

School Improvement Plan - PL221 Version - 2009-2012

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Linton-Stockton Elementary (2441)

Linton-Stockton School Corp

Linton, IN

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



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School Improvement Plan Introduction

Linton-Stockton Elementary

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

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Hope Ault - Teacher
- Kent Brewer - Administrator
- Christine Brown - Parent/Guardian
- Angela Colliver - School Counselor
- Alicia Cooksey - Parent/Guardian
- Della Dale - Teacher
- Mary Beth Jerrells - Community
- Kelly Lannan - Teacher
- Nathan Moore - Administrator
- D'Lee Sipes - Teacher
- Deb Snapp - Teacher

Strategy Chairs

- Kent Brewer
- Della Dale
- Matt Johnson
- Nathan Moore
- Dara Pilant

Community Council

- Susan Anderson - Teacher
- Stephanie Ball - Special ed. Teacher
- Lisa Booe - Special education teacher
- Elaine Boone - Teacher
- Kent Brewer - Elementary Principal
- Ronda Brewer - Computer Software Designer
- Christine Brown
- Jennifer Brown - Parent
- Ronald Bush - School Superintendant
- Shouse Charity
- Alicia Cooksey
- Andrew Cooksey - Gas Company
- Della Dale - Teacher
- Brooke Feaster
- Jennifer Figg - Parent
- Ann Gainey - Parent/Teacher
- Michelle Hamilton
- Janet Hazlewood
- Robin Hineman
- Jenny Hoffeditz
- Brandy Hyde - Supervisor in Mental Facility
- Barbara Irish - Teacher
- Jennifer Irish - Teacher
- Hoffeditz Jenny - Nurse

- Mary Beth Jerrells - Banker
- Dorie King - Teacher
- Paulette Lannan - Teacher
- Bobbi Leigh
- Lori Markle - Teacher
- Charmain McCraney - Cook/Girl Scout Leader
- Josh McCraney - Parent and Business manager at Wendy's
- Debbie McDonald - Police Officer
- Tish Millick
- Shannon Montgomery - Teacher
- Missie Moore
- Nathan Moore - Professional Development Director
- Jennifer Myers
- Charity Shouse
- Tami Sisk
- Cheri Slover - Dept. of Child Welfare/State office rep.
- Adine Smock - Nurse
- Tammy Swihart
- Dan Thorton - Teacher
- Bridget Torbert
- Tammy Turpin
- Dee Watson - Day Care Provider
- Beverly Weber - Nurse
- Beverly Weber - Mother
- Tammy Wright - Business/Parent

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe that all students deserve a school that is committed to continuous improvement. Each child is entitled to competent instruction in all state aligned curricula. Every student should benefit from a variety of instructional methods designed to accommodate individual learning styles. Student safety should be guaranteed; as it is proven that a safe environment enhances learning.

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

Adults embracing these beliefs will uphold high standards for themselves and for the students they serve. Academic performance and student safety will be increased by: -teachers frequently monitoring student progress. -students frequently monitor their own progress. -practicing research based initiatives. -making data driven decisions. -providing reading instruction across the curriculum. -empowering readers with strategies to derive meaning from different kinds of text. -early identification of learning problems and appropriate intervention. -teaching students to speak and write for a variety of purposes and audiences. -applying math concepts to solve problems. -using technology to generate and communicate ideas and information. -requiring self reliance and social responsibility. -applying discipline on an individual basis to successfully modify negative behaviors. -modeling and mandating productive behaviors such as punctuality, organization, following directions, and observance of deadlines.

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

Students will develop their own innate abilities to make positive and productive decisions regarding self, family, school, and community. Students will demonstrate essential knowledge and skills required of them at each grade level.

