

School Improvement Plan - 2013-2014

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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:



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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
- Indiana Rules and Regulations
- Title I - Schoolwide
- Focus

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

- Maureen Brayton - Teacher
- Rutzel Destiny - Teacher
- Staci Knigga -
- Jamie Lorton - Teacher
- Ramzi Nuseibeh - Community
- Angela Schmarr - School Counselor
- Gretchen Schmidt - Parent/Guardian
- Dareen Seipel - Teacher
- Andrea Spaeth - Administrator

Strategy Chairs

- Maureen Brayton
- Abby Friend
- Staci Knigga
- Jamie Lorton
- Deb Molloy
- Angela Schmarr
- Dareen Seipel
- Andrea Spaeth
- Samantha Walter

Community Council

- - Parent
- Faith Brightwell - Parent
- Ed Brush - Business
- Ryan Downard - Parent
- Karla Henderson - Business
- Erin Hunter - Parent
- Christelle Middendorf - Teacher
- Scott Rahschulte - Business
- Donna Thacker - Community
- Robyn Tibbetts - 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:

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 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:

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 applications into student learning 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 this environment 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 AIMSweb assessment: 100%
- % of students who are on grade level for reading/comprehension: 100%
- % of students who show improvement on assessments(AIMSweb, Acuity, IREAD/3rd gr.: 100%
- % of students who master grade level standards: 100%

Academic Goals

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

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

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

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

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

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

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

All Students - Mastering the Literary Text portion of the ISTEP+ LA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87%	85%	92%	71	97%		100%		100%		100		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	86%	90%	76	95%		100%		100%		100		100%

Special Education Males - % passing ISTEP+ LA Writing Applications

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	48%	46%	51	51%		56%		100%		100		100%

Special Education Students - % passing the ISTEP+ LA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52%	44%	62%	42	72%		82%		100%		100		100%

Special Education Students - % passing the ISTEP+ Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
44%	40%	50%	39	55%		60%		65%		100		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	75%	82%	65	87%		92%		97%		100		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	66%	73%	60	76%		79%		82%		100		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... Lack of Parent Communication

Surveys of parents from 2009-2010 school year about communication

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

Surveys of parents from 2009-2010 school year about communication

We are concerned that... Student behavior interferes with learning

Noted by majority of staff and students Behavior Tier By Weekly Level Information

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

Surveys of students / Test Scores

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

On going Surveys of students during school year

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. 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:

Local Strategies

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.

Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit. Notice will be given in Title One Packet, school newsletter and automated school messenger phone system.

Impact Level: Low Impact

Focus: General

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

Behavior Level Tier System

Central ES staff implemented a level system in 2010-11 that uses multiple pieces of student data to provide a picture of how a student is performing behaviorally. This system will continue to be in place for the 2013-2014 school year. Class DOJO will be utilized school wide to hold students accountable for positive and negative behavior choices.

Impact Level: High Impact - Inside

Focus: General

Educator Training - Parent Involvement

In 2013-2014 teachers and staff will begin implementing recommended strategies to improve parental involvement in our school: 1. Distribute to families a list of staff contact information. 2. Change the Parent/Guardian language in all materials sent home to read "Dear CES Families". 3. Provide parents with a list of school faculty information on the school webpage and during registration. 4. Inform parents that student textbooks can be accessed online. 5. Send thank you notes on school stationery to parents who volunteer at school or chaperone field trips. 6. Provide parents with a directory of contact information for social and community service agencies on the school webpage. 7. Parents will be given via e-mail contact or a copy form of their child's weekly behavior report.

Impact Level: Low Impact

Focus: General

Extended Learning Activities- Homework Help

Central Elementary will offer after school Homework Help that allows targeted children to get homework completed with adult assistance. It is led by three teachers four times a week. The program begins at the beginning of August.

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Paraprofessionals.

Lawrenceburg Community Schools and Central Elementary School have evaluated and verified that all CES 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 an Associates degree, two years of college passed, or has successfully passed the ParaPro exam. All classified openings include in the qualifications that the applicant must be Highly Qualified.

Impact Level: High Impact - Inside

Focus: General

Instruction by Highly Qualified Teachers

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: General

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: Low Impact

Focus: General

Parent Involvement

Parents are given the opportunity to access test dates, projects and weekly spelling lists via the school webpage and newsletter. The webpage is updated by the end of each week for the following week. Links to textbooks are also given on the webpage. The school will ask for updates to email addresses each quarter.

