

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations
- 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 - Teacher (Media Specialist)
- Jennifer Pierce - Teacher
- Kathie Poe - Teacher
- Vincent Ray - Teacher
- Myra W. Powell - Administrator
- Connie Wright - Community Representative

Strategy Chairs

- Verbal Alexander
- David Carter
- Erica Carter
- Sarah Doan
- Terri Farmer
- Liz Geltmaker
- Amy Greenwell
- Darrel Haub
- Jean Haub
- Karen Johnson
- Kathie Poe

- Kathie Poe
- Misty Ray
- Myra W. Powell
- Connie Wright
- Stacey Wright

Community Council

- Jennifer Bahan - Parent
- David Carter - Home-School Liaison
- Jerry Crotchett - Community
- Patty Crotchett - Parent; Girl Scouts
- Chris Gertin - Business
- Leslie Gertin - Media
- Cathy Graninger - Community
- Carrie Hall - Parent
- Jean Haub - Title 1 Program
- Joanne Kay - Parent
- Doris Konermann - Bus Driver; Parent; PTO President
- Andrew Lewellen - Parent
- Nick Ray - Community / University
- Vincent Ray - Steering Team
- Scott Reeder - Clergy
- Donnie Ross - Law Enforcement; GT Parent Representative
- Julie Stotts - Parent
- George Tipker - Lions' Club Service Group
- Rebecca Wolfe - Parent
- 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, and practice being respectful of others. We believe that our students deserve to be challenged with high expectations by highly effective teachers. Our students also deserve to learn in a positive, nurturing, and safe environment with current technology and 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 in our school community 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 has 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 addressed using a variety of teaching methods, which match the students' learning styles.

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 have opportunities to be involved in extracurricular activities and become well-rounded, productive, positive citizens, and life-long learners.

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 achieve the national core standards: 100%
- % of students who exceed the minimum benchmarks on Dibels, TRC, mCLASS, and Acuity: 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 Students (126 days) - ISTEP PL221 Category Placement Performance

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	69	84	76.9	85	n/a	86	n/a	87	n/a	90	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).

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	60	46.9	68	n/a	75	n/a	80	n/a	85	n/a	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	65	71.3	70	n/a	75	n/a	80	n/a	83	n/a	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		70	74.7	75	n/a	79	n/a	82	n/a	85	n/a	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	27	43	54.5	48	n/a	52	n/a	58	n/a	62	n/a	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	70	44	75	n/a	80	n/a	85	n/a	88	n/a	100

Gr. K-2 Students - Scoring in the yellow or green areas on the total Dibels/TRC scores

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	70	70	82	85	n/a	88	n/a	90	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 want our attendance rate to be 98% or higher and it is not.

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... Parent Involvement: Information on how to help children succeed in school.

The standards and curriculum are becoming more challenging. Some parents feel it is more difficult than when they attended school and need help understanding how to help their child.

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... Utilizing Technology: Ongoing Professional Development Needed

More technology is being included in the classrooms and teachers need training on how to effectively include it in the curriculum.

We are concerned that... Teachers need to provide positive behavior supports

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

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

J2. Instruction by Highly Qualified Paraprofessionals

L. Student 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

X. Graduation Plan

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. Classrooms with an average attendance rate of 97% or greater during a 9-weeks grading period will receive a special treat.

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: General

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

Positive Behavior Supports

Teachers will implement the Positive Behavior Supports program in their classrooms, being consistent in the rules and implementation of the rules. Rules will be posted throughout the building and students will be taught the expectations for their behavior to enable all students to learn in their respective classrooms. Teachers will provide additional supervision in the common areas of the building to help students understand and comply.

Impact Level: High Impact - Inside

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: Low Impact
Focus: Specific

Reading Assessment

Our Instructional Coach will coordinate the Reading Assessments for students in grades K-2 in Dibels/TRC and for grades 3-6 in Acuity three times during the school year, and SRI twice a year for grades 3-6.

Impact Level: High Impact - Inside
Focus: Specific

Reading Communication to Parents

Classroom Teachers and Intervention Teachers will send parents a report three times during the year regarding their child's progress in Reading. These will include Dibels/TRC (grades K-2) and Acuity (grades 3-6). Additionally, parents may access the P.A.S.S. (Parental Access for Student Success) system to keep apprised on their child's academic grades in Reading and English throughout the year. Twice a year, we will send the parents an SRI report. At least three times a year, parents will receive a "Tip Sheet" with the above reports with tips on how to work with their child to improve their reading skills.

Impact Level: Low Impact
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: PLANT (Parents Learning Academic & New Techniques) Nights

Our Instructional Coach(es) will offer a variety of two 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: Low Impact
Focus: General

B. Educator Training - Parent Involvement: Grade level meetings

The Instructional Coach(es) will mentor teachers in interpreting the Acuity/Dibels/TRC/mCLASS 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 regarding their areas of responsibility. The parents will be given information about the curriculum, common core standards, and activities to do with their child during the summer. During the meeting time, the incoming kindergarten students will 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 and/or Title 1 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 and inform the parents of this resource via our Braves Home Line newsletter.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

All teachers, through grade level meetings, and with the assistance of the West Clark Instructional Coaches, will collaborate on curriculum and the Indiana State Standards, focusing on Reading/LA and proceeding to 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 up to two days during the school year.

Impact Level: High Impact - Inside

Focus: General

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 - 3rd, 4th, 5th and 6th

At the beginning of the year, the 3rd, 4th, 5th & 6th grade teachers will get baseline data of reading comprehension levels of their current students, and data from the previous school year. During the school year, the 3rd through 6th 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: Low Impact

Focus: Specific

F. Encourage Rigorous Curriculum: 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: K-2 ... 30 minutes/4 days per week and 3-6 ... 40 minutes/4 days per week, during the regular school day as part of the identified intervention block for each grade level. Teachers will keep documentation of students served and skills addressed.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Language and Math Instructional Coach(es)

The Instructional Coach(es) will train the teachers in different Language Arts and Math 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 in the area of Reading/Language Arts. The Instructional Coach(es) will be available throughout the school year to assist teachers with Best Practices information/instruction.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 1 Core Reading

Each classroom teacher's schedule will include a 90-minute block of uninterrupted time designated for Reading/Language Arts instruction. Teachers use the Houghton-Mifflin Reading series as the curriculum base during this R/LA block time, supplementing areas that it is deficient in addressing the State Standards.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 2 Reading

Students who need extra help with their reading skills will participate in research-based intervention programs: LLI (Leveled Literacy Interventions), grades K-2; Earobics, grades 2-3; Systems 44, grades 3-6; and Read 180, grades 4-6. These programs will be held daily from September through mid-May, except during Acuity and ISTEP+ testing times, and are taught by our Instructional Coach, Title 1 Instructional Assistant who is a retired teacher, Special Education teachers, and our Speech/Hearing teacher. These Tier 2 interventions are in addition to the Tier 2 small group assistance provided by the classroom teacher.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 3 Reading

Students who struggle with reading skills and concepts who need additional help beyond Tier 1 and Tier 2 instruction and intervention will have more intense instruction and utilize prescribed resources through: LLI, Earobics, Systems 44, Read 180, and BrainPop. These resources and instruction will be provided by our certified teachers in our Title 1 and Special Education departments during the regular school day until proficiency is met on the specific skills. These will be in addition to the individualized reinforcement of skills by the classroom teachers.

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 (through team meetings, literature distribution and dialogue, collaboration, webinars, and/or workshops) 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: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

The Special Needs teachers, in consultation with our Instructional Coach(es) and Principal, will train the Instructional Assistants (Paraprofessionals) in different Language Arts and Math strategies to be able to reinforce skills for the at risk students effectively. The Special Needs Teachers will serve as models for the Instructional Assistants and provide support. The Special Needs Teachers will also be working with the at risk students to serve as an interventionist in the area of Reading/Language Arts especially. The Instructional Coach(es) will be available throughout the school year to assist the Special Needs Teachers and Instructional Assistants with Best Practices information/instruction. The school office will maintain a list of Para-Professionals who are considered as highly qualified along with the category that they met the highly qualified level. Also, as vacancies occur, only persons who already meet the highly qualified requirements will be hired.

