

# **School Improvement Plan - 2011-2012**

Generated on August 19, 2011 at 10:12 AM

## **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:



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

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 8
- Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 13
- Strategy Data . . . . . 20
- To-Do List . . . . . 23
- Professional Development Summary . . . . . 29
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 34
- Force Field Excerpt . . . . . 41
- Continuous Improvement Timeline . . . . . 42

# 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
- Indiana Rules and Regulations
- 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
- Becky Mittica - Community
- Nicole Monical - Teacher
- Linda Wade - Teacher
- Lisa Zimpleman - Parent/Guardian

## Strategy Chairs

- Paige Bowditch
- Teresa Button
- Anita Doan
- Cindy Douglass
- Blake Mollenkopf
- Alison Reinholt
- 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
- Teresa Button - 6th grade teacher, strategy chair
- Angie Deming - Parent of 1st grader, business owner
- 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)
- Becky Mittica - MW Industries, Caston Parent of students in grades 3 & 5, Steering Team member
- Russ Phillips - School Board Member
- Lisa Rentschler - UAW, Parent of 6th & 8th grade students
- Teresa Rentschler - 4th grade teacher, strategy chair
- Dorothy Richter - former Caston teacher, community member
- Harry Richter - Community Member, Fulton County Community Foundation Board member
- Shelly Sarver - parent of 3rd grader (EIP student) and 7th grader, strategy chair
- Terry Sarver - Caston Parent of 2nd grade student
- 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 - Caston Graduate, PTO, Parent of students in grades 3 & 8, School Volunteer, Avon rep
- Jill Strasser - 1st grade teacher, parent of Caston Graduates, strategy chair
- Linda Wade - title 1 teacher, steering team member, strategy chair
- Cynthia Wiese - Caston Parent of 4th grade student, PTO President
- 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)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%	58%	72%	75%		77%		79%		85%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	54%	54%	62%	66%		72%		78%		85%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%	69%	66%	72%	66.4%	76%		80%		85%		100%

**Students in Grades 3-6 - % of students meeting end of year reading goal**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		

**Students in grades K-2 - % of students meeting end of year reading goal**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						75%		77%		80%		

## 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... [blank]**

**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... 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

**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... Some third grade students are not reading on grade level by the end of third grade**

Based upon NWEA Reading Scores, DIBELS progress monitoring, and ISTEP+ language arts scores, we continue to have students who are below grade level each year.

**We are concerned that... Students may not have a focus for their path to graduation**

HS Graduation rate needs to increase as per the Jr/Sr High's data.

**We are concerned that... Tier 1 Core Reading**

**We are concerned that... Tier 2 Reading**

**We are concerned that... Tier 3 Reading**

**We are concerned that... Reading Assessment**

**We are concerned that... Reading Communication to Parents**

## **Required Areas of Concern**

**A. Parent Involvement**

**B. Educator Training - Parent Involvement**

**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**

**J2. Instruction by Highly Qualified Paraprofessionals**

**K. Attracting Highly Qualified Teachers**

**L. Student 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**

**X. Graduation Plan**

# 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

### New Teacher Training for Best Use Of Volunteers

Training and Educating teachers on how to best utilize volunteers in the classroom has been provided in the past. We will sustain this by bringing in any new educators and providing this same training so that they can participate in our volunteer program and utilize it to the fullest benefit for the students in those classrooms. The strategy chair will work individually or with small groups of teachers new to the corporation and/or new to their positions at the beginning of the school year to help them in getting the year underway. Throughout the school year, this individual will continue to support those teachers as the year progresses by meeting during collaboration time and/or common preparation time to assist as needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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 to 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 2011-2012 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

### 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

## Tier 1 Core Reading

Caston Elementary Teachers will implement a core reading block in each classroom in grades K-6 for all students. The core program will be a scientifically research-based program that has been approved by the Department of Education and is on the approved adoption list. All classroom teachers will implement the program with fidelity by following the recommended guidelines of the program, and regularly assessing to assure that 80% or more of the students are being successful within the Tier I core program. Instruction will be differentiated to meet the unique needs of all levels of learners within the core reading level I tier. This will be implemented daily in a uninterrupted 90-minute reading block as per the guidelines of the Indiana Reading Framework. Each teacher will structure this block to include both whole group and small group instruction. Whole group instruction will include phonemic awareness, phonics and fluency work, and robust activities which build vocabulary and reading comprehension as appropriate for each grade-level in alignment with the core academic standards for Reading. Each teacher will also incorporate small group instruction focusing on mastery of grade-level core standards, additional practice and reteaching as deemed necessary for selected students, additional fluency practice, or enrichment activities for students performing above grade-level. All teachers will implement universal screening and progress monitoring for all students, including the tracking of all student's reading fluency toward grade-level benchmarks. Each classroom teacher will be responsible for identifying students who are not progressing within this block for Tier 2 interventions after modifications and small group interventions have been documented and monitored for a 4 - 6 week period of time. The 90-minute block will be implemented at the start of the 2011-2012 school year and will continue for the duration of the school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Tier 2 Reading

Caston Elementary will implement a 30 minute universal extension block daily for grades K-6. During this time students who are not successful in Tier I Reading instruction and are performing below grade level will receive scientifically research-based reading interventions outside of the 90 minute block. Additionally, high ability students who perform well above the expectations of the grade-level Tier I instruction will be provided with extension/challenge activities. Regular classroom teachers in grades K-6 will progress monitor students in tier I to determine which students are in need of services during the resource block -- groups will remain flexible based upon current needs as determined by frequent progress monitoring. Students may be grouped across grade levels for both interventions and extension activities to better utilize/engage the entire staff to the best extent possible in an effort to meet more student's with diverse needs.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Tier 3 Reading

Students who have not made sufficient progress in Tier 1 and have received interventions in Tier 2 without sufficient progress will be referred to the SSS (Student Support Services) team to determine a plan for further scientifically research-based reading interventions that can be administered in smaller groups or one-on-one for extended periods of time through Tier 3 interventions. The child's parent will be part of the team approach for determining the plan for this level of intervention. Additionally, the parent will be provided with continuous progress monitoring reports to determine if the gap is closing for the child or if there is need for further interventions through special education. A resource/intervention teacher will meet daily with these students to implement an intervention that differs in frequency/duration or an alternative intervention based upon specific needs of the student beyond the 90 minute block of core reading time. While most interventions would require at least 30 minutes daily -- timeframes will be flexible and could be extended if necessary to accommodate the specific needs of the child. Likewise, the SSS team will convene with parents of students identified as high ability in reading whose needs cannot be met through cross-grade level extensions to determine a plan of action to better meet the needs of the student. Once this plan has been determined, the student's progress, as well as the emotional/social impact of the student will be monitored to determine if the plan is effective in meeting the unique needs of the student. While interventions will be in place for Tier 3 students based upon practices and programs that are already being utilized, the 2011-12 school year will be utilized as a timeframe for further developing the strategies and programs that could be even more effective with these students; thus a major focus of improvement for the Tier 3 Reading for this school year will be of the investigative nature for further exploring this level of intervention for students, as well as needed training if new programs/services are adopted.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### A. Parent Involvement: Family Fun Nights With A Literacy Hook

