

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

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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
- 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

- 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
- Dara Pilant - Teacher
- D'Lee Sipes - Teacher

## Strategy Chairs

- Kent Brewer
- Sandi Brumfiel
- Angela Colliver
- Charlie Cox
- Della Dale
- Leslie Floyd
- D'Lee Sipes
- Dan Thorlton

## Community Council

- Lisa Booe - Teacher/Intermediate Parent
- Kent Brewer - Elementary Principal
- Christine Brown - Primary Parent/Community Member
- Jennifer Brown - Parent
- Alicia Cooksey - Parent
- Andrew Cooksey - community member
- Brooke Feaster - Primary Parent/ Preschool/Community Member
- Jennifer Figg - Parent
- Robin Hineman - parent
- Becky Jackson - Parent
- Mary Beth Jerrells - Business/CHamber of COmmerce/ Primary Parent
- Tish Millick - Parent/Community Member
- Nathan Moore - Chairman
- Jennifer Myers - Parent
- Tami Sisk - Parent
- Cheri Slover - Parent/Business Rep
- Teresa Smith - Parent
- Adine Smock - Parent
- Dan Thorlton - Teacher
- Bridget Torbert - community member
- Tammy Turpin - Parent
- Stephanie Wasnidge - parent
- Dee Watson - Intermediate Parent
- Beverly Weber - Parent

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

We believe that all students deserve a school community made up of parents, children, teachers and community members that is committed to continuous improvement. Each child is entitled to competent challenging 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. We further believe that all students deserve responsible parents who play an active role in the education of their children.

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

Parents, Teachers, and Community Members 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 and parents 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 challenging intervention that ensures growth. -teaching students to speak and write for a variety of purposes and audiences. -applying math concepts to solve problems. -using updated 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. Students will respect each other, parents, teachers, and community members. Students will take an active role in ensuring a safe and nonthreatening learning environment.

## **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 DIBLES testing K- 2nd: 100%
- % of students who Perform at or above grade level in reading and math: 100%

# Academic Goals

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

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

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

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

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

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

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

## All 3rd grade students - % of students in third grade who can read 110 words fluently per minute by the end of the school year.

| 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 |             |
| NA        | NA     | NA        | NA     | 70%       |        | 72%       |        | 75%       |        | 78%       |        | 100%        |

## Free and Reduced lunch Students - Language Arts

| 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%       | 65%    | 78%       | 73%    | 76%       |        | 79%       |        | 81%       |        | 83%       |        | 100%        |

## Graduating class of 2018 - Passing Language Arts ISTEP

| 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 |             |
| 70        | 62     | 75        | 79     | 82        |        | 84        |        | na        | na     | na        | na     | 100%        |

**Graduating Class of 2019 - Passing Language Arts ISTEP**

| 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 |             |
| na        | na     | 82        | 83     | 86        |        | 89        |        | 93        |        |           |        | 100         |

**Graduating class of 2020 - Passing Language Arts**

| 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 |             |
| NA        | NA     | NA        | NA     | 80%       |        | 82%       |        | 85%       |        | 89%       |        | 100%        |

**Male Students - Passing Language Arts ISTEP**

| 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 |             |
| 83%       | 67%    | 83%       | 68%    | 72%       |        | 75%       |        | 78%       |        | 80%       |        | 100%        |

**Special Education - Language Arts**

| 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 |             |
| 55        | 45.2   | 34        | 41     | 47        |        | 52        |        | 57        |        | 61        |        | 100         |



## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

**We are concerned that... Lacking in instructional techniques that reach students who come from homes of generational poverty**

\*Our free and reduced rate is climbing and is now at 47%

**We are concerned that... Male students have lower expectations of themselves**

\*Female students are outscoring male students by 10 points across the board in ISTEP language Arts. \*Male students are significantly outnumbered by female students in the category of Pass + on Language Arts ISTEP. \*27% of Males in grades 3 - 6th report that they hate school on the OLWEUS bully survey.

**We are concerned that... Lacking in instructional techniques that reach students in special education**

\*Special education students did not make AYP in Language arts.

