

# School Improvement Plan - 2010-2011

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## Lawrenceburg Primary School (1210)

Lawrenceburg Com School Corp

Lawrenceburg, 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

Lawrenceburg Primary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide

## **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-Making**

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

- Sarah Cotherman - Community Representative (Business)
- Amy Fuller - Teacher
- Tammy Gregory - Administrator
- Tisha Linzy - School Counselor
- Renee Smith - Parent/Guardian
- Cathy Uhlman - Teacher

## Strategy Chairs

- Tammy Gregory
- Jennifer Hanneken
- Deb Molloy
- Kim Niewedde
- Terri Patterson
- Mary Sampson
- Ruth Shinkle
- Cathy Uhlman

## Community Council

- Faye Brightwell - Business
- Erin Cornett - Parent
- Tia Holderby - Parent
- Victor Holderby - Business

- Chris Karsteter - Parent
- Brett Lawrence - Parent
- Mike Lawrence - Business
- Wendy Lawrence - Parent
- Stephanie Libbert - Parent
- Jessica Lyttle - Parent
- Rodney Markland - Parent
- Allison Schwarz - Parent
- Renee 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:**

to be surrounded by adults that value each student's individual learning potential. We believe all students deserve dedicated teachers who are positive role models and who engage their students in a variety of researched-based teaching strategies. We believe all students should receive extra help and time to experience school success by providing a low student/teacher ratio.

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

All educators, parents, and community members value a highly engaging education that provides a safe and caring environment for all students. Enthusiastic teachers will employ creative teaching methods while encouraging students to reach their fullest potential by providing challenging materials that exceed the Indiana Academic Standards. Parents and Educators will actively communicate on a regular basis working together to foster student success. Supportive parents will take responsibility at home to ensure students are prepared daily for successful learning through excellent attendance, proper health care, and emotional support. Parents will instill responsibility for their children's actions by supporting the enforcement of school policies. Community members are actively involved with our children's education. They provide experiential resources to enrich the learning experiences of our students. By volunteering, our Parent-Teacher Organization supports and provides valuable programs for both students and teachers.

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

will be excited to be at school where they will be active listeners and engaged in their learning. All students display appropriate behavior and accept responsibility for their actions. All students will live by the Lawrenceburg Primary Pledge: I will be responsible. I will respect myself and others. I will choose to learn. I will allow my teacher to teach. I will do my personal best.

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

- % of students who pass ISTEP Math when they reach 3rd grade: 100%
- % of students who pass ISTEP English when they reach 3rd grade: 100%
- % of students who meet or exceed Dibels benchmarks: 100%
- % of students who meet or exceed MClass Math benchmarks: 100%
- % of students who pass each grade by mastering the Indiana Academic Standards: 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.

## First Grade Students - meet mastery grade in Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%

## First Grade Students - meet mastery grade in Reading

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%

## General Education Students in First Grade - attain yellow/green in mClass DIBELS by EOY

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**General Education Students in First Grade - attain yellow/green in mClass Math by EOY**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**General Education Students in Kindergarten - attain yellow/green in mClass DIBELS by EOY**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**General Education Students in Kindergarten - attain yellow/green in mClass Math by EOY**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**General Education Students in Second Grade - attain yellow/green in mClass DIBELS by EOY**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**General Education Students in Second Grade - attain yellow/green in mClass Math by EOY**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Kindergarten Students - meet mastery grade in Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%



**Kindergarten Students - meet mastery grade in Reading**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%

**Second Grade Students - meet mastery grade in Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%

**Second Grade Students - meet mastery in Reading**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		100%

**Special Education Students in First Grade - make an average of 15 point gain by EOY in mClass DIBELS**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Special Education Students in First Grade - make an average of 15 point gain by EOY in mClass Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Special Education Students in Kindergarten - make an average of 15 point gain by EOY in mClass DIBELS**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Special Education Students in Kindergarten - make an average of 15 point gain by EOY in mClass Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Special Education Students in Second Grade - make an average of 15 point gain by EOY in mClass DIBELS**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		100%

**Special Education Students in Second Grade - make an average of 15 point gain by EOY in mClass Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85%		87%		89%		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... community has a misperception of the academic rigor taught in our school**

InSAI FF Survey and Inquiry Questions

**We are concerned that... parent involvement in child's education is low**

InSAI FF survey and inquiry questions

**We are concerned that... high educational expectations are inconsistent among stakeholders**

FF Survey, CC & FF Discussion

**We are concerned that... parents and community lack the understanding of the IN academic standards**

FF discussion and survey

**We are concerned that... behavioral needs of students hinder the educational success of all students**

FF Survey, short answer and inquiry questions

**We are concerned that... Students are not actively engaged in their own learning**

## **Required Areas of Concern**

**A. Parent Involvement**

**B. Educator Training**

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

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

**Q. School-Parent Involvement Policy**

**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**

**W. Timely Additional Assistance**

# 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

### Bi-yearly Vertical Articulation Collaboration

Teachers will meet bi-yearly in grade-level groups (K-1, 1-2, 2-3) to discuss the vertical alignment of the academic standards and best teaching strategies.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### High Five Behaviors

Each student will be engaged in their learning. The school stakeholders will initiate protocols established through the High Five program to promote a school-wide culture of engagement. Educators will look at their instructional design and classroom management techniques to promote student success inside and outside the classroom. This will begin during the 2010-2011 school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Response to Intervention (Rtl)

Teachers will provide an extra 30-60 minutes of intensive interventions for students, in addition to their general education instruction, in small group settings. This will occur 3-5 days a week.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Stakeholder Communication

The educators of Lawrenceburg Primary School will strive to communicate weekly with our parents and the community through newsletters, emails, phone calls, and monthly newspaper articles about academic achievements within the school. The teachers, administrator, and social worker will be responsible for submitting this information for these various sources on a weekly basis. This will begin in the fall of 2010.

