

# School Improvement Plan - 2014-2015

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Comprehensive Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 13
- Strategy Data . . . . . 17
- To-Do List . . . . . 18
- Professional Development Summary . . . . . 20
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 22
- Force Field Excerpt . . . . . 27
- Continuous Improvement Timeline . . . . . 28

# 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 American 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:

- American 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
- Danielle Goodman -
- Kim Overman - Teacher
- Tawni Prudhomme - Community Representative
- D'Lee Sipes - Teacher
- Deb Snapp - Community Representative
- Bart Wade - Teacher

## Strategy Chairs

- Kent Brewer
- Jennifer Brown
- Angela Colliver
- Charlie Cox
- Della Dale
- D'Lee Sipes

## Community Council

- Erin Brewer - business
- Kent Brewer - Elementary Principal
- Jennifer Brown - Parent
- Teresa Carpenter - community member

- Amy Eslinger - Business
- Nichole Hughes - Community
- Brianne Jerrels - Business
- Nathan Moore - Higher Education/Parent
- Susan Neal - Parent/ Community
- Tawni Prudhomme - Community Member/Counsler
- Deb Snapp - Community
- Dan Thorlton - Teacher
- Stephanie Wasnidge - 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 respectful school community made up of engaged parents, peers, teachers and community members that is committed to continuous improvement and high expectations. Each child is entitled to competent challenging instruction in common core curricula. Every student should benefit from a variety of instructional methods designed to accommodate individual learning styles. We further believe that students deserve creative schools that think outside the box and work hard to give them extra direct instruction. Student safety should be guaranteed; as it is proven that a safe environment enhances learning.

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

Parents, Teachers, and Community Members embracing these beliefs will uphold high standards for themselves and for the students they serve. Academic growth and student safety will be increased by: -teachers and parents frequently monitoring student progress. -practicing research based initiatives. -making data driven decisions pertaining to reteaching and amounts of time needed for direct instruction. -providing intense direct reading instruction daily at their level -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 productive behaviors such as punctuality, organization, following directions, and timely follow through.

## **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. Students will meet their potential.

## **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 K - 5th: 100%
- % of students who Show significant growth on DIBELS testing K- 2nd: 100%
- % of students who Perform at or above grade level in reading and math: 100%
- % of students who Show significant catch up growth as well as annual growth as measured by NWEA: 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, as measured by DIBELS FORMER GOALS

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	72.8%	85%	77%	88%		90%		92%		95%		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, as measured by DIBELS FORMER GOALS

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	63%	80%	64%	82%		85%		90%		95%		100%

## Free and Reduced Lunch Students - Passing ISTEP Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	79.6%	81%	71.2%	83%		90%		95%		97%		100%

**Graduating class of 2021 (6th grade in 2014-2015) - Passing ISTEP Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	92.6%	85%	89%	89%		95%		97%		99%		100%

**Graduating Class of 2022 (5th grade in 2014-2015) - Passing ISTEP Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	85%	86%	87%		89%		92%				100%

**Graduating Class of 2023 (4th grade in 2014-2015) - Passing ISTEP Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	88%		90%		92%		95%		100%

**Graduating Class of 2024 (3rd grade in 2014-2015) - Passing ISTEP Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na		87%		89%		91%		100%

**Male Students - Passing ISTEP Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	78.8%	78%	78%	80%		85%		90%		95%		100%

**Special Education Students - Passing IMAST Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100%	100%	100%	89%	100%		100%		100%		100%		100





# Comprehensive 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.

## Areas of Concern

### **We are concerned that... Encourage Rigorous Curriculum**

Based on staff discussion, it is of importance that we keep our curriculum up to date and well communicated.

### **We are concerned that... Attendance**

Attendance is an issue of great import to students who are repeat offenders. Families who are chaotic and that do not value academics do not place attendance as a priority.