Impact Level: High Impact - Outside

Focus: Specific

L. Student 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 too, and the parents and incoming kindergarten students will be encouraged to attend Camp Kindergarten in May to learn more about the school and procedures to make a smoother transition to school.

Impact Level: High Impact - Outside

Focus: General

N. Parent Notice - School in Improvement

Parents will be mailed notice of our school being in school improvement and a choice school, if we remain in that status. 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: General

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

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 once a month at a minimum. The Instructional Coach(es) will mentor teachers in interpreting the assessment data and partner with the classroom teachers in identifying the specific needs of the students.

Impact Level: High Impact - Inside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Superintendent and/or Principal will send every student's parent a letter during the first part of the school year verifying that each teacher working with their child is Highly Qualified by IDOE standards.

Impact Level: Low Impact

Focus: General

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 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: General

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: General

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: General

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 - Inside

Focus: Specific

V. Peer Review for SIP

The principal will meet with the principal of another school 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. Documentation will be kept for a possible DOE/Title 1 audit.

Impact Level: Low Impact

Focus: General

X. Graduation Plan: 6th Grade

During 6th grade parent/student orientation meeting in August, the HSL and Principal will provide students and parents information regarding the various diploma types. Students and parents will receive information on the school district's policy for attendance, as well as the importance of attendance, good citizenship, good study habits, and overall seriousness of their academic studies to prepare them to graduate. Parents and students will sign off on diploma track and promise to support/follow written plan. A copy of this will be placed in student file and follow the student to the Jr. high level.

Impact Level: Low Impact

Focus: General

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.

Local Strategies

Attendance & Health Issues

percentage of students receiving incentives

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
32%	35%		36%	

attendance percentages

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	97.5%		98%	

attendance percentages during 3rd quarter

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
95.9%	N/A		98%	

Parent Involvement: Family Activity Nights

% of parents that say they have met the stated goal of the night

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95%				

Positive Behavior Supports

Number of tier one office referrals

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
NA	50		30	

Percentage of teachers who provide additional supervision in common areas according to their assignments.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
NA	95		100	

Professional Development Utilizing Technology

Percentages of teachers who respond positive that they have increased their knowledge and usage of technology available

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	92		95	

Required Strategies

A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	90		95	

B. Educator Training - 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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	95		98	

C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
83	85		90	

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	85		95	

I. Focused Academic Area: Language and Math Instructional Coach(es)

% of teachers who give positive responses on the survey reflecting use of posters of Blooms Taxonomy

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
76	85		95	

J2. Instruction by Highly Qualified Paraprofessionals.

Training Logs - Percent of Instructional Assistants who attend 85% of training sessions.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
NA	90%		95%	

P. Teacher Mentoring Program: Instructional Coaches

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
N/A	90		95	

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
77	80		85	

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.

Annual Parent Meeting

Aug 1, 2011: Schedule Meeting Dates/Times **Person:** Myra Powell
Aug 10, 2011: Advertise Meeting Dates/Times **Person:** Myra Powell
Aug 10, 2011: Prepare Agenda **Person:** Myra Powell & Kathie Poe
Aug 15, 2011: Prepare Sign-In Sheets **Person:** Myra Powell
Aug 31, 2011: Conduct Grade Level Parent Meetings **Person:** Myra Powell & Kathie Poe

Attendance & Health Issues

Aug 16, 2011: Weekly health tips **Person:** Sherry Stopher
Aug 23, 2011: Weekly health tips **Person:** Sherry Stopher
Aug 30, 2011: Weekly health tips **Person:** Sherry Stopher
Sep 6, 2011: Weekly health tips **Person:** Sherry Stopher
Sep 13, 2011: Weekly health tips **Person:** Sherry Stopher
Sep 20, 2011: Weekly health tips **Person:** Sherry Stopher
Sep 27, 2011: Weekly health tips **Person:** Sherry Stopher
Oct 4, 2011: Weekly health tips **Person:** Sherry Stopher
Oct 11, 2011: Weekly health tips **Person:** Sherry Stopher
Oct 15, 2011: Classes that have greater than 97% distribute treats **Person:** Dave Carter
Oct 15, 2011: Obtaining quarterly attendance percentage **Person:** Liz Geltmaker
Oct 15, 2011: Perfect attendance wall of honor **Person:** Dave Carter
Oct 18, 2011: Weekly health tips **Person:** Sherry Stopher
Oct 25, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 1, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 8, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 15, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 22, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 29, 2011: Weekly health tips **Person:** Sherry Stopher
Nov 30, 2011: Collect fall data: attendance percentages **Person:**
Nov 30, 2011: Collect fall data: attendance percentages during 3rd quarter **Person:**
Nov 30, 2011: Collect fall data: percentage of students receiving incentives **Person:**
Dec 6, 2011: Weekly health tips **Person:** Sherry Stopher
Dec 13, 2011: Weekly health tips **Person:** Sherry Stopher
Dec 17, 2011: Classes that have greater than 97% distribute treats **Person:** Dave Carter
Dec 17, 2011: Obtaining quarterly attendance percentage **Person:** Liz Geltmaker
Dec 17, 2011: Perfect attendance wall of honor **Person:** Dave Carter
Dec 20, 2011: Weekly health tips **Person:** Sherry Stopher
Dec 27, 2011: Weekly health tips **Person:** Sherry Stopher
Jan 3, 2012: Weekly health tips **Person:** Sherry Stopher
Jan 10, 2012: Weekly health tips **Person:** Sherry Stopher
Jan 17, 2012: Weekly health tips **Person:** Sherry Stopher
Jan 24, 2012: Weekly health tips **Person:** Sherry Stopher
Jan 31, 2012: Weekly health tips **Person:** Sherry Stopher
Feb 7, 2012: Weekly health tips **Person:** Sherry Stopher
Feb 14, 2012: Weekly health tips **Person:** Sherry Stopher

Feb 18, 2012: Classes that have greater than 97% distribute treats **Person:** Dave Carter
Feb 18, 2012: Obtaining quarterly attendance percentage **Person:** Liz Geltmaker
Feb 18, 2012: Perfect attendance wall of honor **Person:** Dave Carter
Feb 21, 2012: Weekly health tips **Person:** Sherry Stopher
Feb 28, 2012: Weekly health tips **Person:** Sherry Stopher
Mar 6, 2012: Weekly health tips **Person:** Sherry Stopher
Mar 13, 2012: Weekly health tips **Person:** Sherry Stopher
Mar 20, 2012: Weekly health tips **Person:** Sherry Stopher
Mar 27, 2012: Weekly health tips **Person:** Sherry Stopher
Apr 3, 2012: Weekly health tips **Person:** Sherry Stopher
Apr 10, 2012: Weekly health tips **Person:** Sherry Stopher
Apr 17, 2012: Weekly health tips **Person:** Sherry Stopher
Apr 21, 2012: Classes that have greater than 97% distribute treats **Person:** Dave Carter
Apr 21, 2012: Obtaining quarterly attendance percentage **Person:** Liz Geltmaker
Apr 24, 2012: Weekly health tips **Person:** Sherry Stopher
May 1, 2012: Weekly health tips **Person:** Sherry Stopher
May 8, 2012: Weekly health tips **Person:** Sherry Stopher
May 15, 2012: Weekly health tips **Person:** Sherry Stopher
May 22, 2012: Weekly health tips **Person:** Sherry Stopher
May 29, 2012: Weekly health tips **Person:** Sherry Stopher
Jun 30, 2012: Collect spring data: attendance percentages **Person:**
Jun 30, 2012: Collect spring data: attendance percentages during 3rd quarter **Person:**
Jun 30, 2012: Collect spring data: percentage of students receiving incentives **Person:**

