School Improvement Plan - 2014-2015

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Lawrenceburg Primary School (1210)

Lawrenceburg Com School Corp

Lawrenceburg, IN

Table of Contents

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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- Reward

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

- Amy Fuller Renner - Teacher
- Natasha Gilmour - Parent/Guardian
- Tammy Gregory - Administrator
- Staci Knigga - Administrator
- Valerie Linkmeyer - Community Representative
- Tisha Linzy - School Counselor
- Cathy Uhlman - Teacher

Strategy Chairs

- Tammy Gregory
- Ali Keim
- Kim Niewedde
- Terri Patterson
- Mary Sampson
- Ruth Shinkle
- Cathy Uhlman

Community Council

- Valerie Linkmeyer - Community
- Ahmad Ahmad - Business
- Erin Ahmad - Parent
- Amy Blaut - Parent

- Nicole Bosch - Parent
- Nick Burress - Parent
- Stephanie Cavanaugh - Parent
- Erin Cornett - Parent
- Nikki Cornett - Parent
- Jama Easton-Redar - Parent
- Dan Fricke - Parent
- Shelley Fricke - Parent
- Karl Galey - Superintendent
- Christy Gilliam - Parent
- Nastasha Gilmour - Community Member
- Kate Jansen - Parent
- Chris Karsteter - Parent
- Gina Lewis
- Greg Lewis - Parent
- Veronica Loring - Parent
- Deanna McAtee - Parent
- Amy Renner - Teacher
- Victoria Sams - Parent
- William Sams - Parent
- Allyson Schleicher - Grandparent
- Jessica Self - Parent
- Cathy Uhlman - Teacher
- Melissa Watkins - Parent
- Barb Whiteford - 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 (1:18 in general education classrooms; 1:15 in full inclusion classrooms).

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 should 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 Common Core State Standards. Parents and Educators will actively communicate on a regular basis working together to foster student success. 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 childrenâs actions by supporting the enforcement of school policies. Community members are actively involved in our childrenâs education. They expose our children to educational activities and resources to enrich their learning experiences. 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 at 3rd Grade Level: 100%
- % of students who pass ISTEP English/LA at 3rd Grade Level: 100%
- % of students who meet or exceed AIMSweb Reading Benchmarks: 100%
- % of students who meet or exceed AIMSweb Math Benchmarks: 100%
- % of students who pass each grade by mastering the CCSS: 100%
- % of students who pass IREAD3: 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.

1st Grade - attain green/blue on AIMsweb MCOMP (Math Computation) by Spring Benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	92	82	94	84		86		88		100

1st Grade - attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	84	82	85	84		86		88		100

1st Grade - attain green/blue on AIMSweb TEN (Test of Early Numeracy) by Spring Benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	87	82	87	84		86		88		100

2nd Grade - attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	81	82	89	84		86		88		100

2nd Grade - attain green/blue on AIMSweb MCAP (Math Applications) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	86	82	93	84		86		88		100

2nd Grade - attain green/blue on AIMsweb MCOMP (Math Computation) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	81	82	94	84		86		88		100

2nd Grade Free & Reduced - attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		77	80	88	82		84		86		100

2nd Grade Free & Reduced - attain green/blue on AIMSweb MCAP (Math Applications) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		79	80	89	82		84		86		100

Kindergarten - attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	95	85	88	86		87		88		100

Kindergarten - attain green/blue on AIMSweb TEN (Test of Early Numeracy) by Spring Benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	NA	80	93	85	89	86		87		88		100

Comprehensive 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.

