

School Improvement Plan - 2010-2011

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Caston Elementary School (2157)

Caston School Corporation

Fulton, 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

Caston Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide

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-Making

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

- Anita Doan - School Counselor
- Cindy Douglass - Administrator
- Nicole Monical - Teacher
- Linda Wade - Teacher
- Darla Williams - Community Representative (Business)
- Lisa Zimpleman - Parent/Guardian

Strategy Chairs

- Paige Bowditch
- Teresa Button
- Cindy Douglass
- Teresa Rentschler
- Rachelle Sarver
- Michaela Slisher
- Jill Strasser
- Linda Wade
- Lisa Zimpleman

Community Council

- Julie Boldry - Parent of 1st grader and Caston Graduate, Preschool Teacher
- Jill Brandush - Community member
- Gloria Carvey - Ivy Tech

- Cindy Clark - Woodbridge Health Campus (Employer), Parent of Graduates
- Angie Deming - Parent of 1st grader, business owner
- Joy Goller - business, parent of HS student (Grade 11), parent of graduated student
- Lois Gundrum - Community Business Representative, Local Lions Club member
- Ron Gundrum - Community Business Rep, Lions Club Member, Fulton Improvement Committee Member
- Erik Henderson - Parent of students in grades 3,4,5,6,10 and 11 and a Caston Graduate
- Jason Herd - Parent of 5th grader, youth football league president and coach
- Janece Herrold - Community member, grandparent of Caston High School Student and graduates
- Curt Kline - Parent of elem. students grades 1 & 4, graduate, Crop Production Services (Employer)
- Cass McManus - Parent of students in grades 8 & 11
- Steven McPeek - Parent of Jr/Sr High Student
- Becky Mittica - MW Industries, Caston Parent of students in grades 2 & 4
- Lida Moeller - Parent of Jr. High Student, business owner, Special Education Parent, Parent of 2 Caston Graduates-
- Wendell Moudy - Parent of 2 high school seniors
- Lynda Murphy - Local Hospital/Community member
- Russ Phillips - School Board Member
- Kim Reid - Security Federal Savings Bank, Graduate
- Lisa Rentschler - UAW, Parent of 6th & 8th grade students
- Dorothy Richter - former Caston teacher, community member
- Harry Richter - Community Member, Fulton County Community Foundation Board member
- Gayle Ross - Business Owner
- Shelly Sarver - parent of 2nd grader (EIP student) and 6th grader
- Terry Sarver - Caston Parent of 2nd grade student
- Barry Scales - Youth Service Organization (4j-H Leader) Parent of student in grade 9, Business Owner, Parent of For
- Brian Shafer - Logan/Cass Chamber, Walnut Valley Bison (Business), Caston Parent of student in grades 4 & 8
- Julie Shafer - Parent of 4th grader and preschooler
- Melinda Shultz - Teacher, parent of elementary student, parent of Jr. High Student
- Michaela Slisher - Graduate, PTO, Parent of students in grades 2 & 7, School Volunteer, Avon rep
- Clayton Troglen - Parent of Freshman
- Karla VanWinkle - Administration
- Cynthia Wiese - Caston Parent of 3rd grade student, PTO President
- Tracy Williamson - Caston Parent of 9th grade student, State Employee, Transplant to Area
- Lisa Zimpleman - parent of 1st grader

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, friendly, & comfortable learning environment free of distractions and interruptions; including structured and consistent classrooms and hallways, clear directions, well-communicated consequences
• to have physical and nutritional needs met both at home and school including sufficient down time to relax and exercise
• to have a sufficient number of well-trained and qualified teachers and staff who are willing to do what it takes to help students reach their maximum potential.
• opportunities to learn and participate at their own level regardless of their academic need with frequent feedback
• to feel ownership and value by being provided instruction in lifeskills and leadership opportunities which contribute to the overall functions of the school
• diverse cultural experiences which broaden their horizons through a variety of classroom and extra-curricular activities, as well as supplemental resources provided through fieldtrips, guest speakers, and rich classroom experiences
• to be held to high expectations regardless of ethnicity, economic level, gender, and learning styles
• teaching which incorporates both traditional and nontraditional strategies, as well as the utilization of technology, into a curriculum providing for mastery of the state academic standards
• expectations that they will attend post high school education which will best prepare them to become productive in a global economy
• a caring adult who provides mentoring, guidance, and encouragement as the child strives to gain direction and planning for the future

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

• provide frequent, meaningful feedback while assessing in a variety of ways
• consistently enforce fair (not always equal for every student) guidelines/rules
• are prepared to teach and assess using a variety of fun & interesting strategies & real-life projects
• give their best of time and effort by going the extra mile while demonstrating positive and energetic actions/attitudes that convey job satisfaction
• follow school safety procedures
• have high moral values and follows the Golden Rule
• are caring, compassionate and tends to the needs of all students
• read to kids on a regular basis, including a variety of good literature
• support school activities as well as the day to day operation of the school by giving/sharing available resources, i.e. time, finances, knowledge, life experiences, career, etc.
• demonstrate lifeskills (organization, flexibility, caring, etc.)
• provide good hygiene and nutrition for kids
• provide experiences outside the home & community
• encourage appropriate conversations
• speak well of the school and personnel
• model good language and communication skills
• don't judge students; respect individuality
• believe that all students can become life-long learners
• believe that schools are capable of teaching a rigorous curriculum to all students
• teach students the purpose of school
• believe there should be a healthy balance between academics (both general and special subjects) and athletics

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

• respect all people and property
• give their best and do not make excuses
• come to school prepared to learn; participate in the learning process, work to their potential using their best learning modality, listen and follow directions and are focused.
• follow school rules and procedures
• are good role models for peers by demonstrating lifeskills (honesty, punctuality, organization, perseverance, kindness, cooperation, caring, problem solving, active listening, friendship, helpfulness) & using the Golden Rule
• are self-motivated and believe in themselves
• understand the purpose of school and take their role seriously
• model good language skills

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

- % of students who pass 3rd grade ISTEP+ Lang. Arts: 100%
- % of students who pass 4th grade ISTEP+ Lang. Arts: 100%
- % of students who pass 5th grade ISTEP+ Lang. Arts: 100%
- % of students who pass 6th grade ISTEP+ Lang. Arts: 100%
- % of students who pass 3rd grade ISTEP+ Math: 100%
- % of students who pass 4th grade ISTEP+ Math: 100%
- % of students who pass 5th grade ISTEP+ Math: 100%
- % of students who pass 6th grade ISTEP+ Math: 100%
- % of students who pass 4th grade ISTEP+ Science: 100%
- % of students who pass 6th grade ISTEP+ Science: 100%

- % of students who pass 5th grade ISTEP+ Social Studies: 100%
- % of students who meet grade-level RIT for NWEA - Math: 100%
- % of students who meet grade-level RIT for NWEA - Language: 100%
- % of students who meet grade-level RIT for NWEA- Reading: 100%
- % of students who master all subjects with B or above: 100%
- % of students who % of students who are promoted to the next grade: 100%
- % of students who meet grade-level writing content standards for quarterly writing assessments: 100%
- % of students who meet grade-level language conventions standards on quarterly writing assessments: 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.