### **We are concerned that... Focused Academic Area: Daily Direct Reading instruction for every child in the building at their level.**

Based on student feedback regarding what gets in the way of becoming better readers: students share that they do not place a high emphasis on this area. Staff discussion also indicates that more direct Reading instruction is needed for every child in the building on a daily basis to help them meet their yearly growth potential.

### **We are concerned that... Annual Parent Meeting**

Force field survey shows that community sees problems at home to be interfering with student learning (82% strongly/agree). Faculty say students have personal problems that interfere with school work (89% either strongly agree or agree) Students report(3rd-5th grade that only 50% of their parents/teachers talk with one another about school)

### **We are concerned that... Attracting Highly Qualified Teachers**

Although the force field does not address this issue completely, staff and parent discussion rate highly qualified teachers of great importance.

**We are concerned that... Educator Training - Parent Involvement**

Staff have little time for professional development as noted in the force field discussions.

**We are concerned that... Instruction by Highly Qualified Paraprofessionals**

Force field discussion shows that we need more paraprofessionals. They are well trained we just need more of them.

**We are concerned that... Instruction by Highly Qualified Teachers**

The force field discussions show that student behavior in the area of special education is challenging. Having highly qualified teachers to deal with this is a need.

**We are concerned that... Outreach to Preschool Parent Involvement Programs**

Force field discussion meetings show that more help should be given at preschool and that it would be helpful for the school to have its own preschool.

**We are concerned that... Parent Information Resource Center Website**

Force field discussions show that parents need resources. Also students report that they have personal problems at home that interfere with learning at school.

**We are concerned that... Parent Involvement**

The economy in our area gives way to generational poverty which has historically shown little interest in parent involvement. It is increasingly apparent that the lack of parent support for children both academically and emotionally is taking its toll on whether children are motivated to succeed and learn.

**We are concerned that... Parent Notice - Assessment Results**

Force field discussions show that parents need to be made more aware through better communication avenues.

**We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

Title I discussions show concern that parents are not as involved as they need to be. Keeping them informed is always an important goal.

**We are concerned that... Parent Right-to-Know Letter - Qualifications**

Title I discussions as well as Force Field discussions note that parents are not as involved as would be helpful. Communication of anything within the school relating to quality instruction is always a goal.

**We are concerned that... School-Parent Compact**

Title I discussions, and Force Field discussions note that parents seldom give input regarding school improvement. It continues to be a challenge to garner parent participation however we recognize that the process for involvement should always be clear.

**We are concerned that... School-Parent Involvement Policy**

Staff meetings, force field discussions, and parent meetings show that when parent involvement is low, academic achievement suffers. Having a clear parent involvement policy that is user friendly is always a significant challenge.

**We are concerned that... Student Transition**

Transition from preschool to kindergarten meetings have shown that this is very important to the success of kindergarten students. Knowing academic ability prior to classroom placement is essential.

**We are concerned that... Students lack the extra amount of direct instruction in reading needed to create catch up growth + annual growth**

Dibels reading fluency screening in K - 5 show that many students are not meeting benchmarks, nor are they mastering catch up growth as evidenced by 3rd - 5th grade Dibels screenings.

**We are concerned that... Timely Additional Assistance**

Force field discussions show that students need more direct intense remediation to combat the growing literacy gap.

**We are concerned that... Focused Student Group**

Students who are not regularly exposed to reading outside of school are scoring lower based on student surveys. Also student feedback indicates that emphasis is not placed on reading at home, rather it is superseded by entertainment and play.

