

School Improvement Plan - 2010-2011

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Timothy L Johnson Academy (1539)

Timothy L Johnson Academy

Fort Wayne, 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

Timothy L Johnson Academy

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

- Gary Arrington - Teacher
- Carrie Drudge - Teacher
- LaJayia Frazier - Parent/Guardian
- Lindsey Kelley - School Counselor
- Rev. Mike Nickelson - Community Representative (Pastoral)
- Tameika Riley - Parent/Guardian
- Kelly Updike - Community Representative (Business)

Strategy Chairs

- Laurie Coburn
- Deb Dautz
- Carrie Drudge
- Tametris Marsh
- Kimberly Orrison
- Tobey Otto
- Chajua Peterson
- Traci Smith
- Jasmine Youngblutt

Community Council

- Missy Chapman - Parent
- Anita Dortch - Community
- Rev. Vernon Graham - Community/Agency Representative
- Christina Hogue - Parent
- Adrienne Hoyer - Parent
- John Mason - Parent
- Sandy Payton - Community - Youth Service
- David Ridderheim - Parent
- Ray Russell - Business

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 all students deserve an organized, structured, loving, nurturing, and safe environment to grow in. We believe that every child deserves to feel smart, special, safe, and cared for. We believe that all students deserve to learn in a fun, culturally rich classroom environment.
- We believe all students deserve to learn from interesting material. We believe that every child deserves physical activity, including a playground, to activate their brains. We believe that all children deserve to learn what is expected from him or her. We believe that every child deserves an education that meets them where they are and then helps them meet their potential.
- We believe that all students deserve to have teachers who are caring, affectionate, have high standards for their students, and who believe in their abilities. We believe that every child deserves a teacher who has a desire to teach and does whatever it takes for students to succeed, including extra help. We believe that all students deserve a unified and supportive staff. We believe that every child deserves the opportunity for his or her parents and teachers to meet.
- We believe students deserve the best, high quality education to prepare them for middle and high school, including challenging and college prep courses. We believe that all students deserve a chance to go to college. We believe that all students deserve the same opportunities as his or her classmates and to achieve at high levels. We believe that all students deserve an education in life beyond the four walls of the school building and to gain real life experiences.
- We believe that all students deserve a chance to be heard, understood, and respected by all adults. We believe that all students deserve a chance to be known, to be seen as an individual, and the opportunity to succeed, and then a second and third chance if necessary. We believe that every child deserves to believe in themselves and have the chance to be a leader. We believe that all students deserve to hear how great they are and how great they are doing. We believe that all students deserve to fail with grace. We believe that all students deserve the chance to wish and dream.
- We believe that every child deserves to be treated fairly with trust and honesty. We believe that all children deserve to be welcomed, just as they are. We believe that all students deserve consistency, structure, and discipline within the school and their classroom. We believe that all students deserve to take ownership of their classroom.
- We believe that all students deserve to have school supplies, a way to get to school, uniform clothes, and three hot meals daily. We believe that all students deserve a house with their own space. We believe that all students deserve only to be responsible for themselves. We believe that all students deserve support from their teachers, parents, and the community. We believe that all students deserve peace and quiet.

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

All teachers, parents, and community members support the students and the school. They are approachable and a part of the students' lives on a daily basis. Teachers show a love for children and support their successes and comfort their failures. They are knowledgeable in all subjects and match their teaching style to the learning styles in their classroom. They teach students how to problem solve and how to think, not what to think. Teachers reach all students through organized lessons utilizing the multiple intelligences. Teachers are professional in their speech, dress, and manner. Teachers are organized, prepared, and on time. They have well developed interactive lesson plans and are eager to teach every class. They teach for the success of their students, not for personal gain or glory. Across grades and grade levels, teachers have consistent standards and expectations for students. Teachers treat their students as high achieving scholars. Teachers care for their students and make home visits to all families. Parents support the teacher's efforts and actions. They open the lines of communication and invite teachers into their homes.

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

All students see themselves as scholars and are eager and willing to learn. They come to school in school supplied uniforms with logos that promote unity and togetherness. They are part of a class of no more than 15 students, all of whom are striving to be successful in challenging college prep classes. When they enter the building, students check their personal and home problems at the door so that they can concentrate on learning. Students are knowledgeable and share that knowledge with others. They are prepared and awake with appropriate behavior for the activity. Students willingly participate and cooperate with others in group activities. The students show respect and kindness to their peers, parents, teachers, and community members.

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

- % of students who master 3rd grade ISTEP+: 100%
- % of students who master 4th grade ISTEP+: 100%
- % of students who master 5th grade ISTEP+: 100%
- % of students who are at math grade level using NWEA: 100%
- % of students who are at reading grade level using NWEA: 100%
- % of students who are at language usage grade level using NWEA: 100%
- % of students who meet or exceed math NWEA goals: 100%
- % of students who meet or exceed language usage NWEA goals: 100%
- % of students who meet or exceed reading NWEA goals: 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 - passing the math portion of ISTEP+

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	
	27%	40%	47%	55%	49%	65%		70%		75%		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

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	
55%	33%	65%	47%	55%		60%		70%		75%		100%

Boys in grades 3-5 - passing ISTEP+

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	
50%	13%	60%	29%	40%	47%	50%		60%		65%		100%

Free and reduced lunch students - passing the math portion of ISTEP+

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	
	28%	40%	49%	55%	49%	65%		75%		80%		100%

