School Improvement Plan - 2011-2012

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Lawrenceburg Primary School (1210)

Lawrenceburg Com School Corp

Lawrenceburg, IN

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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
- Indiana Rules and Regulations
- 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-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

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

Strategy Chairs

- Amy Fuller
- Tammy Gregory
- Kim Niewedde
- Terri Patterson
- Mary Sampson
- Ruth Shinkle
- Cathy Uhlman

Community Council

- Erin Cornett - Parent
- Chris Karsteter - Parent
- Mike Lawrence - Business
- Jessica Lyttle - Parent
- Deanna McAtee - Parent

- Allison Schwarz - Business
- Kelly Shelton - 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 students 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 encorgaging 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 experential 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.

Class of 2021 (2nd) - meet mastery (90% or higher) in Reading

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			68%	70%		72%		74%		76%		100%

Class of 2021 (2nd) - meet mastery grade (90% or higher) in Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78%	80%		81%		82%		83%		100%

Class of 2022 (1st) - meet mastery grade (90% or higher) in Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		81%		82%		83%		100%

Class of 2022 (1st) - meet mastery grade (90% or higher) in Reading

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				70%		71%		72%		73%		100%

Class of 2023 (K) - promoted to next grade level.

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				95%	97%	95%		95%		95%		100%

General Education Students in Class of 2021 (2nd) - attain yellow/green in mClass Math by EOY

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			92%	93%	88%	94%		95%		95%		100%

General Education Students in Class of 2022 (1st) - attain yellow/green in mClass DIBELS by EOY

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			93%	94%	96%	95%		96%		97%		100%

General Education Students in Class of 2022 (1st) - attain yellow/green in mClass Math by EOY

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			92%	94%	97%	95%		96%		97%		100%

General Education Students in Class of 2023 (K) - attain yellow/green in mClass DIBELS by EOY

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%	96%	82%		83%		84%		100%

General Education Students in Class of 2023 (K) - attain yellow/green in mClass Math by EOY

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%	96%	82%		83%		84%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			87%	90%	86%	91%		92%		93%		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... behavioral needs of students hinder the educational success of all students

   FF Survey, short answer 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... Students are not actively engaged in their own learning

   InSAI FF Survey and Inquiry Questions

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student 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: General

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.
Impact Level: High Impact - Inside
Focus: General

Language Liasions

Lawrenceburg Community Schools and Lawrenceburg Primary School will work with our community partners to assist our students and families who are not native English speakers to understand all aspects of the school setting. We will provide translators, hold conferences, and translate school documents into their native language.
Impact Level: High Impact - Inside
Focus: General

Response to Intervention (RtI)

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, and phone calls 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.
Impact Level: Low Impact
Focus: General

Standards Based Report Cards

Lawrenceburg Primary School currently utilizes standards-based report cards at the kindergarten level. In order to provide a more efficient transition between grade levels, the school staff will create standards-based report cards for the first and second grades. The stakeholders will use the Indiana Department of Education curriculum maps to identify the standards to be assessed for each of the four nine week grading periods. They will then incorporate those standards into the new report cards.
Impact Level: High Impact - Inside
Focus: General

Thinking Maps

Teachers will incorporate thinking maps (graphic organizers) into their weekly lesson plans.
Impact Level: High Impact - Inside
Focus: Specific

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 - Outside
Focus: General

B. Educator Training - 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: High Impact - Inside
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: High Impact - Inside
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: General

F. Encourage Rigorous Curriculum: Math Instruction

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Teachers will encourage rigorous curriculum by utilizing the adopted math series that includes the intervention kits, technology, and other research-based instructional practices like Touch Math. Each grade

level will utilize problem solving techniques as well as provide remediation and enrichment for identified students. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: Specific