Educator Training - Parent Involvement

Sep 15, 2011: Have task force of teachers and at least one parent create the expectation sheet **Person:** Kathie Poe
Sep 30, 2011: Offer training for parents who wish to volunteer at school **Person:** Myra Powell/Kathie Poe
Oct 10, 2011: Work with teachers regarding how to share data with parents **Person:** Kathie Poe
Oct 15, 2011: Develop a survey for parents **Person:** Kathie Poe
Oct 30, 2011: Have teachers collect surveys **Person:** Kathie Poe
Nov 30, 2011: 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:**
Jun 15, 2012: Distribute the expectation sheet for parent volunteers to be signed and returned before an activity **Person:** Kathie Poe
Jun 30, 2012: 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

Apr 1, 2011: Collect baseline data: % of goals listed on a checklist met for each collaboration meeting **Person:**
Apr 1, 2011: Collect baseline data: The percentage of students who master the skill areas identified for them with at least 85% consistency. **Person:**
Aug 19, 2011: Provide information to HA Classroom Teachers regarding HA students and rigorous options **Person:** Christina Pearson, HA Coordinator
Aug 20, 2011: Develop survey in conjunction with the Instructional Coach & Principal **Person:** Strategy Chair
Aug 23, 2011: Collaboration Meetings - Schedule Dates & Locations **Person:** Principal & Strategy Chair
Aug 24, 2011: Meet with identified HA Classroom Teachers **Person:** Christina Pearson, HA Coordinator
Aug 25, 2011: Distribute Survey **Person:** Strategy Chair
Aug 25, 2011: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach
Aug 25, 2011: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach
Aug 30, 2011: Collect/Tally Survey **Person:** Strategy Chair
Aug 31, 2011: Determine a meeting schedule to collaborate with classroom teachers who have identified High Ability students **Person:** Christina Pearson, HA Coordinator
Aug 31, 2011: Goals Checklist **Person:** WCCS Instructional Coach, Strategy Chair, & Principal
Sep 1, 2011: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair
Sep 5, 2011: Develop Checklist **Person:** Strategy Chair
Sep 5, 2011: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Sep 6, 2011: Collaboration with Classroom teachers **Person:** Christina Pearson, HA Coordinator

Sep 6, 2011: Share materials, resources, and information with classroom teachers regarding best practices for High Ability students
Person: Christina Pearson, HA Coordinator

Sep 10, 2011: Distribute Checklist to Grade Level Leaders **Person:** Strategy Chair

Sep 10, 2011: The SPI/SRI will be administered to all students in grades three through six . **Person:** Karen Johnson/Kathie Poe

Sep 15, 2011: Prepare documentation forms **Person:** Kathie Poe/Myra Powell

Sep 15, 2011: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Sep 17, 2011: Each student that participates in SRI testing will receive a copy of recommended books for reading at their reading level. **Person:** Karen Johnson/Kathie Poe

Sep 17, 2011: Each teacher for students in grades three through six will receive a report showing specific test results. **Person:** Karen Johnson/Kathie Poe

Sep 20, 2011: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Sep 25, 2011: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Sep 25, 2011: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Sep 30, 2011: Complete Checklist following PD collaboration **Person:** Grade Level Leaders

Oct 1, 2011: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Oct 5, 2011: Collect Goals Checklists from Grade Level Leaders **Person:** Strategy Chair

Oct 5, 2011: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Oct 25, 2011: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Oct 25, 2011: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Oct 26, 2011: Meet with identified HA Classroom Teachers **Person:** Christina Pearson, HA Coordinator

Oct 27, 2011: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Nov 1, 2011: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Nov 1, 2011: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Nov 2, 2011: Identify specific goals to be accomplished **Person:** WCCS Instructional Coach, Strategy Chair, & Principal

Nov 5, 2011: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Nov 7, 2011: Modify Checklist (if needed) **Person:** Strategy Chair

Nov 8, 2011: Collaboration with Classroom teachers **Person:** Christina Pearson, HA Coordinator

Nov 8, 2011: Share materials, resources, and information with classroom teachers regarding best practices for High Ability students
Person: Christina Pearson, HA Coordinator

Nov 12, 2011: Distribute Checklist to Grade Level Leaders **Person:** Strategy Chair

Nov 25, 2011: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Nov 25, 2011: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

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

Nov 30, 2011: Collect fall data: The percentage of students who master the skill areas identified for them with at least 85% consistency. **Person:**

Dec 1, 2011: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Dec 2, 2011: Complete checklist following PD collaboration **Person:** Grade Level Leaders

Dec 5, 2011: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Dec 7, 2011: Collect Goals Checklists from Grade Level Leaders **Person:** Strategy Chair

Dec 8, 2011: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Dec 9, 2011: Collect 1st Semester Data - Distribute Survey **Person:** Strategy Chair

Dec 13, 2011: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Dec 20, 2011: Collect/Tally Survey **Person:** Strategy Chair

Dec 25, 2011: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Dec 25, 2011: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Dec 28, 2011: Meet with identified HA Classroom Teachers **Person:** Christina Pearson, HA Coordinator

Jan 1, 2012: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Jan 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Jan 5, 2012: Identify specific goals to be accomplished **Person:** WCCS Instructional Coach, Strategy Chair, & Principal

Jan 9, 2012: Modify Checklist (if needed) **Person:** Strategy Chair

Jan 10, 2012: Analyze Results and Update Data on Website for Semester 1 **Person:** Strategy Chair

Jan 10, 2012: Collaboration with Classroom teachers **Person:** Christina Pearson, HA Coordinator

Jan 10, 2012: Share materials, resources, and information with classroom teachers regarding best practices for High Ability students **Person:** Christina Pearson, HA Coordinator

Jan 14, 2012: Distribute Checklist to Grade Level Leaders **Person:** Strategy Chair

Jan 15, 2012: Enter Data in Computer & 3-Ring Binder **Person:** Strategy Chair

Jan 19, 2012: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Jan 24, 2012: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Jan 25, 2012: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Jan 25, 2012: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Feb 1, 2012: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Feb 3, 2012: Complete Checklist following PD collaboration **Person:** Grade Level Leaders

Feb 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Feb 8, 2012: Collect Goals Checklists from Grade Level Leaders **Person:** Strategy Chair

Feb 17, 2012: Give Reasoning Subtest of SAGES to all students in grades Kindergarten, 2nd, and 6th **Person:** Teachers in grades Kindergarten, 2nd, & 6th

Feb 25, 2012: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Feb 25, 2012: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Feb 29, 2012: Determine which students need to take the Math/Science and Language Arts/Social Studies portions of the SAGES test according to their scores on the Reasoning portion **Person:** Christina Pearson, HA Coordinator

Feb 29, 2012: Meet with identified HA Classroom Teachers **Person:** Christina Pearson, HA Coordinator

Mar 1, 2012: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Mar 1, 2012: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Mar 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Mar 6, 2012: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Mar 8, 2012: Identify specific goals to be accomplished **Person:** WCCS Instructional Coach, Strategy Chair, & Principal

Mar 13, 2012: Collaboration with Classroom teachers **Person:** Christina Pearson, HA Coordinator

Mar 13, 2012: Modify Checklist (if needed) **Person:** Strategy Chair

Mar 13, 2012: Share materials, resources, and information with classroom teachers regarding best practices for High Ability students **Person:** Christina Pearson, HA Coordinator

Mar 18, 2012: Distribute Checklist to Grade Level Leaders **Person:** Strategy Chair

Mar 23, 2012: Give Math/Science and Language Arts/Social Studies Subtests of SAGES to students in grades Kindergarten, 2nd, and 6th who qualify to continue **Person:** Stacey Wright; Aimee Dale; Sarah Doan

Mar 25, 2012: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Mar 25, 2012: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Apr 1, 2012: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

Apr 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Apr 7, 2012: Complete Checklist following PD collaboration **Person:** Grade Level Leaders

Apr 12, 2012: Collect Goals Checklists from Grade Level Leaders **Person:** Strategy Chairs

Apr 12, 2012: Review and analyze data to identify student needs and create groupings **Person:** Instructional Coach/Teachers

Apr 17, 2012: Assist instructors with materials if necessary **Person:** Instructional Coach/Interventionist

Apr 25, 2012: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Apr 25, 2012: Schedule Topics & Topic Leaders **Person:** Principal, Strategy Chair, & Instructional Coach