Special Education students in grades 3-5 - passing the language arts portion of ISTEP+

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	
38%	12%	50%	18%	25%	21%	35%		50%		55%		100%

Students in 2nd-5th grades - meeting or exceeding their NWEA reading goal from Fall to Spring

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	
	44%	55%	61%	60%	60%	70%		75%		80%		100%

Students in grades 3-5 - passing the writing process portion on the ISTEP+

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	
50%	22%	60%	53%	65%	57%	70%		75%		80%		100%

Students in grades K-2 - reaching benchmark level on DIBELS testing

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	31%	45%	28%	55%	32%	60%		65%		70%		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

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

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

Timely Additional Assistance

Teachers and instructional staff will be made familiar with the web-based Study Island computer program. Study Island helps students develop fluency in critical reasoning, conceptual understanding, and problem-solving skills through a highly individualized prescriptive, sequenced, step-by-step instructional program. Minority students in grades 2-7 will receive small group classroom instruction utilizing the Study Island program. After students are familiar with the program, parents will be invited to take a tutorial session with the staff member in charge. Once parents and students have been trained, students will be encouraged to access Study Island from home.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

A. Parent Involvement

Teachers, support staff, and administrators will work together to plan after-school activities to occur monthly that target parental involvement and parent education. Topics to be included in activity nights are: Literacy Night, Preparing for ISTEP+, Helping with Homework, TV/Video Games, Problem-Solving Skills, and Science Experiments. In addition, we will hold conference day raffles to encourage parent participation. Parents will have a voice on school curriculum, policies, procedures, and environment through two parent surveys, given by The Leona Group and Ball State. The Ball State survey is given during winter conferences and the Leona survey is given out during spring conferences. Information taken from the surveys is compiled and returned to the school during the summer months. Administrators, teachers, and staff are shown the results and they are discussed at a staff meeting.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

TLJA teachers will attend a mini-workshop in August to understand expectations and the required components of parent nights. The workshop will provide teachers with a written copy of the outlined expectations, as well as the components of parent night, including responsibilities regarding the parent education component. Teachers will also attend an informative session on talking with parents at parent teacher conferences. A staff member skilled at speaking with parents regarding sensitive issues will give pointers to all teachers.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

During the spring, TLJA Administrators and Kindergarten staff will attend parent nights or events at local day cares and preschools. Folders will be provided to parents in attendance and extras will be left with the schools that contain information regarding Kindergarten at TLJA, activities and games parents can do with their child to get them ready for Kindergarten, and information on the development of children.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

The school will provide each parent with the website for Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org at registration.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum

To encourage rigorous curriculum each teacher will set goals at the beginning of the year based on a time line to implement best practice literacy components. Teachers will use Indiana Academic Standards as their curriculum within the formats of Readers' and Writers' workshops. Teachers will also be observed by the administration using a checklist to identify components of the literacy practices that are in use. Teachers will receive training through C.L.A.S.S., a comprehensive curriculum model that provides a philosophy of teaching and learning, Indiana Academic Standards based curriculum development, and research-based teaching strategies based upon the constructs of brain-based learning, at the beginning of the year as well as throughout the school year.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: 6+1 Trait Writing

Teachers and instructional staff will be given additional support in the 6+1 Trait Writing program throughout the school year during curriculum meetings and professional development days. Teachers and staff will implement the 6+1 Trait Writing strategies by incorporating them into their daily writing block. All students will be given a writing prompt once a quarter and teachers will evaluate the assignment with students using the writing rubric. The students will maintain writing portfolios documenting their work. They will meet with teachers on a regular basis to evaluate their progress toward their goals.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: C.L.A.S.S. Literacy Training

Teachers and instructional staff will participate in two professional development days with a C.L.A.S.S. certified trainer, one day the week before school and another day later in the year. They will also be provided with two - four coaching days with the trainer embedded in the year to review and refine their literacy instruction skills. C.L.A.S.S., Connecting Learning Assures Successful Students, is a comprehensive curriculum model and philosophy founded by Barbara Pedersen. The C.L.A.S.S. Model provides a philosophy of teaching and learning, standard-based curriculum development, and research-based teaching strategies based upon the constructs of brain-based learning. TLJA will be focusing on the literacy portion of C.L.A.S.S. training this year. Teachers will be provided with a checklist of strategies to use throughout the school year. They will also turn in a Engaged Learning form indicating their Morning Message, Community Circle, and Hall Greeting topics as well as their agenda and behavior focus for the week.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

Teachers will only be hired by the school as contract teachers if they have a current educators license and have passed the PRAXIS teacher test. Teachers will be encouraged to pursue higher education. Teachers whose licenses are in need of renewal within the next 18 months will be notified by the Office Manager who will also provide information on how to renew license. Timothy L. Johnson Academy, The Leona Group, LLC, and Ball State will maintain a list of all teachers in our building that hold a valid teaching license and have passed the Praxis or another qualifying measure for demonstrating subject area knowledge.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

An administrator, along with a representative of The Leona Group, will attend Teacher Fairs put on by colleges and universities. Salaries and benefits will remain comparable to, if not better than, surrounding school districts. Teachers will be given bonuses in relation to their productivity and effort within the school setting.

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition: Kindergarten Summer School

TLJA will provide a half day, three days a week, summer school program for students entering Kindergarten. It will acclimate students to academics, expectations, and procedures of the Kindergarten program. The program will be run by Kindergarten teachers in conjunction with the regular summer school program.