Caston Elementary school will offer family fun nights one per semester during the 2011-2012 school year. These nights will educate parents on academic standards for reading which can easily be addressed with their child at home through fun activities that have been modeled throughout the evening, 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 distributing educational materials and giving 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:** Low Impact

**Focus:** General

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

Parent-Teacher conferences will be held at various times throughout the 2011-2012 school year. 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

#### **B. Educator Training - Parent Involvement: Educating Teachers to Better Communicate with Parents**

We will provide training for teachers next year that will help them understand the variety of ways that they can effectively communicate with parents. Included in this will be a continued focus on student-led conferences. Teachers will be asked to share their current practices for parent communication, including samples of classroom newsletters, etc. Since there is a particular focus on student-led conferences there will be training on different types of data being collected in classrooms which compile a data notebook and how this information is communicated to parents.

**Impact Level:** High Impact - Inside

**Focus:** General

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

1) A kindergarten fair will be held in Spring 2012(late March/early April) for all children entering kindergarten in the fall of 2012. 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:** General

#### **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

#### **G. Attendance: "Kids On Fire" To Attend School**

Caston Elementary School will develop an attendance incentive program that will encourage students to attend school on a regular basis. This program will publicize individual students, as well as groups of students, who are exhibiting exemplary attendance and provide rewards and recognition that will be visible to all students, as well as the community. Through this program, the importance of regular school attendance will be promoted and will hopefully impact students and families who may not value this as being important to their education.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **I. Focused Academic Area: Reading - Leadership Team**

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 that is low achieving in comparison to same-grade peers, 2) They analyzed force field data (needs assessment that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level, and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All Caston Elementary Teachers in grades K-6 will focus on the content area of READING and the implementation of a 90-minute uninterrupted block of time daily, as well as tiered interventions for students not successful in the core block. To support this school-wide effort, a reading leadership team will be organized and will focus on the school-wide implementation of the Indiana Reading Framework. This team will meet bi-monthly throughout the 2011-12 school year and will work in collaboration with the SSS (Student Support System) team to provide needed support to the classroom teachers in the implementation process. Tasks of the Reading Leadership Team will involve organization and planning for professional development needed for teaching strategies, decisions regarding assessments, analyzing data to track schoolwide progress/performance, and recommendations for curriculum and supplemental resources. The Reading Leadership Team will include the Principal, a reading intervention teacher, a special education teacher(s), and representatives from lower and upper elementary classrooms.

**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, we will 1) hire only highly qualified teachers, 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. Also, we will make parents aware of the school's progress in employing all highly qualified teachers 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. 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 HOUSSE. Proper documentation for each teacher employed, as well as a list of all teachers with the above verification will be maintained in the Superintendent's Office 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 which was completed by September 1, 2010 and will be updated at the start of the 2011 school year when all staff members are in place for the school year. This will be done after verifying that all necessary documentation is on file in the Superintendent's Office. AS OF THIS DATE, CASTON ELEMENTARY SCHOOL HAS NO TEACHERS ON STAFF THAT DO NOT MEET THE QUALIFICATIONS FOR BEING HIGHLY QUALIFIED.

**Impact Level:** Low Impact

**Focus:** Specific

#### **J2. Instruction by Highly Qualified Paraprofessionals.**

To ensure that all of our students are assisted by highly qualified paraprofessionals, we will 1) hire only highly qualified paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for taking and passing the Parapro Exam, 3) make sure that our low-achieving students are assisted by highly qualified paraprofessionals. 1) All paraprofessionals will meet the NCLB guidelines for Highly Qualified. This will be verified by showing that each paraprofessional either has the appropriate hours of college education or has successfully passed the Parapro test. Proper documentation for each paraprofessional employed will be maintained in the Principal's Office. 2) All Instructional Assistants at Caston Elementary School will meet the qualification of Highly Qualified. The Principal will complete, update, and maintain the

list of Highly Qualified Teacher Assistants within the building which represents the only Elementary School in the District. Should a paraprofessional not meet the Highly Qualified requirements, a coach will be assigned to monitor the paraprofessional's progress toward meeting the HQ Requirements. 3) The list which was completed by September 1, 2010 and will be updated at the start of the 2011 school year when all staff members are in place for the school year. This will be done after verifying that all necessary documentation is on file in the Superintendent's and/or Principal's Office. AS OF THIS DATE, CASTON ELEMENTARY SCHOOL HAS NO PARAPROFESSIONALS ON STAFF 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, assuring that Highly Qualified Requirements is listed as one of the needed qualifications for a teacher to be employed for the position. 3) This procedure will take place as positions are vacated and new employees are needed.

**Impact Level:** Low Impact

**Focus:** Specific

#### **L. Student Transition: Coordination with Local Preschools & Area 5 Headstart**

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. 4) 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. 5) 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. 6) This will occur in January of each school year and will be an on-going mutual agreement between the two organizations.

**Impact Level:** High Impact - Outside

**Focus:** General

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

1) Caston Elementary School will provide to each parent the child's ISTEP+ assessment results, M-CLASS & Acuity testing reports, 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 when available. 3) Assessment results for ISTEP+ will be mailed to each household in the Spring along with the child's report card, other testing reports will be presented to parents at Parent/Teacher Conferences or sent to the home of parents who are unable to attend 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 2011-12 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 2011-12 school year.

**Impact Level:** Low Impact

**Focus:** Specific

#### **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 school year.

**Impact Level:** Low Impact

**Focus:** Specific

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

1) The School-Parent Compact will be distributed to each parent through annual parent meetings/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 2011-12 school year.

**Impact Level:** Low Impact

**Focus:** Specific

#### **T. Annual Parent Meeting**

1) An annual parent meeting will be held at a time convenient for parents (a minimum of 2 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) which is regularly distributed to each student, as well as placed in key locations in the community. 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 2011-2012 school year.

