

# School Improvement Plan - 2010-2011

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West Clark Community Schools

Borden, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

William W Borden Elem Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I - Targeted Assistance School
- Title I - School in Improvement

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Marking**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- David Carter - School Counselor
- Patty Crotchett - Parent/Guardian
- Liz Geltmaker - Teacher
- Chris Gertin - Community Representative (Business)
- Jean Haub - Community
- Jennifer Pierce - Teacher
- Vincent Ray - Teacher
- Connie Wright - Community Representative
- Myra Wright Powell - Administrator

## Strategy Chairs

- David Carter
- Sarah Doan
- Liz Geltmaker
- Amy Greenwell
- Darrel Haub
- Jean Haub
- Karen Johnson
- Lindsey Koetter
- Christina Pearson
- Kathie Poe
- Misty Ray
- Connie Wright

- Myra Wright Powell

## **Community Council**

- Jennifer Bahan - Parent, Gr. 1 & 3
- Marcy Bostock - Parent, gr. 1
- David Carter - Home-School Liaison
- Patty Crotchett - Parent, gr. 4; Girl Scouts
- Chris Gertin - Business
- Leslie Gertin - Media
- Cathy Graninger - Community
- Connie Haddad - Parent, Gr. 3
- Carrie Hall - Parent
- Jean Haub - Community
- Joanne Kay - Parent, gr. 3
- Doris Konermann - Bus Driver; Parent, gr. 1, 4, & 6; PTO President
- Nick Ray - Community/University
- Vincent Ray - Community
- Scott Reeder - Clergy
- Donnie Ross - Law Enforcement; Parent, gr. 1 & 3; GT Parent Representative
- Julie Stotts - Parent, gr. K
- George Tipker - Lions' Club Service Group
- Rebecca Wolfe - Parent, Gr. 1, 3, & 4
- Connie Wright - Community

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

At Borden Elementary School, we believe that all students deserve to be treated with respect from students and adults. We believe that our students deserve to be challenged with high expectations by highly effective and nurturing teachers. Our students also deserve to learn in a positive, nurturing, safe, and caring environment with modern working equipment and a variety of resources.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

As all adults live by these core convictions, students will experience compassion with understanding, humor, empathy, and acceptance of diversity. Our staff keeps apprised of the current trends and methodologies within our elementary domain. Our staff continues to be trained with current technology and have reliable access to this technology on a consistent basis, enabling students to become knowledgeable in technological areas for real world applications. Students are provided opportunities to have deficient skills reinforced using a variety of teaching methods, which address the students' learning style.

## **In this environment where all adults are living by their core convictions, all students:**

In this environment where all adults are living by these core convictions, our students are respectful of and responsible to staff, peers, and our school facility. They are able to apply complete and consistent effort to all academic endeavors. Our students will be able to take advantage of the various opportunities to be involved in the extracurricular activities to become well-rounded, productive, and positive citizens.

## **As a result of these efforts, our school's student achievement data is as follows:**

- % of students who grades 3-6 score above State standards on ISTEP.: 100%
- % of students who non-ISTEP grades pass selected achievement test.: 100%
- % of students who grades 1-6 perform at or above grade level.: 100%
- % of students who receive all A's on their report card.: 100%
- % of students who pass Indiana Reading Assessment, grades K-2.: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

## All 1st Grade - Pass Indiana Reading Assessment 2nd Admin.

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	65	56	65	60	62	64	n/a	66	n/a	71	n/a	100

## All 2nd Grade - Pass Indiana Reading Assessment 2nd Admin

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	74	76	74	78	81	81	n/a	83	n/a	85	n/a	100

## All Kindergarten - Pass Indiana Reading Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	56	56	79	80	80	82	n/a	85	n/a	86	n/a	100

**All Students (126 days) - ISTEP PL221 Category Placement Performance**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	70	83	69	84	n/a	85	n/a	86	n/a	87	n/a	100

**Gr 3-6 Students Qualifying for the Read 180 Intervention Program - % of Students who Raise their SRI scores by 150 points during the school year (Reading Comprehension).**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	60	n/a	68	n/a	75	n/a	80	n/a	100

**Gr. 3-6 Free/Reduced Students - ISTEP Language Arts (AYP)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	37.5	n/a	n/a	65	n/a	70	n/a	75	n/a	80	n/a	100

**Gr. 3-6 Free/Reduced Students - ISTEP Math (AYP)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	52.8	n/a		70	n/a	75	n/a	79	n/a	82	n/a	100

**Gr. 3-6 Special Education AYP (162 day) - ISTEP LA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	31	40	27	43	n/a	44	n/a	50	n/a	58	n/a	100

**Gr. 3-6 Targeted Title 1 Students - Passing ISTEP Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	70	n/a	75	n/a	80	n/a	85	n/a	100



**Gr. K-2 Targeted Title 1 Students - Passing IRDA with 75% or Above**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	65	76	70	n/a	74	n/a	78	n/a	100

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

**We are concerned that... Attendance: Parents & Students need to understand the importance of school attendance.**

**We are concerned that... Exceptional Learners - Gifted being challenged with rigorous curriculum**

Some parents feel that the GT students' work needs to be more challenging and less busy work.

**We are concerned that... Students need Inspiration to Read**

Students tend to struggle with Reading and therefore are apprehensive about Reading. Therefore, their vocabulary and reading comprehension are impaired.

**We are concerned that... Parent Involvement: Information on how to help children succeed in school.**

**We are concerned that... Utilizing Technology: Ongoing Professional Development Needed**

## Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**L. Early Childhood Transition**

**N. Parent Notice - School in Improvement**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**R1. Parent Right-to-Know Letter - Qualifications**

**R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Attendance & Health Issues

We will promote a change in attitudes of students towards attendance and health issues that directly affect attendance. Students will see implementation of education tips regarding good health habits, and receive attendance incentives throughout the school year for excellent attendance.

**Impact Level:** Low Impact

**Focus:** General

### Parent Involvement: Family Activity Nights

Staff members will organize two Family Activity Nights throughout the school year to get parents involved with their child. Guest speakers and/or special family oriented activities will bring worthwhile information to those in attendance.

**Impact Level:** Low Impact

**Focus:** Specific

### Parent Involvement: Volunteer Opportunities

BES will solicit volunteers periodically throughout the school year to help in classrooms, office, computer lab, library, field trips, and to work with individual or small groups of students.

**Impact Level:** Low Impact

**Focus:** General

### Professional Development Utilizing Technology

Certified staff, teacher aides, and students will use the various software programs to assist in daily learning throughout the school year. Teachers will be trained to use Reading Counts, School Master, Gradebook, Outlook e-mail, IP Video Lab, Criterion, and any other software programs introduced to us throughout the year. Teachers will also attend workshops and/or conferences related to technology that are made available to the certified staff. The attendees will then return and share information with the staff.