Impact Level: High Impact - Outside

Focus: General

M. Parent Notice - Assessment Results

Parents will be given assessment results at each of the three parent/teacher conferences as described in the Parent Involvement strategy. Teachers will complete a form indicating all of the assessments each child has taken (Wireless Generation: DIBELS, TRC, Math, NWEA, ISTEP+, and Acuity) and the scores received since the previous conference.

Impact Level: High Impact - Outside

Focus: General

N. Parent Notice - School in Improvement

The school leader will write a letter to parents indicating at what level of improvement our school is currently, an explanations of what the level means, how the school compares to other schools served by Ball State University in terms of academic achievement of students, reasons for the school being identified for improvement, an explanation of how parents can be involved in addressing the school's academic issues, and an explanation of the parent's option to transfer their child to another school. In September, the Office Manager will oversee the copying and mailing of the letter to parents.

Impact Level: Low Impact

Focus: General

O. Extended Learning Activities: Before and After School Program

Enrichment programs will be offered before and after school to supplement the activities taking place in the classroom. Students will be invited to participate based on teacher recommendations and parental consent. The instruction will utilize the classroom teacher's plans and activities and will be given by teachers and/or highly qualified instructional assistants. In addition, students identified by teacher recommendation through observance of classroom performance and tracking of test scores (ISTEP+, NWEA, and DIBELS) will be pulled out for intensive small group work.

Impact Level: High Impact - Outside

Focus: Specific

P. Teacher Mentoring Program

Timothy L. Johnson Academy will continue to encourage all staff members to teach strategies used, classroom organization, behavior management, and other insights during curriculum meetings and professional development days so all staff members may benefit. Staff members will also create their own professional development goals in collaboration with the instructional coach. The professional development goals will create and develop individual skills for improving staff morale and productivity. In addition, new staff members will be assigned to a returning staff member and given continual support with daily activities and school operations from the assigned staff member.

Impact Level: High Impact - Inside

Focus: General

Q. School-Parent Involvement Policy

Over the summer, school personnel, board members, and parents will review our current Parent-Involvement Policy, which includes information regarding the annual Title I meeting, an invitation to parents to plan and review school policies and programs, and information regarding curriculum, assessments, proficiency levels, opportunities for helping their child, and any other areas as required by the DOE checklist. There will be discussion over any possible changes wanted or needed. The Office Manager will type policy with any approved changes and include with each students registration packet. Parents will be asked to sign that they have received the policy.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The school leader will write a letter to parents indicating that all schools receiving Title I funds are to inform parents that they have the right to ask the qualifications of their child's teachers and para-professionals. The letter will state that the law requires teachers and para-professionals to be highly qualified and then give a definition of "highly qualified." It will include the professional qualifications that can be requested by parents: information that the teacher has met state qualifications and licensing criteria, whether the teacher is teaching with an emergency permit, the teacher's degree major, graduate certification and field of discipline, and whether their child is served by paraprofessionals and their qualifications. In July, the Office Manager will oversee the copying of the letter to parents and add to the registration packet given to parents the week of August 3rd.

Impact Level: Low Impact

Focus: General

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

In the event that a teacher is not highly-qualified, s/he would be hired as an Associate Teacher and work in close tandem with a highly-qualified teacher. The non-highly-qualified teacher will be encouraged to become highly qualified and the Office Manager and Curriculum Coach will provide information and support to complete the qualifications.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Our School-Parent Compact created by the school board, staff, and parents, will be in each student's registration packet. The School-Parent Compact will include the roles and responsibilities of staff, students, and parent at TLJA and how they will work together to support student learning and achievement of high academic standards and all components described on the DOE School-Parent Compact Checklist. Parents will be required to sign it at the time of registering their child at TLJA.

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

Our Annual Title I Parent Meeting will be held in conjunction with our Back-to-School Night in September as indicated in our Parent Involvement strategy. Parents will be notified of the meeting in August to allow enough planning time to be able to attend. Information regarding the Title I program and services offered will be presented by school administrators. Documentation, including invitation, agenda, and parent sign-in will be kept on file. For parents not able to attend the meeting during the evening, an alternate time during the school day will be offered. The invitation, agenda, and sign-in will for this meeting will also be kept on file.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Math Enrichment for Boys

Students (with a special focus on the boys) in grades 3-7 will receive focused math enrichment. Parents will attend quarterly math standards workshops put on by the 3rd-7th grade teachers. Parents will be invited to be a "Math Student for a Day" during math class. Parents and students will be encouraged to use Study Island at home for math enrichment.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

The School Leader will choose a school review team and have it approved by Ball State in May. After approval of the team, the curriculum coach will make sure the SIP is copied and sent for review. After review, the team will review comments and make appropriate revisions.

Impact Level: Low Impact

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.