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

- % of students who Show mastery on ISTEP+ essential scores: 100%
- % of students who Show significant growth on NWEA test 2nd -6th: 100%
- % of students who Show significant growth on DIBBLES testing K- 1st: 100%
- % of students who Perform at or above grade level in reading and math: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

3rd Grade Students - Passing Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	81	82		84		85		86		87		100

3rd Grade Students - Passing Math ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	78	82	71	71	64	75		80		82		100

4th Grade Students - Percent of special ed. ISTEP Math Tests passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	54	45		50		51		52		55		100

All ISTEP Tests - Percent of all ISTEP Language Arts Tests passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81		83		85		86		87		89		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	79	83		85		86		87		88		100

All Tested Grades - Percent of all ISTEP Math Tests passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86		89		92		93		94		95		100

Sixth Graders General Education - Math Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96	89	97		98		99		99				100

Third Graders Special Education - Math Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	27	62		64		65		66		69		100

Third Graders Special Education - Reading Comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	36	47		49		50		51		55		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Lack of good vocabulary instruction

Teacher discussion

Concern: Need for improved reading instruction

Teacher discussion

Concern: K-2 math curriculum

As a trend our 3rd grade Math scores have been low over the past few years. Students are very weak in Math computation upon entering 3rd grade.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Required Strategies

A. Parent Involvement: Parent Conferences —

Host two parent conferences for parents-- During these conferences teachers advise parents on their child's strengths and weaknesses, grades, classroom behavior and work ethics, as well as methods for helping students with homework and time management skills.

F. Encourage Rigorous Curriculum —

Linton Elementary will encourage a rigorous curriculum by tracking % of students who have all A's and B's on their final report card based on the grading scale in the school policy handbook. The lowest % grade a child can make in the "B" category is 83%. These students will be listed by grade level and be recognized on our wall of honor. Grades must reflect mastery of Indiana State Standards completed on grade level. (Students must be doing grade level work. Students who are in lower reading groups for example must be on grade level covering the standards to be included.) The principal will be in charge of tracking data on the school's data center.

I. Focused Academic Area: Vocabulary Building —

Vocabulary building for free and reduced lunch grades 3-6. Targeted students will receive individualized, intensive vocabulary building via technology four times per week. Parents of free and reduced students will be sent a letter explaining the focused instructional strategy and the importance of building vocabulary at home.

J. Instruction by Highly Qualified Teachers —

We hire from the list that the central office gives us and all candidates on the list are highly qualified. In addition the list also shows the following: (1) Whether or not each teacher holds a valid Indiana teaching license (2) How each teacher has demonstrated subject matter knowledge (PRAXIS, NTE, HOUSSE, CAS) Teachers who apply who are not highly qualified will be screened and will not be hired. If in the event an emergency situation were to occur and a teacher must be hired without being highly qualified, the administration would assist that teacher in knowing what they must do to become highly qualified and a timeline would be given for accomplishment of said task.

K. Attracting Highly Qualified Teachers —

In an effort to attract Highly Qualified Teachers, the administration center posts any new job openings with the placement offices of ISU and IU. This has been exceptionally effective as we often have as many as 70 applicants for one position.

L. Early Childhood Transition: Kindergarten preparation and preschool orientation —

Kindergarten readiness information will be developed by Kindergarten teachers and distributed to the community two times per year. Information regarding readiness skills needed for success in kindergarten will be given to city newspaper, Headstart, and Local Preschools, WIC, will be included in the preregistration materials and be published in our school newsletter. In addition to readiness information being distributed we will continue to collaborate with the Headstart Program in Linton by having a kindergarten orientation day. At kindergarten orientation, Headstart brings their preschool children to our school to become more familiar with what it will be like to attend kindergarten.

M. Parent Notice - Assessment Results —

Twice per year formal assessment results from North West Testing, ISTEP, and DIBELS are shared with parents by classroom teachers at our Parent Teacher conference evenings. Conferences take place in October and February. In addition to these two formal conferences, a formal letter of "High Ability" is sent home to parents stating that their child has been identified as a high ability learner. A meeting also follows this letter whereby parents can ask questions and give their input to curriculum development. Progress reports are sent out by staff every two weeks with some teachers choosing to send out weekly progress reports. In addition to the aforementioned notices, report cards are sent out four times per year. Parents who are unable to attend conferences have assessment results sent home to them and can conference with teachers via phone. Attempts are

made by the school to find someone who can translate or assist with communication if English is a barrier for the parent. Conferences outside the formal scheduled times are also made available to parents who work.