**Impact Level:** Low Impact

**Focus:** General

### Quarterly Positive Actions Celebrations

Students will be rewarded for good behavior by earning the privilege to attend a themed party with snack and drink provided, on a quarterly basis. Students with grades of A+, A, or A- in conduct for the quarter will be eligible to attend.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## Reading Counts Quarterly Celebrations

To help students to be more inspired to read and thus increase their Language Arts skills, students in grades 4-6 who read and pass 1,000+ pages, and students in grade 3 who read and pass 30+ books, during a quarter will be invited to participate in a themed Reading celebration at the end of each quarter, organized by our Strategy Chair and Media Specialist.

**Impact Level:** Low Impact

**Focus:** Specific

## Required Strategies

### A. Parent Involvement: Instructional Workshops for Parents

Our Instructional Coach(es) will offer a variety of three night-time workshops to parents to participate in learning how to more effectively work with their child at home. Each workshop will have a specific academic focus that will be conducted consistent with the best practices instruction of the classroom.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### B. Educator Training for Parent Involvement: Grade level meetings

The Instructional Coach(es) will mentor teachers in interpreting the data and partner with the classroom teachers in identifying the specific needs of the students. The teachers will be trained to disseminate and explain this data to parents so parents can better understand how to help students with targeted needs.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

Kindergarten teachers will plan an evening during the last month of the school year where the incoming kindergarten parents meet with the teachers and other school and district level officials and are given information and activities to do with their child during the summer. During the meeting time, the incoming kindergarten students experience various activities that they will have in kindergarten the following year.

**Impact Level:** Low Impact

**Focus:** General

### E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center

We will create a section on our website for parents which will include various website links for academic enrichment and/or remediation they may visit to help their child. The website will be updated at least quarterly by office personnel with any new websites and/or information obtained that would be of interest to the parents. We will also provide a link on our website to Indiana's Parent Information and Resource Center (PIRC) at [www.fscp.org](http://www.fscp.org) and inform the parents of this resource via our Braves Home Line newsletter.

**Impact Level:** Low Impact

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

All teachers, through grade level meetings, and with the assistance of the West Clark Instructional Coaches, will review student data, collaborate on curriculum and the Indiana State Standards, focusing on Reading/LA and Math. Teachers will have release time, up to 4 half days, over the course of the year, for curriculum collaboration with their grade level team. Each grade level will document their progress from the curriculum collaboration to compare with scope and sequence, K - 6. Teachers will also have the opportunity for curriculum collaboration throughout the district for their respective grade levels at least twice during the school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

High Ability Learners (HAL) will be placed in a cluster group in one classroom per grade level per building. If a HAL cluster consists of more than 8 students, then two clusters may be formed. The teacher will differentiate the curriculum for the HALs by using various strategies, such as, but not limited to: curriculum compacting, tiered lessons, ability grouping, flexible grouping, acceleration, and independent study projects. The High Ability Coordinator will serve as a resource to the cluster teachers in gathering and organizing materials, implementing differentiation strategies, and will also be available on a weekly basis to collaborate in the classroom.

**Impact Level:** Low Impact

**Focus:** Specific

#### **F. Encourage Rigorous Curriculum: Reading Comprehension - Grades 3 & 5**

At the beginning of the year, the 3rd & 5th grade teachers will get baseline data of reading comprehension levels of their current students. During the school year, the 3rd & 5th grade students will be reading novels/stories within their classrooms and working on various reading comprehension strategies. After these stories/novels are read, the classroom teachers will give the students comprehension tests. The growth of the students' comprehension will be tracked throughout the year by the classroom teacher.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Language Arts Instructional Coach(es)**

The Instructional Coach(es) will train the teachers in different Language Arts strategies to be able to teach the at risk students effectively. The Instructional Coach(es) will serve as models for the teachers and provide support. The Instructional Coach(es) will also be working with the at risk students to serve as an interventionist. The Instructional Coach(es) will be available throughout the school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **J. Instruction by Highly Qualified Teachers: Professional Development**

Classroom teachers will participate in on-going professional development regarding best practices and research-based techniques to keep apprised of the current effective research and practices to be implemented in the classroom. All teachers currently in our building meet the qualifications of being Highly Qualified. Teachers will maintain the requirements necessary to be classified as Highly Qualified. All personnel to be hired will have already obtained the Highly Qualified status. If there should ever be any teacher not classified as Highly Qualified in our building, a specific professional development plan would be implemented to assure that teacher obtains the necessary Highly Qualified status.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits**

To assist parents and students transitioning from pre-school to kindergarten, our kindergarten teachers will visit the local pre-schools to make a presentation one morning in April, the pre-school children will visit with the current kindergarten classes for approximately one half day of school in April, and the parents and incoming kindergarten students will be encouraged to attend Camp Kindergarten on May 5, 2011 to learn more about the school and procedures to make a smoother transition to school.

**Impact Level:** Low Impact

**Focus:** Specific

#### **N. Parent Notice - School in Improvement**

Parents will be mailed notice of our school being in school improvement and a choice school. The mailing will include the reason we are in school improvement, what school improvement means, what Supplemental Educational Services (SES) will be offered, what school they may choose if they do not choose the SES option, and the specific responsibilities of the school. The sample DOE letter will be used as a framework which to build upon.

**Impact Level:** Low Impact

**Focus:** Specific

#### **O. Extended Learning Activities: After School Homework Club Tutoring**

Students in grades 3-6 who qualify for the Title 1 program and/or the Free/Reduced Lunch program, in addition to the general education population, will be given the opportunity to participate in the After School Homework Club Language Arts and Math tutoring sessions of 90 minutes each two days a week. These tutoring sessions will be organized and conducted by the C.I.S. Coordinator. The tutoring sessions will be based on the students' needs in relation to the Indiana State Standards.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **O. Extended Learning Activities: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation**

Grade Level teachers will work with the Instructional Coach and Principal at least quarterly to review student data and to organize students within a grade level into enrichment and remediation intervention groups. Specific skill areas will be identified for the staff to work with these respective groups during the next time period, making the instructional match for the students in the skills areas needed. The STAR time will be 30-45 minutes during the regular school day as part of the identified intervention block for each grade level

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **P. Teacher Mentoring Program: Instructional Coaches**

The Instructional Coach(es) will work with the classroom teachers and the instructional assistants regarding best practices for Reading/Language Arts and Math instruction and curriculum each month at a minimum. The Instructional Coach(es) will mentor teachers in interpreting the data and partner with the classroom teachers in identifying the specific needs of the students.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **R1. Parent Right-to-Know Letter - Qualifications**

The Superintendent and/or Principal will send every student's parent a letter verifying that each teacher working with their child is Highly Qualified by IDOE standards. This letter will be sent home to the parents within the first month of school.

