

School Improvement Plan - 2013-2014

Generated on September 22, 2013 at 1:18 PM

William W Borden Elem Sch (0815)

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:

[IMAGE]

*Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>*

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 15
- To-Do List 16
- Professional Development Summary 21
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 25
- Force Field Excerpt 30
- Continuous Improvement Timeline 31

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
- Focus - Targeted

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
- Amy Greenwell - Teacher
- Carrie Hall - Parent/Guardian
- Jean Haub - Teacher
- Lisa Hawkins - Administrator
- Melissa Martin - Teacher
- Luann Metcalf - Teacher
- Kathie Poe - Teacher
- Vince Ray - Teacher
- Myra W. Powell -

Strategy Chairs

- Verbal Alexander
- David Carter
- Erica Carter
- Barbara Eisenmenger
- Amy Greenwell
- Lisa Hawkins
- Sarah Jetter
- Christina Pearson
- Kathie Poe
- Kathie Poe
- Stacey Wright

Community Council

- Jennifer Bahan - Parent
- Teresa Baird - Parent; PTO President; Girl Scouts
- Jay Ellis - Youth Minister
- Cathy Graninger - Community
- Lisa Hawkins - Administrator
- Doris Konermann - Bus Driver; Parent
- Beth Leftwich - Parent
- Lucinda Lewis - Parent
- Kathie Poe - Title I Teacher/Instructional Coach
- Myra Powell - Community
- Nick Ray - Community / University
- Vincent Ray - Steering Team
- Carrie Smith - Parent
- Kevin Smith - Parent

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.

Gr 3-6 Students Qualifying for the Read 180 Intervention Program - % of Students who Raise their SRI scores by 100 points during the school year (Reading Comprehension).

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	67	75	89.7	80	70.21	73		76		79		100

Gr. 3-6 Special Education - Passing ISTEP LA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48	58.5	63	51.4	54		57		60		63		100

Gr. 3-6 Title 1 Students - Passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	74.7	78	63.9	67		70		73		76		100

Gr. 3-6 Title I Students - Passing ISTEP Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	72.2	75	63.9	67		70		73		76		100

Gr. K-2 Students - Scoring in the green or blue areas on the TRC assessment

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	82	85	88	90	80.7	83		85		87		100

Gr. K-2 Students - Scoring in the yellow or green areas on the mCLASS scores

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	81	83	84.4	86		88		90		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... 1. Staff need to provide positive behavior supports

Through faculty and community discussions, we would like to expand our positive behavior supports to include not only teachers but bus drivers, cafeteria workers, custodial staff members, and instructional assistants.

We are concerned that... 2. Students need Inspiration to Read

Through faculty and community discussions it was found that there is a need to get books in kids hands by increasing the circulation via the library.

We are concerned that... Parent Involvement

We are concerned that... Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

We are concerned that... Student Transition

We are concerned that... Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

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

Annual Parent Meeting

Grade level teachers, grades K-6, will offer a grade level meeting for all parents during our fall open house which will occur within 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

Educator Training - Parent Involvement - Grade Level Meetings

The Principal and Instructional Coach 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: General

Instruction by Highly Qualified Paraprofessionals.

The Special Needs teachers, in consultation with our Instructional Coach 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, Instructional Coach, and Principal will meet quarterly to discuss agenda topics and plan for future meetings. The Instructional Coach 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: Low Impact

Focus: General

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. The school will maintain a list

of all teachers in the building that documents how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). 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

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 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: Specific

Parent Information Resource Center Website

Each month of the school year, either a grade-level team, librarian, nurse, instructional coach/title I staff, or principal will be responsible for contributing 3-5 academic enrichment and/or remediation website links or apps for the newsletter. These links will cover a variety of subject areas and state standards and will serve as tools for parents to visit to help their child. This newsletter will be sent home and posted on the school webpage monthly. We will also provide a link in the newsletter each month for Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org.

Impact Level: Low Impact

Focus: General

Parent Involvement: Math Carnival

Our 6th grade teachers will have 6th grade students work in pairs to prepare math booths that address K-5 math standards. The school invites all K-5 students, their parents, and the community to attend the Math Carnival. The 6th grade teachers and students showcase their booths (approximately 50 booths) one evening in November. K-5 parents, students, and community visit each booth and participate in the math activities offered. All the booths are based on the K-5 math standards and help parents and community understand the Indiana Academic Standards and Common Core State Standards.

