

School Improvement Plan - 2012-2013

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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

- Kent Brewer - Administrator
- Angela Colliver - School Counselor
- Della Dale - Teacher
- Dara Pilant - Teacher
- Tawni Prudhomme - Community Representative
- D'Lee Sipes - Teacher
- Deb Snapp - Community Representative
- Angie Stuckey - Parent/Guardian
- Bart Wade - Teacher

Strategy Chairs

- Kent Brewer
- Angela Colliver
- Charlie Cox
- Della Dale
- D'Lee Sipes
- Bart Wade

Community Council

- Holly Boyd - Parent
- Kent Brewer - Elementary Principal
- Jennifer Brown - Parent

- Teresa Carpenter - community member
- Danielle Feltner - Community
- Nichole Hughes - Community
- Christina Knapp - Community
- Nathan Moore - Chairman
- Tawni Prudhomme - Community Member/Counselor
- Deb Snapp - Community
- Angie Stuckey - Community/Parent
- Dan Thorlton - Teacher
- Stephanie Wasnidge - parent
- Dean Watson - Community

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 2nd grade students - % of students in second grade who can read 87 words fluently per minute by the end of the school year.

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	NA	n/a		85%		88%		90%		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	70%	71%	72%		75%		78%		80%		100%

Free and Reduced lunch Students - Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	73%	76%	65%	79%		81%		83%		95%		100%

Graduating Class of 2019 - Passing Language Arts ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	83	86	80%	89		93		94		97		100

Graduating class of 2020 - Passing Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	80%	85%	82%		85%		89%		95%		100%

Graduating class of 2021 - Passing Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80%		85%		89%		95%		100%

Male Students - Passing Language Arts ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	68%	72%	66%	75%		78%		80%		85%		100%

Special Education - Language Arts IMAST

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
34	41	47	100	100		100		100		100		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... 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 who come from homes of generational poverty

*Our free and reduced rate is climbing and is now at 52% ISTEP scores for free and reduced lunch students are not as high as paid lunch students.

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

G. Attendance

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

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:

Required Strategies

A. Parent Involvement: Parent Standards Webinars

Grade levels will host a parent informational webinar 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 webinars will be posted 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 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 specialists.

Impact Level:

Focus:

C. Outreach to Preschool Parent Involvement Programs

Prior to 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. The meeting will also focus on exchange of information between kindergarten staff and community preschools to gain insight into creating the optimal learning environment for incoming kindergarten students.

Impact Level:

Focus:

E. Parent Information Resource Center Website

The web site 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: Specific

F. Encourage Rigorous Curriculum: Creating and Mapping an essential, sequential, school wide vocabulary curriculum

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, essential sequential vocabulary curriculum for students in kindergarten through fifth 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

The school office will 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: High Impact - Outside

Focus: Specific

I. Focused Academic Area: Vocabulary

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 fifth grade. The finished product will strengthen the curriculum rigor and quality of instruction of the language arts program. After identifying vocabulary mastery words, teachers will use a variety of techniques from an instructional best practices bank to introduce and teach vocabulary weekly. Staff will discuss how they have been utilizing vocabulary building techniques at grade level meetings. 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: High Impact - Inside

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: Specific

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by providing a supportive and caring environment, and providing professional development opportunities.

Impact Level: High Impact - Inside

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, and will be included in the kindergarten pre-registration materials. A 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: High Impact - Outside

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 aforementioned 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:

Focus:

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: Specific

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: Specific

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: Building Vocabulary in 3rd grade free/reduced lunch students

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. After identifying vocabulary mastery words for 3rd grade, teachers will use a variety of techniques from an instructional best practices bank to introduce and teach vocabulary weekly. Free/Reduced lunch students who have not mastered the vocabulary words in an instructional lesson will participate in small group or individual instruction with the teacher. Building vocabulary 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 inclusion 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: General

Strategy Data

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

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

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

May 10, 2012: Published lists of vocab lists per grade level will be handed in to principal **Person:** Grade Level Chairs

