

# **School Improvement Plan - 2010-2011**

Generated on August 16, 2010 at 1:25 PM

## **Central Elementary School (1217)**

**Lawrenceburg Com School Corp**

**Lawrenceburg, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 9
- Strategies . . . . . 11
- Strategy Data . . . . . 15
- To-Do List . . . . . 20
- Professional Development Summary . . . . . 26
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 31
- Force Field Excerpt . . . . . 37
- Continuous Improvement Timeline . . . . . 38

# School Improvement Plan Introduction

Central Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide
- Title I - School in Improvement

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Ralph Haynes - Administrator
- Jamie Lorton - Teacher
- Deb Molloy - Teacher
- Ramzi Nuseibeh - Community
- Stephanie Nutley - Parent/Guardian
- Angela Schmarr - School Counselor

## Strategy Chairs

- Jane Doller
- Bethany Eldridge
- Abby Friend
- Ralph Haynes
- Jamie Lorton
- Michelle McDaniel
- Deb Molloy
- Angela Schmarr
- Doreen Seipel
- Anita Steinmetz
- Dedra Trossman
- Samantha Walter

## Community Council

- Mary Baker - Parent
- Rae Banta - Parent
- Sally Blankenship - Community
- Thom Blondell - Business
- Ed Brush - Business
- Bob Cannon - Community
- Tara Childers - Parent
- Rusty Cromer - Business
- Amanda Ewbank - Business
- Tim Green - Parent
- Karla Henderson - Business
- Deborah Jones - Parent
- Nhung Khong - Parent
- Maria Lopez - Parent
- Mark McCool - Business
- Deb Molloy - Title 1
- George Morgan - Parent
- Stephanie Nutley - Parent Contact
- Laura Pruitt - Parent
- Scott Raenschulte - Business
- Beth Schwarz - Parent
- Amy Schwier - Parent
- Nancy Watkins - Parent
- Barbara 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:**

We believe that all students deserve a safe, comfortable and positive learning environment at school and at home. We believe that all students deserve a structured classroom where the educator is adequately trained and continually presents a positive attitude. We believe that all students deserve up-to-date curriculum that prepares them for a well rounded education. We believe that all students deserve to observe, experience and inhabit the "Six Pillars of Character": Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. We believe that all students deserve for their feelings to be heard, understood and considered by the adults and fellow students at school. We believe that all students deserve parent or guardian interaction with school staff. We believe that all students deserve extra help when needed, as well as ongoing assessments offered in a variety of formats. We believe that all students deserve to have their basic health, safety and livelihood needs met, at home and at school. We believe that all students deserve to dream and imagine what life might be like in their futures. We believe that all students deserve the best possible efforts of all adults that come in contact with them.

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

The adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: All stakeholders in the community believe that education should be held in the highest regard. They make it their passion to be life-long learners and "walk-the-talk." All teachers, parents, and community members will be positive role models for the students by being polite, well-mannered, and leading by example. Teachers will use data to drive their instruction that is tied to the standards. Teachers communicate clear expectations educationally and behaviorally for all students with consistent and fair consequences. All teachers show students their dedication to their job by being energized upon entering the building and enthusiastic while teaching. Teachers challenge all students to work to their fullest potential while providing extra support for those that need it to be successful. Teachers tie in life learning and real life applications into students' learning and while assessing achievement. Parents will be welcomed into our building as volunteers, and will keep communication lines open with the teacher and school. In turn, teachers and school will keep communication lines open with parents through newsletter contact, phone calls, and e-mails.

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

In our schools and community where all adults are living by their core convictions, all students are goal oriented and believe in their potential, despite any environmental disadvantages. Because the students are goal oriented, they arrive ready to learn and are actively engaged in their learning. Students are able to self-monitor and are serious about their learning. This helps foster a positive learning atmosphere in and out of school. Students show respect to adults and other students and are supportive of one another in the learning experience. As a result of these efforts, our school's student achievement data is as follows:

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

- % of students who pass ISTEP Social Studies: 100%
- % of students who pass ISTEP Science: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are not at risk on DIBELS assessment: 100%
- % of students who are on grade level for reading/comprehension: 100%
- % of students who show improvement on assessments: 100%
- % of students who master grade level standards: 100%
- % of students who turn in all homework daily: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

## All Students - Mastering the reading comprehension portion of the ISTEP+ LA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			73	78		83		88		93		100

## All Students - Mastering the writing process portion on the ISTEP+ LA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			71	76		81		86		91		100

## Special Education Males - % passing ISTEP+ LA Writing Applications

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			25%	45%		65%		85%		95%		100%

**Special Education Students - % passing the ISTEP+ LA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			22	42		62		82		92		100

**Special Education Students - % passing the ISTEP+ Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			47	57		67		77		87		100

**Title One / Free and Reduced Students - % passing the ISTEP+ LA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		62		67		72		77		82		100

**Title One / Free and Reduced Students - % passing the ISTEP+ Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		67		72		77		82		87		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... Student behavior interferes with learning**

Noted by majority of staff and students

### **We are concerned that... Students do not ask questions**

Surveys

### **We are concerned that... Lack of Parent Communication**

Surveys

### **We are concerned that... Student Attendance is not important to parents**

Surveys

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

Surveys / Scores

## Required Areas of Concern

### **A. Parent Involvement**

**B. Educator Training**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

**N. Parent Notice - School in Improvement**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**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**

**V. Peer Review for SIP**

# 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

### School wide Accelerated Reading Program

All teachers will implement an accelerated reading competition within the programs point system each month within their grade level.