**Impact Level:** Low Impact

**Focus:** Specific

#### **R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

The Superintendent and/or Principal will notify parents if their child will have a non-Highly Qualified teacher assigned to instruct their child for four or more consecutive weeks during the 2010-11 school year. This notification will be sent to them within one week of knowing if this situation will be occurring.

**Impact Level:** Low Impact

**Focus:** Specific

#### **S. School-Parent Compact**

The Community Council, Teachers, and Students will review the current Parent-Teacher-Student School Compact and revise if necessary, which includes all the aspects described on the DOE site pertaining to the School Compact. The Parent-Teacher-Student School Compact will be presented and disseminated to the parents during the annual meeting by the building principal. If parents are not able to attend their respective annual meeting, it will be disseminated to them at Parent-Teacher conferences by the classroom teacher.

**Impact Level:** Low Impact

**Focus:** Specific

#### **T. Annual Parent Meeting**

Grade level teachers, grades K-6, will offer grade level meetings for all parents during the first month of school to explain expectations, curriculum, rules and procedures. The principal and Instructional Coach will address the Title 1 areas needing to be covered. All parents will be encouraged to attend to meet their child's teacher, learn more about Title 1, and to develop a partnership between home and school. For Title 1 parents who cannot attend any of these meetings, another meeting, offered at a more flexible time of day will be offered to parents for the principal and/or Instructional Coach to review all the Title 1 components and to answer their questions. Documentation will be kept for possible Title 1 audit.

**Impact Level:** Low Impact

**Focus:** Specific

#### **U. Focused Student Group: Exceptional Learners: Special Education**

The Special Needs Teachers, Special Needs Instructional Assistants, and/or the CIS Coordinator will work with special needs students daily using various educational software and materials aligned with the Indiana State Standards. The extra help sessions will be part of our S.T.A.R. (Systematic Techniques for Academic Relevanace) enrichment and remediation block of time to work on different skills needed.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **V. Peer Review for SIP**

The principal will meet with the principal of another school at least two times during the year. The other school has met AYP and has similar school characteristics as our school, such as total school population, free/reduced percentages, Special Education population, and location. The first meeting to review our SIP will be in the summer, 2010. Documentation will be kept for a possible DOE/Title 1 audit.

**Impact Level:** Low Impact

**Focus:** Specific



## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

### Required Strategies

#### A. Parent Involvement: Instructional Workshops for Parents

The percentage of parents responding positively on their level of comfort and efficiency after attending the sessions provided on the best practices in the respective academic areas offered

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	80		85	

#### B. Educator Training for Parent Involvement: Grade level meetings

% of parents who respond positively overall on a survey regarding the data and how they may help their children at home in the skill areas needed

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	50		60	

#### C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

% of parents who respond positively regarding their child coming to school the following year.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
?	75		95	

#### F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

% of goals listed on a checklist met for each collaboration meeting

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
78	85		95	

**I. Focused Academic Area: Language Arts Instructional Coach(es)**

% of positive responses on a survey regarding the implementation of Blooms Taxonomy of Higher level thinking for students at risk.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
N/A	70		90	

**P. Teacher Mentoring Program: Instructional Coaches**

% of goals listed on a checklist met for each grade level

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	95		100	

**U. Focused Student Group: Exceptional Learners: Special Education**

Percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
37	50		65	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Early Childhood Transition

- Mar 31, 2011:** Create Survey for Parents **Person:** Lindsey Koetter
- Apr 5, 2011:** Arrange Date for Pre-School Students to Visit BES Kindergarten Classrooms **Person:** Amy Greenwell
- Apr 5, 2011:** Arrange Date to Visit with Pre-Schools **Person:** Myra Powell
- Apr 15, 2011:** Arrange Guest Speakers & Food for Camp Kindergarten **Person:** Myra Powell
- Apr 15, 2011:** Schedule Facilities for Camp Kindergarten **Person:** Myra Powell
- Apr 25, 2011:** Mail Invitations to Parents for Camp Kindergarten **Person:** Stacey Wright
- Apr 25, 2011:** Obtain Volunteers for Camp Kindergarten **Person:** Myra Powell
- Apr 30, 2011:** Arrange Camp Kindergarten Activities & Groups **Person:** Kindergarten Teachers
- Apr 30, 2011:** Organize Camp Kindergarten Packets **Person:** Kindergarten Teachers

## Educator Training for Parent Involvement

- Apr 1, 2010:** Collect baseline data: % of parents who respond positively overall on a survey regarding the data and how they may help their children at home in the skill areas needed **Person:**
- Sep 15, 2010:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Sep 30, 2010:** Provide educational website links to parents to assist them in working with their children **Person:** Interventionists
- Oct 10, 2010:** Provide training for teachers on the interpretation of Acuity & ISTEP data so they may discuss the data with the parents regarding areas the parents may help their child at home **Person:** Instructional Coach, Acuity designee, & Principal
- Oct 15, 2010:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Oct 15, 2010:** Teachers Discuss Acuity & ISTEP data with Parents during the scheduled Annual Parent Meetings and/or Parent-Teacher Conferences **Person:** Classroom Teachers
- Nov 15, 2010:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Nov 30, 2010:** Collect fall data: % of parents who respond positively overall on a survey regarding the data and how they may help their children at home in the skill areas needed **Person:**
- Dec 2, 2010:** Provide educational website links to parents to assist them in working with their children **Person:** Interventionists
- Dec 15, 2010:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Jan 15, 2011:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Feb 3, 2011:** Provide educational website links to parents to assist them in working with their children **Person:** Interventionists
- Feb 15, 2011:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Mar 15, 2011:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Apr 7, 2011:** Provide educational website links to parents to assist them in working with their children **Person:** Interventionists
- Apr 15, 2011:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- May 15, 2011:** Provide Study Skills Tips in the school newsletter **Person:** David Carter
- Jun 30, 2011:** Collect spring data: % of parents who respond positively overall on a survey regarding the data and how they may help their children at home in the skill areas needed **Person:**

## Encourage Rigorous Curriculum

- Aug 20, 2010:** Schedule Determine Days for Meeting Times for the Year **Person:** Principal, Strategy Chair, & Instructional Coach
- Aug 31, 2010:** Schedule Coverage for Teachers **Person:** Myra Powell
- Aug 31, 2010:** Schedule Meeting Location **Person:** Myra Powell
- Sep 15, 2010:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal
- Sep 15, 2010:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Sep 15, 2010:** Schedule Coverage for Classroom Teachers **Person:** Myra Powell