Required Strategies

A. Parent Involvement

% of parents answering positively on parent survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
79%	100%		100%	

% of parents/families attending planned activities

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
95%	100%		100%	

% of parents attending parent/teacher conferences

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
99%	100%		100%	

F. Encourage Rigorous Curriculum

% of teachers with a mastery score (80%) on a checklist based on EEP's and lesson plans

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
83%	100%		100%	

% of teachers answering positively on a staff survey

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

I. Focused Academic Area: C.L.A.S.S. Literacy Training

% of lesson plans using the C.L.A.S.S. Literacy format

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
92%	100%		100%	

O. Extended Learning Activities: Before and After School Program

the % of teachers with positive responses to the statement that all students can pass hard classes on survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
91%	100%		100%	

% of students that agree that extra help is provided at TLJA based on survey responses

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
88%	100%		100%	

P. Teacher Mentoring Program

% of returning staff with confidence in their teaching and classroom management skills

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
83%	100%		100%	

% of teachers with positive comments on peer coaching survey

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

% of teachers reaching professional development goals

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
83%	100%		100%	

U. Focused Student Group: Math Enrichment for Boys

% of parents indicating confidence in the child's math abilities

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%	90%		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.

Early Childhood Transition

Apr 30, 2010: Look at funding for summer school **Person:** Steve Bollier

May 15, 2010: Send summer program info and enrollment flyer to incoming students **Person:** Pam Shultz

May 20, 2010: Set summer schedule **Person:** Carrie Drudge

Jun 1, 2010: Design program **Person:** Traci Smith

Jul 8, 2010: Give incoming students WG assessment **Person:** Traci Smith

Sep 15, 2010: Give all K students WG assessments **Person:** Traci Smith

Sep 30, 2010: Compare scores of students in summer program with those not in summer program **Person:** Carrie Drudge

Feb 1, 2011: Give all K students WG assessments **Person:** Traci Smith

Feb 15, 2011: Compare scores of students in summer program with those not in summer program **Person:** Carrie Drudge

May 28, 2011: Give all K students WG assessments **Person:** Traci Smith

Jun 10, 2011: Compare scores of students in summer program with those not in summer program **Person:** Carrie Drudge

Educator Training for Parent Involvement

Aug , 2010: Informative session on parent teacher conferences for all teachers **Person:** Carrie Drudge

Aug , 2010: Mini Workshop for all teachers **Person:** Carrie Drudge

Encourage Rigorous Curriculum

Jul , 2010: Create survey of required curriculum formats (readers and writers workshops, guided reading, and 6+1 Traits) **Person:** Chajua Peterson

Aug , 2010: Create monthly spreadsheet for goals based on survey data. **Person:** Carrie Drudge

Aug 10, 2010: Administer Survey **Person:** Tametris Marsh

Aug 15, 2010: Compile data **Person:** Tametris Marsh

Aug 15, 2010: Teachers set goals to meet expectations on calendar **Person:** Carrie Drudge

Aug 20, 2010: Review Data **Person:** Traci Smith

Oct , 2010: Teachers will bring evidence of implementation to professional development days and review together **Person:** Carrie Drudge

Nov 30, 2010: Collect fall data: % of teachers answering positively on a staff survey **Person:** Tametris Marsh

Nov 30, 2010: Collect fall data: % of teachers with a mastery score (80%) on a checklist based on EEP's and lesson plans **Person:** Carrie Drudge

Jan , 2011: Teachers will bring evidence of implementation to professional development days and review together **Person:** Carrie Drudge

Jan 10, 2011: Administer Survey **Person:** Tametris Marsh

Jan 15, 2011: Compile data **Person:** Tametris Marsh

Jan 20, 2011: Review Data **Person:** Traci Smith

Mar , 2011: Teachers will bring evidence of implementation to professional development days and review together. **Person:** Carrie Drudge

May 10, 2011: Administer Survey **Person:** Tametris Marsh

May 15, 2011: Compile Data **Person:** Tametris Marsh

May 20, 2011: Review with staff **Person:** Traci Smith

Jun 30, 2011: Collect spring data: % of teachers answering positively on a staff survey **Person:** Tametris Marsh

Jun 30, 2011: Collect spring data: % of teachers with a mastery score (80%) on a checklist based on EEP's and lesson plans **Person:** Carrie Drudge

Extended Learning Activities

Sep 15, 2010: Create pull-out groups based on levels and needs **Person:** Carrie Drudge
Sep 30, 2010: Design tutoring program with tutors. **Person:** Carrie Drudge
Sep 30, 2010: Determine which students will be offered tutoring before and after school **Person:** Carrie Drudge
Sep 30, 2010: Keep accurate records of student results and report to curriculum coach and teachers on a bi-weekly basis **Person:** Lead tutor
Nov 17, 2010: Create pull-out groups based on levels and needs **Person:** Carrie Drudge
Nov 30, 2010: Collect fall data: % of students that agree that extra help is provided at TLJA based on survey responses **Person:** Laurie Coburn
Nov 30, 2010: Collect fall data: the % of teachers with positive responses to the statement that all students can pass hard classes on survey **Person:** Laurie Coburn
Jan 19, 2011: Create pull-out groups based on levels and needs **Person:** Carrie Drudge
Mar 23, 2011: Create pull-out groups based on levels and needs **Person:** Carrie Drudge
May 25, 2011: Create pull-out groups based on levels and needs **Person:** Carrie Drudge
Jun 30, 2011: Collect spring data: % of students that agree that extra help is provided at TLJA based on survey responses **Person:** Laurie Coburn
Jun 30, 2011: Collect spring data: the % of teachers with positive responses to the statement that all students can pass hard classes on survey **Person:** Laurie Coburn