**Impact Level:** Low Impact

**Focus:** Specific

### School wide enrichment (Grades 3, 4, 5)

Weekly school wide enrichment activity will be held the last hour of each Friday. This activity will serve students that may not be involved in the school wide remediation held at the same time. Designated teachers will lead the activities for selected students in periodic rotation based on latest assessment information.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### School wide remediation (Grade 3, 4, 5)

Weekly school wide remediation activity will be held the last hour of each Friday. This activity will serve as a part of the RTI process for remediation focusing on our SE/Title One/Free and Reduced population. Designated teachers will lead the activities for selected students in periodic rotation based on latest assessment information.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Student behavior interfering with learning

Staff will Implement a level system in 2010-11 that uses multiple pieces of student data to provide a picture of how a student is performing behaviorally.

**Impact Level:** High Impact - Inside

**Focus:** General

### Writers Workshop

All teachers will implement a daily writers workshop to reinforce writing skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### A. Parent Involvement: Parent - Resource Center

Develop Student/Parent resource center after school hours manned by a highly qualified teacher. Computers, textbooks, homework assignments and tests would be available. A task force will research and investigate other schools that have similar centers. Staffing, schedule and budget will be developed. It would be open to all students and parents. Training and support for parents in how to help their children academically will be an integral part of the process. This strategy will incorporate strong collaboration with community resources in the following way: County Health Department will be invited to participate in various programs as will be the Lawrenceburg library and Ivy Tech.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### B. Educator Training for Parent Involvement

Professional development will be developed and 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### E. Parent Information Resource Center Website

Provide a link on the CES 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 CES office.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development

This strategy provides an enriched and accelerated curriculum for students. 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. Professional Development in Curriculum Mapping in Math will take place during the 2010-2011 school year with the idea of full implementation during the 2011-2012 school year. Increased technology for instruction will also be included. 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

**Impact Level:** High Impact - Inside

**Focus:** General

### I. Focused Academic Area: School Wide SSR Reading Program

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All Teachers will implement a SSR school wide reading program where for 20 minutes each day all students and staff will participate in silent reading. 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: Instruction by Highly Qualified Teachers and Paraprofessionals**

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals. CES will do this by handing out information in a letter on this with registration materials. Lawrenceburg Community Schools and Central Elementary have evaluated and verified that all CES 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:** Specific

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

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by providing a supportive and caring environment, providing professional development opportunities, and providing financial incentives. CES will work to ensure that highly qualified teachers seek employment at the school. CES will work to support the district's efforts to ensure that highly qualified teachers seek employment at the school.

**Impact Level:** Low Impact

**Focus:** General

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

CES will assure that all parents will receive their child's assessment results in a language that the parent can understand.

**Impact Level:** Low Impact

**Focus:** General

## **N. Parent Notice - School in Improvement**

Notice will be sent by the school office the first week of school or at registration to all students if we are Title One School Wide. After school tutoring in Reading and Math will be offered to those students that are Title One/Free and Reduced and did not pass ISTEP. Tutoring will begin in September once per week per grade level through the month of May.

**Impact Level:** Low Impact

**Focus:** General

## **O. Extended Learning Activities: After School Writing Club**

Implement an after school club that encourages writing and writing skills. It will be led by two teachers once a week. Students who are special education males and/or those not mastering the writing portion on the ISTEP will be targeted. The program will begin at the beginning of the 2010-2011 school year. Bus transportation home for students will be provided as needed. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **P. Teacher Mentoring Program**

Teachers will be randomly paired to participate in peer coaching two times a year. Pairings will be done in August and January with completed forms submitted to Mr. Haynes by December and May. Teachers can choose to have a specific teaching method observed by their peer. Teachers will meet after the observation to discuss feedback.

**Impact Level:** High Impact - Inside

**Focus:** General

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

The Title One School Wide policy at CES will be written or reviewed annually. The policy will be written with meaningful parent input. The Parent Involvement Policy will include the components listed on the DOE School Parent Involvement Policy Checklist. CES plans to disseminate the policy to all parents at registration.

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Community Schools and Central Elementary school will send all Title One parents a copy of the "Parent Right to Know Letter - Qualifications" each year in the August. If CES is "school wide" the letter will be provided to all parents at student registration. This notification informs the parents that they have a right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE'S Parent Right-to-Know Checklist".

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Community Schools and Central Elementary school will send all Title One parents a copy of the "Parent Right to Know Letter - Highly Qualified Teacher" each year in the August. If CES is "school wide" the letter will be provided to all parents 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 teacher who is not highly qualified.

**Impact Level:** Low Impact

**Focus:** General

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

Lawrenceburg Community Schools and Central Elementary school will send all Title One parents a copy of the "School Parent Compact" each year in the August. If CES is "school wide" the letter will be provided to all parents at student registration. Documentation will be kept and recorded of all parents that received the compact.

**Impact Level:** Low Impact

**Focus:** General

## **T. Annual Parent Meeting**

Lawrenceburg Community Schools and Central Elementary school will advertise and hold annual Title One Parent Meeting in August/September of each school year. These will include a morning and evening sessions to accommodate all parents. Additional copies of the "Parent Right to Know Letter - Qualifications, Parent Right to Know - Highly Qualified Teacher and School-Parent Compact" would also be available.

**Impact Level:** Low Impact

**Focus:** Specific

## **U. Focused Student Group**

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Male high school athletes will read with targeted male students once per month with the idea to increase interest in reading with male students. It will be implemented during second nine weeks of the 2010-11 school year. Follow-up activities for the targeted male students will occur between visits. The media center will focus on books for male readers when purchasing books for the media center. This was already done to some degree the past two school years (08-09, 09-10) 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, we will make adjustments to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **V. Peer Review for SIP**

CES will send our completed SIP to school with similar demographics and arrange visit to one of those schools. This school will have been successful in meeting AYP and will have higher academic performance than CES. This will allow us to review the quality of our School Improvement Plan and have the partner school make suggestions as appropriate. SIP plan will be revised and performance will improve.