**Sep 15, 2010:** Schedule Testing Times with Gr. 3 & 5 Teachers **Person:** Kathie Poe

**Sep 15, 2010:** Schedule the Computer Lab **Person:** Kathie Poe

**Sep 30, 2010:** Each grade level team select a recorder for the documentation of work completed **Person:** Grade Level Teachers

**Sep 30, 2010:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Oct 5, 2010:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Oct 15, 2010:** Administer SRI for Lexile Scores **Person:** Kathie Poe & Jean Haub

**Oct 20, 2010:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Oct 20, 2010:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Oct 30, 2010:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Nov 5, 2010:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Nov 17, 2010:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Nov 17, 2010:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Nov 17, 2010:** Schedule Coverage for Classroom Teachers **Person:** Myra Powell

**Nov 17, 2010:** Schedule Testing Times with Gr. 3 & 5 Teachers **Person:** Kathie Poe

**Nov 17, 2010:** Schedule the Computer Lab **Person:** Kathie Poe

**Nov 30, 2010:** Collect fall data: % of goals listed on a checklist met for each collaboration meeting **Person:**

**Nov 30, 2010:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Dec 5, 2010:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Dec 15, 2010:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Dec 15, 2010:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Dec 17, 2010:** Administer SRI for Lexile Scores **Person:** Kathie Poe & Jean Haub

**Dec 30, 2010:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Jan 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Jan 19, 2011:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Jan 19, 2011:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Jan 19, 2011:** Schedule Coverage for Classroom Teachers **Person:** Myra Powell

**Jan 19, 2011:** Schedule Testing Times with Gr. 3 & 5 Teachers **Person:** Kathie Poe

**Jan 19, 2011:** Schedule the Computer Lab **Person:** Kathie Poe

**Jan 30, 2011:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Feb 1, 2011:** Comparison of the Lexile Gains & Share with Teachers **Person:** Karen Johnson

**Feb 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Feb 16, 2011:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Feb 16, 2011:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Feb 18, 2011:** Administer SRI for Lexile Scores **Person:** Kathie Poe & Jean Haub

**Mar 2, 2011:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Mar 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Mar 16, 2011:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Mar 16, 2011:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Mar 23, 2011:** Schedule Coverage for Classroom Teachers **Person:** Myra Powell

**Mar 23, 2011:** Schedule Testing Times with Gr. 3 & 5 Teachers **Person:** Kathie Poe

**Mar 23, 2011:** Schedule the Computer Lab **Person:** Kathie Poe

**Apr 2, 2011:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**Apr 5, 2011:** Comparison of the Lexile Gains & Share with Teachers **Person:** Karen Johnson

**Apr 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Apr 20, 2011:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**Apr 20, 2011:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**Apr 22, 2011:** Administer SRI for Lexile Scores **Person:** Kathie Poe & Jean Haub

**May 2, 2011:** Grade Level Record will provide the Strategy Chair with the documentation of the Grade Level's progress **Person:** Grade Level Recorders

**May 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**May 18, 2011:** Grade Level Meetings to review data, group students based on needs, and plan curricular area. **Person:** Instructional Coach & Principal

**May 18, 2011:** Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and Principal to review student data and utilize the data to address instruction and curriculum. **Person:** Instructional Coach & Principal

**May 25, 2011:** Schedule Coverage for Classroom Teachers **Person:** Myra Powell

**May 25, 2011:** Schedule Testing Times with Gr. 3 & 5 Teachers **Person:** Kathie Poe

**May 25, 2011:** Schedule the Computer Lab **Person:** Kathie Poe

**Jun 5, 2011:** Strategy Chair will maintain documentation from the grade levels in the respective binders **Person:** Sarah Doan

**Jun 30, 2011:** Collect spring data: % of goals listed on a checklist met for each collaboration meeting **Person:**

## Extended Learning Activities

**Aug 31, 2010:** Obtain Recommendations of Students from Teachers **Person:** Darrel Haub

**Sep 1, 2010:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Sep 1, 2010:** STAR Program Teachers will be provided information on research based, best practices **Person:** Instructional Coach & Reading Interventionists

**Sep 2, 2010:** Provide Invitations for Students to Participate **Person:** Darrel Haub

**Sep 10, 2010:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Sep 10, 2010:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Sep 10, 2010:** Schedule Students & Notify Parents of Schedule **Person:** Darrel Haub

**Sep 15, 2010:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Oct 8, 2010:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Oct 10, 2010:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Oct 13, 2010:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Oct 15, 2010:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Oct 30, 2010:** Acuity Data reviewed for skills needed **Person:** Instructional Coach & Reading Interventionists

**Nov 3, 2010:** STAR Program Teachers will be provided information on research based, best practices **Person:** Instructional Coach & Reading Interventionists

**Nov 10, 2010:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Nov 12, 2010:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Nov 15, 2010:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Nov 24, 2010:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Dec 10, 2010:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Dec 10, 2010:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Dec 15, 2010:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Jan 1, 2011:** Acuity Data reviewed for skills needed **Person:** Instructional Coach & Reading Interventionists

**Jan 5, 2011:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Jan 5, 2011:** STAR Program Teachers will be provided information on research based, best practices **Person:** Instructional Coach & Reading Interventionists

**Jan 10, 2011:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Jan 14, 2011:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Jan 15, 2011:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Jan 15, 2011:** IRDA Level Increases **Person:** Early Interventionist & Title 1 Assistant

**Jan 15, 2011:** Lexile Points Increased **Person:** Instructional Coach & Reading Interventionists

**Feb 10, 2011:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Feb 11, 2011:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Feb 15, 2011:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Feb 16, 2011:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Mar 5, 2011:** Acuity Data reviewed for skills needed **Person:** Instructional Coach & Reading Interventionists

**Mar 9, 2011:** STAR Program Teachers will be provided information on research based, best practices **Person:** Instructional Coach & Reading Interventionists

**Mar 10, 2011:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Mar 11, 2011:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Mar 15, 2011:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**Mar 19, 2011:** IRDA Level Increases **Person:** Early Interventionist & Title 1 Assistant

**Mar 19, 2011:** Lexile Points Increased **Person:** Instructional Coach & Reading Interventionists

**Mar 30, 2011:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**Apr 8, 2011:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**Apr 10, 2011:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**Apr 15, 2011:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**May 7, 2011:** Acuity Data reviewed for skills needed **Person:** Instructional Coach & Reading Interventionists