G. Attendance

Attendance will be monitored on a daily basis in the office by the secretaries along with the school administration. In order to keep parent(s), guardian(s) informed as to their childâs absences, the school will notify them upon the sixth (6th) absence from school during the school year. This will be done by an automated/personal phone call, home visit, or letter and may be documented in the childâs attendance file. If a student accumulates a total of twelve (12) unexcused absences, a referral may be made to the Juvenile Probation Department. Severe cases of poor attendance will be prosecuted under Indianaâs compulsory school attendance laws.
Impact Level: Low Impact
Focus: General

I. Focused Academic Area: Math Problem Solving

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Teachers will review the math curriculum and implement problem solving strategies within the instruction of all math standards. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: Specific

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: High Impact - Inside
Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Lawrenceburg Community Schools and Lawrenceburg Primary School have evaluated and verified that all LPS Paraprofessionals are Highly Qualified as per Indiana Guidelines. The school corporation maintains a list of all Paraprofessionals in each building that indicates whether or not each person has two years of college experience or has successfully passed the PRAXIS exam. All classified openings include in the qualifications that the applicant must be Highly Qualified.
Impact Level: High Impact - Inside
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: General

L. Student 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. Parents will receive their child's assessment results in a language that the parent can understand. 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 - Inside
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. This policy will be reviewed annually and includes all the components listed on the DOE School Parent Involvement Policy Checklist. The policy has been written with meaningful parent input.
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: High Impact - Inside
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: General

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: High Impact - Inside
Focus: General

U. Focused Student Group: After School Tutoring

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Lawrenceburg Primary School will provide our at risk students with after school tutoring to enhance their engagement level and to remediate their reading and math skills. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
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.(SW)
Impact Level: High Impact - Inside
Focus: General

Strategy Data

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

Local Strategies

Response to Intervention (RtI)

% of teachers effectively implementing school-wide RtI

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

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

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

% of teachers providing intense, research-based interventions

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

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

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

Required Strategies

C. Outreach to Preschool Parent Involvement Programs

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
13%	25%		25%	

% of returned surveys included in resource packets

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
74%	100%		100%	

F. Encourage Rigorous Curriculum: Math Instruction

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

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

L. Student Transition

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
77%	100%		100%	

% of preschools who engage in circle time visit

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
13%	25%		25%	

% of Kindergarten students screened before fall start up date

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
77%	100%		100%	

U. Focused Student Group: After School Tutoring

% of students who meet mCLASS benchmarks after participating in Title I after school tutoring

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
11%	15%		15%	

W. Timely Additional Assistance

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
27%	50%		50%	

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 strategyâs "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.

Encourage Rigorous Curriculum

Aug 22, 2011: Begin utilizing enVision series for math instruction **Person**: K-2 Teachers
Oct 14, 2011: 1st Nine Weeks Check of math progress **Person**: K-2 Teachers
Nov 30, 2011: Collect/analyze fall data: % of K-2 teachers who implement the new math curriculum and the problem-solving strategies **Person**: Mary Sampson
Dec 21, 2011: 2nd Nine Weeks Check of math progress **Person**: K-2 Teachers
Mar 9, 2012: 3rd Nine Weeks Check of math progress **Person**: K-2 Teachers
May 18, 2012: 4th Nine Weeks Check of math progress **Person**: K-2 Teachers
May 21, 2012: Submit math documentation of completion **Person**: K-2 Teachers
Jun 30, 2012: Collect/analyze spring data: % of K-2 teachers who implement the new math curriculum and the problem-solving strategies **Person**: Mary Sampson

Focused Academic Area

Aug 22, 2011: Begin utilizing problem-solving instructional techniques **Person**: K-2 Teachers
Oct 14, 2011: 1st Nine Weeks Check of Problem-Solving Progress **Person**: K-2 Teachers
Nov 30, 2011: Collect/analyze fall data: % of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes **Person**: Mary Sampson
Dec 21, 2011: 2nd Nine Weeks Check of Problem-Solving Progress **Person**: K-2 Teachers
Mar 9, 2012: 3rd Nine Weeks Check of Problem-Solving Progress **Person**: K-2 Teachers
May 18, 2012: 4th Nine Weeks Check of Problem-Solving Progress **Person**: K-2 Teachers
May 21, 2012: Submit math documentation of completion **Person**: K-2 Teachers
Jun 30, 2012: Collect/analyze spring data: % of K-2 teachers who are implementing problem-solving techniques via bi-weekly grade level minutes **Person**: Mary Sampson