Focused Academic Area

Apr 1, 2010: Collect baseline data: **Person:** Deb Dautz
Jun , 2010: Secure a C.L.A.S.S. coach for follow-up coaching days **Person:** Carrie Drudge
Jun , 2010: Secure a certified C.L.A.S.S. coach for PD days **Person:** Carrie Drudge
Jul , 2010: Put C.L.A.S.S. on the PD agenda for the 2010-2011 school year **Person:** Carrie Drudge
Aug , 2010: 6+1 Trait observations **Person:** Carrie Drudge
Aug , 2010: A CLASS coach will come to the school for two workshops **Person:** Carrie Drudge
Aug 10, 2010: Create a C.L.A.S.S. check sheet of ideas that can be used in the classroom **Person:** Chajua Peterson
Aug 10, 2010: Teachers implement trait writing in lesson plans and classroom **Person:** Carrie Drudge
Aug 10, 2010: Walk through and discuss design of model C.L.A.S.S. classroom **Person:** All Teachers/Chajua Peterson
Aug 15, 2010: Assign traits presentation to professional development day **Person:** Carrie Drudge
Aug 25, 2010: Check and document trait writing implementation in weekly lesson plans **Person:** Carrie Drudge
Aug 31, 2010: Create quarterly writing prompts for students in grades 2-7 **Person:** Deb Dautz
Sep , 2010: A CLASS coach will come to the school for four follow-up coaching days to help staff. **Person:** Carrie Drudge
Sep , 2010: Contact C.L.A.S.S. coach with concerns/areas to be addressed during coaching days. **Person:** Deb Dautz
Sep , 2010: Create a schedule for teachers and secure coverage for coaching days. **Person:** Deb Dautz
Sep 5, 2010: Distribute prompts and rubrics to teachers **Person:** Deb Dautz
Sep 5, 2010: Writing sample comparisons **Person:** Carrie Drudge
Sep 15, 2010: Administer Prompts **Person:** All Teachers
Sep 22, 2010: Review prompts and rubrics at curriculum meeting **Person:** Carrie Drudge
Oct 5, 2010: Writing sample comparisons **Person:** Carrie Drudge
Oct 25, 2010: A writing piece using trait writing will be added to students portfolio **Person:** Carrie Drudge
Nov 5, 2010: Writing sample comparisons **Person:** Carrie Drudge
Nov 7, 2010: Distribute prompts and rubrics to teachers **Person:** Deb Dautz
Nov 17, 2010: Administer Prompts **Person:** All Teachers
Nov 24, 2010: Review prompts and rubrics at curriculum meeting **Person:** Carrie Drudge
Nov 30, 2010: Collect fall data: % of lesson plans using the C.L.A.S.S. Literacy format **Person:** Carrie Drudge
Dec 5, 2010: Writing sample comparisons **Person:** Carrie Drudge
Jan 5, 2011: Writing sample comparisons **Person:** Carrie Drudge
Jan 9, 2011: Distribute prompts and rubrics to teachers **Person:** Deb Dautz
Jan 19, 2011: Administer Prompts **Person:** All Teachers
Jan 26, 2011: Review prompts and rubrics at curriculum meeting **Person:** Carrie Drudge
Feb 5, 2011: Writing sample comparisons **Person:** Carrie Drudge
Mar 5, 2011: Writing sample comparisons **Person:** Carrie Drudge
Mar 13, 2011: Distribute prompts and rubrics to teachers **Person:** Deb Dautz
Mar 23, 2011: Administer Prompts **Person:** All Teachers
Mar 30, 2011: Review prompts and rubrics at curriculum meeting **Person:** Carrie Drudge
Apr 5, 2011: Writing sample comparisons **Person:** Carrie Drudge

May 5, 2011: Writing sample comparisons **Person:** Carrie Drudge
May 15, 2011: Distribute prompts and rubrics to teachers **Person:** Deb Dautz
May 25, 2011: Administer Prompts **Person:** All Teachers
Jun 30, 2011: Collect spring data: % of lesson plans using the C.L.A.S.S. Literacy format **Person:** Carrie Drudge