**May 10, 2011:** Collaborate with Teachers regarding the needs of the participating students **Person:** Darrel Haub

**May 11, 2011:** Classroom Teachers will be offered help in finding research based, best practice activities for the enrichment/remediation **Person:** Instructional Coach & Reading Interventionists

**May 11, 2011:** STAR Program Teachers will be provided information on research based, best practices **Person:** Instructional Coach & Reading Interventionists

**May 13, 2011:** Grade Level Meetings to review data, group students based on needs, and plan the instruction of STAR time. **Person:** Principal & Instructional Coach

**May 15, 2011:** Document Group Members & Skills Accomplished **Person:** Classroom Teachers

**May 21, 2011:** IRDA Level Increases **Person:** Early Interventionist & Title 1 Assistant

**May 21, 2011:** Lexile Points Increased **Person:** Instructional Coach & Reading Interventionists

**May 30, 2011:** Distribute, Collect, & Tabulate Surveys from Parents & Teachers **Person:** Darrel Haub

**May 30, 2011:** Distribute, Collect, & Tabulate Surveys from Parents & Teachers **Person:** Darrel Haub

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: **Person:**

**Apr 1, 2010:** Collect baseline data: % of positive responses on a survey regarding the implementation of Blooms Taxonomy of Higher level thinking for students at risk. **Person:** Kathie Poe

**Aug 31, 2010:** Trainings will be offered for interventions to be used throughout the school year **Person:** Program Trainers/Instructional Coaches

**Sep 1, 2010:** Teachers will be given copies of Acuity Blueprints for their grade levels. **Person:** Kathie Poe

**Sep 30, 2010:** 3-6th grade teachers will meet with Instructional Coach to review blueprints. **Person:** Kathie Poe

**Sep 30, 2010:** Teachers will be provided with Blooms Taxonomy in order to use higher level questioning. **Person:** Kathie Poe

**Sep 30, 2010:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe

**Oct 15, 2010:** Teachers will be provided with visual aids of Blooms Taxonomy of Higher level thinking Verbs to be used in the classroom. **Person:** Kathie Poe

**Oct 30, 2010:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe

**Nov 30, 2010:** Collect fall data: **Person:**

**Nov 30, 2010:** Collect fall data: % of positive responses on a survey regarding the implementation of Blooms Taxonomy of Higher level thinking for students at risk. **Person:** Kathie Poe

**Nov 30, 2010:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe

**Dec 20, 2010:** Give teachers opportunities to view model Lessons for reading using Read 180 or System 44 **Person:** Kathie Poe

**Dec 20, 2010:** Instructional Coach and/or Early Interventionist will offer to co-teach lessons with grade level teachers to model and exhibit best practices **Person:** Kathie Poe

**Dec 20, 2010:** Teachers will be given articles and educational materials for best practices. **Person:** Kathie Poe  
**Dec 20, 2010:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**Jan 30, 2011:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**Feb 28, 2011:** The instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**Mar 30, 2011:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**Apr 30, 2011:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**May 30, 2011:** The Instructional Coach will provide instructional strategies for interventions. **Person:** Kathie Poe  
**May 31, 2011:** Instructional Coach and/or Early Interventionist will offer to co-teach lessons with grade level teachers to model and exhibit best practices **Person:** Kathie Poe  
**May 31, 2011:** Teachers will be given articles and educational materials for best practices. **Person:** Kathie Poe  
**Jun 30, 2011:** Collect spring data: **Person:**  
**Jun 30, 2011:** Collect spring data: % of positive responses on a survey regarding the implementation of Blooms Taxonomy of Higher level thinking for students at risk. **Person:** Kathie Poe

## Focused Student Group

**Aug , 2010:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Aug 31, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Aug 31, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Aug 31, 2010:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Oct 12, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Oct 12, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Oct 12, 2010:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Nov 23, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Nov 23, 2010:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Nov 23, 2010:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Nov 30, 2010:** Collect fall data: Percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom. **Person:**  
**Dec 15, 2010:** Develop, Distribute, & Collect Survey **Person:** Amy Greenwell  
**Dec 15, 2010:** Develop, Distribute, & Collect Survey **Person:** Amy Greenwell  
**Jan 4, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Jan 4, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Jan 4, 2011:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Feb 15, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Feb 15, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Feb 15, 2011:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal  
**Feb 16, 2011:** Develop, Distribute, & Collect Survey **Person:** Amy Greenwell  
**Feb 16, 2011:** Develop, Distribute, & Collect Survey **Person:** Amy Greenwell  
**Mar 29, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Mar 29, 2011:** SE Teachers will provide classroom teachers with an IEP at a Glance and collaborate with the classroom teachers for what the SE students need. **Person:** SE Teachers  
**Mar 29, 2011:** SE Teachers, Instructional Coach, Classroom Teachers, & Princiipal will meet and identify what skills the SE students need the most and be assigned a group during STAR time. **Person:** Instructional Coach & Principal

**Apr 20, 2011:** Develop, Distribute, & Collect Survey **Person:** Amy Greenwell

**Jun 30, 2011:** Collect spring data: Percent of positive responses on the classroom teacher survey as to the effective impact this has on the students participating from their classroom. **Person:**

## Outreach to Preschool Parent Involvement Programs

**Apr 1, 2010:** Collect baseline data: **Person:**

**Apr 1, 2010:** Collect baseline data: % of parents who respond positively regarding their child coming to school the following year.

**Person:** Lindsey Koetter

**Nov 30, 2010:** Collect fall data: **Person:**

**Nov 30, 2010:** Collect fall data: % of parents who respond positively regarding their child coming to school the following year.

**Person:** Lindsey Koetter

**Mar 31, 2011:** Develop Survey for the Parents **Person:** Lindsey Koetter

**Apr 5, 2011:** Arrange Date for Pre-School Students to Visit BES Kindergarten Classrooms **Person:** Amy Greenwell

**Apr 5, 2011:** Arrange Date to Visit with Pre-Schools **Person:** Myra Powell

**Apr 15, 2011:** Arrange Guest Speakers & Food Arrangements for Camp Kindergarten **Person:** Myra Powell

**Apr 15, 2011:** Schedule Facilities for Camp Kindergarten **Person:** Myra Powell

**Apr 25, 2011:** Mail Invitations to Parents for Camp Kindergarten **Person:** Stacey Wright

**Apr 25, 2011:** Obtain Volunteers for Camp Kindergarten **Person:** Myra Powell

**Apr 30, 2011:** Arrange Activities & Groups for Camp Kindergarten **Person:** Kindergarten Teachers

**Apr 30, 2011:** Organize Camp Kindergarten Packets **Person:** Kindergarten Teachers

**May 15, 2011:** Distribute, Collect, & Tabulate Surveys **Person:** Lindsey Koetter

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: % of parents who respond positively regarding their child coming to school the following year.