Boys in grades 1-6 - Earn mastery grade in English/Language Arts (Mastery Grade Data)

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	
			58%	58%		68%		73%		78%		100%

Free & Reduced Students in Grades 1 - 6 - Earn mastery grade in English/Language Arts (Mastery Grade Data)

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	
			54%	54%		66%		72%		78%		100%

Free & Reduced Students in Grades K - 2 - Earn NWEA Grade Level RIT Score for Reading

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%	50%		70%		75%		80%		100%

Free and Reduced Lunch Students in Grades 3-6 - Pass ISTEP English (AYP)

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	
			69%	69%		79%		84%		89%		100%

Students in Grades 1 & 2 - Achieve grade level for Reading Comprehension as measured by NWEA RIT score

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	
			53%	53%		70%		80%		90%		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... all groups perceive that some students interfere with the learning of others

59% of students in grades 3 - 6 report that other students interfere with their learning. 69% of students in grades K-2 report that other students interfere with their learning 71% of community members surveyed agreed that student behavior affects other students' learning 76% of faculty agreed that students interfere with other students' learning 44% of parents agreed that students interfere with other students' learning

We are concerned that... many students feel they need extended time for learning

15% of students in K-2 & 29% of students in grades 3 - 6 disagree that they have sufficient time to complete their work. Inconsistency in extra help available to students was based upon teacher availability at various grade levels.

We are concerned that... report cards do not reflect mastery of standards

30% of students disagree or are uncertain that report card grades reflect the degree to which they have learned the Indiana Academic Standards 48% of parents disagree or are uncertain that report card grades reflect the degree to which their child has learned the Indiana Academic Standards 51% of community members disagree or are uncertain that report card grades reflect the degree to which students have learned the Indiana Academic Standards 43% of faculty disagree or are uncertain that report card grades reflect the degree to which their students have learned the Indiana Academic Standards

We are concerned that... assessments/feedback do not directly reflect IN Acad. standards

38% of students disagree or are unaware that they have at least one test per grading period that covers the Indiana Academic Standards 39% of faculty disagree or are unaware if at least one test is given each grading period which covers the Indiana Academic Standards

We are concerned that... many parents do not have sufficient involvement in their child's education

Requests for parents to assist children at home with their reading on a nightly basis and feedback from children indicating that parents were unable or unwilling to assist; unsigned notes/take home folders for children in reading recovery; children who lack organizational skills to get proper reading materials home with them each night; teacher observation

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

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

The Leader In Me

1) Caston Elementary Teachers will implement Stephen Covey's Leader In Me Program in their classrooms. This program incorporates the 7 Habits of Highly Effective People at a level that young children can understand and incorporate into their lives. It helps students understand how to be efficient and effective learners and to take responsibility for their own behavior and learning goals. It teaches leadership skills necessary for social growth and citizenship and helps build community within the school. It establishes consistent procedures within the school which provides stability and routine for the students, helping them be successful in their learning environment. 2) Each classroom teacher will implement the program in their regular homeroom and all teachers school-wide will reinforce the program through their curriculum goals and teaching strategies. 3) The program will be implemented with the start of the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Family Fun Nights With A Hook

Caston Elementary school will offer family fun nights once per grading period during the 2010-2011 school year. These nights will provide opportunities to educate parents and provide resources to them which will be helpful in promoting literacy at home. The focus of these nights will be to provide "fun and entertainment" to families while at the same time providing a forum to distribute educational materials and/or information helpful to families in the education of their children (i.e. books for prizes at Family Bingo Night). This strategy will incorporate strong collaboration with community resources in the following way: We will involve outside agencies, such as Reading Railroad of Cass County, Educational Sororities which focus on literacy projects, the local libraries, and area businesses for donations, volunteer workers, and materials which would enhance our Family Fun Nights and help fund the expenses of these activities.

Impact Level: High Impact - Outside

Focus: Specific

A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences

Parent-Teacher conferences will be held at various times throughout the 2010-2011 school year rather than on a set date in the fall as they have been in previous years. During these conferences, teachers will discuss the child's progress toward set achievement goals and give the parents suggestions as to how they can help their child at home. For parents who have transportation issues, teachers will be encouraged to hold teleconferences and/or visit the child's home. Teachers will also be encouraged to involve the children in the conference, as well. This strategy will incorporate strong collaboration with community resources by seeking support and funding for the Leader In Me Program, which incorporates training for teachers on how to conduct student-led conferences for parents. During the conference, teachers will distribute materials to parents that can be used at home with their child (examples math manipulatives, flash cards, reading strategies, etc. and demonstrate the use to

parents.) All teachers will hold conferences early in the school year to communicate student's academic goals, but will also schedule additional conferences throughout the year for children who are struggling in their learning and/or would benefit from additional educational opportunities due to working above grade-level. A conference will be held for any child who is considered for an individualized learning plan through the Response to Intervention Team.

Impact Level: High Impact - Inside

Focus: Specific

A. Parent Involvement: Parent Volunteer Program

1) We will hold a School Volunteer call-out night. 2) A team of experienced parent volunteers and the Principal will conduct the activity which is intended to educate parents in ways that they can volunteer with a specific classroom to help improve the reading performance of students identified as in need of extra help. Volunteers will then be utilized to work one-on-one with children who are struggling with reading by listening to the child read, to assist teachers in the computer lab during the time they are utilizing the academy of reading and provide additional assistance to children, and to provide additional academic support to children who may not be getting this help at home on a regular basis as directed by the classroom teacher. 3) It will be held early in September of the 2010-11 school year. This strategy will incorporate strong collaboration with community resources in the following way: We will network with the area churches who have after-school programs and/or volunteers in the church willing to come in and work with students in need of support and help. Programs already in place include WOW, SuperKids, and AWANA and volunteers from these programs will collaborate with coordinators of the community volunteer program to avoid duplication of effort and serve more kids in need in our community.

Impact Level: High Impact - Inside

Focus: Specific

B. Educator Training for Parent Involvement: Educating Teachers to Better Utilize Volunteers

We will provide training for teachers next year that will help them understand the benefit of using classroom volunteers, both for the teacher AND for the students. Teachers who have successfully utilized classroom volunteers will have opportunities to share their successes with teachers who are hesitant to utilize volunteers. Additionally, lists of potential volunteers from the parent volunteer call-out will be provided to teachers with contact information for volunteers.

Impact Level: High Impact - Inside

Focus: Specific

C. Outreach to Preschool Parent Involvement Programs: Preschool Pre-enrollment Activities

1) A kindergarten fair will be held in Spring 2011 (late March/early April) for all children entering kindergarten in the fall of 2011. 2) The kindergarten teachers, resource individuals from the staff, principal and community volunteers will conduct this fair. 3) The fair will include screening which provides baseline information for teachers and targets potential need for early intervention. Additionally, this fair will provide information to parents that will help them understand how they can work with their child during the summer prior to school starting to better prepare the child for transition to kindergarten.

Impact Level: Low Impact

Focus: Specific

E. Parent Information Resource Center Website: Link to School/Community Webpage

1) A link on our school webpage will be provided to the Parent Information Resource Center. Additionally, information will be placed in the student/parent handbook informing parents of this valuable resource. Information regarding this will also be placed in the Title I Home/School Partnership Brochure. 2) Our computer technician has already done this and will continue to monitor to see that it is updated as necessary. 3) It will be monitored with each review of the school webpage.