Focused Student Group

Aug 15, 2010: Copy new unit information with explanation and examples and send home for use as examples and information for students **Person:** Classroom Teacher/Terri Payne
Aug 15, 2010: Set dates for math standards workshops **Person:** Tametris Marsh
Sep 10, 2010: Send invitations for math quarterly workshops **Person:** Tametris Marsh
Sep 10, 2010: Set up Study Island tasks for classroom **Person:** Classroom Teachers/Kimberly Orrison
Sep 15, 2010: Present quarterly standards at workshops **Person:** Classroom Teachers/Tametris Marsh
Sep 15, 2010: Provide child care and/or activity **Person:** Kimberly Orrison
Sep 15, 2010: Provide food and drink for math standards workshops **Person:** Traci Smith
Sep 15, 2010: Send invitations home **Person:** Classroom Teachers/ Traci Smith
Sep 15, 2010: Set up dates to offer parents the chance to be "Math Student for the Day" **Person:** Classroom Teacher/Traci Smith
Sep 20, 2010: Schedule parents and turn schedule in to Traci Smith **Person:** Classroom Teacher/Traci Smith
Sep 30, 2010: Provide parents with log on information **Person:** Classroom Teachers/Kimberly Orrison
Sep 30, 2010: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Oct 17, 2010: Set dates for math standards workshops **Person:** Tametris Marsh
Nov 4, 2010: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Nov 12, 2010: Send invitations for math quarterly workshops **Person:** Tametris Marsh
Nov 17, 2010: Present quarterly standards at workshops **Person:** Classroom Teachers/Tametris Marsh
Nov 17, 2010: Send invitations home **Person:** Classroom Teachers/ Traci Smith
Nov 22, 2010: Schedule parents and turn schedule in to Traci Smith **Person:** Classroom Teacher/Traci Smith
Nov 30, 2010: Collect fall data: % of parents indicating confidence in the child's math abilities **Person:** Classroom Teachers/report to Marsh
Dec 2, 2010: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Dec 19, 2010: Set dates for math standards workshops **Person:** Tametris Marsh
Dec 30, 2010: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Jan 14, 2011: Send invitations for math quarterly workshops **Person:** Tametris Marsh
Jan 19, 2011: Present quarterly standards at workshops **Person:** Classroom Teachers/Tametris Marsh
Jan 19, 2011: Send invitations home **Person:** Classroom Teachers/ Traci Smith
Jan 19, 2011: Set up dates to offer parents the chance to be "Math Student for the Day" **Person:** Classroom Teacher/Traci Smith
Jan 24, 2011: Schedule parents and turn schedule in to Traci Smith **Person:** Classroom Teacher/Traci Smith
Feb 3, 2011: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Feb 20, 2011: Set dates for math standards workshops **Person:** Tametris Marsh
Mar 3, 2011: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Mar 16, 2011: Set up dates to offer parents the chance to be "Math Student for the Day" **Person:** Classroom Teacher/Traci Smith
Mar 18, 2011: Send invitations for math quarterly workshops **Person:** Tametris Marsh
Mar 23, 2011: Present quarterly standards at workshops **Person:** Classroom Teachers/Tametris Marsh
Mar 23, 2011: Send invitations home **Person:** Classroom Teachers/ Traci Smith
Mar 28, 2011: Schedule parents and turn schedule in to Traci Smith **Person:** Classroom Teacher/Traci Smith
Mar 31, 2011: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
Apr 24, 2011: Set dates for math standards workshops **Person:** Tametris Marsh
May 5, 2011: Send reminders home through newsletters **Person:** Classroom Teachers/Tametris Marsh
May 20, 2011: Send invitations for math quarterly workshops **Person:** Tametris Marsh
May 25, 2011: Present quarterly standards at workshops **Person:** Classroom Teachers/Tametris Marsh
May 25, 2011: Send invitations home **Person:** Classroom Teachers/ Traci Smith
May 30, 2011: Schedule parents and turn schedule in to Traci Smith **Person:** Classroom Teacher/Traci Smith
Jun 30, 2011: Collect spring data: % of parents indicating confidence in the child's math abilities **Person:** Classroom Teachers/report to Marsh

Parent Involvement

Aug , 2010: Dates for activities set early in year **Person:** Jasmine Youngblutt
Aug , 2010: Expectations and overview given to teachers early in the year **Person:** Jasmine Youngblutt
Aug , 2010: Multiple prizes given at raffle **Person:** Jasmine Youngblutt

Aug , 2010: Teachers choose activities based on interest **Person:** Jasmine Youngblutt
Aug 5, 2010: Create list for monthly activities **Person:** Jasmine Youngblutt
Aug 10, 2010: Create and distribute survey for monthly activities **Person:** Jasmine Youngblutt
Aug 10, 2010: Teachers choose activity to be responsible for **Person:** Jasmine Youngblutt
Aug 15, 2010: Collect and Tally RSVPs **Person:** Jasmine Youngblutt
Aug 15, 2010: Create RSVP for events as needed **Person:** Carrie Drudge
Aug 15, 2010: Include events in school bulletin as needed **Person:** Carrie Drudge
Aug 15, 2010: Revise expectation form for activities (time, date, communication, materials, parent education component, etc.)
Person: Jasmine Youngblutt
Aug 20, 2010: Take attendance at events **Person:** Carrie Drudge
Sep 15, 2010: Set date for parent/teacher conference workshop **Person:** Jasmine Youngblutt
Sep 30, 2010: Advertise drawing, eligibility, and prizes for conferences in school bulletin **Person:** Carrie Drudge
Sep 30, 2010: Set agenda for PT Conference workshop **Person:** Carrie Drudge
Oct 10, 2010: Collect prizes for conference raffle **Person:** Jasmine Youngblutt
Oct 10, 2010: Create raffle tickets for conferences **Person:** Carrie Drudge
Oct 10, 2010: Distribute conference raffle tickets **Person:** Carrie Drudge
Oct 15, 2010: Designate spot for parents to deposit tickets **Person:** Carrie Drudge
Oct 15, 2010: Go over tips for parent communication **Person:** Jasmine Youngblutt
Oct 15, 2010: Review format of PT Conferences **Person:** Carrie Drudge
Nov 1, 2010: Draw winner after conferences **Person:** Jasmine Youngblutt
Nov 5, 2010: Notify winners of conference raffle **Person:** Lindsey Kelley
Nov 15, 2010: Collect conference attendance **Person:** Pam Shultz
Nov 30, 2010: Collect fall data: % of parents answering positively on parent survey **Person:** Jasmine Youngblutt
Nov 30, 2010: Collect fall data: % of parents attending parent/teacher conferences **Person:** Pam Shultz
Nov 30, 2010: Collect fall data: % of parents/families attending planned activities **Person:** Carrie Drudge
Dec 12, 2010: Collect prizes for conference raffle **Person:** Jasmine Youngblutt
Dec 12, 2010: Create raffle tickets for conferences **Person:** Carrie Drudge
Dec 12, 2010: Distribute conference raffle tickets **Person:** Carrie Drudge
Dec 17, 2010: Designate spot for parents to deposit tickets **Person:** Carrie Drudge
Jan 3, 2011: Draw winner after conferences **Person:** Jasmine Youngblutt
Jan 7, 2011: Notify winners of conference raffle **Person:** Lindsey Kelley
Jan 17, 2011: Collect conference attendance **Person:** Pam Shultz
Feb 13, 2011: Collect prizes for conference raffle **Person:** Jasmine Youngblutt
Feb 13, 2011: Create raffle tickets for conferences **Person:** Carrie Drudge
Feb 13, 2011: Distribute conference raffle tickets **Person:** Carrie Drudge
Feb 18, 2011: Designate spot for parents to deposit tickets **Person:** Carrie Drudge
Mar 7, 2011: Draw winner after conferences **Person:** Jasmine Youngblutt
Mar 11, 2011: Notify winners of conference raffle **Person:** Lindsey Kelley
Mar 21, 2011: Collect conference attendance **Person:** Pam Shultz
Apr 17, 2011: Collect prizes for conference raffle **Person:** Jasmine Youngblutt
Apr 17, 2011: Create raffle tickets for conferences **Person:** Carrie Drudge
Apr 17, 2011: Distribute conference raffle tickets **Person:** Carrie Drudge
Apr 22, 2011: Designate spot for parents to deposit tickets **Person:** Carrie Drudge
Jun 30, 2011: Collect spring data: % of parents answering positively on parent survey **Person:** Jasmine Youngblutt
Jun 30, 2011: Collect spring data: % of parents attending parent/teacher conferences **Person:** Pam Shultz
Jun 30, 2011: Collect spring data: % of parents/families attending planned activities **Person:** Carrie Drudge