# 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:

## Strategies

### 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:** General

### 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:** Low Impact

**Focus:** General

### 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:** General

### 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 in house personnel.

**Impact Level:** Low Impact

**Focus:** General

## Encourage Rigorous 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. Teachers, RTI Director, and paraprofessionals will provide essential sequential Reading curriculum for students in kindergarten through fifth grade. This rigorous curriculum met with skilled instruction will provide all students with 220 minutes of quality intense reading instruction daily. 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

## Focused Academic Area - Language Arts

This strategy increases the quality of language arts instruction, an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the school year, teachers, RTI Director, and paraprofessionals will provide an intense consistent, sequential language arts/Reading curriculum for students in kindergarten through fifth grade daily. The finished product will strengthen the curriculum rigor and quality of instruction of the language arts program. After identifying each students' performance abilities, K-5 staff will use a sequential reading curriculum and use a variety of research based techniques from an instructional best practices bank to provide intense leveled instruction for 220 minutes every day. 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 and school year, we will make adjustment to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Focused Student Group - Individual Reading Needs

During the school year, the master calendar includes a daily 40 minute "Intervention Block". The entire teaching staff, RTI director and paraprofessionals will provide instruction in small groups, one to one, or technology-based one-on-one tutoring. All instruction will be based on students daily instructional needs. Teachers will provide progress monitoring, direct interventions, and bench mark testing. We will provide three levels of interventions to meet all student needs. Level One: Teachers will provide Enrichment Activities in Language Arts for high achieving students. Level Two: Paraprofessionals will assist students in the computer lab using an individual-paced computer program based on individual achievement needs in language arts. Level Three: Trained Teachers will provide intense reading and language arts instruction to extremely low achieving students using small group or one-on-one instruction. This intensive strategy addresses each student's individual reading development needs. The strategy will impact Free/Reduced Lunch, Male, and Special Education students to a greater degree.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Focused Student Group - Intervention Block

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. The administration scheduled an "Intervention Block" during which highly qualified teachers, paraprofessionals, and the RTI Director offer one on one and small group instruction. Staff will provide intense remediation for 40 minutes daily to Kindergarten and First grade students who have extremely low reading skills. This strategy will be provided to all students but it will impact Free and Reduced Lunch Students to a greater degree. 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

#### **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:** High Impact - Inside

**Focus:** General

#### **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:** General

#### **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:** Low Impact

**Focus:** General

#### **Parent Information Resource Center Website**

The web site [www.fscsp.org](http://www.fscsp.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

#### **Parent Involvement**

Grade levels will host a parent informational meeting regarding standards/classroom expectation. Parents will also receive tips on how to monitor their child's progress in school. Each grade level will decide upon the best format to deliver important parent information. Parents will receive a handout from the state and be informed 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, disseminating parenting information via audio format, and an annual family strengthening activity mid year.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **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 a fore 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:** General

### **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:** General

### **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

### **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

### **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:** General

### **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:** Low Impact

**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

**Aug 5, 2014:** Staff meeting to Discuss Language Arts expectations, guidelines, and best practices for the instruction of Language Arts. THIS WILL OCCUR AND BE REVISITED EVERY 3 MONTHS AT GRADE LEVEL STAFF MEETINGS **Person:** Kent Brewer

**Aug 11, 2014:** Data will be collected via Lexia Lab reports, Dibbles scores, and Tier 3 student charting to measure effectiveness through out the year. **Person:** Amanda Smith, Jennifer Brown. Sandi Brumfiel, Tier 3 Instructional staff

**Aug 25, 2014:** Interpreting data gathered from Acuity testing that will be administered in Grades 3rd - 5th three times per year. **Person:** Sandi Brumfiel/Kent Brewer/Angela Colliver/Grade level Teachers

**Aug 29, 2014:** Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support **Person:** Jennifer Brown/Sandi Brumfiel

**Sep 8, 2014:** Scheduled discussion of roadblocks, concerns and feedback will occur within grade level teams every three months through out the school year. **Person:** Kent Brewer

## Focused Academic Area - Language Arts

**Aug 5, 2014:** Review Intervention Block Schedule and Discuss Guidelines and Expectations **Person:** Kent Brewer

**Aug 5, 2014:** Staff meeting to Discuss Language Arts expectations, guidelines, and best practices for the instruction of Language Arts **Person:** Kent Brewer