**Impact Level:** High Impact - Outside

**Focus:** General

### Thinking Maps

Teachers will incorporate thinking maps (graphic organizers) into their weekly lesson plans.

**Impact Level:** High Impact - Inside

**Focus:** General

## Weekly Grade Level Discussions

Teachers will meet weekly as a grade level group to discuss curriculum, instruction and assessments that will be covered during the coming week/month.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### A. Parent Involvement: Academic Information Night

Lawrenceburg Primary School will hold an 'Academic Information Night' at the beginning of the school year. The staff will provide training and support for parents in how to help their children improve student academic achievement and school performance. The staff will also help parents to understand the Indiana Academic Standards and/or ISTEP testing. Parents will learn about the programs that their children will be using at school (Waterford, Plato, mClass 3D & Math) and will receive tips on how to monitor and understand their child's progress in school.

**Impact Level:** High Impact - Inside

**Focus:** General

### B. Educator Training for Parent Involvement

Professional development will be created and then provided for teachers and staff in the specifics of how to build strong working relationships with parents. This will assist parents in having their children succeed in the academic, social and emotional areas of school.

**Impact Level:** Low Impact

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs

Lawrenceburg Primary School will continue to contact area preschool programs to inform about kindergarten round up and to invite participants for school tours. The school will discuss the knowledge and skills that children need in order to be prepared for kindergarten, and/or offer preschool parents resources to engage children in reading or math projects at home. (SW)

**Impact Level:** Low Impact

**Focus:** Specific

### E. Parent Information Resource Center Website

Lawrenceburg Primary School will provide a link on the LPS website to the Indiana Parent Information and Resource Center (PIRC). It will be part of our yearly Title One information that parents receive in the fall from the LPS office.

**Impact Level:** Low Impact

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Math Instruction

Teachers will implement new math instructional practices based on the math textbook adoption.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Math Problem Solving

Teachers will review the math curriculum and implement problem solving strategies within the instruction of all math standards. Strategy chair will request a representative from each grade level to research, recommend, and develop best practices. Best practices will be recommended by the end of the first semester of the 2010-2011 school year.

**Impact Level:** High Impact - Inside

**Focus:** General

### J. Instruction by Highly Qualified Teachers

Lawrenceburg Community Schools and Lawrenceburg Primary School have evaluated and verified that all LPS teachers are Highly Qualified as per Indiana Guidelines. The school corporation maintains a list of all teachers in each building that indicates whether or not each teacher holds a valid Indiana teaching license and records how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). All future certified openings include in the qualifications that the applicant must be Highly Qualified.

**Impact Level:** Low Impact

**Focus:** General

#### **K. Attracting Highly Qualified Teachers**

Lawrenceburg Community School Corporation will work to ensure that highly qualified teachers seek employment at the school by posting the qualifications required for the position on our website and in each of the corporation buildings when the job vacancies are posted. (SW)

**Impact Level:** Low Impact

**Focus:** Specific

#### **L. Early Childhood Transition**

Lawrenceburg Primary School will notify the community about kindergarten round up, provide kindergarten screening opportunities, and invite interested participants to visit the school. We will continue our partnership with SEIOC (Head Start, First Steps).

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **M. Parent Notice - Assessment Results**

Notice will be sent by the school office the first week of school or at registration to all students notifying them that we are Title One School Wide. Lawrenceburg Primary School educators will provide assessment results to our parents by attaching them to progress reports (at the halfway point of each nine weeks) and report cards which are distributed at the end of every nine weeks. After school tutoring in Reading and Math will be offered to students that are not making grade level benchmarks. Tutoring will begin in September once per week through the month of May.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **Q. School-Parent Involvement Policy**

Lawrenceburg Community Schools and Lawrenceburg Primary School will give all parents a copy of the "School-Parent Involvement Policy" each year at student registration. Documentation will be kept and recorded of all parents that received the policy.

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Primary School will send to all parents at the beginning of the school year a 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 child's classroom teacher(s) including all components described on the DOE Parent Right-to-Know Checklist (SW)

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Community Schools and Lawrenceburg Primary School will provide all parents a copy of the "Parent Right to Know Letter - Highly Qualified Teacher" each year at student registration. The purpose of the letter is to send to parents timely notice that their child has not been taught for 4 or more consecutive weeks by a highly qualified teacher.