May 15, 2012: Grade level teams will meet with principal to discuss this strategy in detail **Person:** Kent Brewer

Aug 20, 2012: Books will be ordered for teachers to research **Person:** Kent Brewer

Aug 25, 2012: Principal will meet with grade level teams to discuss new areas of thought regarding the details of this strategy **Person:** Kent Brewer

Sep 1, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Sep 8, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Sep 15, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Sep 22, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Sep 29, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Oct 6, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Oct 13, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Oct 20, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Oct 27, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Nov 3, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Nov 10, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Nov 17, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Dec 1, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Dec 8, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Dec 15, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Dec 22, 2012: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Jan 5, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Jan 12, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Jan 19, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Jan 26, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Feb 2, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Feb 9, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Feb 16, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Feb 23, 2013: Weekly Grade Level Team Vocab Research **Person:** Grade Level Chairs

Mar 10, 2013: Grade level teams will finalize their vocabulary lists and decide upon a time line for introduction to students **Person:** Grade Level chairs

Apr 1, 2013: Continued talks regarding instructional time line **Person:** Grade Level chairs

May 1, 2013: Gather strategy evaluation data **Person:** Grade Level Chairs

Focused Academic Area

May 15, 2012: The principal will meet with the faculty to talk with them about the importance of building vocabulary. **Person:** Kent Brewer

Aug 9, 2012: Principal will "talk to again" regarding the importance of this vocabulary strategy and front any concerns, needs, or questions pertaining to it's execution. **Person:** Kent Brewer

Aug 20, 2012: Books will be ordered for teachers to research vocabulary instruction **Person:** Kent Brewer

Aug 22, 2012: Teachers will meet in grade level teams twice a month to discuss strategy and share instructional ideas **Person:** Grade Level Chairs

Sep 6, 2012: An instructional best practices bank for teaching vocabulary will be made available to staff to utilize through grade level e-pockets that can be utilized through the web. **Person:** Susan Wimmer

Sep 10, 2012: Weekly, Teachers will use a variety of methods to teach vocabulary to students from an instructional bank that is generated through professional development. This weekly activity will conclude in May 2013. **Person:** Kent Brewer

Oct 10, 2012: Grade level teams will meet once per quarter to research new ideas for the instructional bank **Person:** Grade level chairs

Dec 12, 2012: Grade level teams will meet once per quarter to research new ideas for the instructional bank **Person:** Grade level chairs

Feb 13, 2013: Grade level teams will meet once per quarter to research new ideas for the instructional bank **Person:** Grade level chairs

Apr 17, 2013: Grade level teams will meet once per quarter to research new ideas for the instructional bank **Person:** Grade level chairs

May 10, 2013: Gather strategy evaluation data **Person:** Grade Level Chairs

Focused Student Group

Sep 5, 2012: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Sep 5, 2012: Identify students who need additional assistance. **Person:** Classroom Teacher

Sep 10, 2012: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Oct 5, 2012: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Oct 5, 2012: Identify students who need additional assistance. **Person:** Classroom Teacher

Oct 10, 2012: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Nov 5, 2012: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Nov 5, 2012: Identify students who need additional assistance. **Person:** Classroom Teacher

Nov 10, 2012: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Dec 5, 2012: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Dec 5, 2012: Identify students who need additional assistance. **Person:** Classroom Teacher

Dec 10, 2012: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Jan 5, 2013: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Jan 5, 2013: Identify students who need additional assistance. **Person:** Classroom Teacher

Jan 10, 2013: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Feb 5, 2013: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Feb 5, 2013: Identify students who need additional assistance. **Person:** Classroom Teacher

Feb 10, 2013: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Mar 5, 2013: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Mar 5, 2013: Identify students who need additional assistance. **Person:** Classroom Teacher

Mar 10, 2013: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

Apr 5, 2013: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

Apr 5, 2013: Identify students who need additional assistance. **Person:** Classroom Teacher