Impact Level: High Impact - Outside

Focus: Specific

Parent Involvement: Spring Fling

Our 4-6 grade and special area teachers will have 4-6 grade students showcase projects, give presentations, display art creations, and perform a musical which address 4-6 language arts, social studies/science (depending on grade-level), and performing arts standards. The school invites all K-6 students, their parents, and the community to attend the BEST Night and Spring Performance. The 4-6 teachers and students showcase their projects (approximately 100 projects) one evening in April or May. K-6 parents, students, and community members visit classrooms and view projects, presentations, creations, and performances. All the student creations are based on the 4-6 language arts, social studies/science (depending on grade-level), or performing arts standards and help parents and community understand the Indiana Academic Standards and Common Core State Standards.

Impact Level: High Impact - Outside

Focus: Specific

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

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 letter to inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist.

Impact Level: Low Impact

Focus: General

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

Student Transition: Head Start Outreach

To assist parents and students transitioning from pre-school to kindergarten, the parents and incoming kindergarten students will be invited and encouraged to attend Camp Kindergarten in May to learn more about the school and procedures to make a smoother transition to school. Head Start will be contacted each year to check on the amount of Borden students being serviced so that these students can be invited to Camp Kindergarten.

Impact Level: High Impact - Outside

Focus: Specific

Timely Additional Assistance: Earobics

Students in grades 1-2 who are below proficiency in reading (red or yellow on Dibels) and need assistance with their reading skills will participate in a research-based intervention program called Earobics. This phonics based program will be held 4-5 days per week daily from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by a Title One Teacher or a Special Education Teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: LLI

Students in grades K-2 who are below proficiency (red and possibly yellow on TRC/Dibels) and need assistance with their reading skills will participate in a research-based intervention program called Levelled Literacy Intervention (LLI). This program will be held 4-5 days per week from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by our Title I Teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: Read 180

Students in grades 3-6 who have a lexile score of 200 or greater but still need assistance with their reading skills will participate in a research-based intervention program called Read 180. This program will be held daily from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by our Instructional Coach or a Special Education teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: Systems 44

Students in grades 3-6 who have a lexile score under 200 and need assistance with their reading skills may participate in a research-based intervention program called Systems 44. This program will be held daily from August through mid-April, except during Acuity and ISTEP+ testing times, and will be taught by our Instructional Coach or a Special Education teacher. This Tier 2 intervention is in addition to the Tier 2 small group assistance provided by the classroom teacher.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

All teachers, through grade level and/or staff meetings, will collaborate on curriculum. Common Core and the Indiana State Standards including Reading/LA and Math will be discussed. Each grade level will document their progress from the curriculum collaboration to and keep in a binder for future reference.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

High Ability Learners (HAL) will be placed in a cluster group. 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: High Impact - Inside

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 following each ELA/math diagnostic assessment window to review student data and to organize students within a grade level into enrichment and remediation intervention groups for STAR time. Specific ELA/math 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. STAR time is provided for students in grades K-6. STAR time occurs 30-45 minutes/4 days per week, during the regular school day as part of the identified intervention block for each grade level. Teachers will turn in lesson plans weekly and keep documentation of students served as well as skills addressed.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Each week every grade-level's attendance rate is compiled. Weekly during morning assembly, the grade-level with the highest attendance rate is recognized by standing and receiving applause from the entire school. The percentages are posted on a board in the office area, which the students walk past each day as they enter school. The monthly percentage winners from each week are included in the monthly newsletter which goes home to parents on the first Friday of every month.

Impact Level: Low Impact

Focus: General

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 where it is deficient in addressing the State Standards.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: 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 Relevance) enrichment and remediation block of time to work on different skills needed.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan: 6th Grade

All students entering 6th grade will create an Indiana Graduation Plan. During 6th grade parent/student orientation meeting in August, the Home School Liaison 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's permanent 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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

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.

Attendance

Dec 16, 2013: Previous winners announced during morning assembly during the following week **Person:** Vince Ray

May 26, 2014: Previous winners announced during morning assembly during the following week **Person:** Vince Ray

Educator Training - Parent Involvement - Grade Level Meetings

Aug 1, 2013: Meetings will be scheduled every two weeks throughout the year. **Person:** Kathie Poe