Q. School-Parent Involvement Policy —

The Title I Director will provide all Title I parents with information and an invitation to attend a Title I meeting at the beginning of the school year. This will be accomplished by handing out the information at registration and sending an invitation to the first meeting in a newsletter and via email. The meeting will explain that the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will also involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. The school will carry out programs, and activities which include two-way, and meaningful communication involving student academic learning and other school activities. At this meeting for Title I parents an invitation to participate in revisions will be extended. It will also be explained that an annual evaluation will be utilized to identify barriers to greater parent participation. The Title I director will also use the findings to design strategies for more effective parental involvement. Communication with all parents will include email, phone, and newsletters.

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

At the beginning of the school year, Linton Elementary will send all parents a letter that informs parents that they will receive upon request, information regarding the professional qualifications of their child's classroom teacher including: (1) Whether their child's teacher has met the state qualifications and licensing criteria for the grade level and subject areas in which the teacher is providing instructions (2) Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing has been waived. (3) The baccalaureate degree major of the teacher, any other graduate certificate or degree held by the teacher, and the field of discipline of the certification or degree (4) Whether their child is provided services by paraprofessionals, and if so, their qualifications.

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

Linton Elementary will send notice to parents of students if their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

S. School-Parent Compact —

The Title I Director will provide all parents at the beginning of the school year with a school parent compact. This compact explains that Linton Elementary in conjunction with parents will provide high-quality curriculum and instruction in a supportive and effective learning environment. Communication with parents is very important therefore we will hold parent-teacher conferences two times per year, hold an open house one time per year, provide parents with frequent reports on their children's progress, provide parents with frequent opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents will be responsible for their child's attendance and will be made aware of our policies regarding tardies and unexcused absences. Our school will also provide a standards driven education with expectations for mastery which is clearly outlined in our school's retention policy. Our School-Parent Compact will also be reviewed annually and input from parents for improvements will be considered. Opportunities for formal input from parents are made available on a monthly basis at our PTO meetings. Parents are also welcome to share feedback with the school at any time.

T. Annual Parent Meeting: Title One school wide annual parent meeting —

An annual meeting for all parents of Title One Part A children outlining new Title One Guidelines/program development will occur in October. Parents will be invited and encouraged to not only attend meetings but also participate in revisions. Parents unable to attend will be given flexible meeting times in an effort to offer more convenience and aid in their ability to participate. An advisory committee will be formed and will jointly develop a School-Parent-Student Compact which will be distributed. An annual evaluation will be utilized to identify barriers to greater parent participation. The school will also use the findings to design strategies for more effective parental involvement. Communication with parents will include email, phone, and newsletters. There will be flexible informational meetings offered for all Title One parents to give an overview of the program and responsibilities. Parents will be informed of their school's participation in Title I A programs, the school's responsibilities to this program, the right of the parent to be involved in said program. Documentation including an agenda and a parent sign-in sheet will continue to be kept in preparation for a DOE monitoring visit.

U. Focused Student Group: Kindergarten to 2nd grade math —

K-2 staff teach a standards driven math curriculum utilizing researched based instructional techniques during the 2009 - 2010 school year. This is designed to reach all students but specifically free and reduced lunch students.

W. Timely Additional Assistance: Reading Interventions K-6 —

Students in grades K-6 who need additional assistance in Reading will be given reading interventions in small groups, and or on an individual basis 3-5 days per week by intervention teachers. Students will be progress monitored to ensure their needs are being met.

Professional Development

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

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

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

A. Parent Involvement: Parent Conferences

Professional Development Activity	Funding	Activity Purpose
<i>Full staff meeting discussion</i>	Source: NA Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Conduct a full staff meeting to discuss methods of helping kids succeed. A hand out will be prepared and presented by Nate Moore. These methods and those generated by staff in the staff meeting can be shared with parents at Parent Teacher Conferences.	Teachers Counselors Administrators	Talk to

I. Focused Academic Area: Vocabulary Building

No professional development is needed for this strategy.