Areas of Concern

We are concerned that... Annual Parent Meeting

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... Instruction by Highly Qualified Paraprofessionals

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

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

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

    InSAI FF survey and inquiry questions

We are concerned that... Parent Notice - Assessment Results

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

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

We are concerned that... School-Parent Compact

We are concerned that... School-Parent Involvement Policy

We are concerned that... Student Transition

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

  InSAI FF Survey and Inquiry Questions

We are concerned that... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

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:

Strategies

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:
Focus:

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 fifth 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 ten 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:
Focus:

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:
Focus:

Encourage Rigorous Curriculum: Math & Reading 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 and reading series that includes the intervention kits, technology, and other research-based instructional practices . Each grade level will utilize problem solving techniques as well as provide remediation, maintenance, and enrichment opportunities for identified students. 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

Focused Academic Area: Written Expression

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 implement written expression across the curriculum. Each grade level will establish writing standards for their students to attain. The staff will also continue to utilize problem solving strategies (PLAN) within the instruction of all math standards. 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: General

Focused Student Group

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 Response to Instruction opportunities and after school tutoring to enhance their engagement level and to remediate their reading and math skills. 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

High Five Behaviors

Each student will be engaged in their learning. The school stakeholders will continue protocols established through the High Five Expectations program to promote a school-wide culture of engagement. Educators will monitor their instructional design and classroom management techniques to promote student success inside and outside the classroom. The staff at LPS will create visual models to promote and to better explain the High Five Behavior Expectations for all stakeholders.
Impact Level: High Impact - Inside
Focus: General

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:
Focus:

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:
Focus:

Outreach to Preschool Parent Involvement Programs

Lawrenceburg Primary School will contact area preschool programs to inform them 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 provide preschool parents literacy packets to engage children in reading and math projects at home. LPS will utilize a parent/student/teacher contract. (SW)
Impact Level: High Impact - Inside

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:
Focus:

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:
Focus:

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:
Focus:

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:
Focus:

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:
Focus:

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. LPS will partner with CES to organize a tour for second graders as well as a parent information night for incoming third graders. Second grade students will attend ISTEP+ Rally at CES to learn about ISTEP+ testing process and to practice catching the bus from CES. Each grade level will create a project to aid students with transitioning to the next grade level.
Impact Level: High Impact - Inside
Focus: General

Timely Additional Assistance

The educators of Lawrenceburg Primary School will provide our students with extra assistance by increasing the quality of instruction to promote their learning needs. We will do this through the Title I program, afterschool tutoring, and club opportunities. Staff will engage parents in helping students by inviting families to school to learn with their children. (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.

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

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their 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: Math & Reading Instruction

Aug 30, 2014: Journeys Tech Meeting **Person**: Staci Knigga
Sep 25, 2014: AIMSweb/Acuity Analysis **Person**: Tammy Gregory
Dec 31, 2014: Curriculum Mapping **Person**: Carole Wintin
Jan 30, 2015: AIMSweb/Acuity Analysis **Person**: Tammy Gregory
Apr 24, 2015: AIMSweb/Acuity Analysis **Person**: Tammy Gregory

Focused Academic Area: Written Expression

Oct 3, 2014: Analysis of Current Curriculum **Person**: Tammy Gregory
Dec 19, 2014: Investigation of New Resources **Person**: Tammy Gregory
Mar 13, 2015: Decision for Implementation **Person**: Tammy Gregory
Jun 1, 2015: Staff Training **Person**: Tammy Gregory

Focused Student Group

Oct 31, 2014: Brainstorm New Ideas for Before School Clubs **Person**: Terri Patterson
Dec 1, 2014: Staff Survey Distribution **Person**: Terri Patterson
Dec 5, 2014: Student Sign Up Letters **Person**: Terri Patterson
Dec 19, 2014: Student Notification Letters **Person**: Terri Patterson
Jan 9, 2015: Before School Clubs Begin **Person**: Terri Patterson
Mar 13, 2015: Before School Clubs Conclude **Person**: Terri Patterson

High Five Behaviors

Jul 31, 2014: Introduce High 5 Expectations **Person**: Teachers
Oct 20, 2014: Review High 5 Expectations **Person**: Teachers
Jan 5, 2015: Review High 5 Expectations **Person**: Teachers
Mar 30, 2015: Review High 5 Expectations **Person**: Teachers