**Aug 5, 2014:** Staff Meeting to Discuss Tier 1 expectations and protocol expected of all staff working with this group of students. **Person:** Kent Brewer

**Aug 5, 2014:** Staff Meeting to Ensure all questions are answered and all expectations are understood. **Person:** Kent Brewer

**Aug 11, 2014:** Intervention Kit material prepped and placed in grab and go format for instructors to pick up for Tier 3 students. THIS WILL OCCUR EVERY 3 WEEKS THROUGHOUT THE ENTIRE SCHOOL YEAR. **Person:** Jennifer Brown

**Aug 11, 2014:** Progress data will be collected DAILY by all faculty instructing Tier 3 students that that detailed progress can be charted. **Person:** Tier 3 Instructional Staff

**Aug 15, 2014:** Data will be collected weekly for Tier 2 students who will be receiving self paced language arts instruction via computer lab "Lexia Lab". THIS WILL OCCUR ON A WEEKLY BASIS THROUGH OUT THE ENTIRE SCHOOL YEAR. Reports will be made available to faculty for **Person:** Amanda Smith

**Aug 29, 2014:** Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support **Person:** Jen Brown/Sandi Brumfiel

**Aug 29, 2014:** On going grade level meetings with Jennifer Brown to discuss intervention strategies, staff needs and answer faculty questions. This will occur EVERY THREE WEEKS THROUGH OUT THE ENTIRE SCHOOL YEAR **Person:** Jennifer Brown

## Focused Student Group - Individual Reading Needs

**Aug 8, 2014:** Intervention instructional packets will be prepared according to student skill level. Faculty will be able to utilize these packets through out the entire school year with the convenience of this "grab and go" kit preparation. KIT PREPARATION WILL OCCUR **Person:** Jennifer Brown

**Aug 11, 2014:** Data will be collected DAILY for students in Tier 3 instruction for reading. **Person:** Instructional Staff

**Aug 11, 2014:** Intense Direct Instruction will occur DAILY for this focus group. **Person:** Instructional staff

**Aug 29, 2014:** Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support **Person:** Jen Brown/Sandi Brumfiel

**Aug 29, 2014:** Grade level staff meetings will occur EVERY THREE WEEKS to determine skill mastery and student progress. **Person:** Jennifer Brown/Sandi Brumfiel

**Aug 29, 2014:** Grade level staff meetings will occur every three weeks to discuss issues, needs, and receive feedback.  
**Person:** Jennifer Brown/Sandi Brumfiel

## **Focused Student Group - Intervention Block**

**Aug 5, 2014:** Expectations and guidelines will be presented to staff by the principal. Any concerns or feedback will be discussed in length. **Person:** Kent Brewer

**Aug 5, 2014:** Review Intervention Block Schedule and discuss it's importance to students. **Person:** Kent Brewer

**Aug 5, 2014:** Staff Meeting to Discuss Tier 1 expectations and protocol expected of all staff working with this group of students.  
**Person:** Kent Brewer

**Aug 8, 2014:** Intervention instruction kits based on specific skill sets are prepared and made ready for instructor grab and go ease. THIS IS DONE EVERY THREE WEEKS FOR THE ENTIRE SCHOOL YEAR **Person:** Jennifer Brown

**Aug 11, 2014:** Data will be collected DAILY for students in Tier 3 instruction for reading. **Person:** Tier 3 Instructional Staff/Sandi Brumfiel

**Aug 15, 2014:** Data will be collected weekly and made available to instructional staff for students in Tier 2 who receive individualized reading instruction in the Lexia Lab. **Person:** Amanda Smith

**Aug 25, 2014:** Predictive Acuity testing will provide data in Language Arts for Tier 1 that will be most beneficial to instructional staff. This will occur THREE TIMES WITHIN THE SCHOOL YEAR. **Person:** Grade Level Staff

