

# **Adrian Elementary School**

## **Schoolwide Title 1 Plan**

Created October 2009  
Modified September 2011

# Adrian Elementary School Title 1 Plan 2009-2010

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**Modified September 2011**

## **2009-2010 Adrian Schoolwide Core Planning Team Members**

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Dr. Mark Woodby	Elementary Principal	Administrator
Bridgette Abbott	Kindergarten and First Grade Title 1 Teacher	Title 1 Program
Joanne Edelstein	Third Grade Title 1 Teacher	Title 1 Program
Judith Gilmore	Second and First Grade Title 1 Teacher	Title 1 Program
Cathy Stang	Research Technology Specialist	Specialist Faculty
Sylvia Marshall	Second Grade Classroom Teacher	Elementary Teachers
Kathy Yazvac	Special Education Teacher	Intervention Specialist
Chris Farren	Parent Representative	Parent of Child, and PTA President
Shannon Carlson	School Psychologist	Support Faculty

## **Location**

Adrian Elementary school is located at 1071 Homestead Road, South Euclid, Ohio just five miles east of greater Cleveland.

## **Adrian's School Mission Statement**

The Adrian School staff is dedicated to creating a learning environment that is connected by a sense of purpose in a climate that is communicative, disciplined, and caring. We believe that high academic standards must be set for all children. We expect every child to succeed and thrive. In addition to our commitment to the academic success of every child, it is our goal that each child will develop a keen sense of personal and civic responsibility. Our commitment to character building will assist parents in promoting excellence in living as well as learning.

## **District Mission Statement**

The District is committed to working collaboratively with the community to promote a safe and educationally thriving environment which fosters high expectations for student success.

The 2009 Goals developed by the SE-L Board of Education are:

- **Goal 1:** We will strive for the highest level of academic achievement for each and every student.
- **Goal 2:** We will ensure that this District has the resources to provide the educational quality our community deserves, while being as responsible as possible with the community's funds.
- **Goal 3:** We will build stronger connections with all segments of the community.
- **Goal 4:** We will continue providing an open, welcoming school community where everyone in our diverse population can find opportunities for excellence.

## **Adrian's School History**

The South Euclid-Lyndhurst City School District is a school district

in Cuyahoga County,  
Ohio

. The District is overseen by a Board of Education which consists of five elected members, advised by the Superintendent and Treasurer of the District. The Board sets the policy for the schools and ensures the implementation of that policy. The school district has a long time line of events dating back to the early 1900s. The first class graduated from South Euclid High School in 1916. In 1953, Adrian Elementary was built. In 1965, another wing was added to the building. In 1978, Dr. Henry Kurdziel became Superintendent and all buildings were renovated to be handicapped accessible. In 1989, the school went from a K-6 building to a K-4 building. In 2006, Adrian went from a K-4 building to a K-3 building. In June 2007, Lowden, Ridgebury and Southlyn Elementary closed; and in August 2007, Adrian, Rowland, and Sunview re-opened to K-3. (Retrieved from: [http://www.absoluteastronomy.com/topics/South\\_Euclid-Lyndhurst\\_City\\_School\\_District#encyclopedia](http://www.absoluteastronomy.com/topics/South_Euclid-Lyndhurst_City_School_District#encyclopedia)). In 2003, Dr. Mark Woodby became principal.

Under Dr. Woodby's leadership, the Adrian School staff has been dedicated to creating a learning environment that is connected by a sense of purpose in a climate that is communicative, disciplined, and caring. We believe that high academic standards must be set for all children. We expect every child to succeed and thrive.

In addition to our commitment to the academic success of every child, it is our goal that each child will develop a keen sense of personal and civic responsibility. Our commitment to character building will assist parents in promoting excellence in living as well as in learning.

Adrian Elementary School has many assets to highlight. The administrators, staff and students work collectively to continue to seek success.

Adrian offers many clubs to assist students with academic intervention and enrichment. Our clubs include ABC, AVTV, Homework, 100 Book Challenge, Critical Thinking, OAT Reading, OAT Math, Technology, Recycling/Environment, OAT Test Preparation, Reading Enrichment, Math Facts, Social Skills, Music Enrichment and Adrian Scholars and Rubies.

Adrian Scholars and Rubies are clubs for third grade students. Ms. Marshall and Mrs. Abbott have worked together to coordinate unique opportunities for the boys and girls to meet and interview the Notre Dame Basketball team, visit The Greens Nursing Home, visit Brush High School to meet older MAC scholars, and plans are being made to visit the Mayor's Office.

Our specialist classes (music, physical education, art, math lab and library) coordinate with classroom teachers to target grade level indicators and assist with improving our student performance and overall school experience.

The school staff built a school wide plan that everyone follows. Positive behavior is often rewarded with a star gram and gumball or pencil in the office. Excellent or improved work is displayed next to the main office in the Principal's Pick bulletin board weekly. Student behavior is tracked daily and appropriate behavior is rewarded at the end of each trimester with an All Star Party for qualifying students.

Adrian has made efforts to connect with our community. We have linked community organizations with some of the needs of our students and families to provide food, winter clothing, school supplies, holiday gifts and tutoring assistance.

Adrian hosts several interns from prestigious colleges that allow for additional attention to our students as well as offering new "cutting edge" ideas in education. Our interns add value to our educational community while providing the interns with valuable teaching experience.

Adrian strives to provide a well-rounded education to stimulate students' academic success, enhance social skills and provide a positive learning atmosphere of learning, respect and genuine caring. The staff works collectively and relentlessly to help every child succeed.

In 2003, Dr. Woodby implemented the Academic Watch Program. The Academic Watch is one of the programs that targets our interventions and student academic needs. The principal and teacher meet to discuss student progress. Parents are notified of concerns. Resources are then focused to improve all areas of need.

In 2006, Adrian was first selected as a School of Promise. Adrian has been recognized as a School of Promise by the Ohio Department of Education for four out of seven years. In 2008-2009, 146 schools in Ohio earned that honor for high achievement for all students. Adrian was one of 48 schools to be recognized for high achievement in both math and reading. Adrian is one of nine schools to earn this prestigious award for three

consecutive years in both areas. This honor has been achieved by assessing student data and meeting the instructional needs of our students.

## **Adrian's School Behavior Management Plan**

Our goal at Adrian is to create an environment that is stimulating and safe for each child. This includes assisting children in making appropriate behavioral choices. The staff decided upon the desired school/classroom rules. They discuss the rules with the students and the rules are posted throughout the building for all to see.

### **Adrian School Rules**

1. Be kind and respectful
2. Follow directions the first time given
3. Raise your hand and wait quietly
4. Stay focused
5. Keep your hands and feet to yourself

Each student will be able to keep track of his/her personal behavior by use of a behavioral chart. The behavioral chart used in each classroom will contain four colored cards.

- Green card – appropriate behavior
- Yellow card – “warning”
- Blue card – planning form and missed recess
- Red card – parent notified

If a child breaks the rules posted, the consequences will be as follows:

**Step 1** – The teacher gives a verbal reminder of appropriate behavior. The green card remains on top in the pocket chart.

**Step 2** – The child pulls the green card and the yellow warning card is now showing in the student's pocket. This is a warning.

**Step 3** – The child pulls the yellow card and the blue card is now showing. The student completes a blue planning form (at recess or the end of the day). The planning form is sent home with the student, signed by a parent, and returned the next day.

**Step 4** – Child pulls the blue card and the red card is showing. The teacher will notify the parent.

Each child begins a new day with a green card. The students change cards on the pocket chart when needed. At the end of the day, either the teacher or the student will record the color card showing in each child's pocket. In addition to the pocket chart, each child will receive a “star chart” at the beginning of each week. Students can earn a star on his/her “star chart” at the end of the day if a green card is still showing in the classroom pocket chart. He/she can also earn stars by exhibiting appropriate behavior during specialist time and lunch/recess. Students with 85% of his/her stars at the end of the week will participate in “Friday Fun”. This activity period, or reward, will be held for 15-20 minutes on Fridays at a time that is convenient for the classroom teacher. Students, who have not earned the “Friday Fun” activity, will be asked to sit quietly at his/her seat to reflect upon his/her behavior with the classroom teacher. The “star chart” will be sent home for parents to review and discuss with each child. Our goal is to reward good behaviors in hopes of diffusing bad behaviors.

### **Adrian's Academic Watch**

In 2003, the Academic Watch Program began. The purpose of this program is to enable time for the principal and teacher to have a focused dialog related to the academic progress of individual students. From this dialog, specific needs are highlighted, parents are notified of concerns, and our resources can be directed to the needs of the child. The Academic Watch Program also provides opportunities for teachers to share which children are in need of academic enrichment in the form of differentiated instruction.