Impact Level: High Impact - Outside

Focus: General

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. They receive benchmark assessment results in the fall, winter and spring.

Impact Level: Low Impact

Focus: General

Parent Notice - School in Improvement

All parents will receive notice that school is in improvement (if needed) at registration. This will include the specific responsibilities of the school, LEA and SEA. 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

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 - Non- Qualified Teacher" each year in July. 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 four or more consecutive weeks by a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: General

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 July. 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

School-Parent Compact

Lawrenceburg Community Schools and Central Elementary School will send all Title I parents a copy of the School/Parent Compact each year in July. The letter will be provided to all parents at student registration. The School/Parent Compact will include all components described on the IDOE School/Parent Compact Checklist. Documentation will be kept and recorded of all parents that have received the compact.

Impact Level: Low Impact

Focus: General

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

Student Transition

Parents/Guardians of all students transitioning to Central Elementary will be given a packet of Title One Information at registration. The week before the first day of student attendance, Central Elementary will have an informational meeting for all parents transitioning to Central Elementary. Parents and students will also be invited to our annual Title One meeting and will be asked to be included in Supplemental Educational Services tutoring if the student is Free/Reduced Lunch and has: 1) the needed criteria of being at risk of not passing the ISTEP+ by 2nd grade Terra Nova scores at LPS, 2) Non passing ISTEP+ scores in LA and/or Math in grades 3/4, or 3) out of district/state Title One students who are identified by teachers as being at risk. Central Elementary will continue to work with Lawrenceburg Primary School to notify the community about kindergarten round up, kindergarten screening opportunities, and visits to LPS. Incoming third grade are given the opportunity to participate in a summer reading program at CES.

Impact Level: High Impact - Outside

Focus: General

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 reflection forms submitted to Mrs. Friend 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: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development

This strategy was selected for inclusion in the School Improvement Plan after all teachers and the Community Council participated in discussions about students' need for academic rigor to prepare them for a global economy. Force field data was also reviewed to help identify strengths and weaknesses in our school's curriculum rigor. CES completed curriculum mapping in the four core subject areas. The next step will be for teachers to review the maps vertically and horizontally identifying gaps and repetitions. Teachers will use the maps to ensure coverage of the common core standards. Our school monitors three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data helps us determine the degree to which the adults change their practices; 2) Force field data will help us determine the degree to which student needs have 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 needed

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: CES Attendance

Attendance will be monitored on a daily basis in the office by the secretaries along with the school administration. An automated phone call is given daily if a parent does not contact the school about the absence. In order to keep parent(s), guardian(s) informed as to their child's absences, the school will notify them upon the sixth (6th) absence from school during the school year. This will be done by an automated/personal phone call, home visit, or letter and may be documented in the child's attendance file. If a student accumulates a total of twelve (12) unexcused absences, a referral may be made to the Juvenile Probation Department. Severe cases of poor attendance will be prosecuted under Indiana's compulsory school attendance laws.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Reading

Students are given three benchmark assessments for reading fluency and comprehension through Aimsweb in the fall, winter and spring as a universal screening (early identification), general education progress monitoring, and state accountability. It is used to monitor at-risk students, who score lower than grade level expectations. This is done monthly to evaluate effectiveness of instructional changes. Progress monitoring is done weekly or bi-weekly for students who need more intensive instructional services and have individualized annual goals. Students are also given daily access to Learning A-Z and Read Live during our built-in remediation/enrichment time. This is used for students in Tier 2 and Tier 3 in response to instruction. Learning A-Z is easy-to-use, on-line teacher resources for covering all skills necessary for effective reading instruction. Books and resources are correlated to state standards. Resources include reading lessons, decodable books, reader assessments, leveled readers, fluency passages, phonics, phonemic awareness and vocabulary books and activities. Read Live is a comprehensive set of research-based programs that assess reading and engages students with a curriculum that supports fluency, vocabulary, comprehension and phonics. Teachers can differentiate instruction to meet the needs of a wide range of students. Read Live will be used at Central Elementary School for students in Tier 2 and Tier 3. There are also teachers trained in Orton-Gillingham Multi-Sensory Approach to teaching reading. 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. 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. Staff received professional development on the implementation of their newly adopted reading program, Journeys. Staff will continue to evaluate and review their implementation of the program. They will share ideas with each other as well.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free/Reduced Lunch and Special Education Male Students