**Aug 29, 2014:** Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support **Person:** Jen Brown/Sandi Brumfiel

**Aug 29, 2014:** Ongoing Grade Level meetings with RTI director to discuss and trouble shoot intervention materials and strategies. THIS WILL OCCUR EVERY THREE WEEKS THROUGH OUT THE ENTIRE SCHOOL YEAR **Person:** Jen Brown/Sandi Brumfiel

**Aug 29, 2014:** Student Data Meetings will occur every three weeks in every grade level through out the entire school year. These meetings will determine the instructional placement of students within the tiers. **Person:** Jennifer Brown, grade level staff, Sandi Brumfiel

# Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Summary 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 Summary 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.

## Encourage Rigorous Curriculum

**Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support**

**Brief Description:** Every three weeks each grade level team will meet to discuss (1) what is working well, (2) what problems are being encountered and how to handle them (3) to disseminate new information (4) to gain feedback.

**Intended Participants:** Teachers

**Date:** Aug 29, 2014

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

**Activity Format:** Collaborative Problem Solving

**Funding:** NA

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

## Focused Academic Area - Language Arts

**Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support**

**Brief Description:** Every three weeks, grade level teams will meet with Jennifer Brown and Sandi Brumfield to (1) disseminate new information, (2) offer feedback and support, (3) discuss problem areas, (4) collaboratively plan and problem solve

**Intended Participants:** Teachers

**Date:** Aug 29, 2014

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

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

**Funding:** NA

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

## Focused Student Group - Individual Reading Needs

**Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support**

**Brief Description:** Grade level staff will meet with Jen Brown and Sandi Brumfield every THREE WEEKS to (1) disseminate information, (2) provide feedback and support (3) collaboratively solve any problems or challenges (4) refine teacher craft through professional discussion

**Intended Participants:** Teachers

**Date:** Aug 29, 2014

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

**Activity Format:** Collaborative Problem Solving

**Funding:** NA

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

## Focused Student Group - Intervention Block

**Grade level staff meetings will occur EVERY THREE WEEKS for feedback and support**

**Brief Description:** Grade level teams will meet every three weeks with Jen Brown and Sandi Brumfield to (1) disseminate information, (2) provide feedback and support (3) collaboratively solve problems and challenges, (4) refine instructional craft through professional sharing

**Intended Participants:** Teachers

**Date:** Aug 29, 2014

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

**Activity Format:** Collaborative Problem Solving

**Funding:** NA

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

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

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

### **We are concerned that... Encourage Rigorous Curriculum**

#### **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, as measured by DIBELS FORMER GOALS
- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Graduating class of 2021 (6th grade in 2014-2015) -- Passing ISTEP Language Arts
- Graduating Class of 2022 (5th grade in 2014-2015) -- Passing ISTEP Language Arts
- Graduating Class of 2023 (4th grade in 2014-2015) -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts

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

- Encourage Rigorous Curriculum

### **We are concerned that... Attendance**

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

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

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

- Attendance

### **We are concerned that... Focused Academic Area: Daily Direct Reading instruction for every child in the building at their level.**

#### **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, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Graduating Class of 2022 (5th grade in 2014-2015) -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts

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

- Focused Academic Area - Language Arts

### **We are concerned that... Annual Parent Meeting**

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

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Annual Parent Meeting

**We are concerned that... Attracting Highly Qualified Teachers**

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Attracting Highly Qualified Teachers

**We are concerned that... Educator Training - Parent Involvement**

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Educator Training - Parent Involvement

**We are concerned that... Instruction by Highly Qualified Paraprofessionals**

**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, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Instruction by Highly Qualified Paraprofessionals.