#### **ADRIAN SCHOOL ACADEMIC WATCH TIMELINE**

<b>September/October</b>	
1.	Update/revise Academic Watch notebooks/folders by grade level. Please include the following information: Mid-Period Progress Report, Reading Intervention Plan, Title 1 List/Title 1 Progress Report, Parent/Teacher Conference write-up, on/off track diagnostic assessments, Scantron, OAT results, Dibels, IAT meeting minutes, Fast Forward, Compass Learning, Kindergarten Screening, Reading Plus, Terra Nova, Inview, Report Card, Ohio Reads, attendance
2.	Discuss Academic Watch Program at Staff Meeting.
3.	Conduct individual meetings with teachers to review academic needs of each child on the Academic Watch list.
4.	Teachers develop target goals and interventions related to performance.
5.	Provide parents with a letter explaining the Academic Watch program.
6.	Data collection and the development of interventions occur. Intervention Assistance Team involvement for review of each AW child.
<b>November/December/January/February</b>	
1.	Interventions are in place and diagnostic information is gathered.
2.	Parent/Teacher Conferences take place and specific performance and intervention targets are shared with parents.
3.	A second meeting between the principal and teacher takes place following Parent/Teacher Conferences. Progress is reviewed. <b>Note:</b> At this point, if a child is to be brought to the Intervention Assistance Team, materials and timelines are in place and ready for presentation to the Intervention Assistance Team.
4.	Letter home to parents indicating continued need for intervention or removal from Academic Watch list.
5.	Update/revise Academic Watch notebooks/folders by grade level.
6.	Parents are notified by a letter from the principal that their child is being monitored and placed on the Academic Watch list. The intent of this letter is to increase parent awareness and involvement.
<b>March/April</b>	
1.	Interventions remain in place and diagnostic data collection continues.
2.	Second Parent/Teacher Conferences take place and results from interventions are shared with parents.
3.	There is a third meeting between the principal and teacher to review results from the second Parent/Teacher Conferences. Goals are addressed and adjusted if necessary.
4.	A final letter is sent to parents from the principal. This letter references Academic Watch and Parent/Teacher Conferences. Specific areas for summer remediation and summer school are provided.
5.	Update/revised Academic Watch information by teacher and grade level.
6.	Procedures for the month of May/June repeat following meetings. AW timeline processes are adjusted as needed.
<b>May/June</b>	
1.	Review all students' diagnostic performance results and item analysis by teacher by grade level.
2.	Review Report Card, Title 1 report, class placement roster recommendations from sending teachers, and AW list and make final revisions to start the new school year.

## **School of Promise**

To help close achievement gaps in Ohio, the Ohio Department of Education (ODE) developed the Schools of Promise program to identify, recognize, and highlight schools that are making substantial progress in ensuring high achievement for all students (Retrieved from <http://education.ohio.gov>). Adrian has been recognized as a School of Promise for three consecutive years. This recognition places Adrian in an elite group of Ohio schools who have remained a School of Promise for three consecutive years.

### **Further requirements are:**

- **Poverty:** Adrian served 40 percent or more economically disadvantaged students, as reported in EMIS for the 2008-2009 school year and 2010-2011.
- **Adequate Yearly Progress (AYP):** Adrian met AYP for the 2008-2009 school year.

### **Student Performance on Ohio Achievement Tests (OAT) and Ohio Graduation Tests (OGT) in reading or mathematics:**

#### ***All Students***

- At least 75 percent of all Adrian's students in each of the tested grade levels (3, 4, 5, 6, 7, 8 and 10) passed the 2008-2009 OAT and/or OGT in reading or mathematics. At least 85 percent of eleventh-graders passed the 2008-2009 OGT in reading or mathematics.
- At least 65 percent of all Adrian's students in each of the tested grade levels (3, 4, 5, 6, 7, 8 and 10) passed the 2007-2008 OAT and/or OGT in reading or mathematics.

#### ***Low-Income Subgroup Performance<sup>2</sup> Each Tested Grade***

- At least 75 percent of Adrian's students in each subgroup in each of the tested grades (3, 4, 5, 6, 7, 8 and 10) passed the 2008-2009 OAT and/or OGT in reading or mathematics.
- At least 85 percent eleventh-grade in each subgroup passed the OGT in reading or mathematics.

#### ***Racial and Ethnic Subgroup Performance<sup>3</sup> Each Tested Grade***

- At least 75 percent of Adrian's students in each subgroup in each of the tested grades (3, 4, 5, 6, 7, 8 and 10) passed the 2008-2009 OAT and/or OGT in reading or mathematics.
- At least 85 percent eleventh-grade in each subgroup passed the OGT in reading or mathematics.



## Adrian's Community Profile

As of the  
Census

of 2000, there were 23,537 people, 9,542 households, and 6,421 families residing in the city. The racial makeup of the city was 75.24% White, 21.38% African American, 0.10% Native American, 1.50% Asian, 0.01% Pacific Islander, 0.42% from other races  
(United States Census)

, and 1.35% from two or more races. Hispanic or Latino of any race were 1.02% of the population.

Like Cleveland Heights to the west and University Heights to the south, South Euclid is racially integrated. A large portion of the city's population consists of Italian-Americans,  
Jews

, and immigrants from Russia

and other former  
Soviet Union

republics.

There were 9,542 households out of which 32.2% had children under the age of 18 living with them, 50.9% were married couples living together, 13.6% had a female householder with no husband present, and 32.7% were non-families. 28.1% of all households were made up of individuals and 11.0% had someone living alone who was 65 years of age or older. The average household size was 2.45 and the average family size was 3.03.

In the city, the population was spread out with 25.0% under the age of 18, 6.6% from 18 to 24, 30.7% from 25 to 44, 22.3% from 45 to 64, and 15.3% who were 65 years of age or older. The median age was 38 years. For every 100 females, there were 85.2 males. For every 100 females age 18 and over, there were 80.2 males.

The median income for a household in the city was \$48,346, and the median income for a family was \$58,958. Males had a median income of \$41,125 versus \$31,693 for females. The  
Per capita income

for the city was \$22,383. About 2.8% of families and 4.5% of the population were below the poverty line, including 3.4% of those under age 18 and 4.9% of 65 or over.

### Based on the 2000 census for South Euclid Ohio

Total Population	Per capita income	Largest % of employment	High School graduates	Some college, no degree	Female householder, no husband present
23,537	\$22,383	Educational, health and social services	3,913	3,601	1,298



**Personnel**

The current staff consists of:

13 Classroom teachers	3 Special education teacher	1 Clerical worker
1 Math lab teacher	1 Speech teacher	2 Custodians
1 Art teacher	1 Research Technology specialist	1 Parent coordinator
1 Music teacher	1 Nurse	7 Cafeteria worker
1 Physical education teacher	3 Title 1 teachers	5 Intervention specialist assistants
1 Social Worker	1 Library Aide	1 School Secretary
		1 Psychologist

**Adrian's Student Teacher-Teacher Ratio by Grade**

Adrian has the following classrooms:

- Three Kindergartens
- Three First Grades
- Three Second Grades
- Four Third Grades

Student/teacher ratio per grade level:

Grades	Teachers/Paraprofessionals	Pupils
Kindergarten	1	24
First	1	20
Second	1	27
Third	1	20

**Adrian's Enrollment & Ethnic Composition**

The enrollment at the opening of 2009-2010 school year was 323 students. The breakdown is as follows:

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
<b>Economic Disadvantage</b>	64.3%	58.8%	54.1%	51.8%	42.9%	40.7%
<b>Ethnicity</b>						
<b>African American</b>	75.7%	74.8%	72.4%	72.2%	56.7%	53.0%
<b>Caucasian</b>	15.1%	16.3%	17.4%	15.0%	28.5%	34.8%
<b>Other</b>	9.2%	8.9%	3.5%	3.9%	3.2%	2.2%
	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
<b>Mobility Rates</b>						
Students in Adrian for Less than One Year	8.0%	8.9%	10.0%	12.3%	13.6%	11.6%

**Free and reduced lunch**

Currently, Adrian has 178 students who receive free and reduced lunch. The breakdown is as follows:

Students who receive a free lunch	Students who pay a reduced price	Those who qualify for either free or reduced lunch
138 or 42%	40 or 12%	178 or 55%

## **Guidance and Counseling**

Our Social Worker provides individual and small group guidance and counseling to our students, parents, and community through the following:

- Character Education
- Individual services
- Groups (social skills, anger management, feelings, grief/loss, families)
- Resources for needy families (food, coats, hats/gloves, holiday donations,)
- Teacher consultation
- Administrative consultation
- Parent education and consultation
- IAT and RTI involvement
- Behavior Plans/Interventions
- Crisis Intervention (upsets, sexual behaviors, abuse/neglect, district)
- Outside referrals
- Outside service provider coordination
- Conflict mediation training and program

## **Schoolwide Reading Activities**

### **Right to Read Week**

Right to Read Week was May 9-13. Our theme was Read like a Rock Star. David Young from Young Audiences kicked off the week with an assembly using his synthesizer. During the week students completed a packet and made CD covers of their favorite books and a guitar bookmark. Children and parents enjoyed games and ice cream at the ice cream social on Thursday. Stickers and books were passed out during the week as children were caught reading.