**Impact Level:** Low Impact

**Focus:** Specific

#### **U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading**

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 that is low achieving in comparison to same-grade peers, 2) They analyzed force field data (needs assessment that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level, and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. 1) Free and Reduced Lunch Students who are reading below grade level along with other Identified Students will participate in a Tier II reading intervention block where they will use either a computerized program which focuses on phonemic awareness and fluency in reading (Autoskills Academy of Reading) or another research-based intervention deemed appropriate for a child's specific needs through Response to Instruction (SSI) team decisions. 2) Each classroom teacher in grades K-3, will participate with the SSI team to determine a plan specific to the child for this intervention strategy. 3) At least one classroom teacher per grade level will be directly involved in administering the intervention along with support from reading intervention specialists, special education staff, special subject teachers, and/or instructional assistants. 4) The duration and frequency of the reading interventions will be based upon the

recommendation of the various research-based intervention (i.e. three times weekly for a minimum of 20 minutes, daily for a minimum of 30 minutes, etc.) 5) Progress monitoring will occur every two weeks to determine if the child is progressing at a rate that will close the achievement gap and/or if more intensive intervention is needed. 6) Interventions will be provided throughout the 2011-2012 school year during a common 30-40 minute block of time scheduled for this purpose which will extend beyond the 90 minute core reading block of time.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading**

The Response to Instruction Team (SSS Team) will assist classroom teachers and interventionist in planning Tier II interventions for students during the school day or during after-school tutoring sessions. A focus for the 2011 - 2012 school year will be the school-wide implementation of universal screening and progress monitoring at frequent check points to closely track the effectiveness of interventions. A common 30-40 minute block of time daily will simultaneously free up all teachers in the building (including special subject teachers, instructional assistants, & parent/community volunteers) to be doing one of three tasks: interventions, monitoring of silent/sustained reading (AR Program) for those students reading on grade-level and not in need of interventions, or enrichment activities for students functioning well above grade-level. Interventions will be research-based and provided daily in addition to core instruction in the 90-minute block throughout the 2011-2012 school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **X. Graduation Plan: 6th Grade Graduation Plan**

All sixth grade students will participate in the development of a 6th grade graduation plan. The guidance counselor will conduct the activities to educate the students and parents on the components of the 6th grade graduation plan, assure that the plan is completed, and take responsibility for transitioning the plan as the students enter Junior High School in collaboration with the Jr/Sr High Guidance Counselor. This activity will occur through the classroom guidance program during the sixth grade school year and will be completed as per the requirements of the state mandated plan.

**Impact Level:** Low Impact

**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

### Tier 1 Core Reading

% of teachers who use data to make instructional decisions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
11	19		19	

% of teachers who obtain universal screening data to make instructional decisions.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	19		19	

% of teachers who use research-based, core reading instruction implemented with fidelity

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	80%		80%	

### Tier 2 Reading

% of teachers who obtain progress monitoring data to make instructional decisions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
2		19		19

% of teachers who use progress monitoring data to make instructional decisions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
0		19		19

Frequency of Small Group Intervention Sessions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
2		36		36

**Tier 3 Reading**

% of teachers who use data to make instructional decisions that target specific skills in small group, intensive interventions.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
0		19		19

% of teachers who implement Tier 3 instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
0		36		36

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiated Instruction

% of teachers who regularly utilize differentiation in their classroom lessons

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	65%		80%	

### I. Focused Academic Area: Reading - Leadership Team

Number of teachers engaged in assisting students in reading.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
53%	100%		100%	

### U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading

% of staff who will identify students in need of intervention based upon universal screenings and subsequent progress monitoring.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
22%	100%		100%	

## To-Do List

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

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

## Annual Parent Meeting

**Jul 1, 2011:** Set dates for 2011-12 Annual Parent Meeting **Person:** Cindy Douglass

**Aug 1, 2011:** Fliers distributed in registration packet for all parents of Caston Elem. Students **Person:** Cindy Douglass

**Aug 5, 2011:** Communicate to teachers date of meeting & their responsibilities for compiling information for parents **Person:** Cindy Douglass

**Aug 16, 2011:** Hold Annual Parent Meeting #1 **Person:** Cindy Douglass

**Aug 19, 2011:** Hold alternative Parent Meeting for parents who could not accommodate meeting #1 **Person:** Cindy Douglass

**Sep 1, 2011:** Compile Parent Surveys distributed at meetings & analyze parent input **Person:** School Improvement Team

## Educator Training - Parent Involvement

**Sep 10, 2011:** Plan a work session for teachers to share parent communication ideas **Person:** Cindy Douglass

**Sep 10, 2011:** schedule morning AM session for teachers to attend **Person:** Cindy Douglass

**Sep 25, 2011:** Hold teacher workshop for parent communication **Person:** Cindy Douglass

**Oct 1, 2011:** Plan session for teachers on student data notebooks **Person:** Cindy Douglass

**Oct 15, 2011:** Schedule data notebook workshop for AM collaboration time **Person:** Cindy Douglass

**Oct 23, 2011:** Hold data notebook workshop **Person:** Cindy Douglass

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: % of teachers who regularly utilize differentiation in their classroom lessons **Person:** Teresa Button

**Aug 17, 2011:** Give Learning styles inventories to teachers. **Person:** Teresa Button

**Aug 17, 2011:** Reminder to staff to find Bloom's Taxonomy wheels **Person:** Teresa Button

**Aug 26, 2011:** Teachers will have students complete learning styles inventories. **Person:** Teresa Button

**Sep 2, 2011:** Teachers will turn in results of learning styles inventories. **Person:** Teresa Button

**Sep 8, 2011:** Whole staff overview of Differentiating, Learning styles, and Bloom's taxonomy **Person:** Teresa Button, Jennifer Baxter, Christi Rush, Blake Mollenkopf

**Oct 31, 2011:** K-2 will meet and discuss differentiation, Kindergarten lead discussion **Person:** Blake Mollenkopf

**Nov 30, 2011:** Collect fall data: % of teachers who regularly utilize differentiation in their classroom lessons **Person:** Teresa Button

**Nov 30, 2011:** Grades 3-6 will meet to discuss differentiation ideas, 3rd grade leads discussion **Person:** Christi Rush

**Dec 16, 2011:** Question Answer session for staff on Bloom's taxonomy, learning styles, differentiation **Person:** Christi Rush, Teresa Button, Jennifer Baxter, Blake Mollenkopf

