, Interactive Read Alouds (K-1, 2-3, 4-5), Learning Under the Influence, Reading Aloud Across the Curriculum</td>
<td>F&amp;P Benchmarks, Running Records, Conferences during • guided reading • writing workshop</td>
<td>Ongoing at the building level: Literacy Collaborative Trainings first Tuesday each month from 2:00-3:30. Data monitoring will be imbedded. (LC’s will develop syllabus.) Staff and NCA committee meetings on the second Tuesday of each month from 2:00-3:00. Professional Learning Community and/ or grade level team meetings third Tuesday of each month from 2:00-3:00. Positive Behavior Support Meetings on the fourth Tuesday of each month from 2:00-3:00.</td>
</tr>
<tr>
<td><strong>YEAR 1</strong></td>
<td>Teachers</td>
<td></td>
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</tr>
<tr>
<td>Teachers will continue selecting touchstone texts (read alouds)  • Up to ten texts per grade level Teachers will continue developing higher order questions for each text Teachers will develop mini-lessons for 3-4 touchstone texts</td>
<td>Teachers</td>
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<td></td>
<td>Teachers</td>
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</tr>
</tbody>
</table>
### YEAR 2

Teachers will continue developing mini-lessons for up to 10 touchstone texts per grade level.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Fall, 2010-Spring 2011</th>
<th>Interactive Read Alouds (K-1, 2-3, 4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching for Comprehension &amp; Fluency</td>
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<tr>
<td></td>
<td></td>
<td>The Continuum</td>
</tr>
</tbody>
</table>

### YEAR 3

Teachers will select author studies (primary) and genre studies (intermediate).

Teachers will develop higher order questions for the author studies and genre studies.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Fall, 2011-Spring 2012</th>
<th>Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching for Deep Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>About the Authors</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Intervention #2. Students will improve comprehension skills by using vocabulary building techniques.</th>
<th>Person(s) Responsible:</th>
<th>Timeline:</th>
<th>Resources:</th>
<th>Progress monitoring of success:</th>
<th>Staff Development Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>Words, Words, Words</td>
<td>F&amp;P Benchmarks Running Records Conferences during • guided reading • writing workshop Acuity and DIBELS</td>
<td>Ongoing at the building level: Literacy Collaborative Trainings first Tuesday each month from 2:00-3:30. Data monitoring will be imbedded. (LC’s will develop syllabus.) Staff and NCA committee meetings on the second Tuesday of each month from 2:00-3:00. Professional Learning Community and/ or grade level team meetings third Tuesday of each month from 2:00-3:00 Positive Behavior Support Meetings on the fourth Tuesday of each month from 2:00-3:00.</td>
</tr>
<tr>
<td>Teachers will create touchstone texts word wall (primary).</td>
<td>Teachers</td>
<td>Fall, 2010- Spring 2011</td>
<td>Teaching for Comprehension and Fluency The Continuum 6-Traits+1</td>
<td>Building Bridges</td>
<td></td>
</tr>
<tr>
<td>Teachers will create interactive read aloud word list or chart (intermediate).</td>
<td>Teachers</td>
<td>Fall, 2011- Spring 2012</td>
<td>Building Bridges</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td>Teachers</td>
<td></td>
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</tr>
<tr>
<td>Teachers will create mini-lessons to support vocabulary building.</td>
<td>Teachers</td>
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<tr>
<td><strong>YEAR 3</strong></td>
<td>Teachers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will create author word wall. (primary)</td>
<td>Teachers</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers will create genre word charts. (intermediate)</td>
<td>Teachers</td>
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</tbody>
</table>
**Intervention #3:** Students will improve comprehension skills through writing in response to higher order thinking questions.

<table>
<thead>
<tr>
<th>Person(s) Responsible:</th>
<th>Timeline:</th>
<th>Resources:</th>
<th>Progress monitoring of success:</th>
<th>Staff Development Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>Units of Study About the Authors Teaching for Comprehension and Fluency The Continuum Illuminating Texts, Chapter 2</td>
<td>F&amp;P Benchmarks Running Records Conferences during • guided reading • writing workshop Acuity and DIBELS</td>
<td>Ongoing at the building level: Literacy Collaborative Trainings first Tuesday each month from 2:00-3:30. Data monitoring will be imbedded. (LC’s will develop syllabus.) Staff and NCA committee meetings on the second Tuesday of each month from 2:00-3:00. Professional Learning Community and/or grade level team meetings third Tuesday of each month from 2:00-3:00 Positive Behavior Support Meetings on the fourth Tuesday of each month from 2:00-3:00.</td>
</tr>
</tbody>
</table>

**YEAR 1**

Teachers will develop and begin to elicit extended written response to touchstone texts.

Teachers will develop lessons on internet use for research.

Teachers will develop and implement collaborative projects (writing workshop and computer) for researching and/or publishing identified genre study at each intermediate grade level.

**YEAR 2**

Teachers will develop writing that reflects mini-lesson strategies (intermediate), through shared and interactive writing (primary).

Expand collaborative projects to additional genres and/or multi-media.