Impact Level: Low Impact

Focus: Specific

F. Encourage Rigorous Curriculum: Differentiated Instruction

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed the force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Throughout the school year, all regular classroom teachers will utilize strategies for differentiation; focusing upon the higher levels of Bloom's Taxonomy for questioning and assessments. Teachers will also provide classroom activities which meet the various learning styles of children in their classroom.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Auto Skills (Academy of Reading)

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year: 1) Teachers in grades 1-2 will utilize Academy of Reading to increase automaticity and phonemic awareness for all students in reading and particularly for students who qualify for free-reduced lunches. 2) Each classroom teacher in grades 1-2 will utilize the program with all students through regular reading instruction during the school day. The program will further be utilized in after-school tutoring sessions for children who represent a need to close the achievement gap. 3) This will occur a minimum of 3 times a week for at least a 20 minute session beginning with the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

J. 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 highly qualified teachers and professionals by incorporating correspondence to parents through our parent/student handbook and sending out personal letters regarding a plan should a child be placed in a classroom without a highly qualified teacher or paraprofessional. 1) All teachers will meet the NCLB guidelines for Highly Qualified Teachers. This will be verified by showing that each teacher holds a valid Indiana teaching license and has demonstrated subject matter knowledge by passing the PRAXIS, NTE, or by completing the HOUSSSE. A list of all teachers with the above verification will be maintained in the building and will be updated annually. 2) All teachers at Caston Elementary School will meet the qualification of Highly Qualified Teacher. The Principal will complete, update, and maintain the list of Highly Qualified Teachers within the building which represents the only Elementary School in the District. Should a teacher not meet the Highly Qualified Teacher requirements, a coach will be assigned to that teacher to monitor the teacher's progress toward meeting the HQ Requirements. 3) The list will be completed by September 1, 2010 and will be updated annually at the start of each school year. AS OF THIS DATE, CASTON ELEMENTARY SCHOOL HAS NO TEACHERS OR PARAPROFESSIONALS THAT DO NOT MEET THE QUALIFICATIONS FOR BEING HIGHLY QUALIFIED.

Impact Level: Low Impact

Focus: Specific

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by following the outlined procedures: 1) Vacancies will be posted which will specify the requirements of the classroom teachers being solicited and will also highlight the benefits of working for the school corporation. Only teachers meeting qualifications will be considered for interviews for the positions. Master teachers will serve on interviewing committees to screen all applicants and assure the highest quality applicant is selected for each vacancy. 2) The school superintendent in coordination with the Elementary Principal will post vacant positions. Additionally, the Principal will work with the Superintendent to develop a promotional brochure to attract highly qualified teachers to the district. 3) This procedure will take place as positions are vacated and new employees are needed beginning with the 2010-11 school year.

Impact Level: Low Impact

Focus: Specific

L. Early Childhood Transition: Area Five Head Start Community Partnership

1) A community partnership between Area Five Head Start, families with children in the program, and Caston Elementary School will be maintained. This agreement will provide for collaboration with the kindergarten fair/round-up, visitations for the preschoolers to the kindergarten classes, a buddy program, and mutual sharing of information regarding the children participating in the Head Start Program who will be attending Caston Elementary School. 2) The Principal and the Director of Head Start will coordinate this agreement and will update it as necessary in consultation with families involved in the program. 3) This will occur in January of each school year and will be an on-going mutual agreement between the two organizations.

Impact Level: Low Impact

Focus: Specific

L. Early Childhood Transition: Coordination with Local Preschools

1) Kindergarten teachers will collaborate with the private preschool teachers from the area serving children who will enter our district to enhance the continuum of pre-literacy skills necessary for learning to read at the K-1 level. Collaboration sessions will include review of Kindergarten academic standards, as well as discussion of strategies which can be utilized with the children at the prekindergarten level to better prepare them for their kindergarten year at Caston. Information will also be shared with parents of the preschoolers so that the children come to school better prepared to learn kindergarten standards. 2) Kindergarten teachers, area preschool teachers and parents of preschoolers enrolled in the schools will participate in the collaboration. 3) Two - three meetings will take place each year starting with a meeting in the Spring of the 2010 school year.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

1) Caston Elementary School will provide to each parent the child's ISTEP+ assessment results, their Fall and Spring NWEA testing results, as well as any benchmark results which indicate mastery level of the Indiana Academic Standards. All parents will receive the assessment results in a language that they can understand. If a parent cannot understand English and in cases where Spanish test reports are not available, an interpreter will be utilized to meet with the parent and teacher in conference to discuss the results with the parent. 2) Each classroom teacher, in collaboration with the Elementary Guidance Counselor, will be responsible for distributing this information to parents. Parents will also be provided information to access their child's results on-line. 3) Assessment results for ISTEP+ will be mailed to each household in the Spring along with the child's report card, NWEA reports will be presented to parents at Parent/Teacher Conferences in the Fall/Spring and/or mailed to parents who are unable to attend the conferences within one month of the testing dates.

Impact Level: Low Impact

Focus: Specific

Q. School-Parent Involvement Policy

1) The School-Parent Involvement Policy, which includes the components listed on the DOE School Parent Involvement Policy Checklist, will be distributed to each parent through parent meetings and conferences. It will also be included in the Student/Parent Handbook which will be distributed the first day of school to every family. A parent verification of receipt will be included and parents will return this to provide evidence of distribution. The Parent Involvement Policy will be reviewed annually and updated as needed based upon meaningful parent input. 2) The Principal and Title I coordinator will work cooperatively to accomplish the distribution and annual review/updates. 3) The distribution to all parents will occur within the first week of the 2010-11 school year.

Impact Level: Low Impact

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

1) A letter, based upon the Title I recommended template, will be published annually in the Caston Elementary School's Parent/Student Handbook informing parents of their right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers 2) The Principal will oversee this detail. 3) It will occur annually and will be distributed to each parent on the first day of the 2010-11 school year.

Impact Level: Low Impact

Focus: General

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

1) The Parent Right-to-Know Letter, compiled based upon Title I's recommended template, will be published annually in Caston Elementary School's Parent/Student Handbook and will be distributed by mail to any child who is assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified. A parent verification of receipt will be maintained by the school for every parent who receives the notification. 2) The Principal will oversee this detail. 3) Annually, handbooks will be distributed the first day of the 2010-2011 school year.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

1) The School-Parent Compact will be distributed to each parent through parent meetings and conferences. It will also be included in the Student-Parent Handbook which will be distributed the first day of school. It will be reviewed and revised annually as needed based upon meaningful parent input. The School-Parent Compact includes all components described on the DOE School-Parent Compact Checklist. 2) The Principal and Title I coordinator will work cooperatively to accomplish the distribution to all parents and annual reviews/revisions. 3) The distribution will occur within the first week of the 2010-11 school year.

year.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

1) An annual parent meeting will be held at a time convenient for parents (a minimum of 3 time/date options will be presented to parents) which will inform parents of the options available to their child based upon Title I funding for improving their child's academic performance in school and the parent's right to be involved in the programs. For parents who cannot attend and/or choose not to attend, the information will be published in the Comet Community Connection (monthly newsletter) and made available on the school webpage. Documentation of the parents who attend the meeting will be kept in the form of parent sign-in sheets and kept in preparation for a DOE monitoring visit. 2) The Principal and the Title I coordinator will plan and coordinate the meeting. 3) Meeting times/dates will be within the first month of the 2010-2011 school year.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Students in grades K-2 who are not reading on grade-level

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who is low achieving in comparison to their peers, 2) They analyzed force fired 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. 1) Free and Reduced Lunch Students along with other Identified Students will participate in the Academy of Reading - a computerized program which focuses on phonemic awareness and fluency in reading. 2) Each classroom teacher in grades K-2, the special education teachers, and the corporation remediation teacher will utilize this program. 3) It will be utilized three times weekly for a minimum of 20 minutes each session.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Academy of Reading

Throughout the school year, targeted students in grades 3-6 will be served in the Academy of Reading. Students will receive services from classroom and resource teachers based upon individual need with an additional 30 minute intervention time as well as a one hour after school tutoring session twice per week.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Response To Intervention Team

During the Spring of 2010 a Response to Intervention Team will be developed to research individualized teaching/learning strategies for students who have been identified as performing below grade level standard. These plans may include additional instruction for students including interventions during the school day, or after school tutoring sessions. In the Fall of 2010, teachers and the RTI Team will work together to implement the individualized strategies with students. As a part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

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

The Leader In Me

% of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons.