Apr 27, 2012: Determine which students qualify for the High Ability Program according to their scores on the Math/Science or Language Arts/Social Studies or Reasoning portions of the SAGES test **Person:** Christina Pearson, HA Coordinator

May 1, 2012: Collect 2nd Semester Data - Distribute Survey **Person:** Strategy Chair

May 1, 2012: Provide Collaboration Time - Schedule Dates & Substitute Teachers **Person:** Principal & Strategy Chair

May 2, 2012: Meet with identified HA Classroom Teachers **Person:** Christina Pearson, HA Coordinator

May 4, 2012: Inform the members of the HA team which students qualify for the 2012 - 13 school year **Person:** Christina Pearson, HA Coordinator

May 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

May 10, 2012: The SRI will be administered to students in grades 3-6. **Person:** Karen Johnson/Kathie Poe

May 15, 2012: Collect/Tally Survey **Person:** Strategy Chair

May 17, 2012: Each student in grades 3-6 will be given the opportunity to print a copy of recommended books for reading at their level. **Person:** Karen Johnson/Kathie Poe

May 17, 2012: Each teacher in grades 3 through 6 will receive a copy of test results. **Person:** Karen Johnson/Kathie Poe

May 25, 2012: Grade Level Collaboration Meeting on Standards, Reading/LA, Math **Person:** Principal, Strategy Chair, & Instructional Coach

Jun 5, 2012: Follow Ups **Person:** Instructional Coach & Grade Level Leader

Jun 10, 2012: Analyze Results & Update Data on Website for Semester 2 **Person:** Strategy Chair

Jun 10, 2012: Enter Data in Computer & 3-Ring Binder **Person:** Strategy Chair

Jun 30, 2012: Collect spring data: % of goals listed on a checklist met for each collaboration meeting **Person:**
Jun 30, 2012: Collect spring data: The percentage of students who master the skill areas identified for them with at least 85% consistency. **Person:**

Extended Learning Activities

Sep 5, 2011: Obtain additional qualifying list of students from the principal **Person:** Darrel Haub
Sep 5, 2011: Obtain student recommendations from teachers **Person:** Darrel Haub
Sep 15, 2011: Prepare letter to parents and send home **Person:** Darrel Haub
Sep 20, 2011: Schedule students into respective groups **Person:** Darrel Haub
Sep 25, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Oct 2, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Oct 9, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Oct 16, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Oct 23, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Oct 30, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Nov 6, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Nov 13, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Nov 20, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Nov 27, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Dec 4, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Dec 11, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Dec 18, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Dec 25, 2011: Conduct after school tutoring sessions **Person:** Darrel Haub
Jan 1, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Jan 8, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Jan 10, 2012: Confirm that BrainPop license will be renewed **Person:** Darrel Haub
Jan 15, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Jan 22, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Jan 29, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Feb 5, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Feb 12, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Feb 19, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Feb 26, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Mar 4, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Mar 11, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Mar 18, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Mar 25, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Apr 1, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Apr 8, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Apr 15, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Apr 22, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub
Apr 29, 2012: Conduct after school tutoring sessions **Person:** Darrel Haub

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers who give positive responses on the survey reflecting use of posters of Blooms Taxonomy **Person:**
Apr 1, 2011: Collect baseline data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**
Apr 1, 2011: Collect baseline data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**
Apr 1, 2011: Collect baseline data: percentage of students in grades k-2 who raise their level from red to yellow/green **Person:**
Apr 1, 2011: Collect baseline data: The percentage of students who increase from red to yellow/green and yellow to green **Person:**
Aug 5, 2011: Schedule each grade level with a 90-minutes block of uninterrupted instructional time for Reading **Person:** Myra Powell
Sep 1, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers
Sep 8, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers
Sep 15, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Sep 22, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Sep 29, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Sep 30, 2011: Check classrooms for Blooms Taxonomy Posters being displayed **Person:** Kathie Poe

Sep 30, 2011: Review Blooms Taxonomy with teachers **Person:** Kathie Poe

Sep 30, 2011: Teachers will be provided the opportunity for Professional Development **Person:** Instructional Coach

Sep 30, 2011: Teachers will be provided the opportunity for Professional Development **Person:** Instructional Coach

Sep 30, 2011: Team Meeting Trainings **Person:** Kathie Poe

Oct 6, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Oct 13, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Oct 15, 2011: Teachers will be provided instructional materials that reflect best practice in reading **Person:** Kathie Poe

Oct 20, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Oct 27, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Oct 30, 2011: Team Meeting Trainings **Person:** Kathie Poe

Oct 31, 2011: Prepare survey for Blooms Taxonomy use **Person:** Kathie Poe

Nov 3, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Nov 10, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Nov 17, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Nov 24, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Nov 30, 2011: Collect fall data: % of teachers who give positive responses on the survey reflecting use of posters of Blooms Taxonomy **Person:**

Nov 30, 2011: Collect fall data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**

Nov 30, 2011: Collect fall data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**

Nov 30, 2011: Collect fall data: percentage of students in grades k-2 who raise their level from red to yellow/green **Person:**

Nov 30, 2011: Collect fall data: The percentage of students who increase from red to yellow/green and yellow to green **Person:**

Nov 30, 2011: Team Meeting Trainings **Person:** Kathie Poe

Dec 1, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Dec 8, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Dec 15, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Dec 17, 2011: Teachers will be provided instructional materials that reflect best practice in reading **Person:** Kathie Poe

Dec 22, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Dec 29, 2011: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Dec 30, 2011: Team Meeting Trainings **Person:** Kathie Poe

Jan 5, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Jan 5, 2012: Distribute Suveys **Person:** Kathie Poe

Jan 12, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Jan 19, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Jan 26, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Jan 30, 2012: Tabulate results **Person:** Kathie Poe

Jan 30, 2012: Team Meeting Trainings **Person:** Kathie Poe

Feb 2, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Feb 9, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Feb 16, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Feb 18, 2012: Teachers will be provided instructional materials that reflect best practice in reading **Person:** Kathie Poe

Feb 23, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Mar 1, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Mar 8, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Mar 15, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Mar 22, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Mar 29, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Apr 5, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Apr 12, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Apr 19, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Apr 21, 2012: Teachers will be provided instructional materials that reflect best practice in reading **Person:** Kathie Poe

Apr 26, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

Apr 30, 2012: Create survey for 2nd semester **Person:** Kathie Poe

May 3, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

May 10, 2012: Classroom Teachers structure their Reading block to include Tier 2 and Tier 3 assistance **Person:** Classroom Teachers

May 15, 2012: Distribute survey for second semester **Person:** Kathie Poe

May 25, 2012: Tabulate results **Person:** Kathie Poe

Jun 30, 2012: Collect spring data: % of teachers who give positive responses on the survey reflecting use of posters of Blooms Taxonomy **Person:**

Jun 30, 2012: Collect spring data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**

Jun 30, 2012: Collect spring data: percentage of students in grades 3-6 who gain fifty points each semester in their lexile **Person:**

Jun 30, 2012: Collect spring data: percentage of students in grades k-2 who raise their level from red to yellow/green **Person:**

Jun 30, 2012: Collect spring data: The percentage of students who increase from red to yellow/green and yellow to green **Person:**

Focused Student Group

Sep 15, 2011: Create a schedule **Person:** Principal/Instructional Coach

Sep 15, 2011: Distribute schedules to teachers **Person:** Principal/Instructional Coach

Sep 30, 2011: Give planning time to teachers **Person:** Principal/Classroom Teachers

Oct 15, 2011: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Nov 19, 2011: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Nov 30, 2011: 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 17, 2011: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Jan 21, 2012: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Feb 18, 2012: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Mar 17, 2012: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Apr 21, 2012: Meet with teachers to evaluate programs and students **Person:** Principal/Instructional Coach/Teachers

Jun 30, 2012: 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:**

Graduation Plan

Aug 15, 2011: secure appropriate number of planning forms **Person:** David Carter
Aug 15, 2011: secure appropriate number of planning forms **Person:** David Carter
Aug 17, 2011: Provide explanation of various diploma tracks during orientation **Person:** David Carter
Aug 17, 2011: Provide explanation of various diploma tracks during orientation **Person:** David Carter
Sep 1, 2011: File students plan/goal forms in their permanent records **Person:** David Carter
May 30, 2012: Provide information to students and parents that enroll after the start of the school year **Person:** David Carter

Instruction by Highly Qualified Paraprofessionals.