## 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

### Curriculum Mapping

**Impact Level:**

**Focus:**

## Required Strategies

### A. Parent Involvement: Parent Standards Chats

Grade levels will host a parent informational meeting regarding standards their children are expected to master in order to improve student academic achievement. Parents will also receive tips on how to monitor their child's progress in school. The parent standards chats will occur once at the beginning of the year. Each grade level will decide upon the best format to deliver the information. Parents will receive the handout from the state and be instructed to put it in the drawer where they keep their telephone book. Parents will also be told that they will need to utilize it as a reference document when teachers call them periodically during the school year to discuss their child's strengths and weaknesses. This strategy will incorporate strong collaboration with community resources in the following way: working with Hamilton Center to ensure family assistance, working with Community Partners to offer free services to strengthen families, working with our Family Strengthening grant program to offer family strengthening activities and education for parent training.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training - Parent Involvement

Linton-Stockton educators will be trained in promoting parent involvement that promotes communication and teamwork with parents as partners. This will occur at staff meetings presented by a core team of educators who were trained by specialists.

**Impact Level:** Low Impact

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs

At the beginning of the school year, kindergarten teachers will meet with pre-school teachers to discuss the knowledge and skills necessary to be prepared for kindergarten. The meeting will focus on state standards for pre-kindergarten and kindergarten.

**Impact Level:** Low Impact

**Focus:** General

## **E. Parent Information Resource Center Website**

The web site [www.fscp.org](http://www.fscp.org) will be added as a link to our corporation web site. The web address will also be broadcast through mass parent e-mails, teacher newsletters, and school newsletters.

**Impact Level:** Low Impact

**Focus:** General

## **F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts**

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 Community Council (including parent representative) participated in discussion about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our schools curriculum rigor. During the school year, teachers will meet to map out a consistent, sequential language arts curriculum for students in kindergarten through sixth grade. The finished product will strengthen the curriculum rigor and quality of instruction of the language arts program. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs; 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which students needs changed; 3) Achievement data will help us determine if the changed had as impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustment to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **G. Attendance**

We will continue to track attendance daily, send parent notices, call to check with parents why their child has been absent, and continue to file educational neglect when warranted.

**Impact Level:** Low Impact

**Focus:** Specific

## **I. Focused Academic Area: Curriculum Mapping for Language Arts**

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identifies/d an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the school year, teachers will meet to map out a consistent, sequential language arts curriculum for students in kindergarten through sixth grade. The finished product will strengthen the curriculum rigor and quality of instruction of the language arts program. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester ext school year, we will make adjustment to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessionals, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we make parents aware of the school's progress in employing all high qualified teachers and professionals by sending home a letter at the beginning of the year informing them if their child for any reason might be taught by a teacher who does not fit this standard.

**Impact Level:** Low Impact

**Focus:** Specific

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

Before an assistant can be hired by the building principal which in turn must be approved by the superintendent and the school board, the assistant must meet one of two qualifications. Qualification one: having a college degree in any area, Qualification two: having passed the parapro exam. The building principal will check to see if either one of these qualifications has been met upon interviewing the candidate.

**Impact Level:** Low Impact

**Focus:** General

#### **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 providing a supportive and caring environment, and providing professional development opportunities.

**Impact Level:** Low Impact

**Focus:** Specific

#### **L. Student Transition**

Kindergarten readiness information will be distributed to the community two times per year. Information regarding readiness skills needed for success in kindergarten will be given to Headstart, local preschools, WIC, local doctor offices, and will be included in the kindergarten pre-registration materials. An scheduled time to visit our kindergarten classrooms will be made available to Headstart students in an effort to assist with the early childhood transition process.

**Impact Level:** Low Impact

**Focus:** Specific

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

Formal assessment results from ISTEP and DIBELS are shared with parents by classroom teachers. 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 afore mentioned notices, report cards are sent out four times per year. Parents may also have 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.

**Impact Level:** Low Impact

**Focus:** Specific

#### **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.

**Impact Level:** Low Impact

**Focus:** Specific

#### **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.

**Impact Level:** Low Impact

**Focus:** General

## **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 four or more consecutive weeks by a teacher who is not highly qualified.

**Impact Level:** Low Impact

**Focus:** Specific

## **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.

**Impact Level:** Low Impact

**Focus:** General

## **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.

**Impact Level:** Low Impact

**Focus:** Specific

## **U. Focused Student Group: Engaging Males in Language Arts**

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Strategy chairs will present research information regarding how best to engage males in Language Arts to staff during three different staff meetings during the school year. Prior to each new staff presentation the faculty will discuss how they have been utilizing information from the previous meeting in their classrooms and their results. Helping staff understand males and their learning styles is at the heart of this strategy. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **W. Timely Additional Assistance**