**Impact Level:** Low Impact

**Focus:** Specific

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

Lawrenceburg Community Schools and Lawrenceburg Primary school will give all parents a copy of the "School Parent Compact" each year at student registration. Documentation will be kept and recorded of all parents that received the compact. The school plans will review (and possibly revise) a School-Parent Compact each year to make sure that it includes all components described on the DOE School-Parent Compact Checklist (SW)

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Primary School will convene a flexible number of annual parent meetings (such as morning and evening so that as many parents as possible are able to attend), at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite all parents of children participating in Title I, Part A programs to these meetings and encourage them to attend. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit. (SW)

**Impact Level:** Low Impact

**Focus:** General

**U. Focused Student Group: After School Tutoring (free-reduced)**

Lawrenceburg Primary School will provide our free and reduced students with after school tutoring to enhance their engagement level and behavioral skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**W. Timely Additional Assistance**

The educators of Lawrenceburg Primary School will provide our students with extra assistance by increasing the quantity of instruction to promote their learning needs. We will do this through the Title I program, afterschool tutoring, homework assistance (Homework Haven) and club opportunities during school.(SW)

**Impact Level:** High Impact - Inside

**Focus:** Specific



# Strategy Data

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

## Local Strategies

### Response to Intervention (Rtl)

% of teachers effectively implementing school-wide Rtl

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of teachers providing intense, research-based interventions

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of teachers who provide a lesson plan documenting differentiated small group instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of students who show progress based on weekly progress monitoring data

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

## Required Strategies

### C. Outreach to Preschool Parent Involvement Programs

% of incoming kindergarten parents who tour the building compared to fall enrollment

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

% of returned surveys included in resource packets

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

### F. Encourage Rigorous Curriculum: Math Instruction

% of K-2 teachers who implement the new math curriculum and the problem-solving strategies

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

### I. Focused Academic Area: Math Problem Solving

% of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

### L. Early Childhood Transition

% of preschool students registered on kindergarten round up date compared to number enrolled in the fall

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

% of preschools who engage in circle time visit

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

% of kindergarten students screened before fall start up date

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

**W. Timely Additional Assistance**

% of teachers providing extra help through various clubs thereby reinforcing math and reading skills

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%	100%		100%	

% of homework completed with parental assistance

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	



## 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.

## Bi-yearly Vertical Articulation Collaboration

**Dec 1, 2010:** K-1 Teachers' Meeting **Person:** Tammy Gregory  
**Dec 8, 2010:** 1-2 Teachers' Meeting **Person:** Tammy Gregory  
**Dec 15, 2010:** 2-3 Teachers' Meeting **Person:** Tammy Gregory  
**Dec 17, 2010:** Minutes submitted for each meeting **Person:** Tammy Gregory  
**May 4, 2011:** K-1 Teachers' Meeting **Person:** Tammy Gregory  
**May 11, 2011:** 1-2 Teachers' Meeting **Person:** Tammy Gregory  
**May 14, 2011:** 2-3 Teachers' Meeting **Person:** Tammy Gregory  
**May 20, 2011:** Minutes submitted for each meeting **Person:** Tammy Gregory

## Early Childhood Transition

**Apr 1, 2010:** Collect baseline data: % of kindergarten students screened before fall start up date **Person:**  
**Apr 1, 2010:** Collect baseline data: % of preschool students registered on kindergarten round up date compared to number enrolled in the fall **Person:** Ava Stevenson  
**Apr 1, 2010:** Collect baseline data: % of preschools who engage in circle time visit **Person:** Ruth Shinkle  
**Nov 30, 2010:** Collect fall data: % of kindergarten students screened before fall start up date **Person:**  
**Nov 30, 2010:** Collect fall data: % of preschool students registered on kindergarten round up date compared to number enrolled in the fall **Person:** Ava Stevenson  
**Nov 30, 2010:** Collect fall data: % of preschools who engage in circle time visit **Person:**  
**Jan , 2011:** invite preschoolers to attend kindergarten circle time **Person:** Amy Fuller  
**Jan , 2011:** notify the community about kindergarten roundup through newspaper, calls to LPS families, calls to preschools, flyers, signs **Person:** Tammy Gregory  
**Jan , 2011:** provide kindergarten screening opportunities **Person:** Brenda Stockton/Leigh Chipman  
**Jun 30, 2011:** Collect spring data: % of kindergarten students screened before fall start up date **Person:**  
**Jun 30, 2011:** Collect spring data: % of preschool students registered on kindergarten round up date compared to number enrolled in the fall **Person:** Ava Stevenson  
**Jun 30, 2011:** Collect spring data: % of preschools who engage in circle time visit **Person:**

## Educator Training for Parent Involvement

**Jul 31, 2010:** Collect resources/materials for training **Person:** Tisha Linzy  
**Aug 23, 2010:** Building positive relationships with parents **Person:** Tisha Linzy

## Encourage Rigorous Curriculum

**Apr 1, 2010:** Collect baseline data: % of K-2 teachers who implement the new math curriculum and the problem-solving strategies **Person:**  
**Aug 10, 2010:** 60 - 90 minutes of daily math instruction **Person:** Tammy Gregory  
**Aug 10, 2010:** Implement new math curriculum **Person:** Tammy Gregory  
**Aug 10, 2010:** Implement Response to Intervention Instruction **Person:** Tammy Gregory  
**Aug 10, 2010:** Math Club **Person:** Tammy Gregory  
**Aug 10, 2010:** Math Problem of the Day **Person:** Grade Level Chairs  
**Aug 10, 2010:** Professional **Person:** Mary Sampson

**Aug 10, 2010:** Use of math technology **Person:** Jennifer Hannekin

**Nov 30, 2010:** Collect fall data: % of K-2 teachers who implement the new math curriculum and the problem-solving strategies