**Impact Level:** High Impact - Outside

**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

### School wide remediation (Grade 3, 4, 5)

% who complete all remedial activities offered with 80% accuracy

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual	90%		95%	

% of students failing Istep+ who receive remediation

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

% of students with failing classroom grades who receive remediation

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

### Student behavior interfering with learning

Percent of staff consistently following through with Behavior Level System for students.

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

% of teachers implementing daily 20 minute morning meeting

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

% of staff observed participating in the re-teaching shuffle monthly evaluated each semester

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

The % of teachers observed by Principal/Guidance Counslor walk through using common language.

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

% of completed homework assignments by students with assistance of Safe Haven grant

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

% of students showing respect to staff and peers.



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

% of level 1 and 2 behaviors due to talking out and disruptions

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

% of students observed following school wide rules

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

## Required Strategies

### A. Parent Involvement: Parent - Resource Center

% of teachers who have at least one conversation with parent(s) of each student in the classroom

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

### B. Educator Training for Parent Involvement

% of teachers implementing strategies that encourage parental involvement.

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

**E. Parent Information Resource Center Website**

The % of parents that check out the link to Indiana's Parent Resource Center

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

**F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development**

% of teachers using math curriculum map

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	50%		100%	

**I. Focused Academic Area: School Wide SSR Reading Program**

% of teachers who regularly model SSR to students

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

**O. Extended Learning Activities: After School Writing Club**

% of all teachers implementing daily Writer's Workshop during LA instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25%	75%		100%	

**P. Teacher Mentoring Program**

% of teachers who cite that they have tried a new strategy each nine weeks

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

**U. Focused Student Group**

% of teachers who increase their use of focused reading lessons for males

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
5	8		10	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Educator Training for Parent Involvement

**Apr 1, 2010:** Collect baseline data: % of teachers implementing strategies that encourage parental involvement. **Person:** Dareen Seipel

**Aug 1, 2010:** Order books to be used in study/discussion groups **Person:** Dareen Seipel

**Aug 15, 2010:** Hand out syllabus for the book/study group **Person:** Dareen Seipel

**Sep 15, 2010:** Book study/discussion group **Person:** Dareen Seipel

**Oct 15, 2010:** Book study/discussion group **Person:** Dareen Seipel

**Nov 15, 2010:** Book study/discussion group **Person:** Dareen Seipel

**Nov 30, 2010:** Collect fall data: % of teachers implementing strategies that encourage parental involvement. **Person:** Dareen Seipel

**Dec 15, 2010:** Book study/discussion group **Person:** Dareen Seipel

**Jan 15, 2011:** Book study/discussion group **Person:** Dareen Seipel

**Feb 15, 2011:** Book study/discussion group **Person:** Dareen Seipel

**Mar 15, 2011:** Book study/discussion group **Person:** Dareen Seipel

**Jun 30, 2011:** Collect spring data: % of teachers implementing strategies that encourage parental involvement. **Person:** Dareen Seipel

## Encourage Rigorous Curriculum

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

**Apr 1, 2010:** Collect baseline data: % of teachers using math curriculum map **Person:** Jennifer Hanneken

**Jun 9, 2010:** Curriculum Mapping Conference **Person:** Sam, Amber, Brandon

**Jun 11, 2010:** Curriculum Mapping Conference **Person:** Carole Wintin

**Aug 27, 2010:** Staff Meeting **Person:** Sally Baker

**Sep 7, 2010:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Sep 17, 2010:** Curriculum Development Meeting (session 1) **Person:** Brandon Abdon

**Sep 28, 2010:** Curriculum Mapping Meeting (session 2) **Person:** Tia Holderby

**Oct 5, 2010:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Nov 2, 2010:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Nov 30, 2010:** Collect fall data: **Person:**

**Nov 30, 2010:** Collect fall data: % of teachers using math curriculum map **Person:** Tia Holderby

**Dec 7, 2010:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Jan 4, 2011:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Feb 1, 2011:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Mar 1, 2011:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Apr 5, 2011:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**May 3, 2011:** Monthly Meeting to discuss Curriculum Mapping **Person:** Ralph Haynes

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: % of teachers using math curriculum map **Person:** Jamie Lorton

## Extended Learning Activities

**Apr 1, 2010:** Collect baseline data: % of all teachers implementing daily Writer's Workshop during LA instruction **Person:** Jamie

**May 27, 2010:** Team to meet with Mr. Haynes, Mrs. Wintin, Mr. Galey, and Mr. Lorton, Union President to discuss funding and logistics of after school club **Person:** Jamie

**Aug 13, 2010:** Teachers will be given information regarding writer's club **Person:** Jamie

**Aug 17, 2010:** Team will be available to answer questions about Writer's Club **Person:** Team  
**Sep 13, 2010:** Teachers will be selected to teach Writer's Club **Person:** Team  
**Sep 16, 2010:** Selected teachers will receive materials and record keeping sheets **Person:** Jamie  
**Oct 1, 2010:** Students who qualify for Writer's Club will be notified and permission slips sent home **Person:** Jamie  
**Oct 11, 2010:** Writer's Club will begin at C.E.S. **Person:** Jamie  
**Oct 25, 2010:** Team to meet with teachers of Writer's Club and Team **Person:** Jamie  
**Nov 30, 2010:** Collect fall data: % of all teachers implementing daily Writer's Workshop during LA instruction **Person:** Jamie  
**Nov 30, 2010:** Meeting between teachers of Writer's Club and Team **Person:** Jamie  
**Jan 25, 2011:** Meeting between teachers of Writer's Club and Team **Person:** Jamie  
**Feb 22, 2011:** Meeting between teachers of Writer's Club teachers and Team **Person:** Jamie  
**Apr 25, 2011:** Meeting between teachers and Writer's Club and Team **Person:** Jamie  
**May 17, 2011:** Meeting between Writer's Club Teachers and Team **Person:** Jamie  
**Jun 30, 2011:** Collect spring data: **Person:** Jamie  
**Jun 30, 2011:** Collect spring data: % of all teachers implementing daily Writer's Workshop during LA instruction **Person:** Jamie