L. Early Childhood Transition: Kindergarden preparation and preschool orientation

Professional Development Activity	Funding	Activity Purpose
<i>Develop Talking points by researching Kindergarden Indiana Academic Standards</i>	Source: ECA account Amount: \$20	Information
Brief Description	Intended Participants	Activity Format
Kindergarten staff will research Indiana Academic Standards in an informal study group in order to develop talking points. These talking points will assist them in meeting with Headstart staff in an effort to streamline expectations of transition to kindergarden from preschool.	Teachers Administrators	Talk to Study Group Professional Reading Collaborative Problem Solving

U. Focused Student Group: Kindergarten to 2nd grade math

Professional Development Activity	Funding	Activity Purpose
<i>Professional Guidance and Work time</i>	Source: General Fund (Sub Fees) Amount: \$1500	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will meet with Math consultant, Lauren Rapaki on a regular basis to receive instructional guidance in math core standards. Grade levels will also be given a 1/2 day release time per semester to work on instructional best practices and their grade level's math curriculum.	Teachers Other	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

W. Timely Additional Assistance: Reading Interventions K-6

No professional development is needed for this strategy.

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Lack of good vocabulary instruction

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP
- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing

Strategies to Impact This Concern:

- O. Extended Learning Activities: After School Interventions
- I. Focused Academic Area: Vocabulary Building

Concern: Need for improved reading instruction

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP
- 3rd Grade Students -- Passing Math ISTEP
- 4th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- M. Parent Notice - Assessment Results
- P. Teacher Mentoring Program: Grade level mentoring by Principal
- W. Timely Additional Assistance: Reading Interventions K-6

Concern: K-2 math curriculum

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Math ISTEP
- All Tested Grades -- Percent of all ISTEP Math Tests passing
- Sixth Graders General Education -- Math Computation

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- O. Extended Learning Activities: After School Interventions
- U. Focused Student Group: Kindergarten to 2nd grade math

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Conferences

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Math ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary Building

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- Third Graders Special Education -- Math Computation

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarden preparation and preschool orientation

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Percent of all ISTEP Language Arts Tests passing
- All Tested Grades -- Percent of all ISTEP Math Tests passing

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Title One school wide annual parent meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Percent of special ed. ISTEP Math Tests passing
- Third Graders Special Education -- Math Computation
- Third Graders Special Education -- Reading Comprehension

Strategies to Impact This Concern:

- U. Focused Student Group: Kindergarten to 2nd grade math

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing Math ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Reading Interventions K-6

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA: State-aligned computer adaptive tests measure student achievement and growth in math and language art. Dibles: Dibles benchmark testing is administered to all Kindergarten through 2nd grade. Benchmarks assessed include letter naming, nonsense word fluency, phoneme segmentation, word lists, phrase lists, and stories.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Title I Math and Title I language	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Early Childhood Transition

Mar 10, 2009: Collect Baseline data on forging a closer relationship with Headstart by calling Headstart and speaking with staff
Person: Angela Colliver
Activity: Collect baseline data

Mar 30, 2009: Meet with Kindergarten teachers and explain the importance of forging good transition bonds between Headstart and Kindergarten
Person: Nate Moore
Activity: Talk with Kindergarten Teachers

Mar 3, 2010: Remind Kindergarten teachers of the 09-10 plan for enhanced communication
Person: Nate Moore
Activity: Talk with Kindergarten Teachers

Mar 10, 2010: Kindergarten teachers meet with Nate Moore and or InSAI rep to discuss any new changes to K Indiana Academic Standards
Person: Nate Moore
Activity: Develop Talking points by researching Kindergarten Indiana Academic Standards

Apr 10, 2010: Call Headstart and set up a meeting time
Person: Della Dale
Activity: Headstart Annual Meeting

May 5, 2010: Discuss outcome of meeting with individuals on the task force roster
Person: Angela Colliver
Activity: Collect second semester data

May 5, 2010: Have meeting to idea share
Person: Della Dale
Activity: Headstart Annual Meeting

May 5, 2010: Prepare room for meeting
Person: Della Dale
Activity: Headstart Annual Meeting

Focused Academic Area

Aug 1, 2009: creat vocab class schedule for 3-6th graders
Person: Kent Brewer
Activity: Set schedule of classes for the 2009-2010 school year

Aug 5, 2009: Publish vocab lab schedule for staff
Person: Kent Brewer
Activity: Set schedule of classes for the 2009-2010 school year

Aug 15, 2009: Share schedule with staff and answer any questions
Person: Kent Brewer
Activity: Set schedule of classes for the 2009-2010 school year

Aug 15, 2009: Talk with staff regarding schedule and the importance of vocab lab. See if there are any questions regarding how Lab operates.