**Person:**

**Jun 30, 2011:** Collect spring data: % of K-2 teachers who implement the new math curriculum and the problem-solving strategies

**Person:**

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: % of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes **Person:** Grade Chairs

**Jul 10, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Jul 10, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Aug 10, 2010:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Aug 10, 2010:** Adoption of new curriculum **Person:** Adoption Committee

**Aug 10, 2010:** Response to Intervention Tiered Instruction **Person:** Tammy Gregory

**Aug 10, 2010:** Use of math technology **Person:** Jennifer Hannekin

**Aug 14, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Aug 14, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Sep 11, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Sep 11, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Sep 14, 2010:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Oct 9, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Oct 9, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Oct 12, 2010:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Nov 9, 2010:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Nov 13, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Nov 13, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Nov 30, 2010:** Collect fall data: % of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes **Person:** Grade Chairs

**Dec 11, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Dec 11, 2010:** Math Problem of the Day **Person:** Grade Chairs

**Dec 14, 2010:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Jan 8, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Jan 8, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Jan 11, 2011:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Feb 8, 2011:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Feb 12, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Feb 12, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Mar 8, 2011:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**Mar 12, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Mar 12, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Apr 9, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Apr 9, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Apr 12, 2011:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**May 10, 2011:** 60-90 minutes of daily math instruction **Person:** Tammy Gregory

**May 14, 2011:** Math Problem of the Day **Person:** Grade Chairs

**May 14, 2011:** Math Problem of the Day **Person:** Grade Chairs

**Jun 30, 2011:** Collect spring data: % of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes **Person:** Grade Chairs

## Focused Student Group

**Aug 30, 2010:** Create tutoring list **Person:** Deb Molloy

**Sep 3, 2010:** Distribute list to 1st & 2nd grade teachers **Person:** Deb Molloy

**Sep 7, 2010:** Collaborate with teachers to find each student's areas of weakness **Person:** Deb Molloy

**Sep 13, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy

**Sep 13, 2010:** Attendance for 30 sessions **Person:** Deb Molloy

**Sep 20, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy

**Sep 27, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy

**Oct 4, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Oct 11, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Oct 18, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Oct 25, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Nov 1, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Nov 8, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Nov 15, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Nov 22, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Nov 29, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Dec 6, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Dec 13, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Dec 20, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Dec 27, 2010:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Jan 3, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Jan 10, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Jan 17, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Jan 24, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Jan 31, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Feb 7, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Feb 14, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Feb 21, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Feb 28, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Mar 7, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Mar 14, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Mar 21, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Mar 28, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Apr 4, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Apr 11, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Apr 18, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**Apr 25, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**May 2, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy  
**May 9, 2011:** After school tutoring for 1 hour (30 weeks) **Person:** Deb Molloy

## High Five Behaviors

**May 18, 2010:** Brainstorm with certified and classified staff on what behavior expectations are to be used in the hallway, cafeteria, restroom, on the playground, and on the bus that focuses on the key phrases of "Be Kind, Be Safe, Be Responsible, Be Respectful, and Be **Person:** Kim Niewedde

**Aug 2, 2010:** Assignments will be given to staff members to make posters and flyers to be distributed throughout the building and to be sent home with students. **Person:** Kim Niewedde

**Aug 2, 2010:** Staff member will decide upon the rotation sequence of classes and grade levels. **Person:** Kim Niewedde

**Aug 10, 2010:** All employees of LPS will be trained on the consistent student behavior expectations **Person:** Kim Niewedde

**Aug 11, 2010:** Staff members will be assigned to the different locations to explain the expectations in rotation stations throughout the building. **Person:** Kim Niewedde

**Aug 11, 2010:** Students will participate in a rotation cycle of the different stations for the High 5 Expectations **Person:** Kim Niewedde

**Aug 13, 2010:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Aug 17, 2010:** Parents will be invited to LPS to learn and to experience the High 5 Expectations **Person:** Kim Niewedde

**Aug 17, 2010:** Staff members will explain and role play the different High 5 Expectations at each station. **Person:** Kim Niewedde

**Sep 10, 2010:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Oct 8, 2010:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Oct 19, 2010:** Parents will be invited to LPS to learn and to experience the High 5 Expectations **Person:** Kim Niewedde

**Nov 12, 2010:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Dec 10, 2010:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Dec 21, 2010:** Parents will be invited to LPS to learn and to experience the High 5 Expectations **Person:** Kim Niewedde

**Jan 14, 2011:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Feb 11, 2011:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Feb 22, 2011:** Parents will be invited to LPS to learn and to experience the High 5 Expectations **Person:** Kim Niewedde

**Mar 11, 2011:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Apr 8, 2011:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

**Apr 26, 2011:** Parents will be invited to LPS to learn and to experience the High 5 Expectations **Person:** Kim Niewedde

**May 13, 2011:** The process will be evaluated the first Friday of every month. **Person:** Kim Niewedde

## Outreach to Preschool Parent Involvement Programs

**Apr 1, 2010:** Collect baseline data: % of incoming kindergarten parents who tour the building compared to fall enrollment **Person:** Grade Level Chairs

**Apr 1, 2010:** Collect baseline data: % of returned surveys included in resource packets **Person:** grade level chairs