Focused Student Group

Sep 1, 2011: Analyze data gathered on students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman
Sep 1, 2011: Collect baseline data: % of students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman
Sep 1, 2011: Create grade 1 list of students eligible for program **Person**: First Grade Teachers
Sep 1, 2011: Create grade 2 list of students eligible for program **Person**: Second Grade Teachers
Sep 6, 2011: Distribute information to parents of eligible students **Person**: Cathy Uhlman
Sep 12, 2011: After School Tutoring Begins **Person**: Cathy Uhlman
Nov 30, 2011: Collect fall data: % of students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman
Dec 1, 2011: Analyze data gathered on students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman
May 25, 2012: Collect spring data: % of students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman
Jun 1, 2012: Analyze data gathered on students who meet mCLASS benchmarks after participating in Title I after school tutoring **Person**: Cathy Uhlman

Outreach to Preschool Parent Involvement Programs

Nov 30, 2011: Collect fall data: % of incoming Kindergarten parents who tour the building compared to fall enrollment **Person**: Ruth Shinkle
Nov 30, 2011: Collect fall data: % of returned surveys included in resource packets **Person**: Ruth Shinkle
Jun 30, 2012: Collect spring data: % of incoming Kindergarten parents who tour the building compared to fall enrollment **Person**: Ruth Shinkle
Jun 30, 2012: Collect spring data: % of returned surveys included in resource packets **Person**: Ruth Shinkle

Parent Involvement

Aug 22, 2011: Organize Academic Night **Person**: Kim Niewedde
Sep 7, 2011: Hold Academic Night **Person**: Kim Niewedde
Sep 12, 2011: Evaluate Academic Night **Person**: Kim Niewedde

Response to Intervention (RtI)

Nov 30, 2011: Collect fall data: % of students who show progress based on weekly progress monitoring data **Person**: Terri Patterson
Nov 30, 2011: Collect fall data: % of teachers effectively implementing school-wide RtI **Person**: Terri Patterson
Nov 30, 2011: Collect fall data: % of teachers providing intense, research-based interventions **Person**: Terri Patterson
Nov 30, 2011: Collect fall data: % of teachers who provide a lesson plan documenting differentiated small group instruction **Person**: Terri Patterson
Jun 30, 2012: Collect spring data: % of students who show progress based on weekly progress monitoring data **Person**: Terri Patterson
Jun 30, 2012: Collect spring data: % of teachers effectively implementing school-wide RtI **Person**: Terri Patterson
Jun 30, 2012: Collect spring data: % of teachers providing intense, research-based interventions **Person**: Terri Patterson
Jun 30, 2012: Collect spring data: % of teachers who provide a lesson plan documenting differentiated small group instruction **Person**: Terri Patterson

Student Transition

Oct 24, 2011: Sign collaborative agreement with SIEOC **Person**: Tammy Gregory
Mar 1, 2012: Distribute Kindergarten round up flyers to area preschools **Person**: Kindergarten Teachers
Mar 1, 2012: Notify Community of kindergarten round up date **Person**: Grade level chairperson
Mar 1, 2012: Schedule school tours & participation in circle time **Person**: Kindergarten Teachers
Mar 21, 2012: Hold Kindergarten Round up **Person**: Kindergarten Teachers
May 25, 2012: Collect & analyze data: % of preschools who engage in circle time visit **Person**: Ruth Shinkle
Jun 30, 2012: Collect & analyze data: % of Kindergarten students screened before fall start up date **Person**: Ruth Shinkle
Aug 30, 2012: Collect & analyze: % of preschool students registered on Kindergarten round up date compared to number enrolled in the fall **Person**: Ruth Shinkle