**Dec 16, 2011:** Survey on how teachers are using learning styles inventories in lessons **Person:** Teresa Button

**Jan 30, 2012:** K-2 meets to discuss differentiation ideas First grade leads discussion **Person:** Blake Mollenkopf

**Feb 28, 2012:** Grades 3-6 Meets to discuss differentiation ideas 5/6 leads discussion **Person:** Jennifer Baxter

**Mar 31, 2012:** K-2 meets to discuss differentiation ideas Second grade leads discussion **Person:** Blake Mollenkopf

**Apr 30, 2012:** 3-6 meets to discuss differentiation ideas, 4th grade leads discussion **Person:** Teresa Button

**Apr 30, 2012:** Survey on how differentiation, learning styles and blooms are being implemented **Person:** Teresa Button

**Jun 30, 2012:** Collect spring data: % of teachers who regularly utilize differentiation in their classroom lessons **Person:** Teresa Button

## Focused Academic Area

- ✓ **Apr 1, 2011:** Collect baseline data: Number of teachers engaged in assisting students in reading. **Person:** Linda Wade
- ✓ **Apr 8, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **Apr 15, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **Apr 22, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **Apr 29, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **May 6, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **May 13, 2011:** Staff Research Study Groups **Person:** Linda Wade
- ✓ **May 20, 2011:** Staff Research Study Groups **Person:** Linda Wade
- Aug 20, 2011:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Sep 15, 2011:** The Leadership Team will survey the full faculty in the fall and mid-year to ascertain any requests for resources or training for any portion of the Reading Plan implementation, including assessments. **Person:** Leadership Team
- Sep 20, 2011:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Oct 20, 2011:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Nov 20, 2011:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Nov 30, 2011:** Collect fall data: Number of teachers engaged in assisting students in reading. **Person:** Leadership Team
- Dec 20, 2011:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Jan 20, 2012:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Feb 20, 2012:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Mar 20, 2012:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Apr 20, 2012:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- May 20, 2012:** The Leadership team will meet bimonthly to review student progress, and to monitor and evaluate the Implementation of the Reading Plan **Person:** Leadership Team
- Jun 30, 2012:** Collect spring data: Number of teachers engaged in assisting students in reading. **Person:** Leadership Team

## Focused Student Group

- ✓ **Apr 1, 2011:** Collect baseline data: % of staff who will identify students in need of intervention based upon universal screenings and subsequent progress monitoring. **Person:** Linda Wade
- Sep 2, 2011:** The SSS Team and the Leadership Team will be knowledgeable and available to provide assistance & training for the implementation of various tools/programs used for Intervention and Assessing. **Person:** SSS Team & Leadership Team
- Sep 2, 2011:** The SSS Team will monitor the data from Universal Screenings and Progress Monitoring in order to help all interventionists plan and organize student groupings. **Person:** SSS Team
- Nov 30, 2011:** Collect fall data: % of staff who will identify students in need of intervention based upon universal screenings and subsequent progress monitoring. **Person:** Linda Wade
- Jun 30, 2012:** Collect spring data: % of staff who will identify students in need of intervention based upon universal screenings and subsequent progress monitoring. **Person:** Linda Wade

## Graduation Plan

- Sep 29, 2011:** Set Sessions to meet with each 6th grade class **Person:** Anita Doan
- Oct 15, 2011:** Meet with each class, discuss graduation plan, and distribute info. to go home **Person:** Anita Doan
- Dec 1, 2011:** Collect graduation plan information for each child - verify that all are returned **Person:** Anita Doan
- May 1, 2012:** Pass all graduation plans on to HS Counselor upon transitioning students to grade 7 **Person:** Anita Doan

## Outreach to Preschool Parent Involvement Programs

- Apr 1, 2012:** Contact local preschool teachers with flyers **Person:** Shelly Sarver
- Apr 1, 2012:** Contact Newspapers to publicize Kindergarten Fair **Person:** Angie Chapman

**Apr 5, 2012:** Meet with volunteers to train **Person:** Shelly Sarver  
**Apr 15, 2012:** Set up booths and screening stations **Person:** Fair Committee  
**Apr 16, 2012:** Hold screening **Person:** Fair Committee  
**Apr 20, 2012:** Collect follow-up data to assist in planning for 2012-13 school year **Person:** School Personnel on Committee  
**Apr 20, 2012:** Follow up meeting to review screening results **Person:** Fair Committee

## Parent Involvement

**Aug 1, 2011:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Aug 15, 2011:** Distribute parent/teacher conference documentation log to teachers **Person:** Cindy Douglass  
**Aug 29, 2011:** Set Dates for Two Family Fun Nights **Person:** Cindy Douglass  
**Sep 1, 2011:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Sep 29, 2011:** Establish a committee for each fun night **Person:** Lisa Zimpleman  
**Oct 1, 2011:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Oct 1, 2011:** Set Date for Committee Meeting for 1st FFN **Person:** Committee Chair  
**Oct 15, 2011:** Hold Committee Planning Meeting **Person:** Committee Chair  
**Oct 20, 2011:** Publicize 1st FFN with literacy hook **Person:** Publicity coordinator  
**Nov 1, 2011:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Nov 1, 2011:** Order supplies **Person:** Committee Chair  
**Nov 15, 2011:** Organize materials to be distributed to parents **Person:** Teacher Rep. on Committee  
**Dec 1, 2011:** Hold first FFN with Literacy Hook **Person:** Committee Chair & committee  
**Dec 1, 2011:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Dec 15, 2011:** Submit article for Comet Connection and Pictures of First FFN for January Edition of CC **Person:** Publicity Coordinator  
**Jan 1, 2012:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Jan 10, 2012:** Collect logs to monitor Semester I conferences **Person:** Cindy Douglass  
**Jan 20, 2012:** Committee meeting to evaluate 1st FFN & Plan for 2nd FFN **Person:** Lisa Zimpleman  
**Jan 31, 2012:** Set Date for Committee Meeting for 2nd FFN **Person:** Committee Chair  
**Feb 1, 2012:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Feb 15, 2012:** Publicize 2nd FFN with Literacy Hook **Person:** Publicity Coord.  
**Feb 28, 2012:** Order Supplies for 2nd FFN with Literacy Hook **Person:** Committee Chair  
**Mar 1, 2012:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Mar 15, 2012:** Organize literacy materials to be distributed to parents at FFN **Person:** Teacher Rep. on Committee  
**Apr 1, 2012:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Apr 15, 2012:** Hold 2nd FFN with Literacy Hook **Person:** Committee  
**Apr 20, 2012:** Submit article to Comet Connection & Pictures for May Edition of CC **Person:** Publicity Coordinator  
**May 1, 2012:** Include in weekly memo reminder to teachers/offer for covering classrooms **Person:** Cindy Douglass  
**Jun 1, 2012:** Collect logs to monitor Semester II conferences **Person:** Cindy Douglass