Aug 10, 2013: Mentor teachers in data interpretation **Person:** Kathie Poe

Sep 10, 2013: Mentor teachers in data interpretation **Person:** Kathie Poe

Oct 10, 2013: Mentor teachers in data interpretation **Person:** Kathie Poe

Nov 10, 2013: Mentor teachers in data interpretation **Person:** Kathie Poe

Dec 10, 2013: Mentor teachers in data interpretation **Person:** Kathie Poe

Jan 10, 2014: Mentor teachers in data interpretation **Person:** Kathie Poe

Feb 10, 2014: Mentor teachers in data interpretation **Person:** Kathie Poe

Mar 10, 2014: Mentor teachers in data interpretation **Person:** Kathie Poe

Apr 10, 2014: Mentor teachers in data interpretation **Person:** Kathie Poe

May 10, 2014: Mentor teachers in data interpretation **Person:** Kathie Poe

Encourage Rigorous Curriculum

Jul 31, 2013: Explain 1/2 day service expectations with teachers and allow teachers to collaborate with their grade-level to schedule their 1/2 day **Person:** Lisa Hawkins

Oct 1, 2013: Teachers collaborate as a grade-level teams to group students into focus groups and shift students to different groups when necessary following each assessment period. Data from current assessments (Dibels/mCLASS/Acuity) will be utilized to help guide th **Person:** Classroom Teachers

Oct 1, 2013: Teachers schedule their time for curriculum collaboration **Person:** Classroom Teachers

Oct 1, 2013: Teachers submit 1/2 day release time for approval **Person:** Classroom Teachers

Oct 1, 2013: Teachers submit notes from team meetings to the Principal **Person:** Classroom Teachers

Nov 22, 2013: Teachers collaborate as a grade-level teams to group students into focus groups and shift students to different groups when necessary following each assessment period. Data from current assessments (Dibels/mCLASS/Acuity) will be utilized to help guide th **Person:** Classroom Teachers

Dec 19, 2013: Teachers submit notes from team meetings to the Principal **Person:** Classroom Teachers

Mar 20, 2014: Teachers collaborate as a grade-level teams to group students into focus groups and shift students to different groups when necessary following each assessment period. Data from current assessments (Dibels/mCLASS/Acuity) will be utilized to help guide th **Person:** Classroom Teachers

Mar 21, 2014: Teachers submit notes from team meetings to the Principal **Person:** Classroom Teachers

Apr 1, 2014: Accept parent requests and teacher recommendation for HA testing **Person:** Christina Pearson

May 6, 2014: Submit a list of cluster groups to principal **Person:** Christina Pearson

May 13, 2014: School-Wide Cluster Grouping Classroom Composition Planning Forms used to create classes for next year **Person:** Lisa Hawkins

Jun 3, 2014: HA Coordinator reviews cluster groups before the class lists are released to teachers **Person:** Christina Pearson

Jun 3, 2014: Teachers submit notes from team meetings to the Principal **Person:** Classroom Teachers

Focused Academic Area

Jul 10, 2013: Schedules are created that include an uninterrupted 90 minute English/Language Arts block for each teacher and grade-level **Person:** Lisa Hawkins

Aug 12, 2013: Lexile screening will be completed for 3rd-6th grade students two times per year **Person:** Kathie Poe

Oct 1, 2013: Reading counts status will be reported to all classroom teachers at each 9-week period **Person:** Rachel McClellan

Dec 19, 2013: Reading counts status will be reported to all classroom teachers at each 9-week period **Person:** Rachel McClellan

Mar 14, 2014: Reading counts status will be reported to all classroom teachers at each 9-week period **Person:** Rachel McClellan

Apr 7, 2014: Reading Counts classroom points will be tracked and awarded at the end of the year **Person:** Rachel McClellan

May 12, 2014: Lexile screening for 2nd grade students will be completed at the end of the year **Person:** Kathie Poe

May 26, 2014: Reading counts status will be reported to all classroom teachers at each 9-week period **Person:** Rachel McClellan

Jun 3, 2014: Review current reading plan to submit to state for approval **Person:** Lisa Hawkins

Focused Student Group

May 26, 2013: Teachers utilize I-PADS for instructional purposes several times per month **Person:** Classroom Teachers

Oct 1, 2013: Current IEP goal progress is shared with teachers and parents **Person:** Verbal Alexander

Oct 1, 2013: Teachers utilize I-PADS for instructional purposes several times per month **Person:** Classroom Teachers

Dec 19, 2013: Current IEP goal progress is shared with teachers and parents **Person:** Verbal Alexander

Dec 19, 2013: Teachers utilize I-PADS for instructional purposes several times per month **Person:** Classroom Teachers

Mar 10, 2014: Current IEP goal progress is shared with teachers and parents **Person:** Verbal Alexander

Mar 10, 2014: Teachers utilize I-PADS for instructional purposes several times per month **Person:** Classroom Teachers

May 26, 2014: Current IEP goal progress is shared with teachers and parents **Person:** Verbal Alexander

Graduation Plan

Aug 8, 2013: Graduation Plan will be completed by each 6th grade student and future academic paths will be discussed **Person:** Dave Carter

Aug 8, 2013: Parents will sign the graduation plan at open house **Person:** Dave Carter

Instruction by Highly Qualified Paraprofessionals.