**YEAR 3**

Teachers will develop extended written response for author studies (primary) genre studies (intermediate).

Teachers will develop the analyzing of author craft.
### Intervention #4: Students will participate in Positive Behavior Support to increase time on task.

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Timeline:</th>
<th>Resources:</th>
<th>Progress monitoring of success:</th>
<th>Staff Development Activities:</th>
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</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>Staff/student survey</td>
<td>F&amp;P Benchmarks</td>
<td>Ongoing at the building level:</td>
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<tr>
<td>Support staff</td>
<td></td>
<td>Crestdale Constitution</td>
<td>Running Records</td>
<td>Literacy Collaborative Trainings first Tuesday each month from 2:00-3:30. Data monitoring will be imbedded. (LC’s will develop syllabus.)</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>PowerSchool Discipline Data</td>
<td>Conferences during • guided reading • writing workshop</td>
<td>Staff and NCA committee meetings on the second Tuesday of each month from 2:00-3:00.</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td>Second Steps for Students and Families</td>
<td>Acuity and DIBELS Discipline Data</td>
<td>Professional Learning Community and/ or grade level team meetings third Tuesday of each month from 2:00-3:00</td>
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<tr>
<td><strong>YEAR 2</strong></td>
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<tr>
<td>Teachers/staff</td>
<td>Fall, 2010- Spring 2011</td>
<td>PowerSchool Discipline Data</td>
<td>F&amp;P Benchmarks</td>
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<td>Running Records</td>
<td>Running Records</td>
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<tr>
<td>Teachers</td>
<td></td>
<td>Conferences during • guided reading • writing workshop</td>
<td>Acuity and DIBELS Discipline Data</td>
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<tr>
<td>Principal/Behavior Specialist</td>
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<td><strong>YEAR 3</strong></td>
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<tr>
<td>Teachers/staff</td>
<td>Fall, 2011- Spring 2012</td>
<td>PowerSchool Discipline Data</td>
<td>F&amp;P Benchmarks</td>
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<td>Support staff</td>
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<td>Running Records</td>
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<td>Teachers</td>
<td></td>
<td>Conferences during • guided reading • writing workshop</td>
<td>Acuity and DIBELS Discipline Data</td>
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<td>Principal/Behavior Specialist</td>
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<tr>
<td><strong>Intervention #5:</strong> Students will participate in Response to Intervention, as indicated by frequent assessments.</td>
<td><strong>Person(s) Responsible:</strong></td>
<td><strong>Timeline:</strong></td>
<td><strong>Resources:</strong></td>
<td><strong>Progress monitoring of success:</strong></td>
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<tr>
<td>YEAR 1</td>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>Success Maker</td>
<td>F&amp;P Benchmarks</td>
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<td>My Reading Coach</td>
<td>Running Records</td>
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<td>Acuity</td>
<td>Conferences during</td>
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<td>DIBELS</td>
<td>• guided reading</td>
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<td>• writing workshop</td>
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<td>Wilson Reading</td>
<td>Acuity and DIBELS</td>
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<td>Reading Recovery</td>
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<td>Math Facts in a Flash</td>
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<td>Touch Math</td>
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<tr>
<td>YEAR 2</td>
<td>Teachers</td>
<td>Fall, 2010- Spring 2011</td>
<td>Wilson Reading</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Leveled Literacy Intervention</td>
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<td>Reading Recovery</td>
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<td>Touch Math</td>
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<tr>
<td>YEAR 3</td>
<td>Teachers</td>
<td>Fall, 2011-Spring 2012</td>
<td>Wilson Reading</td>
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<td>Leveled Literacy Intervention</td>
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<td>Reading Recovery</td>
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<td>Math Facts in a Flash</td>
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<td>Touch Math</td>
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</tbody>
</table>
**Intervention #6:** Student learning will be maximized by the consistency created by Curriculum Mapping.

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Timeline:</th>
<th>Resources:</th>
<th>Progress monitoring of success:</th>
<th>Staff Development Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, principal</td>
<td>Summer, 2009</td>
<td>District Selected Software</td>
<td>F&amp;P Benchmarks Running Records</td>
<td>Curriculum Mapping planning at the corporation level, including a workshop on June 24.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Fall, 2009 – Spring, 2010</td>
<td>RCS Curricular Materials</td>
<td>Conferences during • guided reading • writing • workshop</td>
<td>Training at the building level will occur during Tuesday professional development time.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Fall, 2010-Spring 2011</td>
<td>Acuity and DIBELS</td>
<td></td>
<td>Additional training may be necessary beyond the Tuesdays allocated.</td>
</tr>
</tbody>
</table>

**YEAR 1**

Teachers and principal will participate in the corporate curriculum mapping initiative, focusing on language arts.

Teachers and principal will form a building curriculum mapping team.

Teachers will participate in building level training of curriculum maps.

**YEAR 2**

Teachers will add math to the mapping process.

Teachers will incorporate the curriculum mapping in their planning for instruction.

**YEAR 3**

Teachers will add all other subjects to the curriculum mapping process.