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

% of teachers who daily use 7 Habits terminology in their classroom.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
13%	100%		100%	

% of teachers who display the 7 Habits in their classroom.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
46%	100%		100%	

Required Strategies

A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences

% of teachers who held student-led conferences for at least 75% of students in the classroom.

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

F. Encourage Rigorous Curriculum: Differentiated Instruction

% of teachers submitting 1 lesson plan per week showing differentiated instruction.

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

I. Focused Academic Area: Auto Skills (Academy of Reading)

% of teachers are using the Academy of Reading program 3 times weekly.

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

U. Focused Student Group: Students in grades K-2 who are not reading on grade-level

Number of teachers who show on the registry page that all students are engaged in the program the required time.

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

W. Timely Additional Assistance: Academy of Reading

The number of teachers participating in the Timely Assistance strategy.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3	14		14	

W. Timely Additional Assistance: Response To Intervention Team

% of teachers that provide documentation of research based interventions implemented.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		100%	

% of teachers completing an RTI referral form

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		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 22, 2010: Identify Areas of concern to discuss and create an agenda for meeting **Person:** Shelly Sarver

Apr 26, 2010: Collaborate with Preschool teachers and Create a to do list or flyer for parents of incoming Kindergarteners **Person:** Shelly Sarver

Apr 26, 2010: Hold a meeting with local preschool teachers to review Kindergarten academic standards, and programs **Person:** Shelly Sarver

Jan 5, 2011: Collaborate with Area 5 Head Start to review/revise 3-year Community Partnership Plan **Person:** Cindy Douglass

Jan 15, 2011: Follow up meeting with Preschool teachers **Person:** Shelly Sarver

Apr 25, 2011: Hold a meeting with Preschool teachers to review Kindergarten standards and revise parent to do lists for parents of incoming Kindergartners **Person:** Shelly Sarver

Educator Training for Parent Involvement

Apr 20, 2010: Survey staff to see how they are currently using adult volunteers in the school. **Person:** Teresa Rentschler

Apr 20, 2010: Survey staff to see how they would like to use adult volunteers in the school. **Person:** Teresa Rentschler

Apr 20, 2010: Survey staff to see why they are not currently using adult volunteers in the school. **Person:** Teresa Rentschler

May 5, 2010: Meet with staff that currently use adult volunteers to come up with strategies to help other staff members recognize the benefits of using adult volunteers. **Person:** Teresa Rentschler

May 25, 2010: Staff meeting to introduce ideas on how adult volunteers can be used at school to benefit students and staff. (plant the seed) **Person:** Teresa Rentschler

Jun 10, 2010: schedule a staff training for use of adult volunteers **Person:** Teresa Rentschler

Aug 15, 2010: Staff training of specific ways to that adult volunteers can be used to benefit students and staff. **Person:** Teresa Rentschler

Encourage Rigorous Curriculum

Mar 29, 2010: Survey on background knowledge on differentiated instruction, Blooms taxonomy, and learning styles. **Person:** Teresa Button

Apr 1, 2010: Collect baseline data: % of teachers submitting 1 lesson plan per week showing differentiated instruction. **Person:** Teresa Button

Jun 3, 2010: Make sure everyone has a copy of Bloom's taxonomy question wheel **Person:** Teresa Button

Aug 1, 2010: Find a learning styles inventory. **Person:** Teresa Button

Aug 29, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Aug 30, 2010: Meet with staff on how to give learning style inventory **Person:** Christi Rush

Aug 30, 2010: Meet with staff on how to give learning style inventory **Person:** Christi Rush

Aug 30, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Aug 30, 2010: Morning meeting with information on activities to do with different learning styles **Person:** Christi Rush

Sep 9, 2010: Teachers will give the learning styles inventory to their classes. **Person:** Jennifer Baxter

Sep 26, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Sep 30, 2010: Meetings to review and share ideas on products using higher levels of Bloom's taxonomy. **Person:** Blake Mollenkopf

Sep 30, 2010: Morning meeting with information on activities to do with different learning styles **Person:** Christi Rush

Oct 15, 2010: Survey on when using differentiation activities and with what subjects **Person:** Teresa Button

Oct 30, 2010: Morning meeting with information on activities to do with different learning styles **Person:** Christi Rush

Oct 31, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Nov 28, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Nov 30, 2010: Collect fall data: % of teachers submitting 1 lesson plan per week showing differentiated instruction. **Person:** Teresa Button

Nov 30, 2010: Morning meeting with information on activities to do with different learning styles **Person:** Christi Rush

Dec 2, 2010: Meetings to review and share ideas on products using higher levels of Bloom's taxonomy. **Person:** Blake Mollenkopf

Dec 26, 2010: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Dec 30, 2010: Morning meeting with information on activities to do with different learning styles **Person:** Christi Rush

Jan 30, 2011: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Feb 3, 2011: Meetings to review and share ideas on products using higher levels of Bloom's taxonomy. **Person:** Blake Mollenkopf

Feb 27, 2011: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Mar 27, 2011: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Apr 7, 2011: Meetings to review and share ideas on products using higher levels of Bloom's taxonomy. **Person:** Blake Mollenkopf

Apr 24, 2011: Monthly ideas in Mailboxes on differentiation ideas **Person:** Teresa Button

Jun 30, 2011: Collect spring data: % of teachers submitting 1 lesson plan per week showing differentiated instruction. **Person:** Teresa Button

Focused Academic Area

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

Apr 1, 2010: Collect baseline data: % of teachers are using the Academy of Reading program 3 times weekly. **Person:** Linda Wade

Apr 7, 2010: During a scheduled visit from Auto Skills trainer Terri Whitehead, grade level teachers (K-2) will spend 90 minutes per grade level in initial program introduction. **Person:** Linda Wade

Apr 7, 2010: Exploring the AutoSkills Academy of Reading Computer Program **Person:** Linda Wade

May 1, 2010: K-2 Teachers will be assured that they can maintain their current level of reading instruction using Auto Skills through creative scheduling. **Person:** Cindy Douglass

May 15, 2010: Have the K-2 teachers practice in the program as a "student" in order to become familiar with the program skills and the evaluation screens for the students.. **Person:** Linda Wade

Jul 1, 2010: Scheduling will occur to accommodate K-2 teachers Reading program within their allotted instructional time. **Person:** Cindy Douglass