### **Reading/Writing Revolution**

On November 10, 2011 Adrian School participated in an all day Reading/Writing Revolution in Three Parts. In the morning, there was an all school assembly hosted by Thaddeus Rex. Through song, the children will experience the connection between reading habits and rock star writing.

After the assembly, third graders participated in a breakout workshop where they learned how to transform a blank sheet of paper into a poem, story, or report and put it to music. They also learned the importance of metaphor, alliteration, rhyme, story structure and writing strategies. Teachers received tools to keep kids motivated and enthusiastic.

That evening, there was an assembly for parents so they can continue to motivate their child. This program completes three requirements for Title 1 funding and is designed to complement RTI strategies.

## **SCHOOLWIDE PROGRAM COMPONENT 1**

### **NEEDS ASSESSMENT**

The comprehensive needs assessment was conducted by the component 1 subgroup. Once all data was gathered, the group met to analyze the different areas. First, assessment data sources were analyzed. The following assessment data sources were used and analyzed:

#### **SUMMATIVE ASSESSMENTS:**

- Grade 3 OAA
- Scranton (Measurement of student's mastery of Math, Reading, Science Content Standards)
- Dial 3 (Kindergarten Measurement of Motor Skills, Concepts, Speech/ Language, and Social Independent Development)
- KRA-L (Kindergarten Reading and Literacy assessment)
- DIBELS (Dynamics Indicators of Basic Early Literacy Skills)

#### **FORMATIVE ASSESSMENTS:**

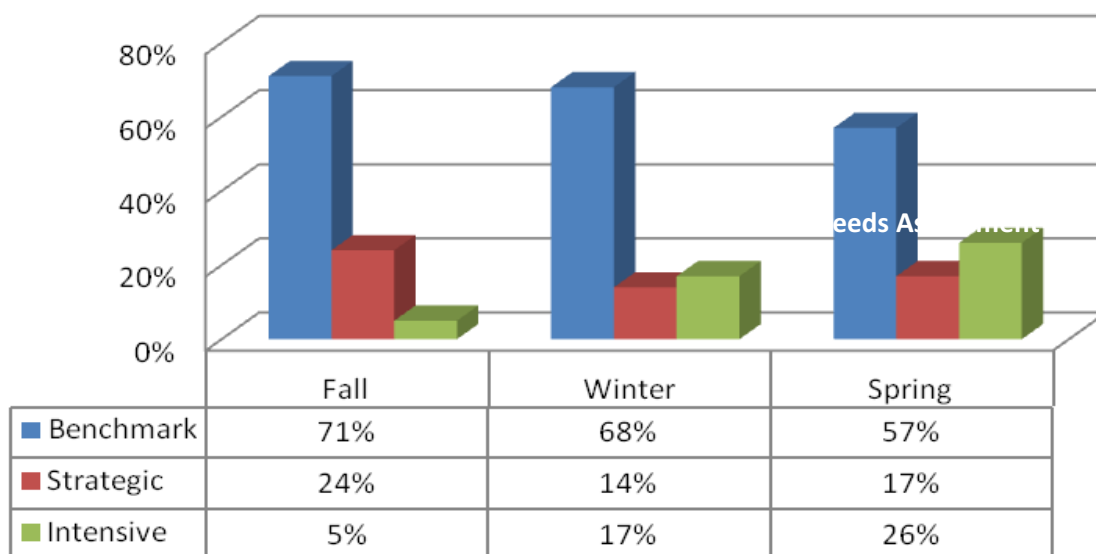
- CompassLearning (Instructional computer program moving students through grade level content standards at their own pace)
- Reading Plus (Computer based instruction to increase student's reading fluency and comprehension)
- Benchmarks and Running Records (Guided Reading Assessment)
- Literacy Center Work- independent practice
- Anecdotal notes
- Observation
- Spelling tests
- Observation Survey
- DRA (Developmental Reading Assessment)
- Site word flash cards
- Phonics Probes
- Math Fact Tests
- Grade level - End of Unit - Core Subject Assessments
- Exit Slips
- Behavioral and Emotional Teacher Referrals
- Other data sources that were used include:
- Student, teacher ratios
- Teacher and parent surveys
- Student data, such as attendance data, suspension data, tardiness
- After school tutoring data, and special education data.

All data sources were then analyzed and cross-referenced and linked with the assessment sources. Findings and recommendations were then presented to the committee with charts, graphs, tables, and survey results. Once the committee observed the findings and recommendations were concluded, the strengths and areas of need were identified. Strategies were then put in place for each of the component action plans.

### **Adrian's Overview of Schoolwide Needs Assessment**

<b>Task</b>	<b>Responsible Person (s) Involved</b>	<b>Resources</b>	<b>Means to Assess Improvement</b>
<b>1.</b> Determine initial data for collection (i.e. standardized, district, local, and departmental)	<ul style="list-style-type: none"> <li>• Title 1 Director</li> <li>• Title 1 Teachers</li> <li>• Administrator</li> <li>• Learning Resource Teacher</li> <li>• Classroom Teacher</li> <li>• Social Worker</li> <li>• School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>_ Testing Data</li> <li>_ Grade Reports</li> <li>_ Parent and Teacher Surveys</li> <li>_ Chapter Exams</li> </ul>	_ Aggregated Data
<b>2.</b> Collect Data (all students Pre-K through 8th grade)	<ul style="list-style-type: none"> <li>• Title 1 Teachers</li> <li>• Administrator</li> <li>• Learning Resource Teacher</li> <li>• Classroom Teacher</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• School Lunch Director</li> </ul>	<ul style="list-style-type: none"> <li>• K-RAL (Kindergarten)</li> <li>• Kdg Screening</li> <li>• OAT (3<sup>rd</sup> Grade)</li> <li>• Benchmarks(K-3)</li> <li>• DIBELS (K-2)</li> <li>• Compass Learning (K-3)</li> <li>• Reading Plus (2<sup>nd</sup>-3<sup>rd</sup>)</li> <li>• Scantron (2<sup>nd</sup>-3<sup>rd</sup>)</li> <li>• Observation Survey (1<sup>st</sup>-2<sup>nd</sup>)</li> <li>• Parent Surveys</li> <li>• Teacher Surveys</li> <li>• Phonics Probes (1<sup>st</sup>-3<sup>rd</sup>)</li> </ul>	_ Access to appropriate data
<b>3.</b> Analyze/interpret data	<ul style="list-style-type: none"> <li>• Title 1 Director</li> <li>• Title 1 Teachers</li> <li>• Administrator</li> <li>• Learning Resource Teacher</li> <li>• Classroom Teacher</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• Math Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Testing data</li> <li>• Comparison Charts</li> <li>• Excel</li> <li>• PowerPoint</li> </ul>	
<b>4.</b> Report Findings	Title 1 Director Title 1 Schoolwide Plan Committee Principal	Written interpretation of data using charts, tables, graphs, and survey results.	