Apr 1, 2011: Collect baseline data: Training Logs - Percent of Instructional Assistants who attend 85% of training sessions. **Person:**
Sep 1, 2011: Paraprofessionals Submit Topics of Need **Person:** Erica Carter
Sep 9, 2011: Organize Topics and Prepare the Materials **Person:** Erica Carter
Sep 13, 2011: Begin Monthly Sessions **Person:** Erica Carter
Sep 13, 2011: Monthly Training Sessions **Person:** Erica Carter
Nov 30, 2011: Collect fall data: Training Logs - Percent of Instructional Assistants who attend 85% of training sessions. **Person:**
Jun 30, 2012: Collect spring data: Training Logs - Percent of Instructional Assistants who attend 85% of training sessions. **Person:**

Instruction by Highly Qualified Teachers

Aug 15, 2011: Schedule Team Meetings **Person:** Myra Powell
Sep 1, 2011: Research and disseminate information regarding best practices in Reading/Language Arts/Math **Person:** Myra Powell/Kathie Poe/Chris Miller
Sep 15, 2011: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Sep 15, 2011: Schedule Team Meetings **Person:** Myra Powell
Sep 30, 2011: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Oct 15, 2011: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Oct 15, 2011: Schedule Team Meetings **Person:** Myra Powell
Oct 15, 2011: Webinars **Person:** Myra Powell
Oct 30, 2011: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Oct 31, 2011: Grade Level Meetings - Best Practices Information **Person:** Myra Powell / Kathie Poe
Nov 3, 2011: Research and disseminate information regarding best practices in Reading/Language Arts/Math **Person:** Myra Powell/Kathie Poe/Chris Miller
Nov 15, 2011: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Nov 15, 2011: Schedule Team Meetings **Person:** Myra Powell
Nov 30, 2011: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Dec 15, 2011: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Dec 15, 2011: Schedule Team Meetings **Person:** Myra Powell
Dec 17, 2011: Webinars **Person:** Myra Powell
Dec 30, 2011: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Jan 5, 2012: Research and disseminate information regarding best practices in Reading/Language Arts/Math **Person:** Myra Powell/Kathie Poe/Chris Miller
Jan 15, 2012: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Jan 15, 2012: Schedule Team Meetings **Person:** Myra Powell
Jan 30, 2012: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Feb 15, 2012: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe
Feb 15, 2012: Schedule Team Meetings **Person:** Myra Powell
Feb 18, 2012: Webinars **Person:** Myra Powell
Mar 1, 2012: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe
Mar 8, 2012: Research and disseminate information regarding best practices in Reading/Language Arts/Math **Person:** Myra Powell/Kathie Poe/Chris Miller
Mar 15, 2012: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe

Mar 15, 2012: Schedule Team Meetings **Person:** Myra Powell

Apr 1, 2012: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe

Apr 15, 2012: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe

Apr 15, 2012: Schedule Team Meetings **Person:** Myra Powell

Apr 21, 2012: Webinars **Person:** Myra Powell

May 1, 2012: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe

May 10, 2012: Research and disseminate information regarding best practices in Reading/Language Arts/Math **Person:** Myra Powell/Kathie Poe/Chris Miller

May 15, 2012: Identify areas teachers need assistance and obtain literature and/or training opportunities **Person:** Myra Powell & Kathie Poe

May 15, 2012: Schedule Team Meetings **Person:** Myra Powell

Jun 1, 2012: Grade level discussions during grade level meetings **Person:** Myra Powell & Kathie Poe

Outreach to Preschool Parent Involvement Programs

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

Apr 15, 2012: Reserve the High School Presentation Room **Person:** Kindergarten Teachers

May 1, 2012: Create a attendance list **Person:** Secretary

May 1, 2012: Mail invitations to new Kindergarten Parents **Person:** Kindergarten Teachers

May 1, 2012: Mail reminder notices to families that have RSVP **Person:** Kindergarten Teachers/Secretary

May 1, 2012: Prepare parent packets **Person:** Kindergarten Teachers

May 1, 2012: Set up tables for registration **Person:** Kindergarten Teachers

May 1, 2012: Update power point presentation **Person:** Kindergarten Teachers

Jun 30, 2012: Collect spring data: % of parents who respond positively regarding their child coming to school the following year. **Person:** Kindergarten Teachers

Parent Involvement

Oct 1, 2011: Obtain speaker, workers and volunteers **Person:** Kathie Poe

Oct 1, 2011: Prepare fliers and labels for distribution **Person:** Kathie Poe

Oct 1, 2011: Prepare sign in sheets **Person:** Kathie Poe

Oct 1, 2011: Prepare tip sheets and evaluation forms **Person:** Kathie Poe

Oct 1, 2011: Schedule facility **Person:** Kathie Poe

Oct 1, 2011: Secure refreshments and doorprizes **Person:** Kathie Poe

Oct 1, 2011: Select a topic for parents **Person:** Kathie Poe

Nov 30, 2011: 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:**

Feb 1, 2012: Obtain Speaker, workers and volunteers **Person:** Kathie Poe

Feb 1, 2012: Prepare fliers and labels for distribution **Person:** Kathie Poe

Feb 1, 2012: Prepare sign in sheets **Person:** Kathie Poe

Feb 1, 2012: Prepare tip sheets and evaluation forms **Person:** Kathie Poe

Feb 1, 2012: Schedule facility **Person:** Kathie Poe

Feb 1, 2012: Secure refreshments **Person:** Kathie Poe

Feb 1, 2012: Select a topic for parents **Person:** Kathie Poe

Jun 30, 2012: 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:**

Parent Involvement: Family Activity Nights

Sep 1, 2011: Obtain speaker, workers, and volunteers. **Person:** Darrel Haub

Sep 1, 2011: Schedule facility. **Person:** Darrel Haub

Sep 1, 2011: Select a topic for the activity night. **Person:** Darrel Haub

Sep 15, 2011: Prepare division of participants and evaluation forms. **Person:** Darrel Haub

Sep 15, 2011: Prepare fliers and labels for distribution. **Person:** Darrel Haub

Sep 15, 2011: Prepare sign in sheets. **Person:** Darrel Haub

Sep 15, 2011: Secure refreshments and door prizes. **Person:** Darrel Haub

Oct 1, 2011: Obtain speaker, workers, and volunteers. **Person:** Darrel Haub

Oct 1, 2011: Prepare fliers and labels for distribution. **Person:** Darrel Haub
Oct 1, 2011: Secure Facility. **Person:** Darrel Haub
Oct 1, 2011: Secure refreshments and door prizes. **Person:** Darrel Haub
Oct 1, 2011: Select a topic for the activity night. **Person:** Darrel Haub
Oct 15, 2011: Prepare division of participants and evaluation forms. **Person:** Darrel Haub
Oct 15, 2011: Prepare sign in sheets. **Person:** Darrel Haub
Nov 30, 2011: Collect fall data: % of parents that say they have met the stated goal of the night **Person:**
Jun 30, 2012: Collect spring data: % of parents that say they have met the stated goal of the night **Person:**

Parent Notice - School in Improvement

Jul 10, 2011: Write Letter to inform parents and obtain content approval from IDOE (if required) **Person:** Myra Powell
Jul 15, 2011: Mail Letter to parents (if required) **Person:** Myra Powell

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

Nov 1, 2011: Write Letter to inform parents based on IDOE content (if required) **Person:** Myra Powell
Nov 1, 2011: Write Letter to inform parents based on IDOE content (if required) **Person:** Myra Powell
Nov 20, 2011: Send letter to parents (if we have this situation occur). **Person:** Myra Powell

Parent Right-to-Know Letter - Qualifications

Sep 15, 2011: Write Letter to inform parents based on IDOE content (if required) **Person:** Myra Powell
Sep 20, 2011: Send letter to parents (if required) **Person:** Myra Powell