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: **Person:**  
**Apr 1, 2010:** Collect baseline data: % of teachers who regularly model SSR to students **Person:**  
**Aug 14, 2010:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Sep 14, 2010:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Sep 14, 2010:** Encourage our students and staff to read **Person:** Ralph Haynes  
**Oct 14, 2010:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Nov 14, 2010:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Nov 30, 2010:** Collect fall data: **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers who regularly model SSR to students **Person:**  
**Dec 14, 2010:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Jan 14, 2011:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Feb 14, 2011:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Mar 14, 2011:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Apr 14, 2011:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**May 14, 2011:** Announce 20 minute daily reading time at same time each day **Person:** Ralph Haynes  
**Jun 30, 2011:** Collect spring data: **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers who regularly model SSR to students **Person:**

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: **Person:**  
**Apr 1, 2010:** Collect baseline data: % of teachers who increase their use of focused reading lessons for males **Person:** Kari Stratman  
**Sep 20, 2010:** Provide interest surveys and chances for teachers to provide feedback and share ideas. **Person:** Kari Stratman  
**Oct 8, 2010:** Complete reading inventories to document student interests. **Person:** Jennifer Hannekan and Allyson Schleicher  
**Oct 22, 2010:** Compile a list of AR books at various levels that are a high interest of the male population, **Person:** Jennifer Hannekan and Allyson Schleicher  
**Nov 30, 2010:** Collect fall data: **Person:**  
**Nov 30, 2010:** Collect fall data: % of teachers who increase their use of focused reading lessons for males **Person:** Kari Stratman  
**Dec 15, 2010:** Student athletes from the High School to read and take AR tests with our students on a weekly basis during school hours. **Person:** Jane Miller and Sherry Hennies  
**Dec 15, 2010:** Teachers will be provided with a variety of reading activities throughout the school year. **Person:** Kari Stratman and Sherry Hennies  
**Mar 4, 2011:** Write grants to purchase books for our resource, FIP, and library classrooms. **Person:** Kim Cherry  
**Jun 30, 2011:** Collect spring data: **Person:**  
**Jun 30, 2011:** Collect spring data: % of teachers who increase their use of focused reading lessons for males **Person:** Sherry Hennies

## Instruction by Highly Qualified Teachers

**Apr 1, 2010:** Collect baseline data: **Person:**  
**Nov 30, 2010:** Collect fall data: **Person:**

**Jun 30, 2011:** Collect spring data: **Person:**

## Parent Information Resource Center Website

**Apr 1, 2010:** Collect baseline data: The % of parents that check out the link to Indiana's Parent Resource Center **Person:** Angie Schmarr

**Aug 1, 2010:** Put PIRC link information in the parent handbook **Person:** Angela Schmarr/Kay Pritchett

**Aug 11, 2010:** Put PIRC link information on the CES weekly newsletter **Person:** Angela Schmarr

**Aug 11, 2010:** Put PIRC link on CES website and add counter to see how many people utilize the website. **Person:** Angela Schmarr/Kay Pritchett

**Aug 31, 2010:** Inform parents at the first Title 1 meeting about the PIRC link. **Person:** Deb Molloy

**Nov 30, 2010:** Collect fall data: The % of parents that check out the link to Indiana's Parent Resource Center **Person:** Angie Schmarr

**Jun 30, 2011:** Collect spring data: The % of parents that check out the link to Indiana's Parent Resource Center **Person:** Angie Schmarr

## Parent Involvement

**Apr 1, 2010:** Collect baseline data: % of teachers who have at least one conversation with parent(s) of each student in the classroom **Person:** Angie Schmarr

**Aug 10, 2010:** Meeting with staff to explain PRC will be held at beginning of year. **Person:** Ralph Haynes

**Sep 1, 2010:** Grade level teachers will post homework in PRC **Person:** Angie Schmarr

**Sep 1, 2010:** PRC will be open two nights per week from 5-7PM **Person:** Ralph Haynes

**Sep 1, 2010:** Resource Center will be opened in Media Center. **Person:** Ralph Haynes

**Sep 1, 2010:** Textbooks will be available for parents/students to use. **Person:** Angie Schmarr

**Nov 30, 2010:** Collect fall data: % of teachers who have at least one conversation with parent(s) of each student in the classroom **Person:** Angie Schmarr

**Jun 30, 2011:** Collect spring data: % of teachers who have at least one conversation with parent(s) of each student in the classroom **Person:** Angie Schmarr

## Parent Notice - School in Improvement

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

**Nov 30, 2010:** Collect fall data: **Person:**

**Jun 30, 2011:** Collect spring data: **Person:**

## Peer Review for SIP

**Apr 1, 2010:** Collect baseline data: ISTEP LA scores of SE students (08-09 ISTEP baseline) 1st semester will be 09-10 scores / 2nd semester will be 10-11 scores **Person:**

**Apr 1, 2010:** Collect baseline data: Teachers will report number of new activities implemented in classrooms. **Person:**

**Aug 30, 2010:** Meet prior to visit to decide who will meet with who at Peer school **Person:** Ralph Haynes

**Sep 30, 2010:** Peer School Visit **Person:** Ralph Haynes

**Oct 30, 2010:** Data review of Peer School **Person:** Ralph Haynes

**Nov 30, 2010:** Collect fall data: ISTEP LA scores of SE students (08-09 ISTEP baseline) 1st semester will be 09-10 scores / 2nd semester will be 10-11 scores **Person:**