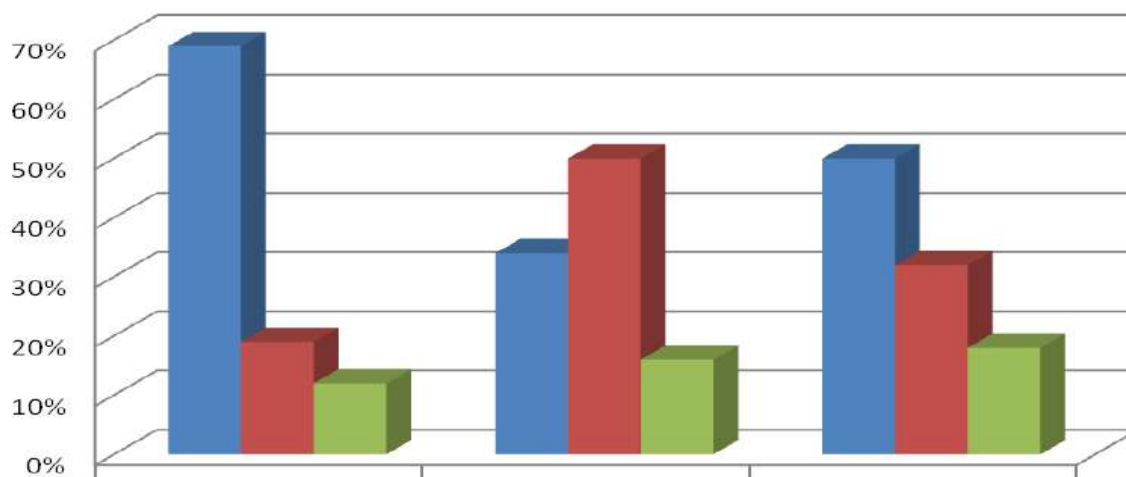
## Oral Reading Fluency



**Adrian's Second Grade DIBELS Results 2010-2011**  
**77 Students Tested**

**Adrian's First Grade DIBELS Results 2010-2011**  
**76 Students tested**

**Non Sense Word Fluency**

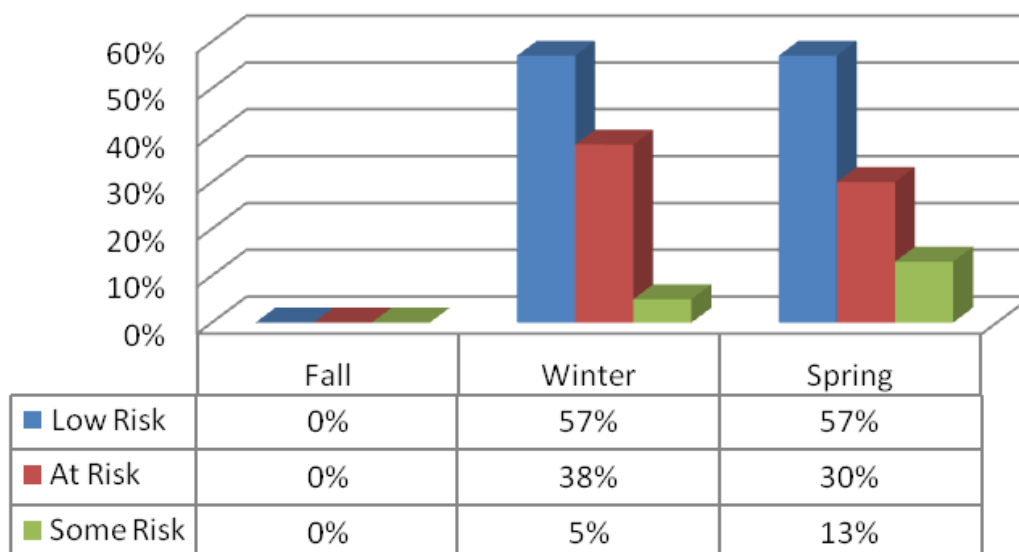


	Fall	Winter	Spring
Low Risk	69%	34%	50%
At Risk	19%	50%	32%
Some Risk	12%	16%	18%



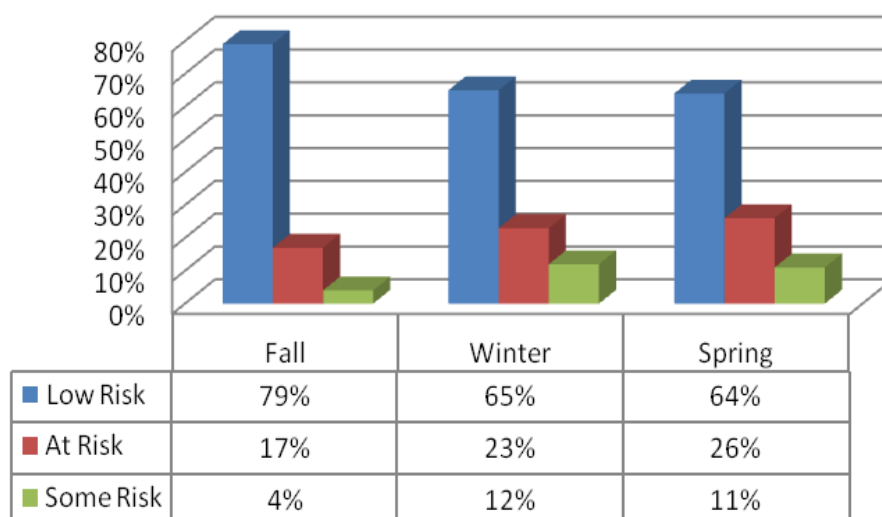
### Adrian's First Grade DIBELS Results 2010-2011 Continued 76 Students tested

#### Oral Reading Fluency

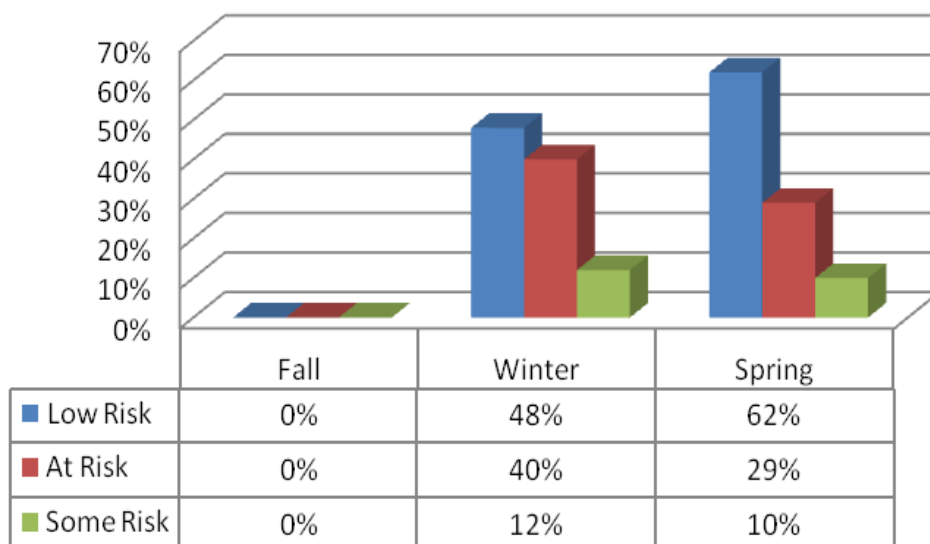


### Adrian's Kindergarten DIBELS Results 2010-2011 74 Students tested

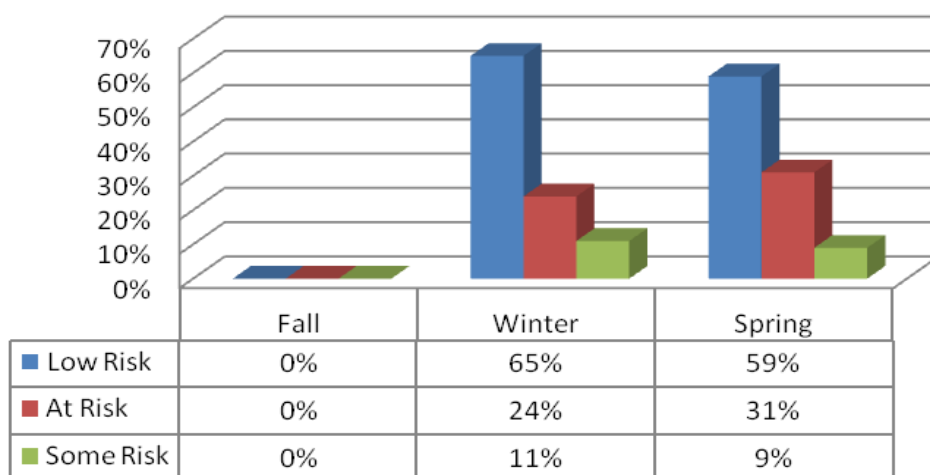
#### Adrian's Kindergarten DIBELS Results 2010-2011 Continued Letter Naming Fluency 74 Students tested