Positive Behavior Supports

Apr 1, 2011: Collect baseline data: Number of tier one office referrals **Person:** David Carter
Apr 1, 2011: Collect baseline data: Percentage of teachers who provide additional supervision in common areas according to their assignments. **Person:** Myra Powell
Aug 31, 2011: Post common area rules throughout the building **Person:** Terri Farmer
Aug 31, 2011: Post Expectations in all classrooms **Person:** Terri Farmer
Aug 31, 2011: Provide teachers with common area assignments **Person:** Myra Powell
Aug 31, 2011: Provide Teachers with Positive Behavior Support Plan (PBS) **Person:** Myra Powell
Sep 10, 2011: Provide teachers with training on the Positive Behavior Support Plan at a staff meeting. **Person:** Krystle Graman
Nov 30, 2011: Collect fall data: Number of tier one office referrals **Person:** David Carter
Nov 30, 2011: Collect fall data: Percentage of teachers who provide additional supervision in common areas according to their assignments. **Person:** Myra Powell
Dec 31, 2011: Develop and distribute a survey regarding the effectiveness of the New PBS Plan. **Person:** Terri Farmer
Jan 1, 2012: Distribute the PBS survey to staff members to complete. **Person:** Terri Farmer
Jun 1, 2012: Through the media class, produce a DVD depicting a Character Trait or Expectation from the PBS Plan. **Person:** Luanne Metcalf
Jun 1, 2012: Write scripts to produce DVD's depicting the Character Traits and Expectations stated in the PBS Plan. **Person:** Luanne Metcalf
Jun 30, 2012: Collect spring data: Number of tier one office referrals **Person:** David Carter
Jun 30, 2012: Collect spring data: Percentage of teachers who provide additional supervision in common areas according to their assignments. **Person:** Myra Powell

Professional Development Utilizing Technology

Apr 1, 2011: Collect baseline data: Percentages of teachers who respond positive that they have increased their knowledge and usage of technology available **Person:**
Sep 15, 2011: Schedule setting up gradebook training **Person:** Myra Powell
Oct 31, 2011: Smartboard Training **Person:** Myra Powell
Nov 30, 2011: Collect fall data: Percentages of teachers who respond positive that they have increased their knowledge and usage of technology available **Person:**
Feb 28, 2012: ICE Conference **Person:** Myra Powell
Apr 28, 2012: WebCast Training **Person:** Myra Powell

May 4, 2012: Webinars **Person:** Myra Powell

Jun 30, 2012: Collect spring data: Percentages of teachers who respond positive that they have increased their knowledge and usage of technology available **Person:**

Quarterly Positive Actions Celebrations

Oct 1, 2011: Enlist volunteers for celebrations **Person:** David Carter

Oct 1, 2011: Obtain donations for food/incentive give aways **Person:** David Carter

Oct 1, 2011: Obtain list of students that qualify for incentives from classroom teachers **Person:** David Carter

Oct 1, 2011: Reserve locations for celebrations **Person:** David Carter

Oct 1, 2011: Selct quartley themes for classroom celebrations **Person:** David Carter

Dec 3, 2011: Enlist volunteers for celebrations **Person:** David Carter

Dec 3, 2011: Obtain donations for food/incentive give aways **Person:** David Carter

Dec 3, 2011: Obtain list of students that qualify for incentives from classroom teachers **Person:** David Carter

Dec 3, 2011: Reserve locations for celebrations **Person:** David Carter

Dec 3, 2011: Selct quartley themes for classroom celebrations **Person:** David Carter

Feb 4, 2012: Enlist volunteers for celebrations **Person:** David Carter

Feb 4, 2012: Obtain donations for food/incentive give aways **Person:** David Carter

Feb 4, 2012: Obtain list of students that qualify for incentives from classroom teachers **Person:** David Carter

Feb 4, 2012: Reserve locations for celebrations **Person:** David Carter

Feb 4, 2012: Selct quartley themes for classroom celebrations **Person:** David Carter

Apr 7, 2012: Enlist volunteers for celebrations **Person:** David Carter

Apr 7, 2012: Obtain donations for food/incentive give aways **Person:** David Carter

Apr 7, 2012: Obtain list of students that qualify for incentives from classroom teachers **Person:** David Carter

Apr 7, 2012: Reserve locations for celebrations **Person:** David Carter

Apr 7, 2012: Selct quartley themes for classroom celebrations **Person:** David Carter

Reading Assessment

Sep 1, 2011: Schedule the computer lab **Person:** Kathie Poe

Sep 5, 2011: Create Acuity testing schedule **Person:** Myra Powell

Sep 30, 2011: Reaffirm teacher log-ins and assist with initial testing cycle **Person:** Kathie Poe

Oct 5, 2011: Provide teachers with color-coded data **Person:** Kathie Poe/Jean Haub

Oct 10, 2011: Review assessment data with teachers during team meetings **Person:** Kathie Poe/Myra Powell

Oct 15, 2011: Data Sheets **Person:** Kathie Poe

Oct 20, 2011: Team Meeting Minutes **Person:** Kathie Poe

Nov 3, 2011: Schedule the computer lab **Person:** Kathie Poe

Nov 7, 2011: Create Acuity testing schedule **Person:** Myra Powell

Dec 7, 2011: Provide teachers with color-coded data **Person:** Kathie Poe/Jean Haub

Dec 12, 2011: Review assessment data with teachers during team meetings **Person:** Kathie Poe/Myra Powell

Dec 17, 2011: Data Sheets **Person:** Kathie Poe

Dec 22, 2011: Team Meeting Minutes **Person:** Kathie Poe

Jan 5, 2012: Schedule the computer lab **Person:** Kathie Poe

Jan 9, 2012: Create Acuity testing schedule **Person:** Myra Powell

Feb 8, 2012: Provide teachers with color-coded data **Person:** Kathie Poe/Jean Haub

Feb 13, 2012: Review assessment data with teachers during team meetings **Person:** Kathie Poe/Myra Powell

Feb 18, 2012: Data Sheets **Person:** Kathie Poe

Feb 23, 2012: Team Meeting Minutes **Person:** Kathie Poe

Mar 8, 2012: Schedule the computer lab **Person:** Kathie Poe

Mar 12, 2012: Create Acuity testing schedule **Person:** Myra Powell

Apr 11, 2012: Provide teachers with color-coded data **Person:** Kathie Poe/Jean Haub

Apr 26, 2012: Team Meeting Minutes **Person:** Kathie Poe

May 10, 2012: Schedule the computer lab **Person:** Kathie Poe

Reading Communication to Parents

Oct 10, 2011: Distribute Reports to teachers to send/give to their students' parents **Person:** Jean Haub

Oct 10, 2011: Print Acuity/Dibels/TRC/mCLASS reports for parents **Person:** Jean Haub

Oct 31, 2011: Distribute the "Tip Sheets" to go home to parents **Person:** Classroom Teachers

Oct 31, 2011: Prepare "Tip Sheet" for parents to help their children with reading at home **Person:** Karen Johnson
Oct 31, 2011: Provide parents with the Schoolmaster PASS system information for their children **Person:** Myra Powell
Dec 12, 2011: Distribute Reports to teachers to send/give to their students' parents **Person:** Jean Haub
Dec 12, 2011: Print Acuity/Dibels/TRC/mCLASS reports for parents **Person:** Jean Haub
Dec 20, 2011: Prepare and send parents the SRI report on their child **Person:** Kathie Poe
Jan 2, 2012: Distribute the "Tip Sheets" to go home to parents **Person:** Classroom Teachers
Jan 2, 2012: Prepare "Tip Sheet" for parents to help their children with reading at home **Person:** Karen Johnson
Feb 13, 2012: Distribute Reports to teachers to send/give to their students' parents **Person:** Jean Haub
Feb 13, 2012: Print Acuity/Dibels/TRC/mCLASS reports for parents **Person:** Jean Haub
Feb 21, 2012: Prepare and send parents the SRI report on their child **Person:** Kathie Poe
Mar 5, 2012: Distribute the "Tip Sheets" to go home to parents **Person:** Classroom Teachers
Mar 5, 2012: Prepare "Tip Sheet" for parents to help their children with reading at home **Person:** Karen Johnson
Apr 16, 2012: Distribute Reports to teachers to send/give to their students' parents **Person:** Jean Haub
Apr 16, 2012: Print Acuity/Dibels/TRC/mCLASS reports for parents **Person:** Jean Haub
Apr 24, 2012: Prepare and send parents the SRI report on their child **Person:** Kathie Poe
May 7, 2012: Distribute the "Tip Sheets" to go home to parents **Person:** Classroom Teachers
May 7, 2012: Prepare "Tip Sheet" for parents to help their children with reading at home **Person:** Karen Johnson