**Nov 30, 2010:** Collect fall data: Teachers will report number of new activities implemented in classrooms. **Person:**

**Jun 30, 2011:** Collect spring data: ISTEP LA scores of SE students (08-09 ISTEP baseline) 1st semester will be 09-10 scores / 2nd semester will be 10-11 scores **Person:**

**Jun 30, 2011:** Collect spring data: Teachers will report number of new activities implemented in classrooms. **Person:**

## School wide Accelerated Reading Program

**Aug 14, 2010:** Design posters for each classroom in order for students to keep track of his or her AR points on a daily basis. **Person:** Anita Steinmetz

**Aug 14, 2010:** Hand out worksheets explaining how the AR/Star reading program works exactly **Person:** Anita Steinmetz

**Aug 14, 2010:** Keep track on 9 week AR points **Person:** Anita Steinmetz

**Sep 1, 2010:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz

**Sep 14, 2010:** Follow up with teachers to check that they all understand how the program works **Person:** Anita Steinmetz  
**Oct 6, 2010:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Oct 8, 2010:** Print out reports from AR/Star reading program every nine weeks **Person:** Anita Steinmetz  
**Oct 16, 2010:** Keep track on 9 week AR points **Person:** Anita Steinmetz  
**Nov 3, 2010:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Dec 1, 2010:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Dec 10, 2010:** Print out reports from AR/Star reading program every nine weeks **Person:** Anita Steinmetz  
**Dec 18, 2010:** Keep track on 9 week AR points **Person:** Anita Steinmetz  
**Jan 5, 2011:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Feb 2, 2011:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Feb 11, 2011:** Print out reports from AR/Star reading program every nine weeks **Person:** Anita Steinmetz  
**Feb 19, 2011:** Keep track on 9 week AR points **Person:** Anita Steinmetz  
**Mar 2, 2011:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Apr 6, 2011:** Encourage classroom teachers by visiting classrooms monthly to check students' points **Person:** Anita Steinmetz  
**Apr 15, 2011:** Print out reports from AR/Star reading program every nine weeks **Person:** Anita Steinmetz  
**Apr 23, 2011:** Keep track on 9 week AR points **Person:** Anita Steinmetz

## School wide enrichment (Grades 3, 4, 5)

**May 10, 2010:** Evaluate units/curriculum based on assessment data **Person:** task force  
**Aug 15, 2010:** Make changes to enrichment program based on assessment data **Person:** task force  
**Sep 15, 2010:** Invite staff to a brainstorming session to gather ideas for units **Person:** 3rd grade rep/Cunningham/Schleicher  
**Sep 30, 2010:** Collect ISTEP+ test data fro grades 3-5 **Person:** 4th grade representative  
**Sep 30, 2010:** Develop Enrichment Schedule for each grade level **Person:** 3rd grade rep, 4th grade rep, Tia Holderby  
**Sep 30, 2010:** Distribute a memo that explains timeline **Person:** 3rd grade rep.  
**Sep 30, 2010:** Identify Enrichment Students **Person:** Michelle McDaniel  
**Oct 15, 2010:** monthly memo distributed to staff to keep them informed **Person:** 3rd grade rep/Allison Schliecher  
**Oct 31, 2010:** Choose benchmark assesment to measure progress **Person:** task force  
**Oct 31, 2010:** Create enrichment units for 3rd, 4th, and 5th Grade **Person:** Task Force  
**Oct 31, 2010:** Visit at least 2 other schools to gather information about successful enrichment plans that are already in use. **Person:** McDaniel  
**Nov 15, 2010:** Collect baseline data by grade level **Person:** task force  
**Nov 15, 2010:** Collect baseline data for those in Enrichment Program **Person:** task force  
**Nov 15, 2010:** Distribute monthly memo to staff to keep them informed **Person:** 3rd grade rep./Allyson Schlicher  
**Nov 15, 2010:** Share units created with staff that will be teaching them **Person:** Task Force  
**Dec 1, 2010:** Adjust groups according to baseline data **Person:** task force  
**Dec 15, 2010:** Finalize groups and enrichment schedule **Person:** task force  
**Dec 15, 2010:** Purchase materials needed for enrichment units **Person:** Michelle McDaniel  
**Jan 5, 2011:** Begin schoolwide enrichment **Person:** task force  
**May 1, 2011:** Collect data for those students participating in Enrichment Program **Person:** task force  
**Sep 1, 2011:** Collect Data on student acheivement on Spring ISTEP+ **Person:** task force

## School wide remediation (Grade 3, 4, 5)

**Apr 1, 2010:** Collect baseline data: % of students failing Istep+ who receive remediation **Person:** Jane Doller  
**Apr 1, 2010:** Collect baseline data: % of students with failing classroom grades who receive remediation **Person:** Jane Doller  
**Apr 1, 2010:** Collect baseline data: % who complete all remedial activities offered with 80% accuracy **Person:** Jane Doller  
**Sep 30, 2010:** Collect Istep+ test data for grades 3-5 **Person:** Joy Offutt  
**Sep 30, 2010:** Develop remediation schedule for each grade level **Person:** Joy Offutt, Grade 4 teacher, Jane Doller  
**Sep 30, 2010:** Distribute a memo that explains the timeline **Person:** Hennies  
**Sep 30, 2010:** Group students according to need for remediation **Person:** Joy Offutt, Grade 4 teacher, Jane Doller  
**Sep 30, 2010:** Identify FR and SE students who did not pass Spring 2010 ELA/ Math sections of Istep + **Person:** Joy Offutt  
**Sep 30, 2010:** Identify students who are receiving failing grades in the classroom in grades 3-5 **Person:** Joy Offutt, Grade 4 teacher, Jane Doller  
**Sep 30, 2010:** Invite staff to a brainstorming session to gather input **Person:** Hennies/Lowe  
**Oct 15, 2010:** monthly memo distributed to staff to keep them informed and prevent FEAR **Person:** Hennies/Lowe  
**Oct 31, 2010:** Choose Benchmark assessments to measure progress toward instructional goals **Person:** Strategy task force  
**Oct 31, 2010:** Choose methods and materials for remediation **Person:** Strategy Task Force  
**Oct 31, 2010:** visit 2 schools to gather information about successful intervention plans that are already in place **Person:** Doller