**Person:** Lindsey Koetter

## Parent Involvement

**Apr 1, 2010:** Collect baseline data: **Person:**

**Aug 16, 2010:** Present Writing focus to staff for Sept. Plant Pight **Person:** Kathie Poe

**Aug 29, 2010:** Create Survey for Sept. Plant Night **Person:** Kathie Poe

**Aug 29, 2010:** Provide booklets and materials for teachers for writing activity **Person:** Kathie Poe

**Aug 29, 2010:** Schedule workers and rooms for Sept. Plant Night **Person:** Kathie Poe

**Sep 5, 2010:** Create Flier for Sept. Plant Night **Person:** Myra Powell

**Sep 9, 2010:** Collect writing samples from all classroom teachers **Person:** Kathie Poe

**Sep 16, 2010:** Distribute and collect parent surveys during Sept Plant Night **Person:** Kathie Poe

**Sep 16, 2010:** Send Fliers and daily reminders **Person:** Kathie Poe

**Oct 1, 2010:** Schedule Workers for Nov. Plant Night **Person:** Kathie Poe

**Oct 9, 2010:** Meet with District Math Coach **Person:** Kathie Poe

**Oct 9, 2010:** Work with sixth grade on Ideas and activities **Person:** Sarah Doan

**Oct 29, 2010:** Create Fliers and daily reminders for Nov. Plant Night **Person:** Myra Powell

**Oct 29, 2010:** Schedule rooms and organize snacks **Person:** Kathie Poe

**Nov 1, 2010:** Create Survey for Math Plant Night **Person:** Kathie Poe

**Nov 9, 2010:** Distribute and collect parent surveys During Nov. Plant Night **Person:** Kathie Poe

**Nov 9, 2010:** Send Fliers and daily reminders for Nov. Plant Night **Person:** Kathie Poe

**Nov 30, 2010:** Collect fall data: **Person:** Kathie Poe

**Nov 30, 2010:** Collect fall data: The percentage of parents responding positively on their level of comfort and efficiency after attending the sessions provided on the best practices in the respective academic areas offered **Person:**

**Dec 1, 2010:** Tabulate Surveys **Person:** Kathie Poe

**Jan 15, 2011:** Meet with District Reading Coach **Person:** Kathie Poe

**Jan 31, 2011:** Secure Speakers and workers for Feb Plant Night **Person:** Kathie Poe

**Feb 15, 2011:** Create Survey for Reading Plant Night **Person:** Kathie Poe

**Feb 24, 2011:** Distribute and collect surveys **Person:** Kathie Poe

**Mar 31, 2011:** Tabulate surveys **Person:** Kathie Poe

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: The percentage of parents responding positively on their level of comfort and efficiency after attending the sessions provided on the best practices in the respective academic areas offered **Person:**



## Professional Development Utilizing Technology

**Aug 20, 2010:** Schedule Teachers Attend Technology Training Sessions on Current & New Software **Person:** Principal & WCCS Administrators

**Aug 20, 2010:** Schedule Topics & Presenters **Person:** Misty Ray & Myra Powell

**Oct 22, 2010:** Schedule Teachers Attend Technology Training Sessions on Current & New Software **Person:** Principal & WCCS Administrators

**Oct 22, 2010:** Schedule Topics & Presenters **Person:** Misty Ray & Myra Powell

**Dec 24, 2010:** Schedule Teachers Attend Technology Training Sessions on Current & New Software **Person:** Principal & WCCS Administrators

**Dec 24, 2010:** Schedule Topics & Presenters **Person:** Misty Ray & Myra Powell

**Feb 25, 2011:** Schedule Teachers Attend Technology Training Sessions on Current & New Software **Person:** Principal & WCCS Administrators

**Feb 25, 2011:** Schedule Topics & Presenters **Person:** Misty Ray & Myra Powell

**Feb 27, 2011:** Attendance at Technology Conference **Person:** Misty Ray & Myra Powell

**Apr 29, 2011:** Schedule Teachers Attend Technology Training Sessions on Current & New Software **Person:** Principal & WCCS Administrators

**Apr 29, 2011:** Schedule Topics & Presenters **Person:** Misty Ray & Myra Powell

## Quarterly Positive Actions Celebrations

**Aug 25, 2010:** Announce Program & Criteria **Person:** David Carter

**Sep 1, 2010:** Determine Celebration Theme **Person:** Strategy Team

**Sep 15, 2010:** Obtain Celebration Volunteers **Person:** David Carter

**Sep 30, 2010:** Obtain Celebration Food/Items **Person:** Strategy Team

**Oct 10, 2010:** Determine Eligible Students & Notify Eligible Students & their Teachers **Person:** David Carter

**Nov 3, 2010:** Determine Celebration Theme **Person:** Strategy Team

**Nov 17, 2010:** Obtain Celebration Volunteers **Person:** David Carter

**Dec 2, 2010:** Obtain Celebration Food/Items **Person:** Strategy Team

**Dec 12, 2010:** Determine Eligible Students & Notify Eligible Students & their Teachers **Person:** David Carter

**Jan 5, 2011:** Determine Celebration Theme **Person:** Strategy Team

**Jan 19, 2011:** Obtain Celebration Volunteers **Person:** David Carter

**Feb 3, 2011:** Obtain Celebration Food/Items **Person:** Strategy Team

**Feb 13, 2011:** Determine Eligible Students & Notify Eligible Students & their Teachers **Person:** David Carter

**Mar 9, 2011:** Determine Celebration Theme **Person:** Strategy Team

**Mar 23, 2011:** Obtain Celebration Volunteers **Person:** David Carter

**Apr 7, 2011:** Obtain Celebration Food/Items **Person:** Strategy Team

**Apr 17, 2011:** Determine Eligible Students & Notify Eligible Students & their Teachers **Person:** David Carter

**May 11, 2011:** Determine Celebration Theme **Person:** Strategy Team

**May 25, 2011:** Obtain Celebration Volunteers **Person:** David Carter

## Teacher Mentoring Program

**Apr 1, 2010:** Collect baseline data: **Person:**

**Sep 30, 2010:** Meet with teachers to review 2010 ISTEP and other assessment data **Person:** Kathie Poe

**Sep 30, 2010:** Meet with teaching Assistants to discuss student needs and interventions using best practices. **Person:** Kathie Poe

**Oct 30, 2010:** Meet with 3-6 grade teachers to review Acuity data and best practices and plan interventions and enhancements

**Person:** Kathie Poe

**Oct 30, 2010:** Meet with teachers of grades K-2 to discuss assessment data and best practices to plan interventions and enhancements. **Person:** Kathie Poe