Person: Nate Moore

Activity: Talk with staff

Aug 25, 2009: Identify Free and Reduced lunch students

Person: Nate Moore

Activity: Create Parent Letters for Parents of Free and Reduced lunchers

Aug 30, 2009: Create letter that will explain the vocab lab and importance of parents working on vocab at home as well

Person: Nate Moore

Activity: Create Parent Letters for Parents of Free and Reduced lunchers

Sep 1, 2009: Mail letters to parents of free and reduced lunch students regarding vocab lab and schedule and importance of helping at home

Person: Nate Moore

Activity: Create Parent Letters for Parents of Free and Reduced lunchers

Jan 5, 2010: Collect first semester data regarding the % of days 3-6 grade free and reduced lunch students receive vocab lab instruction

Person: Nathan Moore

Activity: Collect first Semester data

May 1, 2010: Calculate the % of days that free and reduced lunch students received additional vocab lab instruction

Person: Nathan Moore

Activity: Collect second semester

Focused Student Group

Mar 16, 2009: Collect Baseline data on % of 1st grade teachers who teach using Indiana Core academic math standards

Person: Kent Brewer

Activity: Collect baseline data For K-2

Mar 16, 2009: Collect Baseline data on % of K teachers who instruct math using Indiana Core Academic Math standards

Person: Kent Brewer

Activity: Collect baseline data For K-2

Mar 16, 2009: Collect baseline data on the % of 2nd grade teachers who teach all Indiana academic core standards in math

Person: Kent Brewer

Activity: Collect baseline data For K-2

May 5, 2009: Have teachers look at Sample scope and sequence for their grade level and tweak plan to improve it.

Person: Kent Brewer

Activity: Prepare Scope and Sequence Binders for K-2 Math

May 10, 2009: Have staff meet with math consultant to compare prepared scope and sequence to Indiana Academic Core Standards

Person: Kent Brewer

Activity: Prepare Scope and Sequence Binders for K-2 Math

Jul 10, 2009: Finalize scope and sequence and print up and create binders for staff.

Person: Kent Brewer

Activity: Prepare Scope and Sequence Binders for K-2 Math

Aug 15, 2009: Administrator meets with faculty to address issues, questions, concerns over new scope and sequence on a regular basis

Person: Kent Brewer

Activity: Addressing staff needs regarding anxiety over change

Aug 15, 2009: Utilize grade level meeting to share ideas and offer internal support on a regular basis

Person: grade level chairs

Activity: Addressing staff needs regarding anxiety over change

Aug 15, 2009: Hand out Binders in completed form

Person: Kent Brewer

Activity: Prepare Scope and Sequence Binders for K-2 Math

Sep 5, 2009: Teachers meet with math consultant on a regular basis to work out any bugs or issues or to receive instructional guidance

Person: Kent Brewer

Activity: Professional Guidance and Work time

Oct 5, 2009: Grade levels meet off campus and are given a sub for 1/2 day to work on best practices for math instruction

Person: Kent Brewer

Activity: Professional Guidance and Work time

Jan 5, 2010: Collect first semester data on % of K teachers who are teaching Indiana Academic Core standards in Math utilizing the prepared scope and sequence in the Binder

Person: Kent Brewer

Activity: Collect first semester/trimester follow up data

Jan 5, 2010: Collect first semester data on the % of 1st grade teachers who are teaching the Core Indiana Academic Standards in Math utilizing the scope and sequence binder

Person: Kent Brewer

Activity: Collect first semester/trimester follow up data

Jan 5, 2010: Collect first semester data on the % of 2nd grade teachers who are teaching the core Indiana Academic Standards in Math and following the scope and sequence binder

Person: Kent Brewer

Activity: Collect first semester/trimester follow up data

Feb 5, 2010: Staff meet in grade level teams to discuss best practices in math and will be given a 1/2 day sub to accomplish this

Person: Kent Brewer

Activity: Professional Guidance and Work time

May 5, 2010: Collect final semester data on the % of 2nd grade teachers who have completed teaching the Core Indiana Academic State standards in Math by utilizing the scope and sequence binder

Person: Kent Brewer

Activity: Collect final semester/trimester follow up data

May 5, 2010: Collect final semester data on the % of First grade teachers who have completed teaching the Core Indiana Academic State standards in Math by utilizing the Scope and sequence Binder