**Nov 15, 2010:** Collect baseline data by grade level **Person:** Task force  
**Nov 19, 2010:** monthly memo distributed to staff to keep them informed and prevent FEAR **Person:** Hennies/Lowe  
**Nov 30, 2010:** Adjust groups according to baseline data **Person:** Task force  
**Nov 30, 2010:** Collect fall data: % of students failing Istep+ who receive remediation **Person:** Jane Doller  
**Nov 30, 2010:** Collect fall data: % of students with failing classroom grades who receive remediation **Person:** Jane Doller  
**Nov 30, 2010:** Collect fall data: % who complete all remedial activities offered with 80% accuracy **Person:** Jane Doller  
**Dec 15, 2010:** Finalize groups and remediation schedule **Person:** task force  
**Jan 5, 2011:** Begin schoolwide remediation **Person:** task force  
**May 10, 2011:** Evaluate remediation/interventions based on assessment data **Person:** Task force  
**Jun 30, 2011:** Collect spring data: % of students failing Istep+ who receive remediation **Person:** Jane Doller  
**Jun 30, 2011:** Collect spring data: % of students with failing classroom grades who receive remediation **Person:** Jane Doller  
**Jun 30, 2011:** Collect spring data: % who complete all remedial activities offered with 80% accuracy **Person:** Jane Doller  
**Aug 15, 2011:** Make changes to remediation program based on assessment data **Person:** task force

## Student behavior interfering with learning

**Apr 1, 2010:** Collect baseline data: % of completed homework assignments by students with assistance of Safe Haven grant **Person:** Bethany Eldridge  
**Apr 1, 2010:** Collect baseline data: % of level 1 and 2 behaviors due to talking out and disruptions **Person:** Bethany Eldridge  
**Apr 1, 2010:** Collect baseline data: % of staff observed participating in the re-teaching shuffle monthly evaluated each semester **Person:** Ralph Haynes  
**Apr 1, 2010:** Collect baseline data: % of students observed following school wide rules **Person:** Bethany Eldridge  
**Apr 1, 2010:** Collect baseline data: % of students showing respect to staff and peers. **Person:** Bethany Eldridge  
**Apr 1, 2010:** Collect baseline data: % of teachers implementing daily 20 minute morning meeting **Person:** Angela Schmarr  
**Apr 1, 2010:** Collect baseline data: Percent of staff consistently following through with Behavior Level System for students. **Person:** Bethany Eldridge  
**Apr 1, 2010:** Collect baseline data: The % of teachers observed by Principal/Guidance Counslor walk through using common language. **Person:** Ralph Haynes  
**Apr 1, 2010:** Develop changes for adult behavior **Person:** Bethany Eldridge  
**Apr 1, 2010:** Develop student behavior concerns **Person:** Bethany Eldridge  
**May 1, 2010:** Develop a Level Behavior System **Person:** Bethany Eldridge  
**Jul 1, 2010:** Behavior Data Base created **Person:** Bethany Eldridge  
**Aug 10, 2010:** Staff training **Person:** Bethany Eldridge  
**Aug 11, 2010:** Student Training **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of completed homework assignments by students with assistance of Safe Haven grant **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of level 1 and 2 behaviors due to talking out and disruptions **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of staff observed participating in the re-teaching shuffle monthly evaluated each semester **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of students observed following school wide rules **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of students showing respect to staff and peers. **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: % of teachers implementing daily 20 minute morning meeting **Person:** Angela Schmarr  
**Nov 30, 2010:** Collect fall data: Percent of staff consistently following through with Behavior Level System for students. **Person:** Bethany Eldridge  
**Nov 30, 2010:** Collect fall data: The % of teachers observed by Principal/Guidance Counslor walk through using common language. **Person:** Ralph Haynes  
**Dec 17, 2010:** Compare office referrels from 2009 1st semeter to 2010 1st semeter **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of completed homework assignments by students with assistance of Safe Haven grant **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of level 1 and 2 behaviors due to talking out and disruptions **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of staff observed participating in the re-teaching shuffle monthly evaluated each semester **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of students observed following school wide rules **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of students showing respect to staff and peers. **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: % of teachers implementing daily 20 minute morning meeting **Person:** Angela Schmarr  
**Jun 30, 2011:** Collect spring data: Percent of staff consistently following through with Behavior Level System for students. **Person:** Bethany Eldridge  
**Jun 30, 2011:** Collect spring data: The % of teachers observed by Principal/Guidance Counslor walk through using common language. **Person:** Ralph Haynes



## Teacher Mentoring Program

**Apr 1, 2010:** Collect baseline data: % of teachers who cite that they have tried a new strategy each nine weeks **Person:** Abby Friend  
**May 15, 2010:** Create Peer Coaching Form **Person:** Abby Friend  
**Aug 20, 2010:** Pair Teachers **Person:** Mariel Rush  
**Aug 27, 2010:** Meet with All Teachers **Person:** Abby Friend  
**Nov 30, 2010:** Collect fall data: % of teachers who cite that they have tried a new strategy each nine weeks **Person:** Abby Friend  
**Dec 10, 2010:** Collect Peer Observation and Reflections **Person:** Ralph Haynes  
**Jan 15, 2011:** Pair Teachers **Person:** Mariel Rush  
**Jun 30, 2011:** Collect spring data: % of teachers who cite that they have tried a new strategy each nine weeks **Person:** Abby Friend  
**May 15, 2012:** Collect Peer Observsation and Reflections **Person:** Ralph Haynes