Aug 10, 2010: Schedule lab times. **Person:** Vance Monical

Aug 31, 2010: Auto Skills coordinator will meet monthly during Teacher Collaboration Time to field concerns from K-2 teachers. **Person:** Linda Wade

Sep 1, 2010: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Sep 15, 2010: K-2 teachers will learn to produce Academy of Reading reports to help diagnose/assess student progress. **Person:** Linda Wade

Oct 1, 2010: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Nov 1, 2010: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

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

Nov 30, 2010: Collect fall data: % of teachers are using the Academy of Reading program 3 times weekly. **Person:** Linda Wade

Dec 1, 2010: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Jan 1, 2011: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Feb 1, 2011: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Mar 1, 2011: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

Apr 1, 2011: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

May 1, 2011: Teachers will utilize Auto Skills (Academy of Reading) 3 times per week. **Person:** Linda Wade

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

Jun 30, 2011: Collect spring data: % of teachers are using the Academy of Reading program 3 times weekly. **Person:** Linda Wade

Focused Student Group

Apr 1, 2010: Collect baseline data: Number of teachers who show on the registry page that all students are engaged in the program the required time. **Person:** Linda Wade

Apr 7, 2010: Teachers will be able to request assistance from the program coordinator on an as-needed basis. **Person:** Linda Wade

Apr 7, 2010: Teachers will have received training in the Auto Skills program. **Person:** Terri Whitehead

Aug 17, 2010: Develop a computer lab schedule for all teachers expected to utilize Autoskills for Reading **Person:** Cindy Douglass

Sep 10, 2010: All F/R lunch students in grades 1-2 will be enrolled in the Academy of Reading for the 2010 school year. Identified Kindergarten students will begin the second semester. **Person:** Linda Wade

Sep 10, 2010: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Oct 10, 2010: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Nov 10, 2010: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Nov 30, 2010: Collect fall data: Number of teachers who show on the registry page that all students are engaged in the program the required time. **Person:** Linda Wade

Dec 10, 2010: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Jan 10, 2011: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Jan 31, 2011: The guidance counselor will aggregate NWEA testing data to determine the impact of Academy of Reading for those identified Free & Reduced Lunch students. **Person:** Anita Doan

Feb 10, 2011: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Mar 10, 2011: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

Apr 10, 2011: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

May 10, 2011: Collaboration meetings will be held between special education & general education teachers to evaluate and discuss student progress **Person:** Alison Rineholt

May 25, 2011: The guidance counselor will aggregate NWEA testing data to determine the impact of Academy of Reading for those identified Free & Reduced Lunch students. **Person:** Anita Doan

Jun 30, 2011: Collect spring data: Number of teachers who show on the registry page that all students are engaged in the program the required time. **Person:** Linda Wade

Outreach to Preschool Parent Involvement Programs

Mar 15, 2010: Coordinate with member of the task force "sell the Kindergarten fair " by sharing responsibilities and expectations with member **Person:** Shelly Sarver

Mar 31, 2010: Kindergarten teachers attend local school that is hosting Kindergarten screening **Person:** Judy Burkhart and Shelly Sarver

Apr 1, 2010: Contact local preschool teachers with flyers about the event **Person:** Heidi Rudicel

Apr 1, 2010: Contact Newspaper to publicize Kindergarten fair **Person:**

Apr 1, 2010: Select screening materials and station materials for Kindergarten Fair **Person:** Shelly Sarver

Apr 5, 2010: Meet with volunteers and give them the materials for screening and activity booths will be centered around helpful ideas parents can do at home to help their kids be successful in Kindergarten **Person:** Shelly Sarver

Apr 8, 2010: Parent survey to be used at Kindergarten fair **Person:** Judy Burkhart and Shelly Sarver

Apr 8, 2010: Review and revise Powerpoint presentation about kindergarten program **Person:** Shelly Sarver

Apr 16, 2010: Set up booths and screening for kindergarten fair **Person:** Shelly Sarver

Apr 17, 2010: Hold Kindergarten screening and fair with the help of volunteers **Person:** Shelly Sarver

Apr 21, 2010: Collect follow up data concerning the Kindergarten Fair with a Task Force team **Person:** Shelly Sarver

Aug 24, 2010: Review spring screening results and determine if intervention is needed if so create intervention plan for students **Person:** Shelly Sarver, Heidi Rudicel and Judy Burkhart

Feb 18, 2011: Hold a meeting to review and revise Kindergarten Fair **Person:** Shelly Sarver

Feb 18, 2011: Select a date for Kindergarten Fair 2011 **Person:** Shelly Sarver, Heidi Rudicel and Judy Burkhart

Apr 1, 2011: Contact Newspaper and Preschools to publicize Kindergarten Fair **Person:** Heidi Rudicel

Apr 6, 2011: Meet with volunteers and give them the materials for screening and activity booths **Person:** Shelly Sarver

Apr 7, 2011: Review and revise Parent Survey **Person:** Shelly Sarver and Judy Burkhart

Apr 15, 2011: Set up booths for Kindergarten Fair **Person:** Shelly Sarver

Apr 16, 2011: Hold Kindergarten screening and fair with the help of volunteers **Person:** Shelly Sarver

Apr 20, 2011: Collect follow up data concerning Kindergarten fair and go over screening results **Person:** Shelly Sarver

Parent Involvement

Apr 1, 2010: Collect baseline data: % of teachers who held student-led conferences for at least 75% of students in the classroom. **Person:** Cindy Douglass

✓ **Apr 1, 2010:** Set date for volunteer callout meeting **Person:** Michaela Slisher

Jun 30, 2010: Development of Documentation Form for P/T Conferences **Person:** Cindy Douglass