## Parent Volunteer Program

**Apr 30, 2011:** Set date for volunteer callout meeting **Person:** Michaela Slisher  
**Aug 16, 2011:** Present information to parents about volunteer program at Back-To-School Night **Person:** Michaela Slisher  
**Aug 19, 2011:** Plan volunteer callout meeting **Person:** Michaela Slisher  
**Aug 28, 2011:** Prepare advertising to be distributed **Person:** Michaela Slisher  
**Aug 28, 2011:** Prepare assistance request forms to be distributed to staff **Person:** Michaela Slisher  
**Aug 31, 2011:** Distribute assistance request forms to staff to find out what specific help is needed **Person:** Michaela Slisher  
**Sep 2, 2011:** Contact churches/groups about program **Person:** Michaela Slisher  
**Sep 2, 2011:** Contact local newspapers about volunteer callout meeting **Person:** Michaela Slisher  
**Sep 2, 2011:** Distribute flyers about volunteer callout meeting **Person:** Michaela Slisher  
**Sep 9, 2011:** Make checklist of specific volunteer help needed **Person:** Michaela Slisher  
**Sep 9, 2011:** Prepare handouts for volunteer callout meeting **Person:** Michaela Slisher  
**Sep 12, 2011:** Print handouts/checklist for volunteer callout meeting **Person:** Michaela Slisher  
**Sep 13, 2011:** Have volunteers checkmark activities they're interested in **Person:** Michaela Slisher  
**Sep 13, 2011:** Hold volunteer callout meeting **Person:** Michaela Slisher  
**Sep 20, 2011:** Create volunteer schedule **Person:** Michaela Slisher  
**Sep 23, 2011:** Notify volunteers of their scheduled help time(s) **Person:** Michaela Slisher

## Student Transition

**May 1, 2011:** Plan fieldtrip for local preschoolers who are incoming kindergarteners **Person:** Kindergarten & Preschool Tchrs.  
**May 5, 2011:** Identify areas of concern to discuss & create agenda **Person:** Shelly Sarver  
**Jan 5, 2012:** Make contact with Headstart to update or revise transition agreement **Person:** Cindy Douglass  
**Jan 15, 2012:** Meet mid-year for follow up meeting with local preschool teachers **Person:** Shelly Sarver  
**May 1, 2012:** meeting with local preschool teachers to review/revise kindergarten **Person:** Kindergarten & Preschool Tchrs

## The Leader In Me

**May 3, 2011:** Grade level teams meet and evaluate use of data notebooks **Person:** Jennifer Baxter  
**May 10, 2011:** Faculty meet to share ideas for increasing use of data notebooks **Person:** Jennifer Baxter  
**May 27, 2011:** Order student workbooks for The Leader in Me **Person:** Cindy Douglass  
**Aug 15, 2011:** New staff will be trained in the 7 Habits **Person:** Jill Strasser  
**Aug 16, 2011:** Planning time for The Leader in Me **Person:** Jill Strasser  
**Aug 17, 2011:** Staff and students will meet in a school assembly to present expectations for behavior **Person:** Cindy Douglass  
**Aug 31, 2011:** Teachers will display class mission statement outside their room **Person:** Cindy DePyper  
**Aug 31, 2011:** Teachers will implement setting of student academic and personal goals **Person:** Jill Strasser  
**Aug 31, 2011:** Teachers will lead their classes in creating a class mission statement **Person:** Cindy DePyper  
**Sep 6, 2011:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Sep 10, 2011:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Sep 12, 2011:** Staff will implement school-wide "Caught being good" **Person:** Cindy DePyper  
**Oct 4, 2011:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Oct 10, 2011:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Nov 1, 2011:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Nov 10, 2011:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Nov 14, 2011:** Staff will implement school-wide "Caught being good" **Person:** Maribeth Brash  
**Nov 15, 2011:** Teachers will decorate the halls with the 7 Habits **Person:** Cindy DePyper  
**Nov 30, 2011:** Collect fall data: % of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons **Person:** Jill Strasser  
**Nov 30, 2011:** Collect fall data: % of teachers who daily use 7 Habits terminology in their classroom **Person:** Jill Strasser  
**Nov 30, 2011:** Collect fall data: % of teachers who display the 7 Habits in their classroom **Person:** Jill Strasser  
**Dec 6, 2011:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Dec 10, 2011:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Jan 3, 2012:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Jan 10, 2012:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Jan 16, 2012:** Teachers will implement setting of student academic and personal goals **Person:** Jill Strasser  
**Jan 25, 2012:** Teachers will be reminded to include and use data in the data notebooks **Person:** Jill Strasser  
**Feb 7, 2012:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Feb 10, 2012:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Feb 16, 2012:** Staff will implement school-wide "Caught being good" **Person:** Cindy DePyper  
**Mar 6, 2012:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Mar 10, 2012:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Apr 3, 2012:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**Apr 10, 2012:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**Apr 19, 2012:** Staff will implement school-wide "Caught being good" **Person:** Maribeth Brash  
**Apr 30, 2012:** Teachers will hold at least 5 student led conferences **Person:** Cindy Douglass  
**May 1, 2012:** Teachers will hold grade level meetings to plan classroom lessons on the 7 Habits **Person:** Jill Strasser  
**May 10, 2012:** Teachers will facilitate students leading video announcements **Person:** James Byrn  
**May 20, 2012:** Collect spring data: % of teachers who daily use 7 Habits terminology in their classroom **Person:** Jill Strasser  
**May 20, 2012:** Collect spring data: % of teachers who display the 7 Habits in their classroom **Person:** Jill Strasser  
**May 20, 2012:** Collect spring data: % of teachers who weekly use 7 Habits student workbooks or activities in classroom lessons **Person:** Jill Strasser

## Tier 1 Core Reading

**Apr 1, 2011:** Collect baseline data: % of teachers who obtain universal screening data to make instructional decisions. **Person:** Blake Mollenkopf/Reading Leadership Team  
**Apr 1, 2011:** Collect baseline data: % of teachers who use data to make instructional decisions **Person:**