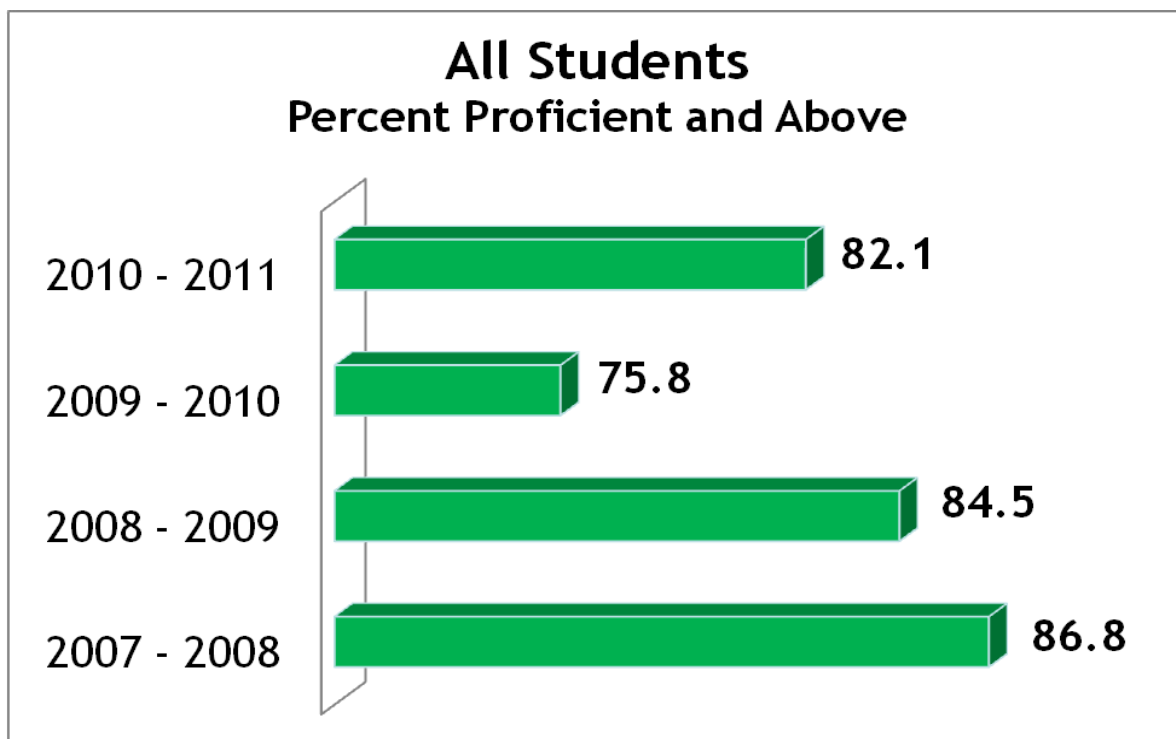
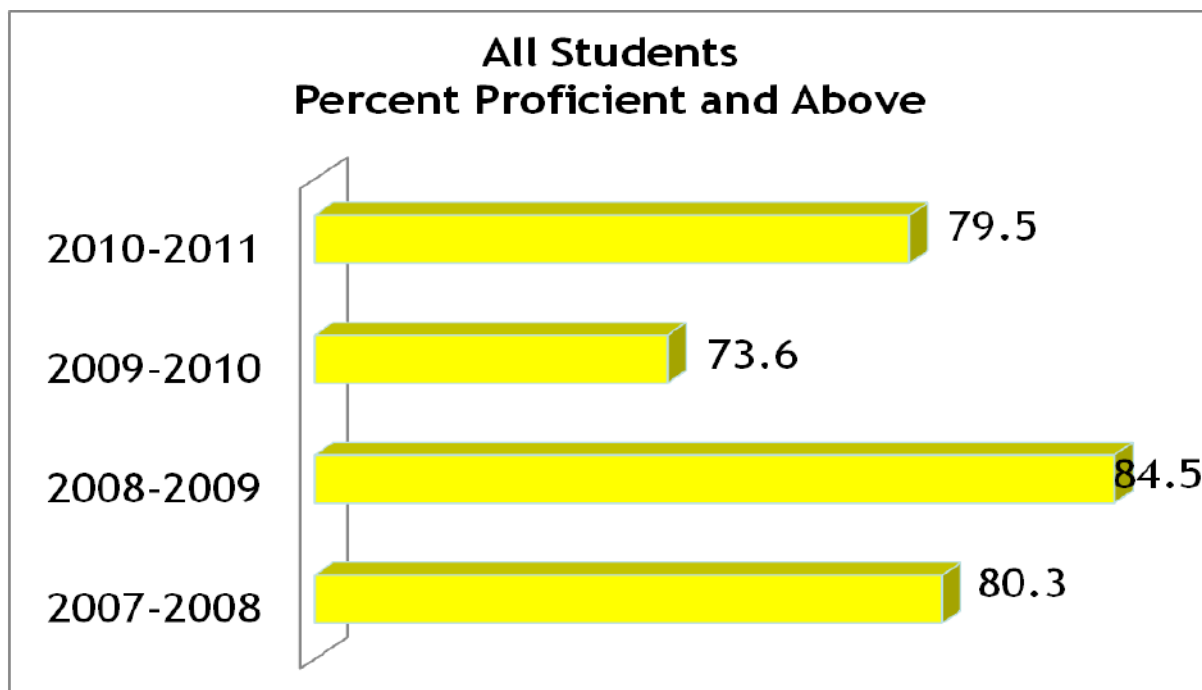


## Phoneme Segmentation Fluency

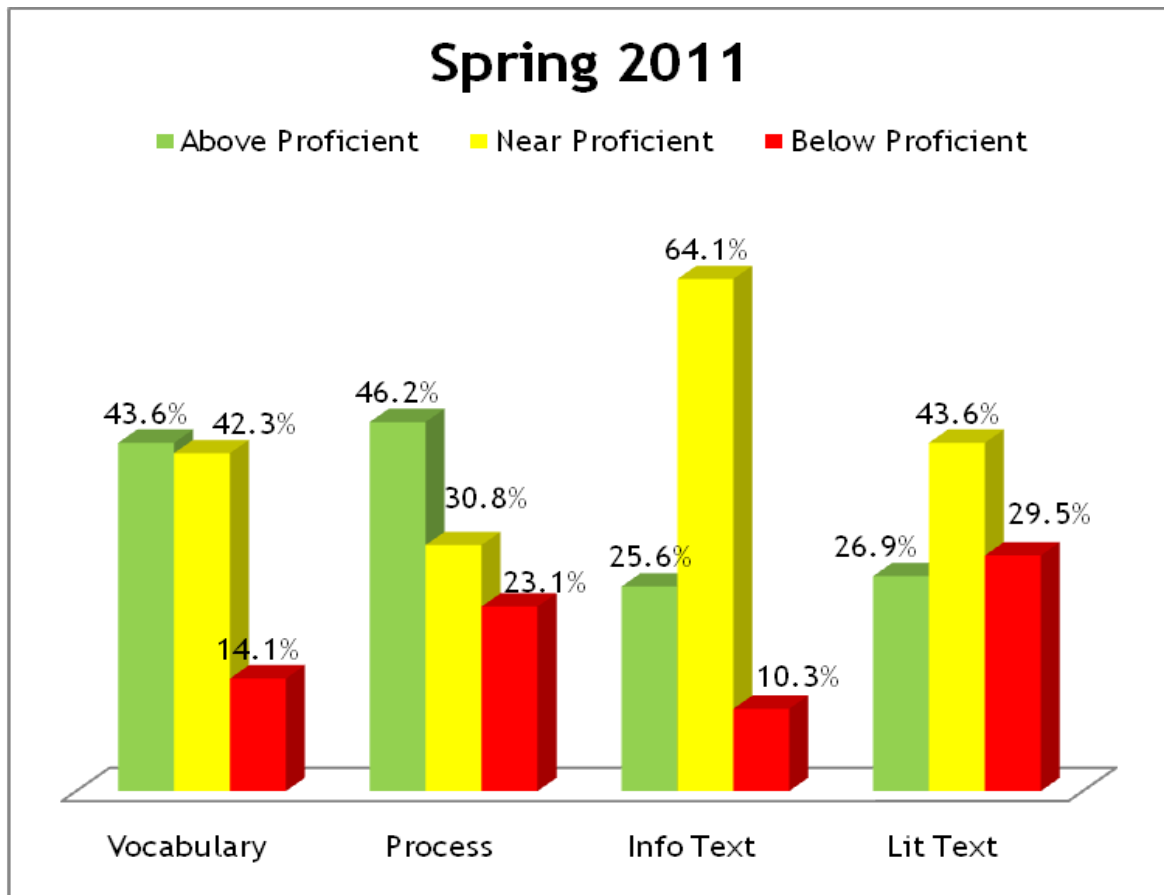


## Non Sense Word Fluency



**Adrian's Third Grade Math OAA Results 2007- 2011****Adrian's Third Grade Reading OAA Results 2007- 2011**

### Adrian's Third Grade 2011 Reading OAA Results by Category



**Adrian's Title 1 Assessment-Teacher Survey**

In the spring of 2009, classroom teachers were asked to respond to a needs assessment survey.

The following table reflects the results.