During the 2011-2012 school year, students needing additional assistance will be given extra help during the school day. Trained staff members and volunteers will provide this assistance several times per week in small groups, one to one, or technology based one on one tutoring. Time during the day that will be utilized to meet student needs will be recess, special classes such as art, PE, music, Library, and during transitional periods. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. This strategy although broad in nature

does address 3rd grade reading fluency by providing progress monitoring, interventions and bench mark testing. This strategy provides special education students "placement" in an inslution classroom where there is a teacher who is dual licensed as well as paraprofessional. Students receive timely additional assistance daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Required Strategies

#### F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts

% of curriculum that is mapped

| Baseline<br>10-11 | Follow Up<br>11-12<br>1st Semester / 1st Trimester |        | Follow Up<br>11-12<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 12%               | 50%  |        | 75%   |        |

#### I. Focused Academic Area: Curriculum Mapping for Language Arts

% of Language Arts Curriculum Mapped.

| Baseline<br>10-11 | Follow Up<br>11-12<br>1st Semester / 1st Trimester |        | Follow Up<br>11-12<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 12%               | 50%  |        | 75%   |        |

#### U. Focused Student Group: Engaging Males in Language Arts

% of teachers who cite that they are more knowledgeable about how to engage males in Language Arts.

| Baseline<br>10-11 | Follow Up<br>11-12<br>1st Semester / 1st Trimester |        | Follow Up<br>11-12<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 18%               | 40%  |        | 65%   |        |



## 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.

## Encourage Rigorous Curriculum

**Apr 4, 2011:** Staff Meeting **Person:** Kent Brewer

**Jun 15, 2011:** Workshop **Person:** Kent Brewer

**Aug 16, 2011:** Map Curriculum **Person:** Mary Ann Witty

**Nov 30, 2011:** Collect fall data: % of curriculum that is mapped **Person:** Angela Colliver

**Jun 30, 2012:** Collect spring data: % of curriculum that is mapped **Person:** Angela Colliver

## Focused Academic Area

**Apr 4, 2011:** Staff meeting **Person:** Kent Brewer

**Jun 15, 2011:** Workshop **Person:** Kent Brewer

**Aug 16, 2011:** Curriculum Mapping **Person:** Mary Ann Witty

**Nov 30, 2011:** Collect fall data: % of Language Arts Curriculum Mapped. **Person:**

**Jun 30, 2012:** Collect spring data: % of Language Arts Curriculum Mapped. **Person:**

## Focused Student Group

**Jan 11, 2011:** Pilot Program- Racing to Success **Person:** Dan Thorlton

**Aug 15, 2011:** Strategy Research **Person:** Dan Thorlton

**Aug 16, 2011:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Sep 15, 2011:** Strategy Research **Person:** Dan Thorlton

**Sep 20, 2011:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Oct 15, 2011:** Strategy Research **Person:** Dan Thorlton

**Oct 18, 2011:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Nov 15, 2011:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Nov 15, 2011:** Strategy Research **Person:** Dan Thorlton

**Nov 30, 2011:** Collect fall data: % of teachers who cite that they are more knowledgeable about how to engage males in Language Arts. **Person:** Angela Colliver

**Dec 15, 2011:** Strategy Research **Person:** Dan Thorlton

**Dec 20, 2011:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Jan 15, 2012:** Strategy Research **Person:** Dan Thorlton

**Jan 17, 2012:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Feb 15, 2012:** Strategy Research **Person:** Dan Thorlton

**Feb 21, 2012:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Mar 15, 2012:** Strategy Research **Person:** Dan Thorlton

**Mar 20, 2012:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**Apr 15, 2012:** Strategy Research **Person:** Dan Thorlton

**Apr 17, 2012:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**May 15, 2012:** Pilot Program- Racing to Success **Person:** Kambri Ellis & Dan Thorlton

**May 15, 2012:** Strategy Research **Person:** Dan Thorlton

**Jun 30, 2012:** Collect spring data: % of teachers who cite that they are more knowledgeable about how to engage males in Language Arts. **Person:** Angela Colliver

# 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.

## Curriculum Mapping

### A. Parent Involvement: Parent Standards Chats

No professional development is needed for this strategy.

### F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts

#### Workshop

**Brief Description:** Teachers will meet with a skilled curriculum mapping specialist to align curriculum with new core standards. June 15th and 16th.

**Intended Participants:** Teachers, Administrators

**Date:** Jun 15, 2011

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

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

**Funding:** Grant-Greene County Cape

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

### G. Attendance

**Status:** Submitted

## **I. Focused Academic Area: Curriculum Mapping for Language Arts**

### **Workshop**

**Brief Description:** A professional development workshop presented by a skilled curriculum mapping specialist. June 15 and 16th

**Intended Participants:** Teachers, Administrators

**Date:** Jun 15, 2011

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

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

**Funding:** Grant - Greene Co. Cape

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

## **L. Student Transition**

No professional development is needed for this strategy.