**Apr 1, 2011:** Collect baseline data: % of teachers who use research-based, core reading instruction implemented with fidelity  
**Person:** Cindy Douglass/Reading Leadership Team

**Jun 5, 2011:** Development of plan/format for each grade-level's 90-minute block for reading **Person:** Cindy Douglass/Reading Leadership Team

**Jun 10, 2011:** Scheduling of 90 minute uninterrupted time block for every K-6 classroom teacher **Person:** Cindy Douglass

**Aug 16, 2011:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Aug 17, 2011:** Universal Screening Training **Person:** Paige Bowditch/Reading Leadership Team

**Aug 18, 2011:** Review of Indiana Reading Framework K-6 **Person:** Cindy Douglass/Reading Leadership Team

**Sep 2, 2011:** Hold formal tri-annual data discussion meetings per grade-level teams & submit to Reading Leadership Team for Review **Person:** Blake Mollenkopf

**Sep 16, 2011:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Sep 30, 2011:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Oct 16, 2011:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Oct 30, 2011:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Nov 16, 2011:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Nov 30, 2011:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Nov 30, 2011:** Collect fall data: % of teachers who obtain universal screening data to make instructional decisions. **Person:** Blake Mollenkopf/Reading Leadership Team

**Nov 30, 2011:** Collect fall data: % of teachers who use data to make instructional decisions **Person:** Cindy Douglass/Reading leadership Team

**Nov 30, 2011:** Collect fall data: % of teachers who use research-based, core reading instruction implemented with fidelity **Person:** Cindy Douglass/Reading Leadership Team

**Dec 16, 2011:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Dec 30, 2011:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Jan 15, 2012:** Hold formal tri-annual data discussion meetings per grade-level teams & submit to Reading Leadership Team for Review **Person:** Blake Mollenkopf

**Jan 16, 2012:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Jan 30, 2012:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Feb 16, 2012:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Mar 1, 2012:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Mar 16, 2012:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Apr 1, 2012:** Brief Refresher Training on use of assessments as per individual and/or grade-level teams **Person:** Reading Leadership Team

**Apr 16, 2012:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**May 10, 2012:** Hold formal tri-annual data discussion meetings per grade-level teams & submit to Reading Leadership Team for Review **Person:** Blake Mollenkopf

**May 16, 2012:** Monthly viewing of professional webinar for reading **Person:** Cindy Douglass

**Jun 30, 2012:** Collect spring data: % of teachers who obtain universal screening data to make instructional decisions. **Person:** Blake Mollenkopf/Reading Leadership Team

**Jun 30, 2012:** Collect spring data: % of teachers who use data to make instructional decisions **Person:** Cindy Douglass/Reading Leadership Team

**Jun 30, 2012:** Collect spring data: % of teachers who use research-based, core reading instruction implemented with fidelity **Person:** Cindy Douglass/Reading Leadership Team

## Tier 2 Reading

**Apr 1, 2011:** Collect baseline data: % of teachers who obtain progress monitoring data to make instructional decisions **Person:** SSS Team - Paige Bowditch

**Apr 1, 2011:** Collect baseline data: % of teachers who use progress monitoring data to make instructional decisions **Person:** SSS Team - Paige Bowditch

**Apr 1, 2011:** Collect baseline data: Frequency of Small Group Intervention Sessions **Person:** SSS Team - Paige Bowditch

**Nov 30, 2011:** Collect fall data: **Person:** Paige Bowditch

**Nov 30, 2011:** Collect fall data: % of teachers who obtain progress monitoring data to make instructional decisions **Person:** Paige Bowditch

**Nov 30, 2011:** Collect fall data: % of teachers who use progress monitoring data to make instructional decisions **Person:** Paige Bowditch  
**Nov 30, 2011:** Collect fall data: Frequency of Small Group Intervention Sessions **Person:** Paige Bowditch  
**Jun 30, 2012:** Collect spring data: **Person:** Paige Bowditch  
**Jun 30, 2012:** Collect spring data: % of teachers who obtain progress monitoring data to make instructional decisions **Person:** Paige Bowditch  
**Jun 30, 2012:** Collect spring data: % of teachers who use progress monitoring data to make instructional decisions **Person:** Paige Bowditch  
**Jun 30, 2012:** Collect spring data: Frequency of Small Group Intervention Sessions **Person:** Paige Bowditch

## Tier 3 Reading

**Apr 1, 2011:** Collect baseline data: **Person:** Alison Reinholt  
**Apr 1, 2011:** Collect baseline data: % of teachers who implement Tier 3 instruction **Person:** Alison Reinholt  
**Apr 1, 2011:** Collect baseline data: % of teachers who use data to make instructional decisions that target specific skills in small group, intensive interventions. **Person:** Alison Reinholt  
**May 16, 2011:** Data Collection/Progress Monitoring **Person:** Alison Reinholt  
**Aug 15, 2011:** Further Investigations of effective Tier 3 Intervention Programs for struggling readers **Person:** Alison Reinholt  
**Oct 17, 2011:** Further Investigations of effective Tier 3 Intervention Programs for struggling readers **Person:** Alison Reinholt  
**Nov 30, 2011:** Collect fall data: **Person:** Alison Reinholt  
**Nov 30, 2011:** Collect fall data: % of teachers who implement Tier 3 instruction **Person:** Alison Reinholt  
**Nov 30, 2011:** Collect fall data: % of teachers who use data to make instructional decisions that target specific skills in small group, intensive interventions. **Person:** Alison Reinholt  
**Dec 19, 2011:** Further Investigations of effective Tier 3 Intervention Programs for struggling readers **Person:** Alison Reinholt  
**Feb 20, 2012:** Further Investigations of effective Tier 3 Intervention Programs for struggling readers **Person:** Alison Reinholt  
**Apr 23, 2012:** Further Investigations of effective Tier 3 Intervention Programs for struggling readers **Person:** Alison Reinholt  
**Jun 30, 2012:** Collect spring data: **Person:** Alison Reinholt  
**Jun 30, 2012:** Collect spring data: % of teachers who implement Tier 3 instruction **Person:** Alison Reinholt  
**Jun 30, 2012:** Collect spring data: % of teachers who use data to make instructional decisions that target specific skills in small group, intensive interventions. **Person:** Alison Reinholt