<b>To what degree have Title I services helped my students?</b>	<b>Very</b> 87%	<b>Somewhat</b> 11%	<b>Not Very</b>			
<b>In which areas do you believe students need supplemental instruction?</b>	<b>Fluency</b> 1. 11% 2. 11% 3. 22% 4. 11% 5. 56%	<b>Vocabulary</b> 1. 0 2. 22% 3. 22% 4. 33% 5. 11%	<b>Phonics</b> 1. 22% 2. 0 3. 22% 4. 22% 5. 33%	<b>Comprehension</b> 1. 67% 2. 11% 3. 22% 4. 0 5. 0	<b>Written Expression</b> 1. 11% 2. 56% 3. 11% 4. 22% 5. 0	
<b>At which grade level(s) do you believe students need supplemental instruction?</b>	<b>K</b> 1. 0 2. 11% 3. 67% 4. 22% 5. 0 6. 0	<b>G. 1-2</b> 1. 87% 2. 11% 3. 0 4. 0 5. 0 6. 0	<b>G. 3-4</b> 1. 11% 2. 78% 3. 11% 4. 0 5. 0 6. 0	<b>G. 5-6</b> 1. 0 2. 0 3. 22% 4. 78% 5. 0 6. 0	<b>G. 7-8</b> 1. 0 2. 0 3. 0 4. 0 5. 100% 6. 0	<b>G. 9-12</b> 1. 0 2. 0 3. 0 4. 0 5. 0 6. 100%
<b>Which methods of support are most effective for your students?</b>	<b>Reading Recovery</b> 1. 0 2. 44% 3. 44%	<b>Pull-Out</b> 1. 78% 2. 11% 3. 0	<b>Inclusion</b> 1. 11% 2. 33% 3. 44%			

**Adrian Elementary  
Title I Needs Assessment  
Parent Survey  
2011-2012**

<b>1. Grade</b>	K 45	1 31	2 38	3 46	<b>TOTAL</b> 160
<b>2. Does Adrian encourage involvement?</b>	Yes 150	No 0			
<b>3. Information received</b>	Yes 148	No 1			
<b>4. Child currently in Title I?</b>	Yes 42	No 98			
<b>5. Child ever been in Title I?</b>	Yes 36	No 112			
<b>6. Understand report cards and test scores?</b>	Yes 123	No 8	Somewhat 2	N/A 8	
<b>7. Know what child needs to know in reading/math?</b>	Yes 124	No 28	Sometimes 3	N/A 1	
<b>8. Feel comfortable helping with homework?</b>	Yes 152	No 4			
<b>11. Computer at home?</b>	Yes 121	No 9			
<b>12. Use library?</b>	Yes 93	No 28	Sometimes 1		
<b>13. Type of support desired</b>	Newsletter 49	Evening Programs 34	Websites 76	Clubs 81	Games 69 Books 78

**Adrian Elementary  
2010-2011 School Climate Survey**

<b>Section I. School/Parent Relations</b>				
	Yes	No	Do Not Know	Does Not Apply
1. Our school provides opportunities for parents to be actively involved. (Parent Orientation, Conferences, volunteering, chaperoning, PTA)	(84) 100%	0	0	0
2. Parents feel welcome in our school.	(82) 98%	0	(2) 2%	0
3. Our school actively promotes Parent/Teacher communication.	(81) 96	(2) 2%	0	0
4. Parents are kept informed about our school guidelines and policies.	(79) 98%	0	(1) 1%	(1) 1%
5. Parents are kept informed about our school's instructional/academic program and activities.	(76) 92%	(3) 4%	(3) 4%	(1) 1%
6. Teachers regularly communicate with parents about the child's progress (phone calls, newsletters, papers sent home, conferences, progress reports, report cards.)	(79) 95%	(4) 5%	0	0
7. It is easy to talk with or meet with a teacher (by phone, written communication, appointments).	(75) 90%	(1) 1%	(5) 6%	(2) 2%
8. It is easy to talk with or meet with the principal.	(62) 74%	(2) 2%	(15) 18%	(5) 6%
9. For the most part, parents are satisfied with our school.	(69) 82%	(2) 2%	(13) 15%	0

<b>Section II. Quality of Instructional Program</b>				
	Yes	No	Do Not Know	Does Not Apply
1. In our school, students use a variety of resources to help them succeed in their learning (library resources, volunteers, computers, special clubs, additional book in classrooms).	(83) 100%	0	0	0
2. The academic programs of our school are based on school goals aligned with state standards.	(75) 89%	0	(9) 11%	0
3. The structure of the school day provides our school adequate time for academic instructions.	(74) 88%	0	(10) 12%	0
4. Our school is preparing students to deal with issues and problems they will face in the future.	(68) 81%	0	(16) 19%	0
5. Students are given the right amount of homework to help them succeed in their studies.	(71) 85%	(3) 4%	(8) 10%	(2) 2%
6. Teachers provide instructional activities that allow students to be actively involved in their learning.	(75) 90%	(2) 2%	(6) 7%	0
7. Our school's facilities (workspace, furnishings) are adequate to support the instructional program.	(71) 86%	(3) 4%	(9) 11%	0
8. Students with special learning needs are receiving the instruction they require: a. Learning or physically disabled b. Gifted and talented	(27) 33%	(3) 4%	(31) 38%	(21) 26%
9. The educational program at this school is of high quality.	(73) 92%	(1) 1%	(5) 6%	0
10. Our school is doing a good job in helping students understand and accept responsibilities.	(78) 94%	(1) 1%	(4) 5%	0
11. Our school is doing a good job in helping students understand and get along with other people.	(74) 90%	0	(8) 10%	0

<b>Section III. Support for Student Learning</b>				
	Yes	No	Do Not Know	Does Not Apply
1. Teachers and other staff members are concerned about students as individuals.	(76) 92%	(1) 1%	(6) 7%	0
2. Teachers and other staff members have high expectations for student learning.	(74) 90%	0	(8) 10%	0
3. School staff members help motivate students to do their best work.	(68) 83%	(1) 1%	(13) 16%	0
4. School staff members give students the help they need with assignments (schoolwork and homework).	(62) 77%	0	(18) 22%	(1) 1%
5. I am satisfied with the way students are treated by staff members.	(74) 91%	(1) 1%	(6) 7%	0
6. I am satisfied with the help students get from school personnel in solving personal problems.	(60) 73%	(4) 5%	(15) 18%	(3) 4%

<b>Section IV. School Climate/Environment for Learning</b>				
	Yes	No	Do Not Know	Does Not Apply
1. Our school provides a clean and pleasant environment for learning.	(83) 100%	0	0	0
2. Our school is well maintained.	(82) 99%	0	(1) 1%	0
3. Our school provides a safe and orderly environment for learning.	(83) 100%	0	0	0
4. Our school's rules promote good behavior and help encourage student responsibility.	(81) 98%	(1) 1%	(1) 1%	0
5. Rules are consistently and fairly enforced.	(75) 90%	(2) 2%	(6) 7%	0
6. Parents know what behaviors are expected in school.	(83) 100%	0	0	0
7. Parents support the rules and enforcement of rules at our school.	(80) 96%	(1) 1%	(2) 2%	0
8. Students and staff at our school demonstrate sensitivity to racial and ethnical fairness.	(67) 81%	0	(16) 19%	0
9. Students and staff at our school have a good working relationship with one another.	(69) 83%	(1) 1%	(13) 16%	0
10. Students show respect for each other.	(68) 83%	(5) 6%	(9) 11%	0
11. Physical and verbal harassment among students is not a problem at our school.	(54) 67%	(3) 4%	(24) 30%	0
12. Staff members provide help to students in solving academic and personal problems.	(72) 88%	(2) 2%	(8) 10%	0
13. Parents and business leaders are encouraged to participate in school activities.	(78) 94%	0	(5) 6%	0
14. The staff provides a helpful, welcoming atmosphere for parents and volunteers.	(79) 95%	(2) 2%	(2) 2%	0
15. My child feels safe at school.	(81) 98%	(1) 1%	(1) 1%	0
16. I would recommend Adrian School to others.	(80) 96%	(1) 1%		

( ) Denotes number of responses. Percentage based on total number of responses for that question and then



## **SCHOOLWIDE PROGRAM COMPONENT 2 RESEARCH BASED REFORM STRATEGIES**

### **Major Curriculum Areas of Strength:**

- Implementation of Everyday Math K-3
- Accessibility and use of technology
- Software programs (Fast Forward, Reading Plus, CompassLearning, and Scantron)
- Phonic Program
- Schoolwide Behavior Program
- Support staff addressing Curriculum Needs
- Staff invested to students need
- After school activity

### **Major Curriculum Areas of Need:**

- Reading Fluency
- Math Fluency

### **2009-2010 Curriculum Action Plan**

The purpose of this action plan is to provide specific objectives and goals that will address the major curriculum areas of need to help students meet Ohio's high academic standards. The general areas identified are mathematics and reading, however these goals can be implemented throughout the curriculum in each core subject.