Person: Kent Brewer

Activity: Collect final semester/trimester follow up data

May 5, 2010: Collect final semester data on the % of Kindergarten teachers who have completed teaching the Core Indiana Academic State Standards in Math by utilizing the scope and sequence binder

Person: Kent Brewer

Activity: Collect final semester/trimester follow up data

Parent Involvement

Aug 1, 2009: Set date to discuss methods of helping kids succeed

Person: Kent Brewer

Activity: Full staff meeting discussion

Aug 15, 2009: Meet with Administration to set dates

Person: Kent Brewer

Activity: Set Parent Conference Dates

- Aug 30, 2009:** Prepare Handout for staff re: methods of helping kids succeed to be given to staff at staff meeting
Person: Angela Colliver
Activity: Full staff meeting discussion
- Oct 5, 2009:** Remind teachers of importance of parent conference checklist useage
Person: Kent Brewer
Activity: Remind teachers of Parent Conferences and Checklist useage
- Oct 5, 2009:** Remind teachers of importance of parent conference checklist useage
Person: Kent Brewer
Activity: Remind teachers of Parent Conferences and Checklist useage
- Oct 8, 2009:** Speak with staff and go over handout
Person: Nate Moore
Activity: Full staff meeting discussion
- Oct 10, 2009:** Give teachers the checklist and remind them of parent conference
Person: Kelly Lannan
Activity: Set Parent Conference Dates
- Nov 5, 2009:** Collect 1st semester data from all teachers regarding Parent teacher conference checklists
Person: Kelly Lannan
Activity: Collect first semester/trimester follow up data
- Feb 8, 2010:** Remind Teachers of importance of parent teacher conference cheklist useage
Person: Kent Brewer
Activity: Remind teachers of Parent Conferences and Checklist useage
- Feb 17, 2010:** Give teachers a copy of parent confrence checklist and remind them of parent conference
Person: Kelly Lannan
Activity: Set Parent Conference Dates
- Mar 5, 2010:** Coolect 2nd semester data regarding parent teacher conference checklists
Person: Kelly Lannan
Activity: Collect final semester/trimester follow up data

Timely Additional Assistance

- Mar 9, 2009:** Collect Baseline Data for grade k-2
Person: Deb Snapp
Activity: Collect baseline data
- Aug 20, 2009:** Take teacher Recommendations from grades 3-6
Person: Sandi Brumfiel and Dara Pilant
Activity: Identify students in grades 3-6
- Aug 20, 2009:** Collect Referrals from teachers and review Dibles scores
Person: Angie Tennant
Activity: Identify students in grades K-2
- Aug 22, 2009:** Anaylze 2nd grade Dibles Scores
Person: Sandi Brumfiel
Activity: Identify students in grades 3-6
- Aug 23, 2009:** Train Cadet teachers
Person: Angie Tennant, Sandi Brumfiel, and Dara Pilant
Activity: Provide Interventions to students in K-6 who have been identified as struggling readers

Aug 25, 2009: Analyze ISTEP Language Arts Scores

Person: Sandi Brumfiel and Dara Pilant

Activity: Identify students in grades 3-6

Aug 25, 2009: Provide Daily interventions

Person: Intervention Staff

Activity: Provide Interventions to students in K-6 who have been identified as struggling readers

Aug 26, 2009: Talk with teachers to work out intervention times

Person: Angie Tennant

Activity: Identify students in grades K-2

Sep 1, 2009: Continue search for additional intervention rooms/space

Person: Kent Brewer

Activity: Moral support for intervention teachers

Sep 1, 2009: encourage/ reward good effort

Person: Kent Brewer/Nate Moore

Activity: Moral support for intervention teachers

Sep 10, 2009: Administer Dibles K-2 tests

Person: Kenny Gillan

Activity: Identify students in grades K-2

Jan 5, 2010: Colect 1st semester data for grade 3

Person: Deb Snapp

Activity: Collect first semester/trimester follow up data

Jan 5, 2010: Collect 1st semester data for grades k-2

Person: Deb Snapp

Activity: Collect first semester/trimester follow up data

May 1, 2010: Collect final semester data for grades k-2

Person: Deb Snapp

Activity: Collect final semester/trimester follow up data

May 3, 2010: Collect final semester data for grade 3

Person: Deb Snapp

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>