**Oct 30, 2010:** Meet with teaching assistants for grades 3-6 to review and explain Acuity data as well as best practices o implement interventions **Person:** Kathie Poe

**Oct 30, 2010:** Meet with teaching assistants for grades K-2 to review assessment and best practices data to provide interventions

**Person:** Kathie Poe

**Oct 30, 2010:** Training will be provided for district accepted assessments. **Person:** District level administration

**Nov 30, 2010:** Collect fall data: **Person:**

**Nov 30, 2010:** Collect fall data: % of goals listed on a checklist met for each grade level **Person:** Kathie Poe

**Nov 30, 2010:** Meet with Teachers and Assistants to plan interventions and enhancements using best practices **Person:** Kathie Poe

**Dec 20, 2010:** Meet with Teachers and Assistants to plan interventions and enhancements using best practices **Person:** Kathie Poe

**Jan 31, 2011:** Meet with teachers of grades 3-6 to review 2nd quarter Acuity Data and plan interventions and enhancements using best practices. **Person:** Kathie Poe

**Jan 31, 2011:** Meet with teachers of grades K-2 to discuss 2nd quarter assessment data and plan interventions and enhancements as well as best practices. **Person:** Kathie Poe

**Jan 31, 2011:** Meet with Teaching assistants of grades K-6 to plan interventions and enhancements using best practices **Person:** Kathie Poe

**Feb 28, 2011:** Meet with teachers and assistants to plan interventions and enhancements using best practices. **Person:** Kathie Poe

**Mar 31, 2011:** Meet with teachers of grades 3-6 to review 3rd quarter Acuity Data and plan interventions and enhancements using best practices **Person:** Kathie Poe

**Mar 31, 2011:** Meet with teachers of grades K-2 to review 3rd quarter assessments and plan instruction for interventions and enhancements using best practices **Person:** Kathie Poe

**Mar 31, 2011:** Meet with Teaching assistants of grades K-6 to plan interventions and enhancements using best practices **Person:** Kathie Poe

**Apr 30, 2011:** Meet with K-6th grade teachers and assistants to plan instruction and interventions using best practices **Person:** Kathie Poe

**May 31, 2011:** Meet with K-6th grade teachers to review Acuity and or ISTEP data as well as assessment data for K-2 **Person:** Kathie Poe/Myra Powell

**May 31, 2011:** Provide teachers coverage for classroom for meetings **Person:** Myra Powell

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: % of goals listed on a checklist met for each grade level **Person:** Kathie Poe

## Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Professional Development Utilizing Technology

### Attendance at Technology Conference

**Brief Description:** Up to two people may attend the ICE Conference, or similar conference, to learn what is available to support instruction and bring the information back to share with the staff.

**Intended Participants:** Teachers, Administrators

**Date:** Feb 27, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** PD Funds

**Does this activity occur during the school day?** Yes

### Schedule Teachers Attend Technology Training Sessions on Current & New Software

**Brief Description:** These will be sessions to learn any new software programs that teachers need to know. Coverage will be provided for classes for those held during the day. Some will be after school and will be part of a staff meeting. Others will be offered on an optional attend basis if the teachers feel they need to know more about what is being presented.

**Intended Participants:** Teachers, Administrators

**Dates:** Aug 20, 2010; Oct 22, 2010; Dec 24, 2010; Feb 25, 2011; Apr 29, 2011

**Activity Purpose:** Skill Building, Feedback/Support, Refinement

**Activity Format:** Presentation, Peer Coaching

**Funding:** PD Funds

**Does this activity occur during the school day?** Yes

## Quarterly Positive Actions Celebrations

No professional development is needed for this strategy.

## **A. Parent Involvement: Instructional Workshops for Parents**

No professional development is needed for this strategy.

## **B. Educator Training for Parent Involvement: Grade level meetings**

**Provide training for teachers on the interpretation of Acuity & ISTEP data so they may discuss the d**

**Brief Description:** Meet with the teachers, give examples, and explanations, as well as answer questions during the October staff meeting.

**Intended Participants:** Teachers, Administrators

**Date:** Oct 10, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support

**Activity Format:** Talk to, Peer Coaching

**Funding:** None needed

**Does this activity occur during the school day?** No

## **C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration**

**Grade Level Teachers collaborate with their team and the Instructional Coach, Interventionist, and P**

**Brief Description:** Teachers will review, assess, and work with student data to address the instruction and curriculum needed.

**Intended Participants:** Teachers, Administrators

**Dates:** Sep 15, 2010; Oct 20, 2010; Nov 17, 2010; Dec 15, 2010; Jan 19, 2011; Feb 16, 2011; Mar 16, 2011; Apr 20, 2011; May 18, 2011

**Activity Purpose:** Skill Building, Feedback/Support, Refinement

**Activity Format:** Study Group, Peer Coaching, Collaborative Problem Solving

**Funding:** PD & WCCS funds

**Does this activity occur during the school day?** Yes

## **F. Encourage Rigorous Curriculum: Reading Comprehension - Grades 3 & 5**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Language Arts Instructional Coach(es)**

**Give teachers opportunities to view model Lessons for reading using Read 180 or System 44**

**Brief Description:** Offer opportunities for teachers to view reading instruction modeled

**Intended Participants:** Teachers

**Date:** Dec 20, 2010

**Activity Purpose:** Skill Building, Feedback/Support

**Activity Format:** Peer Coaching

**Funding:** not needed

**Does this activity occur during the school day?** Yes

**Trainings will be offered for interventions to be used throughout the school year**

**Brief Description:** Training will be offered for intervention programs including but not limited to Read 180 and System 44

**Intended Participants:** Teachers

**Date:** Aug 31, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support

**Activity Format:** Talk to, Presentation, Peer Coaching

**Funding:** WCCS District/ Greater Clark Coop

**Does this activity occur during the school day?** No

## **L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits**

No professional development is needed for this strategy.

## **O. Extended Learning Activities: After School Homework Club Tutoring**

No professional development is needed for this strategy.

## **O. Extended Learning Activities: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation**

**STAR Program Teachers will be provided information on research based, best practices**

**Brief Description:** Literature, research, and other relevant information will be provided to teachers regarding research-based best practices to assist instruction during STAR time.

**Intended Participants:** Teachers, Administrators

**Dates:** Sep 1, 2010; Nov 3, 2010; Jan 5, 2011; Mar 9, 2011; May 11, 2011

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Presentation, Study Group, Professional Reading

**Funding:** Local

Does this activity occur during the school day? Yes

## **P. Teacher Mentoring Program: Instructional Coaches**

Training will be provided for district accepted assessments.