Apr 10, 2013: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

May 5, 2013: Folders will be prepared with instructional material for assistants and or teachers to utilize when working with students. **Person:** Classroom Teacher

May 5, 2013: Identify students who need additional assistance. **Person:** Classroom Teacher

May 10, 2013: Students identified will be given additional assistance once or twice each week depending on need. **Person:** Assistants and/or Classroom Teacher

May 15, 2013: Strategy evaluation data will be collected **Person:** Grade level Chairs

Parent Involvement

- Aug 25, 2012:** Principal will meet with grade levels to explain the process for webinar building **Person:** Kent Brewer
Sep 1, 2012: Grade level teams will meet to discuss what components should be included in their webinar **Person:** Grade Level Chairs
Oct 1, 2012: Teachers will create a time line and outline for their webinar production **Person:** Grade level Chairs
Nov 1, 2012: Begin Taping Webinars **Person:** Grade level chairs
Nov 10, 2012: Explain the process for uploading webinars to the school web site **Person:** Kent Brewer
Feb 1, 2013: Completion of loaded webinars to school web site **Person:** Grade level Chairs
Mar 1, 2013: Inform parents that webinars are ready to be viewed **Person:** Kent Brewer
May 1, 2013: Check counters on webinar sites to see how many times the webinars were viewed per grade level **Person:** Grade level chairs

Student Transition

- Apr 16, 2012:** Prepare invitation to meet with Preschool teachers at the end of the year and send out **Person:** Della Dale
Apr 16, 2012: Prepare packet for preschools regarding kindergarten readiness information and disseminate at meeting **Person:** Della Dale
May 15, 2012: Invite Headstart students to visit the school prior to the term they enroll in Kindergarten **Person:** Della Dale
Aug 12, 2012: Prepare kindergarten readiness information for parents who are enrolling their children in Kindergarten **Person:** Della Dale
Feb 1, 2013: Kindergarten staff will meet as a grade level to discuss changes to information packets to be distributed **Person:** Della Dale
May 1, 2013: Strategy data will be gathered regarding completion of planned tasks **Person:** Della Dale

Timely Additional Assistance

- Sep 1, 2012:** Identify students who need additional assistance **Person:** Jennifer Brown
Sep 10, 2012: Put students who need assistance into either groups or individual help needed categories **Person:** Jennifer Brown
Sep 15, 2012: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
Sep 15, 2012: Set the schedule for assistants to give additional assistance to students **Person:** Jennifer Brown
Oct 1, 2012: Collect Strategy Evaluation Data **Person:** Jennifer Brown
Oct 1, 2012: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Oct 27, 2012: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
Nov 5, 2012: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Dec 3, 2012: Collect Strategy Evaluation Data **Person:** Jennifer Brown
Dec 3, 2012: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Dec 8, 2012: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
Jan 7, 2013: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Jan 19, 2013: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
Feb 4, 2013: Collect Strategy Evaluation Data **Person:** Jennifer Brown
Feb 4, 2013: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Mar 2, 2013: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
Mar 4, 2013: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Apr 1, 2013: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown
Apr 8, 2013: Collect Strategy Evaluation Data **Person:** Jennifer Brown
Apr 13, 2013: Folders of interventions will be created for assistants to use while working with children **Person:** Jennifer Brown
May 6, 2013: Students will be evaluated several times per quarter to track their progress **Person:** Jennifer Brown

Professional Development Summary

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

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

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring 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.