Teacher Mentoring Program

Aug , 2010: Provide Staff Handbook **Person:** Pam Shultz
Aug 5, 2010: Appoint mentor teachers to new staff members **Person:** Carrie Drudge
Aug 5, 2010: Create rewards for staff when goals are met **Person:** Carrie Drudge
Aug 5, 2010: Provide teachers with incentives for peer coaching **Person:** Carrie Drudge
Aug 5, 2010: Review and explain staff expectations to new and returning staff members **Person:** Carrie Drudge
Aug 10, 2010: Create peer coaching sign-up and give to staff **Person:** Kimberly Orrison
Aug 10, 2010: Explain peer coaching expectations to staff **Person:** Kimberly Orrison
Aug 15, 2010: Check in with new teachers - are they understanding and meeting expectations **Person:** Tobey Otto
Sep 1, 2010: Reminders to staff **Person:** Karen Wisniewski
Sep 1, 2010: Staff will present ideas and activities that work for them during curriculum meetings **Person:** Carrie Drudge
Sep 15, 2010: Explain professional development goal format to staff **Person:** Tobey Otto

Sep 30, 2010: Instructional coach sets goals with staff members **Person:** Carrie Drudge
Nov 30, 2010: Collect fall data: % of returning staff with confidence in their teaching and classroom management skills **Person:** Deb Dautz
Nov 30, 2010: Collect fall data: % of teachers reaching professional development goals **Person:** Carrie Drudge
Nov 30, 2010: Collect fall data: % of teachers with positive comments on peer coaching survey **Person:** Tobey Otto
Jan 15, 2011: Review staff expectations **Person:** Carrie Drudge
Jan 30, 2011: Review and revise goals with staff **Person:** Carrie Drudge
Jun 30, 2011: Collect spring data: % of returning staff with confidence in their teaching and classroom management skills **Person:** Deb Dautz
Jun 30, 2011: Collect spring data: % of teachers reaching professional development goals **Person:** Carrie Drudge
Jun 30, 2011: Collect spring data: % of teachers with positive comments on peer coaching survey **Person:** Tobey Otto

Timely Additional Assistance

Aug 31, 2010: Load student information **Person:** Kimberly Orrison
Aug 31, 2010: Train teachers on using Study Island **Person:** Kimberly Orrison
Sep , 2010: Student training in small groups with Study Island. **Person:** Kimberly Orrison
Oct , 2010: Student training in small groups with Study Island. **Person:** Kimberly Orrison
Oct 31, 2010: Parent training with Study Island **Person:** Kimberly Orrison

Professional Development Summary

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

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

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

Timely Additional Assistance

Train teachers on using Study Island

Brief Description: Train teachers on using Study Island

Intended Participants: Teachers

Date: Aug 31, 2010

Activity Purpose: Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

A. Parent Involvement

Create and distribute survey for monthly activities

Brief Description: Design survey to allow teachers to give feedback on what worked and what didn't work during each monthly activity.

Intended Participants: Teachers, Other

Date: Aug 10, 2010

Activity Purpose: Feedback/Support

Activity Format: Other

Funding: None needed

Does this activity occur during the school day? No

Go over tips for parent communication

Brief Description: Go over tips for parent communication

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Review format of PT Conferences

Brief Description: Review format of PT Conferences

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Set date for parent/teacher conference workshop

Brief Description: A Parent/Teacher Conference Workshop designed to help teachers with parent communication during conferences.