**Nov 30, 2010:** Collect fall data: % of incoming kindergarten parents who tour the building compared to fall enrollment **Person:** grade level chairs

**Nov 30, 2010:** Collect fall data: % of returned surveys included in resource packets **Person:** grade level chairs

**Jan , 2011:** contact area preschool programs to inform about Kindergarten Round Up **Person:** Amy Fuller

**Jan , 2011:** invite participants for school tours **Person:** Amy Fuller

**Jan , 2011:** offer preschool parents resource packets to engage children in reading or math projects at home along with a survey to be returned to LPS **Person:** Ruth Shinkle

**Jun 30, 2011:** Collect spring data: % of incoming kindergarten parents who tour the building compared to fall enrollment **Person:** grade level chairs

**Jun 30, 2011:** Collect spring data: % of returned surveys included in resource packets **Person:** grade level chairs

## Parent Information Resource Center Website

**Aug 2, 2010:** Contact Technology Department to assist with adding links to LPS website **Person:** Tracie Corns

**Aug 6, 2010:** Links added to website **Person:** Tracie Corns

**Aug 16, 2010:** Monitor/update website **Person:** Tracie Corns

**Sep 16, 2010:** Monitor/update website **Person:** Tracie Corns

**Oct 16, 2010:** Monitor/update website **Person:** Tracie Corns

**Nov 16, 2010:** Monitor/update website **Person:** Tracie Corns

**Dec 16, 2010:** Monitor/update website **Person:** Tracie Corns

**Jan 16, 2011:** Monitor/update website **Person:** Tracie Corns

**Feb 16, 2011:** Monitor/update website **Person:** Tracie Corns

**Mar 16, 2011:** Monitor/update website **Person:** Tracie Corns

**Apr 16, 2011:** Monitor/update website **Person:** Tracie Corns

**May 16, 2011:** Monitor/update website **Person:** Tracie Corns

## Parent Involvement

**Apr 8, 2010:** A "Parent Involvement Report Card" will be generated **Person:** Kim McGranahan

**Aug 10, 2010:** Information of "Take Your Parents to School" will be generated through school newsletter, flyers, local radio station, a school website. **Person:** Kim Niewedde

**Aug 10, 2010:** Parents and students will be invited to attend, "Take Your Parents to School" night. Parents will engage in activities that will encourage participation in their child's Indiana Academic Standards, monitor their progress and be provided ways to help thei **Person:** Kim Niewedde

**Aug 17, 2010:** A survey will be provided to gain feedback. **Person:** Kim Niewedde

**Aug 17, 2010:** During "Take Your Parents to School" night, families will be encouraged to participate in all the activities that students engage in while at school, such as Waterford, Plato, mClass 3D & Math, and Dibels. **Person:** Kim Niewedde

**Nov 16, 2010:** A "Family" night will take place every nine weeks **Person:** Kim Niewedde

**Jan 18, 2011:** A "Family" night will take place every nine weeks **Person:** Kim Niewedde

**Mar 22, 2011:** A "Family" night will take place every nine weeks **Person:** Kim Niewedde

**May 24, 2011:** A "Family" night will take place every nine weeks **Person:** Kim Niewedde

## Response to Intervention (Rtl)

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

**Apr 1, 2010:** Collect baseline data: % of students who show progress based on weekly progress monitoring data **Person:**

**Apr 1, 2010:** Collect baseline data: % of teachers effectively implementing school-wide Rtl **Person:**

**Apr 1, 2010:** Collect baseline data: % of teachers providing intense, research-based interventions **Person:**

**Apr 1, 2010:** Collect baseline data: % of teachers who provide a lesson plan documenting differentiated small group instruction **Person:**



**Apr 5, 2010:** Collect different research-based interventions **Person:** Rtl Team  
**Sep 4, 2010:** Professional Development-Implementing Rtl **Person:** T. Patterson  
**Sep 10, 2010:** Identify Rtl students (who need intervention) utilizing baseline data **Person:** Classroom teacher  
**Sep 13, 2010:** Organize interventions based on skill **Person:** Rtl Team  
**Sep 17, 2010:** Identify student needs **Person:** Classroom teacher  
**Sep 24, 2010:** Create groups based on needs **Person:** Grade level team  
**Oct 1, 2010:** Combine and copy binders **Person:** Rtl Team  
**Oct 1, 2010:** Send home parent letter **Person:** Classroom teacher  
**Oct 4, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Oct 4, 2010:** create/ keep lesson plans of small group lessons **Person:** Classroom teacher  
**Oct 4, 2010:** Distribute binders to teachers **Person:** Rtl Team  
**Oct 4, 2010:** Implement groups **Person:** Classroom teacher  
**Oct 4, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Oct 11, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Oct 11, 2010:** Progress monitor students **Person:** Classroom teacher  
**Oct 11, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Oct 18, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Oct 18, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Oct 19, 2010:** Professional Development-Data Driven Decision Making **Person:** T. Patterson  
**Oct 25, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Oct 25, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 1, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Nov 1, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 8, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Nov 8, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 15, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Nov 15, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 16, 2010:** Reflective Writing-Data Driven Decision Making **Person:** T. Patterson  
**Nov 22, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Nov 22, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 29, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Nov 29, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Nov 30, 2010:** Collect fall data: **Person:**  
**Nov 30, 2010:** Collect fall data: % of students who show progress based on weekly progress monitoring data **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers effectively implementing school-wide Rtl **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers providing intense, research-based interventions **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers who provide a lesson plan documenting differentiated small group instruction **Person:**  
**Dec 6, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Dec 6, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Dec 7, 2010:** Presentation-Progress Monitoring **Person:** T. Patterson  
**Dec 13, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Dec 13, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Dec 20, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Dec 20, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Dec 27, 2010:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Dec 27, 2010:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jan 3, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Jan 3, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jan 10, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Jan 10, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jan 17, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Jan 17, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jan 18, 2011:** Grade level information sharing **Person:** T. Patterson  
**Jan 24, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Jan 24, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jan 31, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Jan 31, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Feb 7, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Feb 7, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Feb 14, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers

**Feb 14, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Feb 15, 2011:** Cross grade level information sharing **Person:** T. Patterson  
**Feb 21, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Feb 21, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Feb 28, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Feb 28, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Mar 7, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Mar 7, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Mar 14, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Mar 14, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Mar 21, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Mar 21, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Mar 28, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Mar 28, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Apr 4, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Apr 4, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Apr 11, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Apr 11, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Apr 18, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Apr 18, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Apr 25, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**Apr 25, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**May 2, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**May 2, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**May 9, 2011:** Collect data on how interventions are being used **Person:** Rtl Team/Classroom teachers  
**May 9, 2011:** Teachers keep intervention lesson plans in binder **Person:** Rtl Team/Classroom teachers  
**Jun 30, 2011:** Collect spring data: **Person:**  
**Jun 30, 2011:** Collect spring data: % of students who show progress based on weekly progress monitoring data **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers effectively implementing school-wide Rtl **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers providing intense, research-based interventions **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers who provide a lesson plan documenting differentiated small group instruction **Person:**

## Stakeholder Communication

**Jul 23, 2010:** School Registration **Person:** Tammy Gregory  
**Aug 9, 2010:** Meet the Teacher Night **Person:** Tammy Gregory  
**Aug 11, 2010:** Character Education **Person:** Tisha Linzy  
**Aug 11, 2010:** Health News **Person:** Ruth Thomas  
**Aug 13, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Aug 20, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Aug 27, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Sep 3, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Sep 8, 2010:** Character Education **Person:** Tisha Linzy  
**Sep 10, 2010:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Sep 10, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Sep 17, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Sep 24, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Oct 1, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Oct 8, 2010:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Oct 8, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Oct 13, 2010:** Character Education **Person:** Tisha Linzy  
**Oct 15, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Oct 22, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Oct 29, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Nov 5, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Nov 10, 2010:** Character Education **Person:** Tisha Linzy  
**Nov 12, 2010:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Nov 12, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Nov 19, 2010:** Weekly Newsletter **Person:** Tracie Corns

**Nov 26, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Dec 3, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Dec 8, 2010:** Character Education **Person:** Tisha Linzy  
**Dec 10, 2010:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Dec 10, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Dec 17, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Dec 24, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Dec 31, 2010:** Weekly Newsletter **Person:** Tracie Corns  
**Jan 7, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Jan 12, 2011:** Character Education **Person:** Tisha Linzy  
**Jan 14, 2011:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Jan 14, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Jan 21, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Jan 28, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Feb 4, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Feb 9, 2011:** Character Education **Person:** Tisha Linzy  
**Feb 11, 2011:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Feb 11, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Feb 18, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Feb 25, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Mar 4, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Mar 9, 2011:** Character Education **Person:** Tisha Linzy  
**Mar 11, 2011:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Mar 11, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Mar 18, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Mar 25, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Apr 1, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Apr 8, 2011:** Monthly Newspaper Happenings **Person:** Christi Maples  
**Apr 8, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Apr 13, 2011:** Character Education **Person:** Tisha Linzy  
**Apr 15, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Apr 22, 2011:** Weekly Newsletter **Person:** Tracie Corns  
**Apr 29, 2011:** Weekly Newsletter **Person:** Tracie Corns

## Thinking Maps

**Aug 10, 2010:** Administration Evaluation **Person:** Tammy Gregory  
**Aug 10, 2010:** Clarify uses of Thinking Maps **Person:** Cathy Uhlman  
**Aug 10, 2010:** Thinking Maps Ideas Display **Person:** Cathy Uhlman  
**Aug 10, 2010:** Training of new staff **Person:** Cathy Uhlman

## Timely Additional Assistance

**Apr 1, 2010:** Collect baseline data: % of homework completed with parental assistance **Person:**  
**Apr 1, 2010:** Collect baseline data: % of teachers providing extra help through various clubs thereby reinforcing math and reading skills **Person:**  
**May 21, 2010:** Identify clubs desired through survey **Person:** B. Stockton  
**Aug 13, 2010:** Determine schedule **Person:** R. Niehoff  
**Aug 27, 2010:** Identify staff member(s) to run Homework Haven room(s) **Person:** R. Niehoff  
**Sep 1, 2010:** Designate Homework Haven room **Person:** T. Gregory  
**Sep 1, 2010:** Send letters to request volunteers/incincentives/funding **Person:** R. Niehoff  
**Sep 3, 2010:** Designate locations for club meetings **Person:** B. Stockton  
**Sep 3, 2010:** Identify club leaders (staff) **Person:** B. Stockton  
**Sep 17, 2010:** Determine meeting schedule **Person:** B. Stockton  
**Sep 17, 2010:** Indentify students who need assistance completing homework **Person:** Classroom teachers  
**Sep 21, 2010:** Send home flyer inviting students **Person:** B. Stockton  
**Sep 22, 2010:** Collect baseline data **Person:** Classroom teachers  
**Sep 28, 2010:** Permission/commitment sheets **Person:** B. Stockton  
**Sep 29, 2010:** Meet with parents of identified students **Person:** R. Niehoff