## Writers Workshop

**Apr 5, 2010:** Strategy Team will collect information about various ways to implelment Writer's Workshop **Person:** Team  
**Apr 19, 2010:** Strategy Team will meet to pull together sources found **Person:** Team  
**May 6, 2010:** Staff meeting will be held to discuss how to implement Writer's Workshop **Person:** Jamie  
**May 12, 2010:** Each staff member will have the opprotunity to meet with the team to discuss questions or concerns **Person:** Team  
**May 19, 2010:** A meeting will be held about activities with Writer's Workshop **Person:** Jamie  
**Aug 16, 2010:** Teachers will begin implementing Writer's Workshop **Person:** Staff  
**Aug 20, 2010:** First Benchamark Assessment will be given **Person:** Jamie  
**Aug 30, 2010:** Staff will meet to discuss benchmark assessments **Person:** Jamie  
**Oct 4, 2010:** Each staff member will have the opprotunity to sign up with the team to discuss questions or concerns **Person:** Team  
**Oct 7, 2010:** Second Benchmark Assessment will be given **Person:** Jamie  
**Oct 18, 2010:** Staff will meet to discuss benchmark assessments **Person:** Jamie  
**Nov 17, 2010:** A staff meeting will be held to check in on the progress of Writer's Workshop in the classrooms **Person:** Pat  
**Dec 15, 2010:** Third Benchmark Assessment will be given **Person:** Jamie  
**Jan 10, 2011:** Staff meeting will be held to discuss benchmark assessments **Person:** Jamie  
**Feb 27, 2011:** Each staff member will have the opprotunity to meet with the team to discuss questions or concerns **Person:** Team  
**Mar 2, 2011:** Fourth Benchmark Assessment will be given **Person:** Jamie  
**Mar 14, 2011:** Staff will meet to discuss benchmark assessments **Person:** Jamie  
**Apr 20, 2011:** A staff meeting will be held to check on the status of Writer's Workshop in each classroom **Person:** Pat  
**May 11, 2011:** Fifth Benchmark Assessment will be given **Person:** Jamie  
**May 16, 2011:** Staff meeting will be held to discuss benchmark assesements **Person:** Jamie

# 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 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.

## School wide Accelerated Reading Program

**Follow up with teachers to check that they all understand how the program works**

**Brief Description:** Follow up on AR/Star Reading program

**Intended Participants:** Teachers

**Date:** Sep 14, 2010

**Activity Purpose:** Feedback/Support

**Activity Format:** Talk to

**Funding:** NA

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

**Hand out worksheets explaining how the AR/Star reading program works exactly**

**Brief Description:** Primer on AR/Star Reading program

**Intended Participants:** Teachers

**Date:** Aug 14, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** NA

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

## School wide enrichment (Grades 3, 4, 5)

**Share units created with staff that will be teaching them**

**Brief Description:** Information Sharing

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

**Date:** Nov 15, 2010

**Activity Purpose:**

**Activity Format:**

**Funding:** NA

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

**Visit at least 2 other schools to gather information about successful enrichment plans that are already in place**

**Brief Description:** Fact finding

**Intended Participants:** Teachers

**Date:** Oct 31, 2010

**Activity Purpose:** Information

**Activity Format:** Action Research, Site Visit

**Funding:** CES Teacher Travel

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

## **School wide remediation (Grade 3, 4, 5)**

**visit 2 schools to gather information about successful intervention plans that are already in place**

**Brief Description:** Information gathering

**Intended Participants:** Teachers, Administrators, Parents, Community Members

**Date:** Oct 31, 2010

**Activity Purpose:** Information, Refinement

**Activity Format:** Site Visit

**Funding:** Teacher Travel

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

## **Student behavior interfering with learning**

**Staff training**

**Brief Description:** The leveled behavior system will be presented to the entire staff to be implemented at the beginning of the school year.

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

**Date:** Aug 10, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** NA

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

## Writers Workshop

### A meeting will be held about activities with Writer's Workshop

**Brief Description:** Teachers will be given activities and ideas for implementing Writer's Workshop that they will be able to look over during the summer.

**Intended Participants:** Teachers, Counselors

**Date:** May 19, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** None Needed

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

### Staff meeting will be held to discuss how to implement Writer's Workshop

**Brief Description:** Strategy Team will hold a staff meeting to inform the staff about Writer's Workshop and the basis behind it. It will be explained that it will be implemented starting at the beginning of the 2010-2011 school year. There will be further trainings on implementing Writer's Workshop.

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

**Date:** May 6, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** None needed

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

## A. Parent Involvement: Parent - Resource Center

No professional development is needed for this strategy.

## B. Educator Training for Parent Involvement

### Book study/discussion group

**Brief Description:** Teachers will meet once a month to discuss assigned readings in a research-based book on building successful school/parent partnerships.

**Intended Participants:** Teachers

**Dates:** Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011

**Activity Purpose:** Information

**Activity Format:** Study Group, Professional Reading

**Funding:** grant

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

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

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development**

### **Curriculum Mapping Conference**

**Brief Description:** Conference on learning how to closely align classroom lessons and instruction to our state testing objectives while focusing on mastery

**Intended Participants:** Teachers

**Date:** Jun 9, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** High Ability

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

### **Curriculum Mapping Conference**

**Brief Description:** State conference on Curriculum Mapping attended in June 2009

**Intended Participants:** Teachers, Administrators

**Date:** Jun 11, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** High Ability Grant

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

## **I. Focused Academic Area: School Wide SSR Reading Program**

### **Encourage our students and staff to read**

**Brief Description:** Encourage our students and staff to read

**Intended Participants:** Teachers, Students

**Date:** Sep 14, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Talk to

**Funding:** NA

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

## **O. Extended Learning Activities: After School Writing Club**

No professional development is needed for this strategy.