Student Transition

Jul 29, 2014: Meet Your Teacher Night **Person**: Teachers
Apr 14, 2015: Kdg Registration **Person**: Tammy Gregory
May 4, 2015: Preschool Visits **Person**: Amy Renner
May 11, 2015: 2nd Grade Visit to CES **Person**: Staci Knigga

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Encourage Rigorous Curriculum: Math & Reading Instruction

Curriculum Mapping

Brief Description: Curriculum Mapping

Intended Participants: Teachers

Date: Dec 31, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Focused Academic Area: Written Expression

Staff Training

Brief Description: Staff Training

Intended Participants: Teachers

Date: Jun 1, 2015

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Focused Student Group

No professional development is needed for this strategy.

High Five Behaviors

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

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.

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Annual Parent Meeting

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Attendance
- Focused Student Group
- High Five Behaviors
- Outreach to Preschool Parent Involvement Programs
- Student Transition

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- 2nd Grade Free & Reduced -- attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark
- 2nd Grade Free & Reduced -- attain green/blue on AIMSweb MCAP (Math Applications) by Spring Benchmark

Strategies to Impact This Concern:

- Annual Parent Meeting
- Attendance
- Focused Student Group
- Outreach to Preschool Parent Involvement Programs
- Parent Notice - Assessment Results
- Parent Right-to-Know Letter - Qualifications
- School-Parent Compact
- School-Parent Involvement Policy
- Student Transition

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Student Transition

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum: Math & Reading Instruction
- Focused Academic Area: Written Expression
- Focused Student Group
- High Five Behaviors
- Timely Additional Assistance

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Focused Student Group
- Instruction by Highly Qualified Paraprofessionals.
- Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 1st Grade -- attain green/blue on AIMsweb MCOMP (Math Computation) by Spring Benchmark
- 1st Grade -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark
- 1st Grade -- attain green/blue on AIMSweb TEN (Test of Early Numeracy) by Spring Benchmark
- 2nd Grade -- attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark
- 2nd Grade -- attain green/blue on AIMSweb MCAP (Math Applications) by Spring Benchmark
- 2nd Grade -- attain green/blue on AIMsweb MCOMP (Math Computation) by Spring Benchmark

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum: Math & Reading Instruction

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- Kindergarten -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark
- Kindergarten -- attain green/blue on AIMSweb TEN (Test of Early Numeracy) by Spring Benchmark

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 1st Grade -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark
- 2nd Grade -- attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark
- Kindergarten -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark

Strategies to Impact This Concern:

- Focused Academic Area: Written Expression

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- 1st Grade -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark
- 2nd Grade -- attain green/blue on AIMSweb MAZE (Comprehension) by Spring Benchmark
- Kindergarten -- attain green/blue on AIMSweb TEL (Test of Early Literacy) by Spring Benchmark

Strategies to Impact This Concern:

- Focused Student Group

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.	We are following all state mandates/rules at this time and do not wish to waive them.
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; We will recognize students who have perfect attendance each month by inducting them into the TOP TIger Club presenting them with a certificate and dog tag, and having them appear on the morning television announcements. Students who have perfect attendance each nine weeks will receive a special dog tag to add to their lanyard with their monthly collection.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	AIMsweb K-2 Acuity CogAT (K, 2) Terra Nova (K, 2) We do not give ISTEP+ at the K-2 level.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	At LPS, we have surveyed students, staff and parents to identify areas of need. We also analyze our data to look for areas of weakness among our demographic areas as well as academics.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	The Title I teacher works with students to address their academic needs in reading and math at the primary building. She spends the first half of her work day at LPS. We have expanded our schedule to include a RtI (Response to Instruction) time for reading and math for each grade level to meet the needs of all students. During RtI students participate in an enrichment, maintenance or remediation activity.

Continuous Improvement Timeline

| DISCUSSION TOPIC | FACILITATOR TRAINING (Steering Teams) | | | FACULTY AND COMMUNITY COUNCIL DISCUSSIONS |
| | ORIGINAL PLAN | REVIEW & REVISE | | |
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2015-2016 school year