Aug 13, 2010: Leader In Me Training **Person:** Cindy Douglass

Aug 15, 2010: Form a committee for planning Family Fun Nights **Person:** Lisa Zimpleman
Aug 17, 2010: Present information to parents about volunteer program at Back-To-School Night **Person:** Cindy Douglass
Aug 20, 2010: Plan volunteer callout meeting **Person:** Michaela Slisher
Aug 23, 2010: Meeting to discuss expectations for P/T Conferences **Person:** Cindy Douglass
Aug 31, 2010: Find out from staff what specific help is needed **Person:** Michaela Slisher
Aug 31, 2010: Provide a video recorded conference for example for teachers who are uncomfortable with new conference format
Person: Cindy Douglass
Sep 3, 2010: Distribute flyers about volunteer callout meeting **Person:** Michaela Slisher
Sep 3, 2010: Newspaper advertising about volunteer callout meeting **Person:** Michaela Slisher
Sep 3, 2010: Speak to churches/groups about program **Person:** Michaela Slisher
Sep 10, 2010: Make checklist of specific help needed **Person:** Michaela Slisher
Sep 10, 2010: Prepare handouts for volunteer callout meeting **Person:** Michaela Slisher
Sep 13, 2010: Build volunteer list for future contact **Person:** Michaela Slisher
Sep 14, 2010: Have volunteers checkmark activities they're interested in **Person:** Michaela Slisher
Sep 14, 2010: Hold Volunteer Call-Out Meeting **Person:** Michaela Slisher
Sep 14, 2010: Print handouts/checklist for volunteer callout meeting **Person:** Michaela Slisher
Sep 15, 2010: Planning meeting for 1st Quarter Family Fun Night **Person:** Lisa Zimpleman
Sep 20, 2010: Create volunteer schedule **Person:** Michaela Slisher
Sep 21, 2010: Notify volunteers of their scheduled help time(s) **Person:** Michaela Slisher
Sep 28, 2010: Have volunteer training for those who need it **Person:** Michaela Slisher
Oct 1, 2010: Notify Parents of Event **Person:** Publicity Coordinator
Oct 1, 2010: Order any needed supplies for FFN **Person:** Committee Chair
Oct 1, 2010: Release Time for Conferences **Person:** Cindy Douglass
Oct 15, 2010: Have Volunteer Program Operational **Person:** Michaela Slisher
Oct 16, 2010: Clean Up Area Following Event **Person:** Clean Up Committee
Oct 16, 2010: Hold 1st Family Fun Night **Person:** Lisa Zimpleman
Oct 16, 2010: Set Up Event Area/Decorate **Person:** Committee Chair
Oct 31, 2010: Collaboration Meeting for Grade-Level Teams to Discuss P/T Conferences **Person:** Grade-Level Teams
Nov 5, 2010: Release Time for Conferences **Person:** Cindy Douglass
Nov 15, 2010: Planning Meeting for 2nd Quarter Family Fun Night **Person:** Lisa Zimpleman
Nov 30, 2010: Collect fall data: % of teachers who held student-led conferences for at least 75% of students in the classroom.
Person: Cindy Douglass
Dec 1, 2010: Notify Parents of Event **Person:** Publicity Coordinator
Dec 1, 2010: Order any needed supplies for FFN **Person:** Committee Chair
Dec 3, 2010: Release Time for Conferences **Person:** Cindy Douglass
Dec 18, 2010: Clean Up Area Following Event **Person:** Clean Up Committee
Dec 18, 2010: Hold 2nd Family Fun Night **Person:** Lisa Zimpleman
Dec 18, 2010: Set Up Event Area/Decorate **Person:** Committee Chair
Jan 7, 2011: Release Time for Conferences **Person:** Cindy Douglass
Jan 31, 2011: Planning Meeting for 3rd Family Fun Night **Person:** Lisa Zimpleman
Feb 4, 2011: Release Time for Conferences **Person:** Cindy Douglass
Feb 14, 2011: Notify Parents of Event **Person:** Publicity Coordinator
Feb 15, 2011: Order any needed supplies for FFN **Person:** Committee Chair
Mar 4, 2011: Release Time for Conferences **Person:** Cindy Douglass
Mar 11, 2011: Clean Up Following the Event **Person:** Clean Up Committee
Mar 12, 2011: Hold 3rd Family Fun Night **Person:** Lisa Zimpleman
Mar 12, 2011: Set Up Event Area/Decorate **Person:** Committee Chair
Apr 1, 2011: Release Time for Conferences **Person:** Cindy Douglass
Apr 15, 2011: Planning Meeting for 4th Quarter Family Fun Night **Person:** Lisa Zimpleman
May 1, 2011: Notify Parent of Event **Person:** Publicity Coordinator
May 1, 2011: Order any needed supplies for FFN **Person:** Committee chair
May 10, 2011: End Of Year Feedback Survey for Parent/Student/Teacher Conferences **Person:** Cindy Douglass
May 26, 2011: Clean Up Following the Event **Person:** Clean Up Committee
May 26, 2011: Hold 4th Family Fun Night **Person:** Lisa Zimpleman
May 26, 2011: Set Up Event/Decorate **Person:** Committee Chair
Jun 30, 2011: Collect spring data: % of teachers who held student-led conferences for at least 75% of students in the classroom.
Person: Cindy Douglass

Parent Notice - Assessment Results

Jun 30, 2010: Add Parent Notice for Assessment Results in Caston Elem. Parent/Student Handbook for 2010-11 **Person:** Cindy Douglass

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

Jun 1, 2010: Review/Revise Parent Right-To-Know Letter **Person:** Cindy Douglass

Jun 30, 2010: Include Parent Right-To-Know Letter in the 2010-11 Parent/Student Handbook **Person:** Cindy Douglass

School-Parent Involvement Policy

Jun 30, 2010: Add School-Parent Involvement Policy to Caston Elementary Parent/Student Handbook **Person:** Cindy Douglass

The Leader In Me

Mar 26, 2010: Participate in webinar with Muriel Summers, Principal at A.B. Combs **Person:** Jill Strasser

Apr 1, 2010: Collect baseline data: % of teachers who daily use 7 Habits terminology in their classroom. **Person:** Jill Strasser

Apr 1, 2010: Collect baseline data: % of teachers who display the 7 Habits in their classroom. **Person:** Jill Strasser

Apr 1, 2010: Collect baseline data: % of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons. **Person:** Jill Strasser

May 1, 2010: Order teacher's manuals and student workbooks for The Leader in Me **Person:** Cindy Douglass

May 1, 2010: Secure funding and trainer for The Leader in Me workshop **Person:** Cindy Douglass

Aug 13, 2010: Leader in Me training **Person:** Cindy Douglass

Aug 16, 2010: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Aug 16, 2010: Planning Time for Implementing The Leader in Me **Person:** Jill Strasser

Aug 16, 2010: Teachers will develop schoolwide procedures **Person:** Jill Strasser

Aug 16, 2010: Teachers will implement data notebooks **Person:** Jennifer Baxter

Aug 18, 2010: Staff and students will meet in a school assembly to present expectations for behavior **Person:** Cindy Douglass

Aug 18, 2010: Teachers will implement schoolwide procedures **Person:** Cindy Douglass

Aug 27, 2010: Teachers will display their class pledge outside their room **Person:** Cindy DePyper

Aug 27, 2010: Teachers will implement setting of student academic and personal goals **Person:** Cindy DePyper

Aug 27, 2010: Teachers will lead their classes in creating a class pledge **Person:** Cindy DePyper

Sep 3, 2010: Teachers will create a list of jobs students are responsible for in the school **Person:** Maribeth Brash

Sep 16, 2010: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Sep 28, 2010: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Oct 15, 2010: Teachers will implement student led conferences **Person:** Jennifer Baxter

Oct 16, 2010: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Oct 28, 2010: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Nov 16, 2010: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Nov 28, 2010: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Nov 30, 2010: Collect fall data: % of teachers who daily use 7 Habits terminology in their classroom. **Person:** James Byrn

Nov 30, 2010: Collect fall data: % of teachers who display the 7 Habits in their classroom. **Person:** Maribeth Brash

Nov 30, 2010: Collect fall data: % of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons. **Person:** James Byrn

Dec 16, 2010: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Dec 17, 2010: Teachers will implement student led conferences **Person:** Jennifer Baxter

Dec 28, 2010: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Jan 14, 2011: Teachers will implement setting of student academic and personal goals **Person:** Cindy DePyper

Jan 16, 2011: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Jan 28, 2011: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Feb 16, 2011: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Feb 18, 2011: Teachers will implement student led conferences **Person:** Jennifer Baxter

Feb 28, 2011: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Mar 16, 2011: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Mar 28, 2011: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

Apr 16, 2011: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass

Apr 22, 2011: Teachers will implement student led conferences **Person:** Jennifer Baxter