A. Parent Involvement: Parent Standards Webinars

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Creating and Mapping an essential, sequential, school wide vocabulary curriculum

Books will be ordered for teachers to research

Brief Description: Staff will have books made available to them for researching most appropriate vocabulary per grade level

Intended Participants: Teachers

Date: Aug 20, 2012

Activity Purpose: Information, Refinement

Activity Format: Study Group, Professional Reading

Funding: Title 2

Does this activity occur during the school day? Yes

Weekly Grade Level Team Vocab Research

Brief Description: Grade level teams will research weekly what vocab is most appropriate for their grade level

Intended Participants: Teachers

Dates: Sep 1, 2012; Sep 8, 2012; Sep 15, 2012; Sep 22, 2012; Sep 29, 2012; Oct 6, 2012; Oct 13, 2012; Oct 20, 2012; Oct 27, 2012; Nov 3, 2012; Nov 10, 2012; Nov 17, 2012; Dec 1, 2012; Dec 8, 2012; Dec 15, 2012; Dec 22, 2012; Jan 5, 2013; Jan 12, 2013; Jan 19, 2013; Jan 26, 2013; Feb 2, 2013; Feb 9, 2013; Feb 16, 2013; Feb 23, 2013

Activity Purpose: Information

Activity Format: Action Research

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Vocabulary

Books will be ordered for teachers to research vocabulary instruction

Brief Description: Books will be ordered for staff to research a variety of instructional techniques for vocabulary per grade level.

Intended Participants: Teachers

Date: Aug 20, 2012

Activity Purpose: Information, Refinement

Activity Format: Study Group, Professional Reading

Funding: Title 2

Does this activity occur during the school day? Yes

Grade level teams will meet once per quarter to research new ideas for the instructional bank

Brief Description: Teachers will meet in their grade level teams on a quarterly basis to make sure strategy is still working and also to discuss and problems and research any bugs pertaining to the strategy.

Intended Participants: Teachers

Dates: Oct 10, 2012; Dec 12, 2012; Feb 13, 2013; Apr 17, 2013

Activity Purpose: Information

Activity Format: Professional Reading, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

Teachers will meet in grade level teams twice a month to discuss strategy and share instructional id

Brief Description: Teachers will meet in their grade level teams twice a month to discuss this strategy and to share ideas.

Intended Participants: Teachers

Date: Aug 22, 2012

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Building Vocabulary in 3rd grade free/reduced lunch students

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... Male students have lower expectations of themselves

Data Targets Influenced by This Concern:

- Male Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers
- F. Encourage Rigorous Curriculum: Creating and Mapping an essential, sequential, school wide vocabulary curriculum
- I. Focused Academic Area: Vocabulary
- U. Focused Student Group: Building Vocabulary in 3rd grade free/reduced lunch students
- A. Parent Involvement: Parent Standards Webinars
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- W. Timely Additional Assistance

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

Data Targets Influenced by This Concern:

- All 2nd grade students -- % of students in second grade who can read 87 words fluently per minute by the end of the school year.
- Free and Reduced lunch Students -- Language Arts
- Graduating class of 2021 -- Passing Language Arts

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary
- U. Focused Student Group: Building Vocabulary in 3rd grade free/reduced lunch students
- C. Outreach to Preschool Parent Involvement Programs
- A. Parent Involvement: Parent Standards Webinars
- S. School-Parent Compact

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 IMAST

Strategies to Impact This Concern:

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

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 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 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: Creating and Mapping an essential, sequential, school wide vocabulary curriculum

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- Free and Reduced lunch Students -- Language Arts

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All 2nd grade students -- % of students in second grade who can read 87 words fluently per minute by the end of the school year.
- 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
- Male Students -- Passing Language Arts ISTEP
- Special Education -- Language Arts IMAST

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 IMAST

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 IMAST

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: Building Vocabulary in 3rd grade free/reduced lunch students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All 2nd grade students -- % of students in second grade who can read 87 words fluently per minute by the end of the school year.
- 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

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?	Principals 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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. 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-5 students. Benchmarks assessed include letter naming, nonsense word fluence, phoneme segmentation, work lists, phrase lists, and stories. Upper level measures comprehension and reading fluency.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	-InSAI Expectations Assessment-InSAI Curriculum Assessment -InSAI instruction assessment- InSAI classroom assessment - InSAI Extra Help Assessment -InSAI guidance assessment - 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
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

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