Intended Participants: Teachers

Date: Sep 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: None needed

Does this activity occur during the school day? No

B. Educator Training for Parent Involvement

Informative session on parent teacher conferences for all teachers

Brief Description: Teachers will attend an informative session on talking with parents at parent teacher conferences. A staff member skilled at speaking with parents regarding sensitive issues will give pointers to all teachers.

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Information

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? No

Mini Workshop for all teachers

Brief Description: Teachers will attend a mini-workshop in August to understand expectations and the required components of parent nights. The workshop will provide teachers with a written copy of the outlined expectations, as well as the components of parent night, including responsibilities regarding the parent education component.

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area: 6+1 Trait Writing

6+1 Trait observations

Brief Description: Teachers can observe other teacher's trait writing lessons and coverage for their classroom will be provided.

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Other

Funding: None needed

Does this activity occur during the school day? Yes

Assign traits presentation to professional development day

Brief Description: Mini-Lesson presentation on writing traits during curriculum meetings and professional development days

Intended Participants: Teachers, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

Writing sample comparisons

Brief Description: During PD days, teachers will ring a writing sample from their class to assess as a group to make sure grading is consistent through the traits and grade levels.

Intended Participants: Teachers, Administrators

Dates: Sep 5, 2010; Oct 5, 2010; Nov 5, 2010; Dec 5, 2010; Jan 5, 2011; Feb 5, 2011; Mar 5, 2011; Apr 5, 2011; May 5, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: None needed

Does this activity occur during the school day? No

I. Focused Academic Area: C.L.A.S.S. Literacy Training

A CLASS coach will come to the school for four follow-up coaching days to help staff.

Brief Description: A CLASS coach will come to the school for two workshops and then four follow-up coaching days to help staff.

Intended Participants: Teachers, Counselors, Other

Date: Sep 0, 2010

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

A CLASS coach will come to the school for two workshops

Brief Description: A CLASS coach will come to the school for two workshops and then four follow-up coaching days to help staff.

Intended Participants: Teachers, Counselors, Other

Date: Aug 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Kindergarten Summer School

No professional development is needed for this strategy.

O. Extended Learning Activities: Before and After School Program

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Explain professional development goal format to staff

Brief Description: Staff members will create professional development goals with instructional coach

Intended Participants: Teachers, Administrators, Other

Date: Sep 15, 2010

Activity Purpose: Feedback/Support

Activity Format: Other

Funding: None needed

Does this activity occur during the school day? Yes

Instructional coach sets goals with staff members

Brief Description: Instructional coach sets goals with staff members

Intended Participants: Teachers

Date: Sep 30, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? No

Review and revise goals with staff

Brief Description: Review and revise goals with staff

Intended Participants: Teachers

Date: Jan 30, 2011

Activity Purpose: Feedback/Support

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? No

Staff will present ideas and activities that work for them during curriculum meetings

Brief Description: Staff will present ideas and activities that work for them during curriculum meetings.

Intended Participants: Teachers, Administrators

Date: Sep 1, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding: None needed

Does this activity occur during the school day? No

U. Focused Student Group: Math Enrichment for Boys

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

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 2nd-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-2 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-2 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 2nd-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- I. Focused Academic Area: 6+1 Trait Writing
- I. Focused Academic Area: C.L.A.S.S. Literacy Training

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Students in grades K-2 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Summer School

M. Parent Notice - Assessment Results (SW)**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)**Data Targets Influenced by This Concern:**

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)**Data Targets Influenced by This Concern:**

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+

- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-2 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- Timely Additional Assistance
- O. Extended Learning Activities: Before and After School Program

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All students -- passing the math portion of ISTEP+
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in 2nd-5th grades -- meeting or exceeding their NWEA reading goal from Fall to Spring
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+
- Students in grades K-2 -- reaching benchmark level on DIBELS testing

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)**Data Targets Influenced by This Concern:**

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)**Data Targets Influenced by This Concern:**

- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+

Strategies to Impact This Concern:

- U. Focused Student Group: Math Enrichment for Boys

V. Peer Review for SIP (In Improvement)**Data Targets Influenced by This Concern:**

- All students -- passing the math portion of ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Boys in grades 3-5 -- passing ISTEP+
- Free and reduced lunch students -- passing the math portion of ISTEP+
- Special Education students in grades 3-5 -- passing the language arts portion of ISTEP+
- Students in grades 3-5 -- passing the writing process portion on the ISTEP+

Strategies to Impact This Concern:

- V. Peer Review for SIP

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?	Curriculum Lab
<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. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>NWEA MAP test - Fall and Spring Acuity Diagnostic - four benchmark windows m:Class Reading - Fall, Winter, Spring m:Class Math - Fall, Winter, Spring</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>InSAI Expectations Assessment InSAI Curriculum Assessment InSAI Instruction Assessment InSAI Classroom Assessment Assessment InSAI Extra Help Assessment InSAI InSAI Guidance Assessment InSAI Environment Assessment</p>
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	<p>Timothy L. Johnson Academy uses funds received to address the goals and strategies outlined in the school improvement plan. During the 2009-2010 school year, the following fund sources were received: Title I, Title II-A, Title IV, Title V, and Title I school improvement funds through the federal government; remediation and preventative remediation, full day kindergarten, and professional development funds through the state government; and other state and local education support. Funds are used to support the enhancement of the entire educational program of the school.</p>
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, the school has. We are not part of a district.

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 2011-2012 school year