Apr 28, 2011: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser

May 16, 2011: Actively seek grant opportunities to expand programs/services for Leader in Me **Person:** Cindy Douglass
May 28, 2011: Teachers will hold grade level meetings weekly to plan classroom lessons on the 7 Habits **Person:** Jill Strasser
Jun 30, 2011: Collect spring data: % of teachers who daily use 7 Habits terminology in their classroom. **Person:** James Burn
Jun 30, 2011: Collect spring data: % of teachers who display the 7 Habits in their classroom. **Person:** Maribeth Brash
Jun 30, 2011: Collect spring data: % of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons. **Person:** James Byrn

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers completing an RTI referral form **Person:** Paige Bowditch
Apr 1, 2010: Collect baseline data: % of teachers that provide documentation of research based interventions implemented. **Person:** Paige Bowditch
Apr 1, 2010: Collect baseline data: The number of teachers participating in the Timely Assistance strategy. **Person:** Linda Wade
Apr 1, 2010: Contact teachers to join the RTI Team **Person:** Paige Bowditch
Apr 7, 2010: Faculty Meeting Memo **Person:** Alison Reinholt
Apr 23, 2010: Initial RTI Team meeting to discuss appropriate title and build knowledge about the tiers of intervention **Person:** RTI Team
May 1, 2010: RTI Paperwork Development **Person:** Paige Bowditch
May 6, 2010: Education through professional development will help serve as anti-resistance. **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt
May 6, 2010: Faculty Meeting Presentation **Person:** Paige Bowditch and Alison Reinholt
May 13, 2010: Education through professional development will help serve as anti-resistance. **Person:** Caston Staff
May 13, 2010: Intervention Brainstorming **Person:** Alison Reinholt
May 14, 2010: RTI Team meeting to review referral forms, intervention reporting forms, and discuss documentation for upcoming school year **Person:** RTI Team
Jul 1, 2010: Creation of daily intervention/enrichment blocks of time **Person:** Cindy Douglass
Aug 13, 2010: RTI Team Meeting **Person:** RTI Team
Aug 13, 2010: Staff Collaboration Time will be used to acquaint grade levels 3 - 6 teachers with the basics of Academy of Reading. **Person:** Linda Wade
Aug 13, 2010: Teachers will be assured that assistance is available for understanding the Academy program and for interpreting Academy data. **Person:** Linda Wade
Aug 16, 2010: Intervention Modeling - Members of the RTI team will model interventions for teachers as needed throughout the school year. **Person:** RTI Team
Aug 16, 2010: RTI Review of paperwork **Person:** RTI Team
Aug 27, 2010: RTI Team Meeting **Person:** RTI Team
Aug 31, 2010: NWEA and ISTEP data will be provided to teachers in a timely manner. **Person:** Anita Doan
Aug 31, 2010: Use ISTEP, NWEA, grades, & observation to identify students in need of services in grades five and six.. **Person:** Dave Wynn
Aug 31, 2010: Use ISTEP, NWEA, DIBELS, grades, & teacher observation to identify students in need of service in grades three and four. **Person:** Christi Rush
Aug 31, 2010: Using all student data possible, identify students for after-school tutoring in grades five and six. **Person:** Dave Wynn
Aug 31, 2010: Using students testing data, identify those in need of after-school tutoring for grades three and four. **Person:** Christi Rush
Sep 2, 2010: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt
Sep 10, 2010: RTI Team Meeting **Person:** RTI Team
Sep 15, 2010: Send home a Parent Report of Placement Testing for grades 3 - 6. **Person:** Linda Wade
Sep 24, 2010: RTI Team Meeting **Person:** RTI Team
Oct 7, 2010: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt
Oct 8, 2010: RTI Team Meeting **Person:** RTI Team
Oct 15, 2010: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades five and six. **Person:** Dave Wynn
Oct 15, 2010: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades three and four. **Person:** Christi Rush
Oct 22, 2010: RTI Team Meeting **Person:** RTI Team
Oct 29, 2010: Send a Post Test Parent Report to involved students. **Person:** Linda Wade
Nov 4, 2010: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt
Nov 12, 2010: RTI Team Meeting **Person:** RTI Team

Nov 17, 2010: Send home a Parent Report of Placement Testing for grades 3 - 6. **Person:** Linda Wade

Nov 26, 2010: RTI Team Meeting **Person:** RTI Team

Nov 30, 2010: Collect fall data: % of teachers completing an RTI referral form **Person:** Paige Bowditch

Nov 30, 2010: Collect fall data: % of teachers that provide documentation of research based interventions implemented. **Person:** Paige Bowditch

Nov 30, 2010: Collect fall data: The number of teachers participating in the Timely Assistance strategy. **Person:** Linda Wade

Dec 2, 2010: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

Dec 10, 2010: RTI Team Meeting **Person:** RTI Team

Dec 17, 2010: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades five and six. **Person:** Dave Wynn

Dec 17, 2010: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades three and four. **Person:** Christi Rush

Dec 21, 2010: Collect 2nd quarter data: % of teachers completing an RTI referral form **Person:** Paige Bowditch

Dec 21, 2010: Collect 2nd quarter data: % of teachers that provide documentation of research based interventions implemented. **Person:** Paige Bowditch

Dec 24, 2010: RTI Team Meeting **Person:** RTI Team

Jan 6, 2011: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

Jan 14, 2011: RTI Team Meeting **Person:** RTI Team

Jan 19, 2011: Send home a Parent Report of Placement Testing for grades 3 - 6. **Person:** Linda Wade

Jan 28, 2011: RTI Team Meeting **Person:** RTI Team

Feb 3, 2011: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

Feb 11, 2011: RTI Team Meeting **Person:** RTI Team

Feb 18, 2011: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades five and six. **Person:** Dave Wynn

Feb 18, 2011: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades three and four. **Person:** Christi Rush

Feb 25, 2011: RTI Team Meeting **Person:** RTI Team

Mar 3, 2011: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

Mar 11, 2011: Collect 3rd quarter data: % of teachers completing an RTI referral form **Person:** Paige Bowditch

Mar 11, 2011: Collect 3rd quarter data: % of teachers that provide documentation of research based interventions implemented. **Person:** Paige Bowditch

Mar 11, 2011: RTI Team Meeting **Person:** RTI Team

Mar 23, 2011: Send home a Parent Report of Placement Testing for grades 3 - 6. **Person:** Linda Wade

Mar 25, 2011: RTI Team Meeting **Person:** RTI Team

Apr 7, 2011: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

Apr 8, 2011: RTI Team Meeting **Person:** RTI Team

Apr 22, 2011: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades five and six. **Person:** Dave Wynn

Apr 22, 2011: At the end of each nine weeks grading period, reevaluate the students most in need of tutoring for grades three and four. **Person:** Christi Rush

Apr 22, 2011: RTI Team Meeting **Person:** RTI Team

May 5, 2011: RTI Feedback opportunities provided at the monthly faculty meetings **Person:** Paige Bowditch, Anita Doan, and Alison Reinholt

May 13, 2011: RTI Team Meeting **Person:** RTI Team

May 27, 2011: RTI Team Meeting **Person:** RTI Team

Jun 30, 2011: Collect spring data: % of teachers completing an RTI referral form **Person:** Paige Bowditch

Jun 30, 2011: Collect spring data: % of teachers that provide documentation of research based interventions implemented. **Person:** Paige Bowditch

Jun 30, 2011: Collect spring data: The number of teachers participating in the Timely Assistance strategy. **Person:** Linda Wade

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.