Timely Additional Assistance

Oct 3, 2011: Survey staff for club choice **Person**: Brenda Stockton
Oct 10, 2011: Distribute sign up information about before school clubs to students **Person**: Brenda Stockton
Oct 19, 2011: Begin session #1 before school clubs **Person**: Brenda Stockton
Nov 30, 2011: Collect/analyze session #1 data: % of teachers providing extra help through various clubs thereby reinforcing math and reading skills **Person**: Brenda Stockton
Jan 9, 2012: Distribute sign up information about before school clubs to students **Person**: Brenda Stockton
Jan 18, 2012: Begin session #2 before school clubs **Person**: Brenda Stockton
Jun 30, 2012: Collect/analyze session #2 data: % of teachers providing extra help through various clubs thereby reinforcing math and reading skills **Person**: Brenda Stockton

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

Response to Intervention (RtI)

No professional development is needed for this strategy.

A. Parent Involvement: Academic Information Night

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs

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. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: After School Tutoring

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... behavioral needs of students hinder the educational success of all students

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- High Five Behaviors
- G. Attendance
- U. Focused Student Group: After School Tutoring
- C. Outreach to Preschool Parent Involvement Programs
- L. Student Transition

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

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- Stakeholder Communication
- T. Annual Parent Meeting
- G. Attendance
- B. Educator Training - Parent Involvement
- U. Focused Student Group: After School Tutoring
- C. Outreach to Preschool Parent Involvement Programs
- E. Parent Information Resource Center Website
- A. Parent Involvement: Academic Information Night
- M. Parent Notice - Assessment Results
- S. School-Parent Compact
- Q. School-Parent Involvement Policy
- L. Student Transition
- W. Timely Additional Assistance

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

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- Bi-yearly Vertical Articulation Collaboration
- F. Encourage Rigorous Curriculum: Math Instruction
- I. Focused Academic Area: Math Problem Solving
- U. Focused Student Group: After School Tutoring
- W. Timely Additional Assistance

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

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

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

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

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) 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:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

- High Five Behaviors
- Language Liasions
- Stakeholder Communication
- E. Parent Information Resource Center Website
- A. Parent Involvement: Academic Information Night

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

- High Five Behaviors
- Response to Intervention (RtI)
- Standards Based Report Cards
- Thinking Maps
- Weekly Grade Level Discussions
- F. Encourage Rigorous Curriculum: Math Instruction

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

- High Five Behaviors
- Standards Based Report Cards
- I. Focused Academic Area: Math Problem Solving

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- Language Liasions
- L. Student Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY

- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass Math by EOY

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- 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:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- 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:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) 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:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY

- General Education Students in Class of 2022 (1st) -- 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:

- Class of 2021 (2nd) -- meet mastery (90% or higher) in Reading
- Class of 2021 (2nd) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Math
- Class of 2022 (1st) -- meet mastery grade (90% or higher) in Reading

Strategies to Impact This Concern:

- Stakeholder Communication
- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

- Response to Intervention (RtI)
- U. Focused Student Group: After School Tutoring

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- General Education Students in Class of 2021 (2nd) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2022 (1st) -- attain yellow/green in mClass Math by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass DIBELS by EOY
- General Education Students in Class of 2023 (K) -- attain yellow/green in mClass Math by EOY
- General Education Students in Second Grade -- attain yellow/green in mClass DIBELS by EOY

Strategies to Impact This Concern:

- High Five Behaviors
- Response to Intervention (RtI)
- J2. Instruction by Highly Qualified Paraprofessionals.
- 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 online
B. What rules or statutes would you like to waive in order to promote student learning? ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies.	Not applicable
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mClass DIBELS/Reading 3D and math CogAT (K, 2) Terra Nova (K, 2)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	N/A
F. 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 students to address their academic needs in language arts and math at the primary building. Her schedule has been adjusted to better divide her time between LPS and CES. Expanding RtI 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
First Year: Rationale + Organizational Structure **After First Year:** Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

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