**GOAL #1:**

Increase scores on the 3<sup>rd</sup> grade Math OAT and standardized math concepts of all students

**This goal came as a result of:**

- The data collected in our Needs Assessment
- A 3 year decrease in the OAT math scores
- Teacher surveys

**Strategies:**

Activity:	Responsibility	Resources	Proposed Completion Date:
<b>Use Everyday Math Program (adopted 2009)</b>	Classroom Teachers		Ongoing
<b>Math Lab</b>	Administration	<ul style="list-style-type: none"> <li>• Job posting</li> </ul>	Completed
<b>Increase the use of CompassLearning Math in and out of school</b>	Classroom teachers Math lab teacher parents		Ongoing
<b>Utilize Computer Lab Two times a week</b>	Classroom teachers	<ul style="list-style-type: none"> <li>• More computers</li> <li>• Speakers for the projector</li> <li>• Hand sanitizer</li> </ul>	Ongoing
<b>First In Math</b>	Administrator Curriculum Director		September 2011

**GOAL #2:**

Increase Reading Fluency of all students

**This goal came as a result of:**

- The data collected in our Needs Assessment
- Second and First grade DIBEL Scores
- Increase in the number of students identified for Title 1 services

**Strategies:**

<b>Activity:</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Proposed Completion Date:</b>
<b>Inclusion of Title 1 teachers in the classroom</b>	Classroom Teachers Title 1 teachers Intervention Specialist		Ongoing
<b>Utilize Compass Learning for reading</b>	Classroom teachers	<ul style="list-style-type: none"> <li>• More computers</li> <li>• Speakers for the projector</li> </ul>	Ongoing
<b>Purchase complete Basal Series (Reading, Language, and spelling)</b>	Administrator Curriculum Director		Completed September 2010
<b>Purchase more and new 100 Book Challenge Books</b>	Administrator Curriculum Director		Completed September 2010
<b>Use Intensive Phonics with Title 1 inclusion teachers in grades 1 and 2</b>	Classroom Teachers Title 1 teachers Intervention Specialist	<ul style="list-style-type: none"> <li>• Individual Chalkboards</li> </ul>	Ongoing
<b>Provide field trips and assemblies to increase life experiences and vocabulary</b>	Administrator Curriculum Director		Ongoing

**GOAL #3:**

Teach necessary organizational and homework skills to move all students to an independent level

**This goal came as a result of:**

- The data collected in our Needs Assessment
- Parent and student needs
- Teacher survey
- Classroom behavior

**Strategies:**

<b>Activity:</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Proposed Completion Date:</b>
<b>Provide an After/ Before School Homework club</b>	Administrator Classroom Teachers Title 1 teachers Intervention Specialist Support staff	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Funding for hourly pay</li> </ul>	Ongoing
<b>Provide a parent/Child Night to teach organizational and homework skills</b>	Administrator Classroom Teachers Title 1 teachers Intervention Specialist Support staff	<ul style="list-style-type: none"> <li>• Workbooks</li> </ul>	January 2011
<b>Late homework center at Lunch</b>	Classroom Teachers Title 1 teachers Intervention Specialist	<ul style="list-style-type: none"> <li>• Funding for hourly pay</li> </ul>	Ongoing
<b>Purchase Planners for third grade</b>	Administrator Curriculum Director	<ul style="list-style-type: none"> <li>• Planners</li> </ul>	Completed Yearly
<b>Purchase chair caddies or desk with an open side for organizational purposes</b>	Administrator Curriculum Director	<ul style="list-style-type: none"> <li>• Caddies</li> <li>• Desk</li> </ul>	January 2010

**GOAL #4:**

Incorporate National Education Technology Standards into our curriculum for all students

**This goal came as a result of:**

- The data collected in our Needs Assessment
- The need to meet national standards
- The desire to prepare students for the life in the digital age

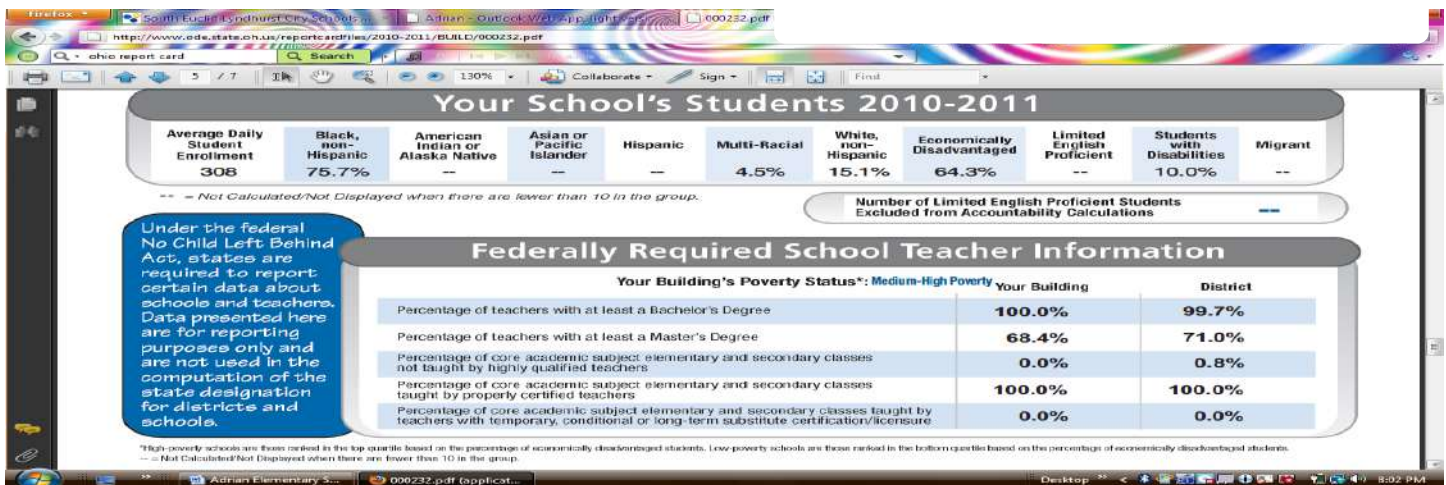
**Strategies:**

<b>Activity:</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Proposed Completion Date:</b>
<b>Purchases Smart boards and provide for installation fee</b>	Administration Curriculum Director	• Classroom projectors and laptops	Ongoing
<b>Purchase Elmo (document camera)</b>	Administration Curriculum Director	• Classroom projectors and laptops	Completed
<b>Allow Students access to computer programs at home</b>	Administration Curriculum Director		Completed
<b>Require research projects in the classroom which utilizes Word, Excel, and PowerPoint</b>	Classroom teachers Specialist teacher Support Staff	• Classroom projectors and laptops	Ongoing
<b>Create computer based Learning Centers</b>	Classroom teachers Specialist teacher Support Staff		Ongoing
<b>Provide Teachers the opportunity to attend professional Development Seminars outside of the district (e-conference)</b>	Administration Curriculum Director		Ongoing
<b>Utilize CompassLearning</b>	Classroom teachers Specialist teacher Support Staff		Ongoing
<b>Create a Schoolwide Wireless Network</b>	Administration		Completed

## SCHOOLWIDE PROGRAM COMPONENTS 3

### INSTRUCTION BY HIGH QUALIFIED PROFESSIONAL STAFF

At Adrian Elementary School, 100% of teachers are highly qualified and are teaching in their major field.



### Highly Qualified Teachers

Number of Certified Teachers	Number of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Teachers Teaching out of Field for One or More Periods during the School Day
24	20	4

**SCHOOLWIDE PROGRAM COMPONENT 4****PROFESSIONAL DEVELOPMENT**

<b>Professional Learning Activity, Content Description, and Length of Training</b>	<b>Timeline</b>	<b>Number of Participants</b>
Child Abuse Prevention training	Start of School	For new staff
DIBELS Training	Periodic Review	ALL
Compass Learning training	Fall-Annually	Classroom Teachers
Teacher Code of Contact	Start of school Year	New Staff Orientation
Assessment for Learning	Fall 08-Present	ALL
Every Day Math Training	Fall 08-Present	ALL
IEP Software training	Ongoing	Intervention Specialists
Hundred Book Challenge	Annual	ALL
Fast Forward	Ongoing	Support Staff
Progress Book	Ongoing	Classroom teachers and support Staff
Grade level Unit development	Ongoing	ALL
Curriculum Maps	Annually	ALL
Standard Based Report Card Development	Annually	Classroom Teachers

<b>Recent Professional Learning Activity, Content Description, and Length of Training</b>	<b>Timeline</b>	<b>Number of Participants</b>
Everyday Math	October 2011	Classroom teachers
Treasures training	November 2010	Classroom teachers
Formula Writing	February 2011	Classroom teachers and support Staff
Curriculum Crosswalk Bill Daggett Presentation	May 2011	All
DIBELS Next	May 2011	All
Musicianship through the Orff approach. Presented by Jim Solomon	October 2010	Select Staff

## **SCHOOLWIDE PROGRAM COMPONENTS 5**

### **ACTION PLAN FOR RECRUITMENT OF HIGHLY QUALIFIED TEACHERS**

- Our district has a competitive salary scale to attract highly qualified teachers.
- Adrian has been a School of Promise four years.
- We are a welcoming staff that is student focused and data driven.
- We participate in the John Carroll University internship program.
- We also work with other neighboring universities to accept student teachers.
- New teachers are assigned a mentor teacher to help guide them through their first year in our district.
- Our district reimburses teachers for graduate course work towards advanced degrees.
- Our district provides professional development for all staff.
- Our district provides opportunities for teachers to observe their colleagues best instructional practices.