Aug 1, 2013: Ask paraprofessionals for input on training topics at the first meeting **Person:** Verbal Alexander

Aug 1, 2013: Utilize information from previous year's LRE meeting to develop a list of training topics. **Person:** Verbal Alexander

Dec 19, 2013: Submit training notes to Principal following each semester's training sessions **Person:** Verbal Alexander

Jun 3, 2014: Submit training notes to Principal following each semester's training sessions **Person:** Verbal Alexander

Instruction by Highly Qualified Teachers: Professional Development

Aug 1, 2013: Teacher qualifications and license will be checked at the beginning of each school year **Person:** Lisa Hawkins

Aug 10, 2013: On going professional development **Person:** Christina Pearson

Dec 11, 2013: The task force committee will meet each semester to discuss professional development needs within the building **Person:** Christina Pearson

Jan 10, 2014: On going professional development **Person:** Christina Pearson

May 28, 2014: The task force committee will meet each semester to discuss professional development needs within the building **Person:** Christina Pearson

Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

Aug 7, 2013: Collect fall data from survey at K Parent Breakfast: % of parents who respond positively regarding their child coming to school the following year **Person:** Kathie Poe

Mar 4, 2014: Meet with Kindergarten Teachers to finalize plans for Camp Kindergarten **Person:** Lisa Hawkins

Mar 4, 2014: Order materials for Camp Kindergarten from Communities in Schools **Person:** New CIS Person - TBA

Apr 7, 2014: Ask for volunteers to help with Camp Kindergarten **Person:** Lisa Hawkins

Apr 7, 2014: Order snacks for Camp Kindergarten **Person:** Toni Dryer

Apr 7, 2014: Secure bus driver for Camp Kindergarten **Person:** Amy Greenwell

Apr 15, 2014: Invite parents to Camp Kindergarten at Kindergarten Pre-Registration in April **Person:** Lisa Hawkins

Parent Information Resource Center Website

Jul 31, 2013: All grade-level teams, librarian, nurse, instructional coach/title I staff, and principal will sign up for one month of the academic school year to contribute 3-5 academic enrichment and/or remediation apps for the newsletter **Person:** Lisa Hawkins

Jul 31, 2013: Create a calendar reminder item for teachers **Person:** Sandra Kirkland

Dec 18, 2013: Include app contributions in the Brave Review Newsletters in September, October, November, and December **Person:** Lisa Hawkins

Jun 3, 2014: Include app contributions in the Brave Review Newsletters in January, February, March, April, and May **Person:** Lisa Hawkins

Parent Involvement: Math Carnival

Oct 1, 2013: Brave Review newsletter includes information about the upcoming math carnival in November **Person:** Lisa Hawkins

Oct 1, 2013: Students will create activities aligned to K-5 Core or State Standards **Person:** Sarah Jetter

Oct 22, 2013: Ask for staff volunteers to help with various math carnival tasks **Person:** Kathie Poe

Nov 4, 2013: Gather material for a math information center for parents to visit to receive grade-level information on how to help their children at home in the area of math **Person:** Kathie Poe

Nov 4, 2013: Snacks ordered for Math Carnival **Person:** Lisa Hawkins

Nov 11, 2013: Create flier to send home with all students to invite them and their parents to attend the Math Carnival **Person:** Kathie Poe

Parent Involvement: Spring Fling

Jan 6, 2013: Music teachers will be given the responsibility of creating a spring fling performance that aligns with public speaking and performance standards in addition to music standards **Person:** Lisa Hawkins

Jan 6, 2014: The art teacher will be given the responsibility of creating a spring fling display that aligns with various curricular standards in addition to art standards **Person:** Lisa Hawkins

Feb 3, 2014: All 4th grade teachers will be given the responsibility of assigning a task for students to plan, develop, and showcase/display aligned with the state science or language arts standards **Person:** Lisa Hawkins

Feb 3, 2014: All 5th grade teachers will be given the responsibility of assigning a task for students to plan, develop, and showcase/display aligned with the social studies or language arts standards **Person:** Lisa Hawkins