**Sep 30, 2010:** Meet with volunteers **Person:** R. Niehoff  
**Oct 1, 2010:** Set up Homework Haven room(s) **Person:** Grade level chairs  
**Oct 5, 2010:** Determine materials needed **Person:** B. Stockton  
**Oct 13, 2010:** Hold first club meetings **Person:** Staff  
**Nov 30, 2010:** Collect fall data: % of homework completed with parental assistance **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers providing extra help through various clubs thereby reinforcing math and reading skills  
**Person:**  
**Jan 7, 2011:** Collect Homework Haven 1st semester surveys **Person:** R. Niehoff  
**May 20, 2011:** Collect Homework Haven 2nd semester surveys **Person:** R. Niehoff  
**Jun 30, 2011:** Collect spring data: % of homework completed with parental assistance **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers providing extra help through various clubs thereby reinforcing math and reading skills  
**Person:**

## Weekly Grade Level Discussions

**Aug 13, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Aug 20, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Aug 27, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Sep 3, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Sep 10, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Sep 17, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Sep 24, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Oct 1, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Oct 8, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Oct 15, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Oct 22, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Oct 29, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Nov 5, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Nov 12, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Nov 19, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Nov 26, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Dec 3, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Dec 10, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Dec 17, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Dec 24, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Dec 31, 2010:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Jan 7, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Jan 14, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Jan 21, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Jan 28, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Feb 4, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Feb 11, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Feb 18, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Feb 25, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Mar 4, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Mar 11, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Mar 18, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Mar 25, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Apr 1, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Apr 8, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Apr 15, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Apr 22, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**Apr 29, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**May 6, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**May 13, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**May 20, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson  
**May 27, 2011:** Submit minutes from meeting on curriculum/instruction/assessment **Person:** Grade Level Chairperson

## Professional Development Summary

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

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

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

## Bi-yearly Vertical Articulation Collaboration

No professional development is needed for this strategy.

## High Five Behaviors

**All employees of LPS will be trained on the consistent student behavior expectations**

**Brief Description:** Staff members will learn about the High 5 Expectations and how to implement them with the students.

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** Aug 10, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** N/A

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

## Response to Intervention (RtI)

**Cross grade level information sharing**

**Brief Description:** Teachers will meet in small cross grade level groups to review RtI implementation.

**Intended Participants:** Teachers

**Date:** Feb 15, 2011

**Activity Purpose:** Refinement

**Activity Format:** Reflective Writing, Other

**Funding:** N/A

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

### **Grade level information sharing**

**Brief Description:** Teachers will meet with a grade level mentor to receive feedback/support on Rtl implementation.

**Intended Participants:** Teachers

**Date:** Jan 18, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Peer Coaching, Reflective Writing

**Funding:** N/A

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

### **Presentation-Progress Monitoring**

**Brief Description:** Teachers will attend a skill building workshop on progress monitoring for Rtl.

**Intended Participants:** Teachers

**Date:** Dec 7, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Reflective Writing

**Funding:** N/A

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

### **Professional Development-Implementing Rtl**

**Brief Description:** Teachers will attend a presentation which will provide an overview of the Rtl process after which they will write a reflection.

**Intended Participants:** Teachers

**Date:** Sep 4, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation, Reflective Writing

**Funding:** N/A

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

### **Professional Development-Data Driven Decision Making**

**Brief Description:** Teachers will complete a professional reading on collection and analyzing to inform the Rtl process.

**Intended Participants:** Teachers

**Date:** Oct 19, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Professional Reading

**Funding:** N/A

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

### **Reflective Writing-Data Driven Decision Making**

**Brief Description:** Teachers will participate in a reflective writing activity.

**Intended Participants:** Teachers

**Date:** Nov 16, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Reflective Writing

**Funding:** N/A

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

## **Stakeholder Communication**

No professional development is needed for this strategy.

## **Thinking Maps**

**Training of new staff**

**Brief Description:** Train new staff in use of thinking maps across the curriculum.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 10, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** None

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

## **Weekly Grade Level Discussions**

No professional development is needed for this strategy.

## **A. Parent Involvement: Academic Information Night**

No professional development is needed for this strategy.

## **B. Educator Training for Parent Involvement**

**Building positive relationships with parents**

**Brief Description:** Provide teachers with resources to create better relationships with their students' parents.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 23, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation, Professional Reading, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

### **E. Parent Information Resource Center Website**

No professional development is needed for this strategy.

### **F. Encourage Rigorous Curriculum: Math Instruction**

No professional development is needed for this strategy.

### **I. Focused Academic Area: Math Problem Solving**

No professional development is needed for this strategy.

### **L. Early Childhood Transition**

No professional development is needed for this strategy.