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Free-reduced lunch and special ed male students will be invited to participate in a mentoring program through a school based Big Brother/Big Sister program. The student is matched with an adult or high school student. They meet once a week for an hour. The mentoring program offers activities to promote positive self-esteem, character education, and positive male role models. 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 the first nine weeks of the 2011-12 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 three school years (08-09, 09-10, 10-11) 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

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

Educator Training - Parent Involvement

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100%	100%		100%	

Extended Learning Activities- Homework Help

% of students completing homework assignments through the assistance of homework help

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
90%	100%		100%	

Teacher Mentoring Program

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development

% of teachers who complete Vertical and horizontal articulation/alignment as determined through Collaboration Meetings and Curriculum Map Revisions

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

I. Focused Academic Area: Reading

Teachers implementing the new reading series with fidelity.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

To-Do List

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

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

Behavior Level Tier System

Aug 1, 2013: Percent of staff consistently following through with Class Dojo for students **Person:** Staci Knigga

Aug 1, 2013: Percent of students following school wide rules **Person:** Staci Knigga

Aug 1, 2013: Staff members will teach expectations for all students at the beginning of the school year and the beginning of second semester **Person:** Staci Knigga

Aug 1, 2013: Staff Training in Class DoJo **Person:** Staci Knigga

Educator Training - Parent Involvement

Apr 1, 2013: Collect baseline data: % of teachers who have at least one conversation with parent(s) of each student in the classroom. **Person:** Dareen Seipel

Dec 15, 2013: Collect fall data: % of teachers who have at least one conversation with parent(s) of each student in the classroom. **Person:** Dareen Seipel

May 15, 2014: Collect spring data: % of teachers who have at least one conversation with parent(s) of each student in the classroom. **Person:** Dareen Seipel

Encourage Rigorous Curriculum

Apr 1, 2013: Collect baseline data: % of teachers who complete Vertical and horizontal articulation/alignment as determined through Collaboration Meetings and Curriculum Map Revisions **Person:** Carol Wintin

Aug 1, 2013: Collaboration meetings among staff **Person:** Andrea Spaeth

Aug 1, 2013: Curriculum Mapping and Data Triangulation **Person:** Andrea Spaeth

Sep 1, 2013: Collaboration meetings among staff **Person:** Andrea Spaeth

Oct 1, 2013: Collaboration meetings among staff **Person:** Andrea Spaeth

Nov 1, 2013: Collaboration meetings among staff **Person:** Andrea Spaeth

Dec 1, 2013: Collaboration meetings among staff **Person:** Andrea Spaeth

Dec 15, 2013: Collect fall data: % of teachers who complete Vertical and horizontal articulation/alignment as determined through Collaboration Meetings and Curriculum Map Revisions **Person:** Carol Wintin

Jan 1, 2014: Collaboration meetings among staff **Person:** Andrea Spaeth

Feb 1, 2014: Collaboration meetings among staff **Person:** Andrea Spaeth

Mar 1, 2014: Collaboration meetings among staff **Person:** Andrea Spaeth

Apr 1, 2014: Collaboration meetings among staff **Person:** Andrea Spaeth

May 1, 2014: Collaboration meetings among staff **Person:** Andrea Spaeth

May 15, 2014: Collect spring data: % of teachers who complete Vertical and horizontal articulation/alignment as determined through Collaboration Meetings and Curriculum Map Revisions **Person:** Carol Wintin

Extended Learning Activities- Homework Help

Aug 14, 2013: Collect fall data: % of students completing homework assignments through the assistance of homework help **Person:** Angie Schmarr

May 14, 2014: Collect spring data: % of students completing homework assignments through the assistance of homework help **Person:** Angie Schmarr

Focused Academic Area

Apr 1, 2013: Collect baseline data: Teachers implementing the new reading series with fidelity. **Person:** Jamie Lorton

Aug 1, 2013: Collaboration between staff members **Person:** Andrea Spaeth

Aug 1, 2013: Collaboration Meetings **Person:** Andrea Spaeth

Oct 3, 2013: Collaboration between staff members **Person:** Andrea Spaeth

Dec 5, 2013: Collaboration between staff members **Person:** Andrea Spaeth

Dec 15, 2013: Collect fall data: Teachers implementing the new reading series with fidelity. **Person:** Jamie Lorton