Feb 3, 2014: All 6th grade teachers will be given the responsibility of assigning a task for students to plan, develop, and showcase/display aligned with the state science or language arts standards **Person:** Lisa Hawkins

Mar 3, 2014: Brave Review Newsletter includes information about the upcoming spring fling in April **Person:** Lisa Hawkins

Apr 7, 2014: Begin gathering material for an ISTEP+ information center for parents to visit to receive information on how to help their children prepare **Person:** Lisa Hawkins

Apr 7, 2014: Brave Review Newsletter includes information about the upcoming spring fling in April **Person:** Lisa Hawkins

Apr 21, 2014: Create flier to send home with all students with information on grade-level projects and to invite their parents to attend the showcase and spring fling **Person:** Lisa Hawkins

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

Jan 6, 2014: The 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 **Person:** Lisa Hawkins

Jan 6, 2014: The 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 **Person:** Lisa Hawkins

Parent Right-to-Know Letter - Qualifications

Aug 5, 2013: Create sign-in sheets for classroom teachers to ask parents to sign-in at open house so we know who attended **Person:** Lisa Hawkins

Aug 8, 2013: Distribute Parent RTK letter at Open House **Person:** Lisa Hawkins

Aug 12, 2013: Send home the parent RTK letter with any students whose parents did not attend Open House **Person:** Lisa Hawkins

School-Parent Compact

Jul 31, 2013: Classroom teachers 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 **Person:** Lisa Hawkins

Aug 8, 2013: The Parent-Teacher-Student School Compact will be presented and disseminated to the parents during the annual meeting by the building principal **Person:** Lisa Hawkins

Aug 29, 2013: The Community Council will review the current Parent-Teacher-School Compact and revise if necessary, which includes all the aspects described on the DOE site pertaining to the school compact **Person:** Lisa Hawkins

Oct 2, 2013: For parents who were unable to attend Open House, the School-Parent-Student Compact will be disseminated to them at Parent-Teacher conferences by the classroom teacher **Person:** Classroom Teachers

Student Transition: Head Start Outreach

Apr 7, 2014: Follow up with Head Start and make sure students who live in the Borden area know about Kindergarten Pre-Registration and Camp Kindergarten **Person:** Lisa Hawkins

Timely Additional Assistance: Earobics

May 20, 2013: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving the help **Person:** Kathie Poe

Oct 9, 2013: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving the help **Person:** Kathie Poe

Feb 26, 2014: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving the help **Person:** Kathie Poe

May 14, 2014: Following each mCLASS assessment window, data will be evaluated to help place students in appropriate interventions for the following year **Person:** Kathie Poe

Timely Additional Assistance: LLI

May 14, 2013: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving appropriate help **Person:** Kathie Poe

Oct 11, 2013: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving appropriate help **Person:** Kathie Poe

Feb 26, 2014: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving appropriate help **Person:** Kathie Poe

May 14, 2014: Following each mCLASS assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving appropriate help **Person:** Kathie Poe

Timely Additional Assistance: Read 180

Aug 12, 2013: Students set lexile reading goals **Person:** Classroom Teachers

Dec 9, 2013: Distribute student progress information to teachers and parents **Person:** Erica Carter

Dec 9, 2013: Evaluate student goals **Person:** Classroom Teacher

May 12, 2014: Evaluate Student Goals **Person:** Classroom Teachers

May 19, 2014: Distribute student progress information to teachers and parents **Person:** Erica Carter

Timely Additional Assistance: Systems 44

May 16, 2013: mCLASS/Acuity/SRI and Read 180 assessment data will be evaluated in order to properly plan for next year's interventions **Person:** Kathie Poe

Aug 30, 2013: Spring ISTEP scores and BOY SRI data will be reviewed to be sure that that students who show the need for assistance is scheduled to receive help **Person:** Kathie Poe

Nov 8, 2013: Following each Acuity assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving help **Person:** Kathie Poe

Jan 10, 2014: Following each Acuity assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving help **Person:** Kathie Poe

Feb 28, 2014: Following the final Acuity assessment window, data will be evaluated to be sure that students who show the need for assistance is receiving help **Person:** Kathie Poe

Professional Development Summary

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

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

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring 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.

Educator Training - Parent Involvement - Grade Level Meetings

Mentor teachers in data interpretation

Brief Description: The Principal and Instructional Coach 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.