Reading Counts Quarterly Celebrations

Sep 10, 2011: Collaborate with Student Council Advisor and Sixth Grade Student Council - Decide on Theme for Quarter 1 Reading Counts Party **Person:** Strategy Chair
Oct 15, 2011: Collection of Names (Attendees) at the Reading Counts Parties **Person:** Strategy Chair
Oct 15, 2011: Send List of Student Names (who get to attend party) through Email to Strategy Chair **Person:** Strategy Chair
Nov 12, 2011: Collaborate with Student Council Advisor and Sixth Grade Student Council - Decide on Theme for Quarter 2 Reading Counts Party **Person:** Strategy Chair
Dec 17, 2011: Collection of Names (Attendees) at the Reading Counts Parties **Person:** Strategy Chair
Dec 17, 2011: Send List of Student Names (who get to attend party) through Email to Strategy Chair **Person:** Strategy Chair
Jan 14, 2012: Collaborate with Student Council Advisor and Sixth Grade Student Council - Decide on Theme for Quarter 3 Reading Counts Party **Person:** Strategy Chair
Feb 18, 2012: Collection of Names (Attendees) at the Reading Counts Parties **Person:** Strategy Chair
Feb 18, 2012: Send List of Student Names (who get to attend party) through Email to Strategy Chair **Person:** Strategy Chair
Mar 17, 2012: Collaborate with Student Council Advisor and Sixth Grade Student Council - Decide on Theme for Quarter 4 Reading Counts Party **Person:** Strategy Chair
Apr 21, 2012: Collection of Names (Attendees) at the Reading Counts Parties **Person:** Strategy Chair
Apr 21, 2012: Send List of Student Names (who get to attend party) through Email to Strategy Chair **Person:** Strategy Chair

School-Parent Compact

Oct 5, 2011: Review the current Parent-School Compact with the Community Council, which includes Title 1 Parents **Person:** Myra Powell
Oct 5, 2011: Review the Parent-School Compact with the Teachers **Person:** Myra Powell
Oct 15, 2011: Distribute Parent-School Compact to classroom teachers for Parent-Teacher Conferences **Person:** Connie Wright
Oct 31, 2011: Collect Parent-Teacher Compacts from Classroom Teachers & file in binder **Person:** Connie Wright

Student Transition

Mar 31, 2012: Contact Preschool teacher to schedule a date for a parent meeting to discuss and answer questions they have about kindergarten **Person:** Kindergarten Teachers
Apr 30, 2012: Contact Preschool teacher to schedule field trip **Person:** Kindergarten Teachers
May 6, 2012: ask preschool teachers how children felt about field trip **Person:** Kindergarten Teachers

Teacher Mentoring Program

Sep 15, 2011: Create checklist of goals **Person:** Kathie Poe/Sarah Doan
Sep 30, 2011: Quarterly review of checklist **Person:** Kathie Poe
Sep 30, 2011: Team Meeting Trainings **Person:** Kathie Poe
Oct 30, 2011: Team Meeting Trainings **Person:** Kathie Poe

Nov 30, 2011: Collect fall data: % of goals listed on a checklist met for each grade level **Person:**
Nov 30, 2011: Team Meeting Trainings **Person:** Kathie Poe
Dec 2, 2011: Quarterly review of checklist **Person:** Kathie Poe
Dec 30, 2011: Team Meeting Trainings **Person:** Kathie Poe
Jan 30, 2012: Team Meeting Trainings **Person:** Kathie Poe
Feb 3, 2012: Quarterly review of checklist **Person:** Kathie Poe
Mar 1, 2012: Team Meeting Trainings **Person:** Kathie Poe
Apr 1, 2012: Team Meeting Trainings **Person:** Kathie Poe
Apr 6, 2012: Quarterly review of checklist **Person:** Kathie Poe
May 1, 2012: Team Meeting Trainings **Person:** Kathie Poe
Jun 8, 2012: Quarterly review of checklist **Person:** Kathie Poe
Jun 30, 2012: Collect spring data: % of goals listed on a checklist met for each grade level **Person:**

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 to 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.

Attendance & Health Issues

No professional development is needed for this strategy.

Parent Involvement: Family Activity Nights

No professional development is needed for this strategy.

Positive Behavior Supports

Provide teachers with training on the Positive Behavior Support Plan at a staff meeting.

Brief Description: Introduce the Positive Behavior Support Plan to the teachers. Answer questions about the process.

Intended Participants: Teachers

Date: Sep 10, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding: In-house

Does this activity occur during the school day? No

Professional Development Utilizing Technology

ICE Conference

Brief Description: Send someone to the ICE technology conference in Indianapolis

Intended Participants: Teachers, Administrators

Date: Feb 28, 2012

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: BES PD

Does this activity occur during the school day? Yes

Schedule setting up gradebook training

Brief Description: Provide training on how to set up gradebook with marking periods, etc...

Intended Participants: Teachers

Date: Sep 15, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: In-house

Does this activity occur during the school day? No

Smartboard Training

Brief Description: Provide training on how to use the smartboard and programs related to it

Intended Participants: Teachers

Date: Oct 31, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Peer Coaching

Funding: In-house

Does this activity occur during the school day? No

WebCast Training

Brief Description: Inform teachers in how to use WebCast Program and offer participation to the webinars available.

Intended Participants: Teachers

Date: Apr 28, 2012

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: IASP benefit to Principal

Does this activity occur during the school day? No

Webinars

Brief Description: Make Webinars available to teachers for topic applicable to the classroom

Intended Participants: Teachers

Date: May 4, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: IASP benefit to principal

Does this activity occur during the school day? Yes

Quarterly Positive Actions Celebrations

No professional development is needed for this strategy.

Reading Assessment

No professional development is needed for this strategy.

Reading Communication to Parents

No professional development is needed for this strategy.

Reading Counts Quarterly Celebrations

No professional development is needed for this strategy.

A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement: Grade level meetings

Work with teachers regarding how to share data with parents

Brief Description: Presenter will share strategies on how to communicate and interpret data to parents

Intended Participants: Teachers

Date: Oct 10, 2011

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching

Funding: In-house

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

Follow Ups

Brief Description: Teachers will collaborate in grade level meetings to review the PD and it possible applications in the classroom.

Intended Participants: Teachers

Dates: Sep 5, 2011; Oct 5, 2011; Nov 5, 2011; Dec 5, 2011; Jan 5, 2012; Feb 5, 2012; Mar 5, 2012; Apr 5, 2012; May 5, 2012; Jun 5, 2012

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

Activity Format: Talk to, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Grade Level Collaboration Meeting on Standards, Reading/LA, Math

Brief Description: Teachers will meet monthly to discuss Indiana Standards, National Standards, Reading/LA and Math curriculum.

Intended Participants: Teachers

Dates: Aug 25, 2011; Sep 25, 2011; Oct 25, 2011; Nov 25, 2011; Dec 25, 2011; Jan 25, 2012; Feb 25, 2012; Mar 25, 2012; Apr 25, 2012; May 25, 2012

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

Activity Format: Talk to, Collaborative Problem Solving, Other

Funding: In house.

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

Collaboration with Classroom teachers

Brief Description: The High Ability Coordinator will meet with identified High Ability Teachers to provide information, materials, and resources.

Intended Participants: Teachers

Dates: Sep 6, 2011; Nov 8, 2011; Jan 10, 2012; Mar 13, 2012

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading

Funding: In-house

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Reading Comprehension - 3rd, 4th, 5th and 6th

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation

No professional development is needed for this strategy.