### **U. Focused Student Group: After School Tutoring (free-reduced)**

No professional development is needed for this strategy.

### **W. Timely Additional Assistance**

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... community has a misperception of the academic rigor taught in our school**

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

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading
- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading
- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

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

- Response to Intervention (RtI)
- Stakeholder Communication
- Weekly Grade Level Discussions
- C. Outreach to Preschool Parent Involvement Programs

### **We are concerned that... parent involvement in child's education is low**

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

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading
- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading
- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

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

- Stakeholder Communication
- B. Educator Training for Parent Involvement
- E. Parent Information Resource Center Website
- A. Parent Involvement: Academic Information Night
- M. Parent Notice - Assessment Results

### **We are concerned that... high educational expectations are inconsistent among stakeholders**

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

- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass Math
- Special Education Students in Kindergarten -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in Kindergarten -- make an average of 15 point gain by EOY in mClass Math

- Special Education Students in Second Grade -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in Second Grade -- make an average of 15 point gain by EOY in mClass Math

**Strategies to Impact This Concern:**

- Bi-yearly Vertical Articulation Collaboration
- Response to Intervention (RtI)
- Stakeholder Communication
- Thinking Maps
- Weekly Grade Level Discussions

**We are concerned that... parents and community lack the understanding of the IN academic standards**

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading
- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading
- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

**Strategies to Impact This Concern:**

- Stakeholder Communication
- Weekly Grade Level Discussions
- C. Outreach to Preschool Parent Involvement Programs
- E. Parent Information Resource Center Website
- A. Parent Involvement: Academic Information Night

**We are concerned that... behavioral needs of students hinder the educational success of all students**

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading
- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading
- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

**Strategies to Impact This Concern:**

- High Five Behaviors
- U. Focused Student Group: After School Tutoring (free-reduced)

**We are concerned that... Students are not actively engaged in their own learning**

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading
- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading
- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Math Instruction
- U. Focused Student Group: After School Tutoring (free-reduced)

## **Required Areas of Concern**

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

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Reading

**Strategies to Impact This Concern:**

- High Five Behaviors
- Stakeholder Communication
- A. Parent Involvement: Academic Information Night

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

**Data Targets Influenced by This Concern:**

- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

- High Five Behaviors
- B. Educator Training for Parent Involvement

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

**Data Targets Influenced by This Concern:**

- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading

**Strategies to Impact This Concern:**

- C. Outreach to Preschool Parent Involvement Programs

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

**Data Targets Influenced by This Concern:**

- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

- High Five Behaviors
- Stakeholder Communication
- E. Parent Information Resource Center Website

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

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

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY
- General Education Students in Kindergarten -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Kindergarten -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass Math by EOY

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

- High Five Behaviors
- Thinking Maps
- Weekly Grade Level Discussions
- F. Encourage Rigorous Curriculum: Math Instruction

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

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

- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass Math
- Special Education Students in Second Grade -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in Second Grade -- make an average of 15 point gain by EOY in mClass Math

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

- High Five Behaviors
- I. Focused Academic Area: Math Problem Solving

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

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

- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

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

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (SW)**

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

- Second Grade Students -- meet mastery grade in Math
- Second Grade Students -- meet mastery in Reading

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

- K. Attracting Highly Qualified Teachers

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

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

- Kindergarten Students -- meet mastery grade in Math
- Kindergarten Students -- meet mastery grade in Reading

**Strategies to Impact This Concern:**

- L. Early Childhood Transition

**M. Parent Notice - Assessment Results (SW)**

**Data Targets Influenced by This Concern:**

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY
- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass DIBELS
- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass Math

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

**Q. School-Parent Involvement Policy (SW)**

**Data Targets Influenced by This Concern:**

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

- Stakeholder Communication
- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

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

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

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading

**Strategies to Impact This Concern:**

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

**S. School-Parent Compact (SW)**

**Data Targets Influenced by This Concern:**

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

- Stakeholder Communication
- S. School-Parent Compact

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

**Data Targets Influenced by This Concern:**

- First Grade Students -- meet mastery grade in Math
- First Grade Students -- meet mastery grade in Reading

**Strategies to Impact This Concern:**

- Stakeholder Communication
- T. Annual Parent Meeting

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

**Data Targets Influenced by This Concern:**

- Special Education Students in First Grade -- make an average of 15 point gain by EOY in mClass Math
- Special Education Students in Kindergarten -- make an average of 15 point gain by EOY in mClass Math
- Special Education Students in Second Grade -- make an average of 15 point gain by EOY in mClass Math

**Strategies to Impact This Concern:**

- U. Focused Student Group: After School Tutoring (free-reduced)

## **W. Timely Additional Assistance (SW)**

**Data Targets Influenced by This Concern:**

- General Education Students in First Grade -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in First Grade -- attain yellow/green in mClass Math by EOY

**Strategies to Impact This Concern:**

- High Five Behaviors
- W. Timely Additional Assistance

## 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?	Hard copy in school office and available on-line
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	Not applicable
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mClass DIBELS and Math CogAt (K, 2) Terra Nova (K, 2)
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Teacher is working with language arts and math at the primary building. Her schedule has been adjusted to better divide her time between LPS and CES. Expanding Rtl to better meet the needs of struggling students including math and behavior interventions.

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2012-2013 school year