## SCHOOLWIDE PROGRAM COMPONENT 6 PARENT AND FAMILY INVOLVEMENT

**Adrian is a part of the National Parent Teacher Association**

**PTA Vision: What the future will look like if PTA accomplishes its mission.**

Making every child's potential a reality.

**PTA Mission: the overall purpose of PTA**

- A powerful voice for all children,
- A relevant resource for families and communities, and
- A strong advocate for the education and well-being of every child.

**PTA Values: What PTA stands for**

- **Collaboration:** We work in partnership with a wide array of individuals and organizations to accomplish our agreed-upon goals.
- **Commitment:** We are dedicated to promoting children's health, well-being, and educational success through strong parent, family, and community involvement.
- **Accountability:** We acknowledge our obligations. We deliver on our promises.
- **Respect:** We value our colleagues and ourselves. We expect the same high quality of effort and thought from ourselves as we do from others.
- **Inclusivity:** We invite the stranger and welcome the newcomer. We value and seek input from as wide a spectrum of viewpoints and experiences as possible.
- **Integrity:** We act consistently with our beliefs. When we err, we acknowledge the mistake and seek to make amends.

**Adrian's PTA Philosophy:**

Adrian Elementary School recognizes that a child's education is a shared responsibility. Our school is comprised of families from diverse backgrounds. Our parent teacher association provides parents and teachers a voice to speak on behalf of every child and promotes use of the best tools to help their children be safe, healthy, and successful in school and life.

**Adrian's PTA Events:**

- 
- Parent Nights
  - Curriculum night
  - Parent/Teacher conferences- twice yearly
  - Homework packets/ 100 Book Challenge
- Monthly PTA meetings with teacher liaisons, parent handouts and/or presentations
- Spotlight bi-weekly newsletter
- Email communication with parents
- Ice Cream Social
- Special Person's Breakfast
- Book Fairs (2)
- Movie Night
- Bingo Night
- Science Showcase
- Carnival
- Reflections
- Classroom volunteers
- Field Day

**Adrian's PTA Action Plan/Strategies for 2009 -2010:**

- Math Night
- Books and Breakfast
- Parent Skills Club

- Invite parents to drop in on clubs
- Summer Packet kick-off

## **SCHOOLWIDE PROGRAM COMPONENT 7**

### **PRESCHOOL TRANSITION STRATEGIES**

South Euclid-Lyndhurst has a preschool which accommodates children with special needs as well as students who serve as peer models. We have an itinerant teacher who makes home visits to help parents and students as they make the transition from preschool into kindergarten.

To help all students make the transition into kindergarten, parents and students are invited to visit the school in the spring. Parents receive information about our school and our expectations for our students. Students meet with the kindergarten teachers to become familiar with the school surroundings.

In the fall, the kindergarten classes are divided into four groups. The parent and their child experience a typical half-day. They do activities with the children, have lunch with the class, and go through the daily classroom routine.

**SCHOOLWIDE PROGRAM COMPONENT 8****ASSESSMENT**

Assessment – Strategies to address improving student performance and the overall instructional program.

	<b>August- December</b>	<b>January-February</b>	<b>March-April</b>	<b>May-June</b>
<b>Kindergarten</b>	KRA-L	KRA-L	KRA-L	Letter ID, Treasures Word List, Hearing and Recording Sounds in Words, Treasures Text Level
<b>First Grade</b>	Letter ID, Treasures Word List, Hearing and Recording Sounds in Words, Treasures Text Level	Treasures Word List, Writing Vocabulary, Hearing and Recording Sounds in Words, Treasures Text Level	Treasures Text Level	Treasures Word List, Writing Vocabulary, Hearing and Recording Sounds in Words, Treasures Text Level
<b>Second Grade</b>	Treasures Word List, Writing Vocabulary, Hearing and Recording Sounds in Words, Treasures Text Level	Treasures Text Level	Treasures Text Level	Treasures Text Level
<b>Third Grade</b>	Reading & Writing Diagnostics, Treasures Text Level	Fall OAA, Treasures Text Level	Treasures Text Level	Treasures Text Level

## SCHOOLWIDE PROGRAM COMPONENT 9

### ADDITIONAL ASSISTANCE FOR STUDENTS WHO ARE FAILING

Intervention strategies are provided for students who are performing below grade level in reading and math. Teachers use ongoing assessments to identify needs of individual students. If a student is having difficulties, objectives will be taught again and reassessed. If a child continues to have difficulties, he/she may be placed on Academic Watch. Academic Watch is a way to monitor student progress and to involve parents in the educational needs of their children. Some students may also be referred to our IAT (Intervention Assistance Team) for further interventions.

Areas Addressed	Intervention Programs
Math and Reading	Before and after school clubs for small group instruction for reading and math skills. Adrian's staff is responsible for implementation and instruction of these clubs.
Reading	100 Book Challenge
Math and Reading	Summer school for students at risk
Reading/behavior	Fast Forward: computer program for developing reading and attention skills.
Reading and Math	Computer programs: <ul style="list-style-type: none"> <li>• Compass learning</li> <li>• Connected</li> <li>• First In Math</li> </ul>
Reading (phonics)	<ul style="list-style-type: none"> <li>• Intensive, direct phonic instruction in all 1<sup>st</sup> grade classroom</li> <li>• Modern Curriculum Phonics instruction</li> </ul>
Math	Everyday Math Number Worlds

#### **At-Risk Programming:**

**Special Education:** Students who qualify for services receive support from staff based on the student's Individual Education Plan.

**Tutoring:** Services offered by qualified personnel offered during and after the school day to provide students with individual or small group instruction.

**Ohio Reads:** Reading tutors before and after school.

**School Clubs:** Before and after school programs to remediate and enrich student academic skills.

**Summer School:** Services by qualified personnel are offered for students to work on specific standard areas that need improvement to demonstrate proficiency. The areas of focus are reading, writing, and math.

**Compass Learning:** Computer program that individualizes instruction and provides feedback to teachers.

**Elementary Guidance:** Guidance curriculum provided in the classrooms by the Guidance counselor weekly.

**Summer Intervention Programming:** Intervention programming will be held 5 days per week from 8:30 A.M. to 12:30 p.m. during the months of June and July. Students will have individualized plans targeted to individual needs in

math, reading and writing skills. Entry and exit data will be analyzed to determine progress of students before and after

the program.

**ADRIAN SCHOOL CLUBS 2011/2012**

<b>Name of Teacher</b>	<b>Type of Club</b>
John Bottar	OAA Preparation Skills/Gifted
John Mascia	OAA Math
Karen Hadden	First Grade Math/Science/Technology
Karen Hadden	Second Grade Math/Science/Technology
Karen Hadden	Third Grade Math/Science/Technology
Annie Beck	ABC Club for kindergartners
Annie Beck	Technology Club for kindergartners
Laura Baca	Math Problem Solving
Bridgette Abbott	Adrian Rubies
Sylvia Marshall	Adrian Scholars
Sylvia Marshall	Tiny Techies Grades 2 and 3
Cathy Stang	First Grade Language Arts/Social Studies/Technology
Cathy Stang	Second Grade language Arts/Social Studies/Technology
Cathy Stang	Third Grade Language Arts/Social Studies/Technology
Rebecca Haas	Kindergarten Pals – Play & Learn
Carol Spackey	Environmental Club – Recycling
Carol Spackey	Gospel Choir
Annie Beck Jen Prementine John Bottar Jan Creech Rebecca Haas	Noon Hour Activity Club  (Kindergarten and Grade 1)
Kathy Yazvac Christy Grande Trish Korzunowski Kathy YazvacJoanne Edelstein	Noon Hour Activity Club  (Grade 2 and Grade 3)
Karen Hadden	Noon Hour Academic Watch Math Group (Kindergarten and Grade 1)
Cathy Stang	Noon Hour Academic Watch Math Group (Grade 2 and Grade 3)
Brianne Schaefer	Noon Hour Academic Watch Math Group (Grade 2 and Grade 3)

**SCHOOLWIDE PROGRAM COMPONENT 10****COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS**

**Funding:** To be determined

This year, we will use Title 1 funding to support our instruction by purchasing/providing:

1. Summer Intervention Program
2. A salary for a full time K-1 Title 1 Reading teacher (1)
3. Early Reading Intervention Program