## Timely Additional Assistance

**Aug 15, 2011:** SSS Team will communicate schedule for universal reading screenings and testing to be done throughout school year **Person:** Cindy Douglass  
**Aug 25, 2011:** SSS Team will meet weekly throughout the year to review data/intervention progress; meeting schedules will be monitored quarterly **Person:** SSS Team - Paige Bowditch  
**Aug 26, 2011:** SSS Team will review data from universal reading screenings **Person:** SSS Team - Paige Bowditch  
**Oct 14, 2011:** SSS Team will direct the organization of interventions and enrichment activities conducted during the common block of time designated for this **Person:** SSS Team - Paige Bowditch  
**Oct 14, 2011:** SSS Team will have quarterly progress check points for meetings as scheduled **Person:** SSS Team - Paige Bowditch  
**Oct 14, 2011:** SSS Team will provide guidance on required documentation of interventions/enrichment and monitor its use **Person:** SSS Team - Paige Bowditch  
**Dec 21, 2011:** SSS team will have quarterly progress check points for meetings as scheduled **Person:** SSS Team - Paige Bowditch  
**Dec 21, 2011:** SSS Team will direct the organization of interventions and enrichment activities conducted during the common block of time designated for this **Person:** SSS Team - Paige Bowditch  
**Dec 21, 2011:** SSS Team will provide guidance on required documentation of interventions/enrichment and monitor its use **Person:** SSS Team - Paige Bowditch  
**Mar 9, 2012:** SSS Team will direct the organization of interventions and enrichment activities conducted during the common block of time designated for this **Person:** SSS Team - Paige Bowditch  
**Mar 9, 2012:** SSS Team will have quarterly progress check points for meetings as scheduled **Person:** SSS Team - Paige Bowditch  
**Mar 9, 2012:** SSS Team will provide guidance on required documentation of interventions/enrichment and monitor its use **Person:** SSS Team - Paige Bowditch  
**May 25, 2012:** SSS Team will have quarterly progress check points for meetings as scheduled **Person:** SSS Team - Paige Bowditch  
**May 25, 2012:** SSS Team will provide guidance on required documentation of interventions/enrichment and monitor its use **Person:** SSS Team - Paige Bowditch

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Parent Volunteer Program

No professional development is needed for this strategy.

## The Leader In Me

No professional development is needed for this strategy.

## Tier 1 Core Reading

### Brief Refresher Training on use of assessments as per individual and/or grade-level teams

**Brief Description:** The Reading Leadership Team will provide brief refresher training and/or technical assistance to the staff on the use of the various reading assessments which are new to the staff throughout the school year to assist in the collection of quality data. This will be provided at the request of individuals and/or grade-level teams or at the request of the Reading Leadership Team should the team feel there is a need for assistance due to the data being presented for review.

**Intended Participants:** Teachers

**Dates:** Sep 30, 2011; Oct 30, 2011; Nov 30, 2011; Dec 30, 2011; Jan 30, 2012; Mar 1, 2012; Apr 1, 2012

**Activity Purpose:** Skill Building, Feedback/Support

**Activity Format:** Peer Coaching, Collaborative Problem Solving

**Funding:** N/A

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

### Monthly viewing of professional webinar for reading

**Brief Description:** Teachers will be directed to various webinars provided through The Learning Connection in collaboration with PD360 which will highlight pertinent information on best practice for reading, assessment for reading, and the inclusion of the big five components of sound reading instruction. This will occur during collaboration time provided daily by the school corporation. Each teacher will be provided with free access to this valuable professional development source for the 2011-12 school year.

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

**Dates:** Aug 16, 2011; Sep 16, 2011; Oct 16, 2011; Nov 16, 2011; Dec 16, 2011; Jan 16, 2012; Feb 16, 2012; Mar 16, 2012; Apr 16, 2012; May 16, 2012

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

**Activity Format:** Presentation

**Funding:** IDOE in conjunction with PD360

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

### **Review of Indiana Reading Framework K-6**

**Brief Description:** Teachers were given a copy of the Indiana K-6 Reading Framework in the Spring of the 2010-11 school year and reading groups studied this guide section by section. The staff will do a whole-group review of the main ideas/themes which were determined as most important points as a result of this study. This will assist them in the implementation of the 90-minute block for the coming school year as they get the year underway.

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

**Date:** Aug 18, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation, Professional Reading

**Funding:** N/A

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

### **Universal Screening Training**

**Brief Description:** K-2 will receive training on Reading 3D package. 3-6 teachers will receive training on Acuity Diagnostic testing. 3-6 will receive peer coaching for use of oral reading fluency and CBM Maze.

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

**Date:** Aug 17, 2011

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

**Activity Format:** Presentation, Peer Coaching

**Funding:** state and local funding

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

## **Tier 2 Reading: Extension Block**

No professional development is needed for this strategy.

## **Tier 3 Reading**

### **Data Collection/Progress Monitoring**

**Brief Description:** Presentation of and practice disaggregating data to form Tier 3 intervention groups.

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

**Date:** May 16, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** NA

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

## **A. Parent Involvement: Family Fun Nights With A Literacy Hook**

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

## **B. Educator Training - Parent Involvement: Educating Teachers to Better Communicate with Parents**

### **Hold data notebook workshop**

**Brief Description:** Each grade-level team will be asked in advance to submit forms and other items included in students' data notebooks. Teacher will be given samples, as well as other ideas of how the data is being collected and how students have input into this collection. The sharing will take place as teachers are preparing for a second grading period so that they have opportunities to add and/or adjust to what they have in place as the year progresses and prior to the time they typically conference with parents.

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

**Date:** Oct 23, 2011

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Presentation

**Funding:** No funding needed

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

### **Hold teacher workshop for parent communication**

**Brief Description:** Caston Elementary Teachers will work on increased parent communication in modes that are meaningful and well-received by parents. In an effort to give teachers more ideas and support from colleagues, we will hold a session where teachers share what they have been doing that has been effective in getting parent participation.

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

**Date:** Sep 25, 2011

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Presentation, Peer Coaching, Collaborative Problem Solving

**Funding:** No funding necessary

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

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

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Differentiated Instruction

**Question Answer session for staff on Bloom's taxonomy, learning styles, differentiation**

**Brief Description:** This session is intended to review the information presented to the staff in the areas of differentiating instruction, working with various learning styles of students, and utilizing questioning strategies that invoke higher order thinking. The timing of this at the end of the semester is intended to refocus teachers in these areas so that planning for the second semester of the school year can be more purposeful in incorporating these strategies, as well as keep them at the forefront of priorities for the teaching staff. Teachers who have done successful units and or developed useful learning resources will be asked to share with the staff during this workshop.