## **U. Focused Student Group: Engaging Males in Language Arts**

No professional development is needed for this strategy.

## **W. Timely Additional Assistance**

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... Lacking in instructional techniques that reach students who come from homes of generational poverty**

**Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

**Strategies to Impact This Concern:**

- S. School-Parent Compact

#### **We are concerned that... Male students have lower expectations of themselves**

**Data Targets Influenced by This Concern:**

- Male Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts
- U. Focused Student Group: Engaging Males in Language Arts

#### **We are concerned that... Lacking in instructional techniques that reach students in special education**

**Data Targets Influenced by This Concern:**

- Special Education -- Language Arts

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts

### **Required Areas of Concern**

#### **A. Parent Involvement (SW)**

**Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts
- Special Education -- Language Arts

**Strategies to Impact This Concern:**

- G. Attendance
- A. Parent Involvement: Parent Standards Chats

## **B. Educator Training - Parent Involvement (SW)**

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

- B. Educator Training - Parent Involvement

## **C. Outreach to Preschool Parent Involvement Programs (SW)**

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

- C. Outreach to Preschool Parent Involvement Programs

## **E. Parent Information Resource Center Website (SW)**

### **Data Targets Influenced by This Concern:**

- Graduating class of 2018 -- Passing Language Arts ISTEP
- Graduating Class of 2019 -- Passing Language Arts ISTEP
- Graduating class of 2020 -- Passing Language Arts

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

- E. Parent Information Resource Center Website

## **F. Encourage Rigorous Curriculum (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- Graduating class of 2018 -- Passing Language Arts ISTEP
- Graduating Class of 2019 -- Passing Language Arts ISTEP
- Graduating class of 2020 -- Passing Language Arts
- Male Students -- Passing Language Arts ISTEP

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

- F. Encourage Rigorous Curriculum: Curriculum Mapping in Language Arts

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

### **Data Targets Influenced by This Concern:**

- Graduating class of 2018 -- Passing Language Arts ISTEP
- Graduating Class of 2019 -- Passing Language Arts ISTEP
- Graduating class of 2020 -- Passing Language Arts

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

- I. Focused Academic Area: Curriculum Mapping for Language Arts

## **J. Instruction by Highly Qualified Teachers (SW)**

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts
- Male Students -- Passing Language Arts ISTEP
- Special Education -- Language Arts

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

- J. Instruction by Highly Qualified Teachers

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts
- Special Education -- Language Arts

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

- J2. Instruction by Highly Qualified Paraprofessionals.

## **K. Attracting Highly Qualified Teachers (SW)**

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

- K. Attracting Highly Qualified Teachers

## **L. Student Transition (SW)**

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

- L. Student Transition

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts
- Special Education -- Language Arts

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

- M. Parent Notice - Assessment Results

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

- Q. School-Parent Involvement Policy

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

### **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:**

- Free and Reduced lunch Students -- Language Arts

### **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:**

- Free and Reduced lunch Students -- Language Arts
- Male Students -- Passing Language Arts ISTEP

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

- S. School-Parent Compact

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts

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

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

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

### **Data Targets Influenced by This Concern:**

- Free and Reduced lunch Students -- Language Arts
- Male Students -- Passing Language Arts ISTEP

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

- U. Focused Student Group: Engaging Males in Language Arts

## **W. Timely Additional Assistance (SW)**

### **Data Targets Influenced by This Concern:**

- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year.
- Free and Reduced lunch Students -- Language Arts

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

- W. Timely Additional Assistance

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

### **Data Targets Influenced by This Concern:**

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



## 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?   | Principal's office   |
| <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  |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.   | Dibels: Dibels benchmark testing is administered to all K-3rd grade. Benchmarks assessed include letter namin, nonsense word fluency, phoneme segmentation, word lists, phrase lists, and stories.                             |
| E. List the needs assessments used in your school to help you identify areas that are interfering with learning.   | -InSAI Expectations Assessment<br>-InSAI Curriculum Assessment<br>-InSAI Instruction Assessment<br>-InSAI Classroom Assessment<br>-InSAI Extra Help Assessment.<br>-InSAI Guidance Assessment<br>-InSAI Environment Assessment |
| F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.  | Language Arts and Math   |

## 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><br>Rationale + Organizational Structure<br><b>After First Year:</b><br>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