Intended Participants: Teachers, Administrators

Dates: Aug 10, 2013; Sep 10, 2013; Oct 10, 2013; Nov 10, 2013; Dec 10, 2013; Jan 10, 2014; Feb 10, 2014; Mar 10, 2014; Apr 10, 2014; May 10, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Instruction by Highly Qualified Paraprofessionals.

Utilize information from previous year's LRE meeting to develop a list of training topics.

Brief Description: The PD will vary depending on need.

Intended Participants: Other

Date: Aug 1, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: None

Does this activity occur during the school day? Yes

Instruction by Highly Qualified Teachers: Professional Development

On going professional development

Brief Description: Offer opportunities for PD based on teacher needs.

Intended Participants: Teachers

Dates: Aug 10, 2013; Jan 10, 2014

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

Activity Format: Talk to, Peer Coaching, Professional Reading, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Outreach to Preschool Parent Involvement Programs: Camp Kindergarten

No professional development is needed for this strategy.

Parent Information Resource Center Website

No professional development is needed for this strategy.

Parent Involvement: Math Carnival

No professional development is needed for this strategy.

Parent Involvement: Spring Fling

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

Parent Right-to-Know Letter - Qualifications

No professional development is needed for this strategy.

School-Parent Compact

No professional development is needed for this strategy.

Student Transition: Head Start Outreach

No professional development is needed for this strategy.

Timely Additional Assistance: Earobics

No professional development is needed for this strategy.

Timely Additional Assistance: LLI

No professional development is needed for this strategy.

Timely Additional Assistance: Read 180

No professional development is needed for this strategy.

Timely Additional Assistance: Systems 44

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Framework & Collaboration

Teachers schedule their time for curriculum collaboration

Brief Description: Teachers will have release time up to 2 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 present at the following staff meeting.

Intended Participants: Teachers

Date: Oct 1, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Exceptional Learners: High Ability

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.

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Tier 1 Core Reading

No professional development is needed for this strategy.

U. Focused Student Group: 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... 1. Staff need to provide positive behavior supports

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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title 1 Students -- Passing ISTEP Math
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- G. Attendance

We are concerned that... 2. 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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment
- Gr. K-2 Students -- Scoring in the yellow or green areas on the mCLASS scores

Strategies to Impact This Concern:

- I. Focused Academic Area: Tier 1 Core Reading

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title 1 Students -- Passing ISTEP Math
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Educator Training - Parent Involvement - Grade Level Meetings
- Parent Information Resource Center Website
- Parent Involvement: Math Carnival
- Parent Involvement: Spring Fling
- Student Transition: Head Start Outreach

We are concerned that... Educator Training - Parent Involvement

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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title 1 Students -- Passing ISTEP Math
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Educator Training - Parent Involvement - Grade Level Meetings

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern:

- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs: Camp Kindergarten
- Student Transition: Head Start Outreach

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers: Professional Development

We are concerned that... Instruction by Highly Qualified Paraprofessionals

Data Targets Influenced by This Concern:

- Gr. 3-6 Special Education -- Passing ISTEP LA

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs: Camp Kindergarten
- Student Transition: Head Start Outreach

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Timely Additional Assistance

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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title 1 Students -- Passing ISTEP Math
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Timely Additional Assistance: Earobics
- Timely Additional Assistance: LLI
- Timely Additional Assistance: Read 180
- Timely Additional Assistance: Systems 44

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, TAS)

Data Targets Influenced by This Concern:

- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Parent Involvement: Math Carnival
- 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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- G. Attendance

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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts
- Gr. K-2 Students -- Scoring in the green or blue areas on the TRC assessment

Strategies to Impact This Concern:

- Timely Additional Assistance: Read 180
- I. Focused Academic Area: Tier 1 Core Reading

U. Focused Student Group (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 100 points during the school year (Reading Comprehension).
- Gr. 3-6 Special Education -- Passing ISTEP LA
- Gr. 3-6 Title 1 Students -- Passing ISTEP Math
- Gr. 3-6 Title I Students -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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?	Cental Office and Principal's Office
<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
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	No, our attendance was below our benchmark. We recognize weekly winners during morning assembly, post results on a board in the office lobby, and include weekly attendance and cumulative rates monthly in our Brave Review Parent Newsletter. Letters are mailed monthly to inform parents of student absences at certain intervals. Parents can also be referred to the Clark County Attendance Review Panel when necessary.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity, grades 3-6 Dibels, TRC, MClass, grades K-2 IREAD, grade 3 Brigance, grade K
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	We have used surveys to help identify areas that interfere with learning. At our fall InSAI meeting, parents were directly given the opportunity to express concerns and give suggestions.

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