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

**Date:** Dec 16, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Peer Coaching, Collaborative Problem Solving

**Funding:** N/A

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

**Whole staff overview of Differentiating, Learning styles, and Bloom's taxonomy**

**Brief Description:** Teachers and staff will be provided with information, suggested learning resources, and ideas to further promote differentiation of instruction, incorporating strategies for different learning styles, and the use of the higher-order thinking wheel for structuring questions to students in ways that invoke higher-order thinking. This will be done at the beginning of the school year as a refresher course so that classroom teachers are more likely to incorporate these strategies into their lessons as they begin the school year. Information presented will build upon the foundation of knowledge and the work done during the 2010-11 school year.

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

**Date:** Sep 8, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Presentation

**Funding:** N/A

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

## G. Attendance: "Kids On Fire" To Attend School

**Status:** Submitted

## I. Focused Academic Area: Reading - Leadership Team

**Staff Research Study Groups**

**Brief Description:** The Full Faculty/Staff (36) will be split into nine Study Groups with a Leadership member on each team. The groups will read the six sections of IN DOE's "Indiana Reading Framework Grades K-6" delegating one section per week for a collaborative study culminating in a Full Faculty meeting on May 20.

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

**Dates:** Apr 8, 2011; Apr 15, 2011; Apr 22, 2011; Apr 29, 2011; May 6, 2011; May 13, 2011; May 20, 2011

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

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

**Funding:** none

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

## **L. Student Transition: Coordination with Local Preschools & Area 5 Headstart**

No professional development is needed for this strategy.

## **T. Annual Parent Meeting**

No professional development is needed for this strategy.

## **U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading**

No professional development is needed for this strategy.

## **W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading**

No professional development is needed for this strategy.

## **X. Graduation Plan: 6th Grade Graduation Plan**

No professional development is needed for this strategy.

## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

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

### **Local Areas of Concern**

#### **We are concerned that... [blank]**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This 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 and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)

**Strategies to Impact This Concern:**

- Parent Volunteer Program
- The Leader In Me
- W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading

#### **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:**

- U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading

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

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- New Teacher Training for Best Use Of Volunteers
- Parent Volunteer Program
- The Leader In Me
- T. Annual Parent Meeting
- G. Attendance: "Kids On Fire" To Attend School
- B. Educator Training - Parent Involvement: Educating Teachers to Better Communicate with Parents

- 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: Family Fun Nights With A Literacy Hook
- A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences
- M. Parent Notice - Assessment Results
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy
- L. Student Transition: Coordination with Local Preschools & Area 5 Headstart
- W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading

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

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

- New Teacher Training for Best Use Of Volunteers
- Parent Volunteer Program
- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading
- B. Educator Training - Parent Involvement: Educating Teachers to Better Communicate with Parents
- U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading
- W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading

## **We are concerned that... Some third grade students are not reading on grade level by the end of third grade**

### **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:**

- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading
- G. Attendance: "Kids On Fire" To Attend School
- F. Encourage Rigorous Curriculum: Differentiated Instruction
- I. Focused Academic Area: Reading - Leadership Team
- U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading
- J2. Instruction by Highly Qualified Paraprofessionals.
- W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading

## **We are concerned that... Students may not have a focus for their path to graduation**

### **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:**

- X. Graduation Plan: 6th Grade Graduation Plan

## **We are concerned that... Tier 1 Core Reading**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership Team

## **We are concerned that... Tier 2 Reading**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership Team

## **We are concerned that... Tier 3 Reading**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership Team

## **We are concerned that... Reading Assessment**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership Team

## **We are concerned that... Reading Communication to Parents**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership 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)

**Strategies to Impact This Concern:**

- G. Attendance: "Kids On Fire" To Attend School
- A. Parent Involvement: Family Fun Nights With A Literacy Hook
- A. Parent Involvement: Increasing Opportunities for Parent-Teacher Conferences

**B. Educator Training - 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)

**Strategies to Impact This Concern:**

- B. Educator Training - Parent Involvement: Educating Teachers to Better Communicate with Parents

**C. Outreach to Preschool Parent Involvement Programs (SW)****Data Targets Influenced by This Concern:****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:****Strategies to Impact This Concern:**

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

**F. Encourage Rigorous Curriculum (IN Rules, 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 and Reduced Lunch Students in Grades 3-6 -- Pass ISTEP English (AYP)

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Differentiated Instruction

## **I. Focused Academic Area (IN Rules, SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Reading - Leadership Team

## **J. Instruction by Highly Qualified Teachers (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:**

- J. Instruction by Highly Qualified Teachers

## **J2. Instruction by Highly Qualified Paraprofessionals (SW)**

**Data Targets Influenced by This Concern:**

- Students in Grades 3-6 -- % of students meeting end of year reading goal
- Students in grades K-2 -- % of students meeting end of year reading goal

**Strategies to Impact This Concern:**

- J2. Instruction by Highly Qualified Paraprofessionals.

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

- K. Attracting Highly Qualified Teachers

## **L. Student Transition (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:**

- L. Student Transition: Coordination with Local Preschools & Area 5 Headstart

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

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

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

**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:**

**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:**

**Strategies to Impact This Concern:**

- S. School-Parent Compact

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

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (IN Rules, SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- U. Focused Student Group: Free/Reduced Students in grades K-3 who are below grade-level in reading

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

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

- W. Timely Additional Assistance: Response To Instruction (SSS) Team with a focus on Reading

## **X. Graduation Plan (IN Rules)**

### **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:**

- X. Graduation Plan: 6th Grade Graduation Plan

## 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?	Located in the Parent/Professional 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes -- we've exceeded the state average in attendance. We will continue to promote positive school attendance by giving student incentives as well as working closely with families where attendance is a problem.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	DIBELS - Utilized in Grades K-3 to monitor students progress along the continuum of learning to read. Administered Beginning of Year, Mid Year and End of Year for all students and progress monitoring for those not meeting benchmarks. NWEA - Given for Math, Reading, and Language in grades K-6 both Fall and Spring to look at individual student growth.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	We utilized the surveys and data collection procedure that was a part of the InSAI process to determine the areas of concern and impediments to learning. Most recently, we are participating in the SPEAK UP 2010 national research project facilitated by Project Tomorrow to help inform us in the use of technology for instruction in our school.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	N/A -- our corporation has only one school, and the funding for the various programs is fairly straight forward. We do utilize quite a bit of our general fund dollars to suppliment programs funded by Title I, High Ability, and other categorical grants, as the amounts that we receive are rarely sufficient to sustain a program.

## Continuous Improvement Timeline

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

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