The Leader In Me

Leader in Me training

Brief Description: Representative from Franklin Covey will provide training for implementation of The Leader in Me

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title 1 funds, ARRA funds

Does this activity occur during the school day? Yes

Planning Time for Implementing The Leader in Me

Brief Description: Teachers will meet in small groups to plan how The Leader in Me can be implemented in each classroom.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 16, 2010

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: None needed

Does this activity occur during the school day? Yes

A. Parent Involvement: Family Fun Nights With A Hook

No professional development is needed for this strategy.

A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences

Leader In Me Training

Brief Description: A full-day training for all elementary teachers for The Leader In Me Program will be provided by Covey Institute. A part of this training will focus on student-led conferences & sharing of data with parents.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: Corporation & Title I

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Volunteer Program

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement: Educating Teachers to Better Utilize Volunteers

Staff training of specific ways to that adult volunteers can be used to benefit students and staff.

Brief Description: Teachers & staff will attend a session intended to inform them of specific ways that adult volunteers can be helpful in their classrooms.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching

Funding: General fund

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs: Preschool Pre-enrollment Activities

Kindergarten teachers attend local school that is hosting Kindergarten screening

Brief Description: The Kindergarten teachers will attend another schools Kindergarten round-up to see how they manage the screening of students.

Intended Participants: Teachers

Date: Mar 31, 2010

Activity Purpose: Information

Activity Format: Action Research, Site Visit

Funding: principal

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Differentiated Instruction

Meet with staff on how to give learning style inventory

Brief Description: Teachers will be given a copy of a learning styles inventory and will be instructed on how to give it to their students.

Intended Participants: Teachers

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: na

Does this activity occur during the school day? Yes

Morning meeting with information on activities to do with different learning styles

Brief Description: Christi Rush and Jennifer Baxter will present ideas to staff on ways to differentiate their lessons

Intended Participants: Teachers

Dates: Aug 30, 2010; Sep 30, 2010; Oct 30, 2010; Nov 30, 2010; Dec 30, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation

Funding: na

Does this activity occur during the school day? Yes

I. Focused Academic Area: Auto Skills (Academy of Reading)

Exploring the AutoSkills Academy of Reading Computer Program

Brief Description: K-2 teachers will spend a 90 minute block of time per grade level team with Academy trainer, Terri Whitehead, to view the Reading Skills.

Intended Participants: Teachers

Date: Apr 7, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

Have the K-2 teachers practice in the program as a "student" in order to become familiar with the pr

Brief Description: During Collaboration Time, K-2 teachers will be instructed on how to use the students' evaluation screens to remediate skills. Teachers will also view 2009/2010 pre/post tests to see merits of program for reading growth.

Intended Participants: Teachers

Date: May 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Peer Coaching

Funding: none

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Coordination with Local Preschools

No professional development is needed for this strategy.

U. Focused Student Group: Students in grades K-2 who are not reading on grade-level

Teachers will have received training in the Auto Skills program.

Brief Description: Nine staff members from the K-2 grades, including an aide met with the Auto Skills Academy of Reading coordinator for our corporation on April 7. Each group spent 90 minutes of training in the program as they discovered how the students see and hear the elements of instruction.

Intended Participants: Teachers

Date: Apr 7, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Included in corporation funding of the Auto Skills program.

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: Academy of Reading

No professional development is needed for this strategy.

W. Timely Additional Assistance: Response To Intervention Team

Faculty Meeting Memo

Brief Description: The strategy chair will share a basic handout to all staff members regarding the differences between accommodations, modifications, and interventions

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 7, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: None

Does this activity occur during the school day? Yes

Faculty Meeting Presentation

Brief Description: A brief presentation using powerpoint will be done to share the background of RTI, the legal basis of RTI, and the framework for RTI.

Intended Participants: Teachers, Counselors, Administrators

Date: May 6, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? Yes

Intervention Brainstorming

Brief Description: Faculty will be grouped to brainstorm and research a variety of interventions that could be implemented and determine which tier each intervention represents

Intended Participants:

Date: May 13, 2010

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Action Research

Funding: None

Does this activity occur during the school day? Yes

RTI Review of paperwork

Brief Description: RTI Folders will be presented to the faculty with examples and instructions on how to complete appropriate paperwork.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 16, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? Yes

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... all groups perceive that some students interfere with the learning of others

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- The Leader In Me
- W. Timely Additional Assistance: Response To Intervention Team

We are concerned that... many students feel they need extended time for learning

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Educating Teachers to Better Utilize Volunteers
- I. Focused Academic Area: Auto Skills (Academy of Reading)
- U. Focused Student Group: Students in grades K-2 who are not reading on grade-level
- A. Parent Involvement: Parent Volunteer Program
- W. Timely Additional Assistance: Academy of Reading
- W. Timely Additional Assistance: Response To Intervention Team

We are concerned that... report cards do not reflect mastery of standards

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

We are concerned that... assessments/feedback do not directly reflect IN Acad. standards

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Auto Skills (Academy of Reading)
- U. Focused Student Group: Students in grades K-2 who are not reading on grade-level

We are concerned that... many parents do not have sufficient involvement in their child's education

Data Targets Influenced by This Concern:

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- The Leader In Me
- T. Annual Parent Meeting
- L. Early Childhood Transition: Coordination with Local Preschools
- B. Educator Training for Parent Involvement: Educating Teachers to Better Utilize Volunteers
- C. Outreach to Preschool Parent Involvement Programs: Preschool Pre-enrollment Activities
- E. Parent Information Resource Center Website: Link to School/Community Webpage
- A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences
- A. Parent Involvement: Parent Volunteer Program
- A. Parent Involvement: Family Fun Nights With A Hook
- S. School-Parent Compact
- Q. School-Parent Involvement Policy
- W. Timely Additional Assistance: Response To Intervention Team

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences
- A. Parent Involvement: Parent Volunteer Program
- A. Parent Involvement: Family Fun Nights With A Hook

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Educating Teachers to Better Utilize Volunteers

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Preschool Pre-enrollment Activities

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website: Link to School/Community Webpage

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- I. Focused Academic Area: Auto Skills (Academy of Reading)

J. Instruction by Highly Qualified Teachers (SW)**Data Targets Influenced by This Concern:**

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

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

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

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

- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- L. Early Childhood Transition: Coordination with Local Preschools
- L. Early Childhood Transition: Area Five Head Start Community Partnership

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

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)**Data Targets Influenced by This Concern:**

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

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:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

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:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Students in grades K-2 who are not reading on grade-level

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- Boys in grades 1-6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades 1 - 6 -- Earn mastery grade in English/Language Arts (Mastery Grade Data)
- Free & Reduced Students in Grades K - 2 -- Earn NWEA Grade Level RIT Score for Reading
- Free and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)
- Students in Grades 1 & 2 -- Achieve grade level for Reading Comprehension as measured by NWEA RIT score

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Response To Intervention Team
- W. Timely Additional Assistance: Academy of Reading

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?	Parent/Teacher Resource Room
<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 (Math, Reading, Language) (Grades 2 â 6) Map for Primary Grades (Grades K-1) STAR Early Literacy (Grades K-1) DIBELS (Grades K-3) Textbook assessments Teacher-developed assessments Tri-annual writing assessments aligned to ISTEP+ writing rubric</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 InSAI Extra Help Assessment 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.	Our school coordinates funding sources, but has chosen not to consolidate funds.

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 2009-2010 school year