## **P. Teacher Mentoring Program**

## **U. Focused Student Group**

**Status:** Submitted

No professional development is needed for this strategy.

## **V. Peer Review for SIP**

# 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... Student behavior interferes with learning

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

- All Students -- Mastering the writing process portion on the ISTEP+ LA
- Special Education Males -- % passing ISTEP+ LA Writing Applications
- Special Education Students -- % passing the ISTEP+ LA

##### Strategies to Impact This Concern:

- Student behavior interfering with learning

#### We are concerned that... Students do not ask questions

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

- Special Education Students -- % passing the ISTEP+ LA
- Special Education Students -- % passing the ISTEP+ Math
- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

##### Strategies to Impact This Concern:

- School wide remediation (Grade 3, 4, 5)
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- U. Focused Student Group
- P. Teacher Mentoring Program

#### We are concerned that... Lack of Parent Communication

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

- Special Education Students -- % passing the ISTEP+ LA
- Special Education Students -- % passing the ISTEP+ Math
- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

##### Strategies to Impact This Concern:

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent - Resource Center
- N. Parent Notice - School in Improvement
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact

## **We are concerned that... Student Attendance is not important to parents**

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- T. Annual Parent Meeting

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

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

- All Students -- Mastering the reading comprehension portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA

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

- School wide Accelerated Reading Program
- School wide enrichment (Grades 3, 4, 5)
- School wide remediation (Grade 3, 4, 5)
- Writers Workshop
- B. Educator Training for Parent Involvement
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- O. Extended Learning Activities: After School Writing Club
- I. Focused Academic Area: School Wide SSR Reading Program
- U. Focused Student Group
- J. Instruction by Highly Qualified Teachers: Instruction by Highly Qualified Teachers and Paraprofessionals
- A. Parent Involvement: Parent - Resource Center
- V. Peer Review for SIP
- P. Teacher Mentoring Program

## **Required Areas of Concern**

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- Student behavior interfering with learning
- T. Annual Parent Meeting
- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent - Resource Center
- N. Parent Notice - School in Improvement
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact



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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- B. Educator Training for Parent Involvement
- I. Focused Academic Area: School Wide SSR Reading Program
- J. Instruction by Highly Qualified Teachers: Instruction by Highly Qualified Teachers and Paraprofessionals
- P. Teacher Mentoring Program

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent - Resource Center

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

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

- All Students -- Mastering the reading comprehension portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA
- Special Education Students -- % passing the ISTEP+ LA

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

- School wide enrichment (Grades 3, 4, 5)
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- J. Instruction by Highly Qualified Teachers: Instruction by Highly Qualified Teachers and Paraprofessionals

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

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

- Special Education Males -- % passing ISTEP+ LA Writing Applications
- Special Education Students -- % passing the ISTEP+ LA

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

- School wide Accelerated Reading Program
- Writers Workshop
- I. Focused Academic Area: School Wide SSR Reading Program
- U. Focused Student Group
- V. Peer Review for SIP

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- O. Extended Learning Activities: After School Writing Club
- J. Instruction by Highly Qualified Teachers: Instruction by Highly Qualified Teachers and Paraprofessionals

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

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

- All Students -- Mastering the reading comprehension portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA

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

- K. Attracting Highly Qualified Teachers

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

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

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

- All Students -- Mastering the reading comprehension portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA

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

- M. Parent Notice - Assessment Results

## **N. Parent Notice - School in Improvement (In Improvement)**

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- N. Parent Notice - School in Improvement

## **O. Extended Learning Activities (In Improvement)**

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

**Strategies to Impact This Concern:**

- School wide Accelerated Reading Program
- School wide enrichment (Grades 3, 4, 5)
- School wide remediation (Grade 3, 4, 5)
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- O. Extended Learning Activities: After School Writing Club
- A. Parent Involvement: Parent - Resource Center

**P. Teacher Mentoring Program (In Improvement)**

**Data Targets Influenced by This Concern:**

- All Students -- Mastering the reading comprehension portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA

**Strategies to Impact This Concern:**

- I. Focused Academic Area: School Wide SSR Reading Program
- P. Teacher Mentoring Program

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

**Data Targets Influenced by This Concern:**

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

**Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement
- R1. Parent Right-to-Know Letter - Qualifications

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

**Data Targets Influenced by This Concern:**

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

**Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- S. School-Parent Compact

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- T. Annual Parent Meeting

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

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- School wide remediation (Grade 3, 4, 5)
- I. Focused Academic Area: School Wide SSR Reading Program
- U. Focused Student Group
- A. Parent Involvement: Parent - Resource Center
- N. Parent Notice - School in Improvement
- V. Peer Review for SIP

## **V. Peer Review for SIP (In Improvement)**

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

- Title One / Free and Reduced Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ Math

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

- V. Peer Review for SIP
- P. Teacher Mentoring Program

## 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?	School Office, Superintendents Office and online
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	Not applicable
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity Plato Dibels Terra Nova CoGat Aimsweb
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI Expectations Assessment InSAI Curriculum Assessment InSAI Instruction Assessment InSAI Classroom Assessment Assessment InSAI Extra Help Assessment InSAI Guidance Assessment InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Title One Teacher is working with language arts and math at CES. Her schedule has been adjusted to better divide her time between LPS and CES. Expanding Rtl to better meet the needs of struggling students including math and behavior interventions. Going to school wide will expand our population that we can provide services for.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Yes. Our district has set aside 10% of the district's Title I funds to support high quality professional development focused on meeting adequate yearly progress in our school (and other schools in our district that are in improvement).

## Continuous Improvement Timeline

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

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