**Brief Description:** Training to administer the Acuity and other district accepted assessments

**Intended Participants:** Teachers

**Date:** Oct 30, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support

**Activity Format:** Talk to, Presentation, Peer Coaching

**Funding:** WCCS District

Does this activity occur during the school day? No

## **U. Focused Student Group: Exceptional Learners: Special Education**

No professional development is needed for this strategy.

# **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

## **Local Areas of Concern**

**We are concerned that... Attendance: Parents & Students need to understand the importance of school attendance.**

### **Data Targets Influenced by This Concern:**

- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

### **Strategies to Impact This Concern:**

- Attendance & Health Issues
- Quarterly Positive Actions Celebrations

**We are concerned that... Exceptional Learners - Gifted being challenged with rigorous curriculum**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- J. Instruction by Highly Qualified Teachers: Professional Development

**We are concerned that... Students need Inspiration to Read**

### **Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All Kindergarten -- Pass Indiana Reading Assessment

### **Strategies to Impact This Concern:**

- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- Reading Counts Quarterly Celebrations
- B. Educator Training for Parent Involvement: Grade level meetings
- F. Encourage Rigorous Curriculum: Reading Comprehension - Grades 3 & 5
- I. Focused Academic Area: Language Arts Instructional Coach(es)
- A. Parent Involvement: Instructional Workshops for Parents

## **We are concerned that... Parent Involvement: Information on how to help children succeed in school.**

### **Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment

### **Strategies to Impact This Concern:**

- Attendance & Health Issues
- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits
- B. Educator Training for Parent Involvement: Grade level meetings
- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center
- A. Parent Involvement: Instructional Workshops for Parents

## **We are concerned that... Utilizing Technology: Ongoing Professional Development Needed**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- Professional Development Utilizing Technology
- J. Instruction by Highly Qualified Teachers: Professional Development

## **Required Areas of Concern**

### **A. Parent Involvement (TAS)**

#### **Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. 3-6 Free/Reduced Students -- ISTEP Language Arts (AYP)
- Gr. 3-6 Free/Reduced Students -- ISTEP Math (AYP)
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

#### **Strategies to Impact This Concern:**

- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits
- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center
- A. Parent Involvement: Instructional Workshops for Parents



## **B. Educator Training (TAS)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- B. Educator Training for Parent Involvement: Grade level meetings
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- I. Focused Academic Area: Language Arts Instructional Coach(es)
- J. Instruction by Highly Qualified Teachers: Professional Development
- P. Teacher Mentoring Program: Instructional Coaches

## **C. Outreach to Preschool Parent Involvement Programs (TAS)**

### **Data Targets Influenced by This Concern:**

- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

### **Strategies to Impact This Concern:**

- L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits
- C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

## **E. Parent Information Resource Center Website (TAS)**

### **Data Targets Influenced by This Concern:**

- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

### **Strategies to Impact This Concern:**

- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center

## **F. Encourage Rigorous Curriculum (PL221, TAS)**

### **Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Reading Comprehension - Grades 3 & 5
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability
- O. Extended Learning Activities: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation
- I. Focused Academic Area: Language Arts Instructional Coach(es)

## **I. Focused Academic Area (PL221, TAS)**

### **Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- Gr 3-6 Students Qualifying for the Read 180 Intervention Program -- % of Students who Raise their SRI scores by 150 points during the school year (Reading Comprehension).
- Gr. 3-6 Free/Reduced Students -- ISTEP Language Arts (AYP)
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Language Arts Instructional Coach(es)

## **J. Instruction by Highly Qualified Teachers (TAS)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- I. Focused Academic Area: Language Arts Instructional Coach(es)
- J. Instruction by Highly Qualified Teachers: Professional Development
- R1. Parent Right-to-Know Letter - Qualifications

## **L. Early Childhood Transition (TAS)**

### **Data Targets Influenced by This Concern:**

- All Kindergarten -- Pass Indiana Reading Assessment
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

### **Strategies to Impact This Concern:**

- L. Early Childhood Transition: Camp Kindergarten & Pre-School Visits
- C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

## **N. Parent Notice - School in Improvement (In Improvement)**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

### **Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement

## **O. Extended Learning Activities (In Improvement)**

### **Data Targets Influenced by This Concern:**

- Gr. 3-6 Free/Reduced Students -- ISTEP Language Arts (AYP)
- Gr. 3-6 Free/Reduced Students -- ISTEP Math (AYP)
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- O. Extended Learning Activities: After School Homework Club Tutoring
- O. Extended Learning Activities: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation

## **P. Teacher Mentoring Program (In Improvement)**

**Data Targets Influenced by This Concern:**

- All 1st Grade -- Pass Indiana Reading Assessment 2nd Admin.
- All 2nd Grade -- Pass Indiana Reading Assessment 2nd Admin
- All Kindergarten -- Pass Indiana Reading Assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Gr. 3-6 Free/Reduced Students -- ISTEP Language Arts (AYP)
- Gr. 3-6 Free/Reduced Students -- ISTEP Math (AYP)
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- I. Focused Academic Area: Language Arts Instructional Coach(es)
- J. Instruction by Highly Qualified Teachers: Professional Development
- P. Teacher Mentoring Program: Instructional Coaches

## **R1. Parent Right-to-Know Letter - Qualifications (TAS)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

**Strategies to Impact This Concern:**

- R1. Parent Right-to-Know Letter - Qualifications

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (TAS)**

**Data Targets Influenced by This Concern:**

- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

**Strategies to Impact This Concern:**

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

## **S. School-Parent Compact (TAS)**

**Data Targets Influenced by This Concern:**

- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (TAS)**

**Data Targets Influenced by This Concern:**

- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, TAS)**

**Data Targets Influenced by This Concern:**

- Gr. 3-6 Free/Reduced Students -- ISTEP Language Arts (AYP)
- Gr. 3-6 Free/Reduced Students -- ISTEP Math (AYP)
- Gr. 3-6 Special Education AYP (162 day) -- ISTEP LA
- Gr. K-2 Targeted Title 1 Students -- Passing IRDA with 75% or Above

**Strategies to Impact This Concern:**

- U. Focused Student Group: Exceptional Learners: Special Education

## **V. Peer Review for SIP (In Improvement)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- V. Peer Review for SIP

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	West Clark district office & BES Conference Room 1
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None at this time.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>DRA-2 (grades K-3) - Diagnostic Reading            IRDA (grades K-2) - Indiana Reading Diagnostic Reading            Criterion (grade 4-6) - writing (grammar, usage, applications)            SRI (grades 4-6) - Reading Lexiles</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Informal dialogue and survey.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Yes, our Assistant Superintendent for Curriculum and Instruction is in charge of this category.

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2010-2011 school year