Feb 6, 2014: Collaboration between staff members **Person:** Andrea Spaeth

Apr 10, 2014: Collaboration between staff members **Person:** Andrea Spaeth

May 15, 2014: Collect spring data: Teachers implementing the new reading series with fidelity. **Person:** Jamie Lorton

Focused Student Group

Sep 1, 2013: % of free and reduced and special ed males matched with a mentor **Person:** Angie Schmarr

Sep 1, 2013: % of free and reduced lunch and special ed males paired with a male highschool athlete to read with at school

Person: Staci Knigga

Parent Involvement

Aug 1, 2013: % of parents providing updated email addresses **Person:** Andrea Spaeth

Student Transition

Jul 24, 2013: % of students and parents attending transition night at CES **Person:** Andrea Spaeth

Teacher Mentoring Program

Dec 15, 2013: Collect fall data: % of teachers who cite that they have tried a new strategy each nine weeks **Person:** Abby Friend

May 15, 2014: Collect spring data: % of teachers who cite that they have tried a new strategy each nine weeks **Person:** Abby Friend

Professional Development Summary

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

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

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

Behavior Level Tier System

Staff Training in Class DoJo

Brief Description: Staff will utilize their IPADs to set up Class DoJo and practice implementation

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 1, 2013

Activity Purpose: Information

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Local

Does this activity occur during the school day? No

Educator Training - Parent Involvement

No professional development is needed for this strategy.

Extended Learning Activities- Homework Help

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

Teacher Mentoring Program

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development

No professional development is needed for this strategy.

I. Focused Academic Area: Reading

Collaboration Meetings

Brief Description: Teachers will collaborate with each other and the administrative team to implement Journeys reading series with fidelity.

Intended Participants: Teachers, Administrators

Date: Aug 1, 2013

Activity Purpose: Skill Building

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

Funding: Local

Does this activity occur during the school day? No

U. Focused Student Group: Free/Reduced Lunch and Special Education Male Students

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... 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:

- Annual Parent Meeting
- Educator Training - Parent Involvement
- Parent Information Resource Center Website
- Parent Involvement
- Parent Notice - Assessment Results
- Parent Notice - School in Improvement
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- School-Parent Compact
- School-Parent Involvement Policy
- Student Transition

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:

- Student Transition
- G. Attendance: CES Attendance

We are concerned that... Student behavior interferes with learning

Data Targets Influenced by This Concern:

- All Students -- Mastering the Literary Text portion of the ISTEP+ LA
- 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:

- Behavior Level Tier System

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

Data Targets Influenced by This Concern:

- All Students -- Mastering the Literary Text portion of the ISTEP+ LA
- All Students -- Mastering the writing process portion on the ISTEP+ LA

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Extended Learning Activities- Homework Help
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers
- Teacher Mentoring Program
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- I. Focused Academic Area: Reading
- U. Focused Student Group: Free/Reduced Lunch and Special Education Male Students

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:

- Teacher Mentoring Program
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development
- U. Focused Student Group: Free/Reduced Lunch and Special Education Male Students

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students -- Mastering the Literary Text portion of the ISTEP+ LA
- 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
- 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:

- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers
- Parent Notice - Assessment Results
- F. Encourage Rigorous Curriculum: Curriculum Mapping Professional Development

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Mastering the Literary Text portion of the ISTEP+ LA
- 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
- 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:

- G. Attendance: CES Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students -- Mastering the Literary Text portion of the ISTEP+ LA
- Special Education Males -- % passing ISTEP+ LA Writing Applications
- Special Education Students -- % passing the ISTEP+ LA
- Title One / Free and Reduced Students -- % passing the ISTEP+ LA

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading

U. Focused Student Group (IN Rules, 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:

- Extended Learning Activities- Homework Help
- U. Focused Student Group: Free/Reduced Lunch and Special Education Male Students

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?	Superintendent's Office/CES Office/Website/Board Minutes
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	Not Applicable
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity IREAD 3 Terra Nova CoGat Aimsweb
E. 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 InSAI Extra Help Assessment InSAI Guidance Assessment InSAI Environment Assessment RISE Observations
F. 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 LA/Math at CES. There will be a special education teacher at each grade level to help service the students. Expanding RTI 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.

Continuous Improvement Timeline

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

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