I. Focused Academic Area: Language and Math Instructional Coach(es)

Team Meeting Trainings

Brief Description: Grade level teachers and the Instructional Coach will meet and collaborate on the student data, as well as research on best practices regarding instruction.

Intended Participants: Teachers, Administrators

Dates: Sep 30, 2011; Oct 30, 2011; Nov 30, 2011; Dec 30, 2011; Jan 30, 2012

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving

Funding: In-house

Does this activity occur during the school day? Yes

I. Focused Academic Area: Tier 1 Core Reading

No professional development is needed for this strategy.

I. Focused Academic Area: Tier 2 Reading

Teachers will be provided the opportunity for Professional Development

Brief Description: The Instructional Coach and/or Early Childhood Interventionist will assist teachers with ideas for differentiating instruction to meet the needs of the Tier 2 Reading students.

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Collaborative Problem Solving, Site Visit

Funding: In-house

Does this activity occur during the school day? Yes

I. Focused Academic Area: Tier 3 Reading

Teachers will be provided the opportunity for Professional Development

Brief Description: professional development will include information on data use to develop tier 3 groups and how to utilize materials and resources for groups

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Collaborative Problem Solving, Site Visit

Funding: In-house

Does this activity occur during the school day? Yes

J. Instruction by Highly Qualified Teachers: Professional Development

Grade Level Meetings - Best Practices Information

Brief Description: Teachers will be provided with research and information on best practices and differentiation to have dialogue during grade level team meetings.

Intended Participants: Teachers

Date: Oct 31, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Study Group, Professional Reading

Funding: In-house

Does this activity occur during the school day? Yes

Identify areas teachers need assistance and obtain literature and/or training opportunities

Brief Description: Professional reading of best practices information and study group of the information, sharing & collaboration during grade level team meetings.

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation, Study Group, Professional Reading

Funding: BES PD

Does this activity occur during the school day? Yes

Webinars

Brief Description: Teachers will be given the opportunity to participate in professional development webinars in increase their professional knowledge.

Intended Participants: Teachers

Dates: Oct 15, 2011; Dec 17, 2011; Feb 18, 2012; Apr 21, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Other

Funding: IASP benefit to Principal

Does this activity occur during the school day? Yes

J2. Instruction by Highly Qualified Paraprofessionals.

Monthly Training Sessions

Brief Description: SE Teachers will provide monthly training sessions regarding various academic and behavioral implementation skills to paraprofessionals.

Intended Participants: Other

Date: Sep 13, 2011

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

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving, Other

Funding:

Does this activity occur during the school day? Yes

L. Student Transition: Camp Kindergarten & Pre-School Visits

No professional development is needed for this strategy.

N. Parent Notice - School in Improvement

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.

P. Teacher Mentoring Program: Instructional Coaches

No professional development is needed for this strategy.

R1. Parent Right-to-Know Letter - Qualifications

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

S. School-Parent Compact

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Exceptional Learners: Special Education

No professional development is needed for this strategy.

X. Graduation Plan: 6th Grade

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:

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

Strategies to Impact This Concern:

- Attendance & Health Issues
- Quarterly Positive Actions Celebrations
- T. Annual Parent Meeting
- X. Graduation Plan: 6th Grade
- C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

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: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability
- J. Instruction by Highly Qualified Teachers: Professional Development

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

Data Targets Influenced by This Concern:

- 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).

Strategies to Impact This Concern:

- Attendance & Health Issues
- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- Reading Communication to Parents
- T. Annual Parent Meeting
- B. Educator Training - Parent Involvement: Grade level meetings
- X. Graduation Plan: 6th Grade
- C. Outreach to Preschool Parent Involvement Programs: Camp Kindergarten
- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center

- A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights
- L. Student Transition: Camp Kindergarten & Pre-School Visits

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

Data Targets Influenced by This Concern:

- 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).

Strategies to Impact This Concern:

- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- Reading Counts Quarterly Celebrations
- B. Educator Training - Parent Involvement: Grade level meetings
- F. Encourage Rigorous Curriculum: Reading Comprehension - 3rd, 4th, 5th and 6th
- I. Focused Academic Area: Language and Math Instructional Coach(es)
- A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights

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
- J2. Instruction by Highly Qualified Paraprofessionals.
- J. Instruction by Highly Qualified Teachers: Professional Development
- P. Teacher Mentoring Program: Instructional Coaches

We are concerned that... Teachers need to provide positive behavior supports

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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 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 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

- Positive Behavior Supports

Required Areas of Concern

A. Parent Involvement (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. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Parent Involvement: Family Activity Nights
- Parent Involvement: Volunteer Opportunities
- Quarterly Positive Actions Celebrations
- Reading Communication to Parents
- X. Graduation Plan: 6th Grade
- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center
- A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights
- L. Student Transition: Camp Kindergarten & Pre-School Visits

B. Educator Training - Parent Involvement (TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement: Grade level meetings
- I. Focused Academic Area: Language and Math Instructional Coach(es)
- P. Teacher Mentoring Program: Instructional Coaches

C. Outreach to Preschool Parent Involvement Programs (TAS)

Data Targets Influenced by This Concern:

- Gr. K-2 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

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

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website: Indiana's Parent Information & Resource Center
- A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights

F. Encourage Rigorous Curriculum (IN Rules, TAS)

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
- Gr. 3-6 Targeted Title 1 Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

- Reading Communication to Parents
- B. Educator Training - Parent Involvement: Grade level meetings
- F. Encourage Rigorous Curriculum: Reading Comprehension - 3rd, 4th, 5th and 6th
- F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration
- F. Encourage Rigorous Curriculum: STAR [Systematic Techniques for Academic Relevance] Enrichment/Remediation
- F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability
- I. Focused Academic Area: Language and Math Instructional Coach(es)
- J2. Instruction by Highly Qualified Paraprofessionals.
- A. Parent Involvement: Instructional Workshops for Parents: PLANT (Parents Learning Academic & New Techniques) Nights

I. Focused Academic Area (IN Rules, TAS)

Data Targets Influenced by This Concern:

- 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 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

- Reading Assessment
- I. Focused Academic Area: Tier 2 Reading
- I. Focused Academic Area: Language and Math Instructional Coach(es)
- I. Focused Academic Area: Tier 3 Reading
- I. Focused Academic Area: Tier 1 Core Reading

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:

- B. Educator Training - Parent Involvement: Grade level meetings
- I. Focused Academic Area: Language and Math Instructional Coach(es)
- J. Instruction by Highly Qualified Teachers: Professional Development
- R1. Parent Right-to-Know Letter - Qualifications
- P. Teacher Mentoring Program: Instructional Coaches

J2. Instruction by Highly Qualified Paraprofessionals (TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Language and Math Instructional Coach(es)
- J2. Instruction by Highly Qualified Paraprofessionals.

L. Student Transition (TAS)

Data Targets Influenced by This Concern:

- Gr. K-2 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

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

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
- Gr. K-2 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

- O. Extended Learning Activities: After School Homework Club Tutoring
- I. Focused Academic Area: Language and Math Instructional Coach(es)

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- 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
- Gr. K-2 Students -- Scoring in the yellow or green areas on the total Dibels/TRC scores

Strategies to Impact This Concern:

- I. Focused Academic Area: Language and Math 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

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

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

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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, 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

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

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan: 6th Grade

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?	District Office & the BES Lincoln Room
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None at this time.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, over 97%. We plan to implement quarterly incentives.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Brigance - Grade K - Survey of basic skills for kindergarteners entering school.</p> <p>Dibels/TRC - Grades K-2 - An assessment of phonics, words, and comprehension.</p> <p>mCLASS - Grades K-2 - An assessment of math skills.</p> <p>Acuity - Grades 3-6 - Quarterly assessment of Reading/Language Arts, Math, Science, and Social Studies skills in relation to the Indiana State Standards.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI needs assessment tools.
G. 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?	Our Assistant Superintendent handles all the Title 1 finances. It is our understanding that the 10% has been set aside for this.

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
First Year: Rationale + Organizational Structure After First Year: 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 2013-2014 school year