**We are concerned that... Instruction by Highly Qualified Teachers**

**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, as measured by DIBELS FORMER GOALS
- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts
- Special Education Students -- Passing IMAST Language Arts

**Strategies to Impact This Concern:**

- Instruction by Highly Qualified Teachers

**We are concerned that... Outreach to Preschool Parent Involvement Programs**

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Outreach to Preschool Parent Involvement Programs

**We are concerned that... Parent Information Resource Center Website**

**Data Targets Influenced by This Concern:**

- Graduating class of 2021 (6th grade in 2014-2015) -- Passing ISTEP Language Arts
- Graduating Class of 2022 (5th grade in 2014-2015) -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Parent Information Resource Center Website

**We are concerned that... Parent Involvement**

**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, as measured by DIBELS FORMER GOALS
- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts
- Special Education Students -- Passing IMAST Language Arts

**Strategies to Impact This Concern:**

- Annual Parent Meeting
- Parent Involvement

**We are concerned that... Parent Notice - Assessment Results**

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Special Education Students -- Passing IMAST Language Arts

**Strategies to Impact This Concern:**

- Parent Notice - Assessment Results

**We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

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

**We are concerned that... Parent Right-to-Know Letter - Qualifications**

**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, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Parent Right-to-Know Letter - Qualifications

## **We are concerned that... School-Parent Compact**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- School-Parent Compact

## **We are concerned that... School-Parent Involvement Policy**

**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, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts
- Special Education Students -- Passing IMAST Language Arts

**Strategies to Impact This Concern:**

- School-Parent Involvement Policy

## **We are concerned that... Student Transition**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Student Transition

## **We are concerned that... Students lack the extra amount of direct instruction in reading needed to create catch up growth + annual growth**

**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, as measured by DIBELS FORMER GOALS
- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Graduating class of 2021 (6th grade in 2014-2015) -- Passing ISTEP Language Arts
- Graduating Class of 2022 (5th grade in 2014-2015) -- Passing ISTEP Language Arts
- Graduating Class of 2023 (4th grade in 2014-2015) -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts
- Special Education Students -- Passing IMAST Language Arts

**Strategies to Impact This Concern:**

- Encourage Rigorous Curriculum
- Focused Academic Area - Language Arts
- Focused Student Group - Individual Reading Needs
- Focused Student Group - Intervention Block

**We are concerned that... Timely Additional Assistance**

**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, as measured by DIBELS FORMER GOALS
- All 3rd grade students -- % of students in third grade who can read 110 words fluently per minute by the end of the school year, as measured by DIBELS FORMER GOALS
- Free and Reduced Lunch Students -- Passing ISTEP Language Arts
- Male Students -- Passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- Focused Student Group - Individual Reading Needs
- Focused Student Group - Intervention Block

**We are concerned that... Focused Student Group**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Focused Student Group - Individual Reading Needs
- Focused Student Group - Intervention Block

# 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>	<p>We would like to have the authority to tell parents of entering Kindergarten students (based on screening) that they are not ready (academically/ maturity) to enter Kindergarten and be able to enforce this legally. We would like a specific waiver for Indiana Code 20-33-2-7 that states a child must be 5 years old on or before August 1st.</p> <p>Benefit to student Achievement: Students who do not meet readiness skills due to emotional and or cognitive maturation fall behind their peers, suffer emotional setbacks upon retention, lose some of the joy for learning, and lose confidence in their ability to be successful in school. Waiting an additional year often makes a profound difference in age of entrance to Kindergarten.</p> <p>Educational strategies that this waiver would allow us to implement would be offering a more academically rigorous curriculum in reading and vocabulary building to entering students who are ready to learn.</p> <p>The Evaluation Process to be used to measure the success of this strategy would be the following: Dibels benchmark testing (more students would meet this at the beginning of the year) RTI evaluations would also conclude that fewer students would be in Tier 3 remediation giving more individual attention to Students who were ready to excel.</p> <p>The third measure would be Northwest testing which would show that more students are meeting and surpassing expected growth over the course of a year.</p>
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.	<p>Dibels: Dibels benchmark testing is administered to all K-5 students. Benchmarks assessed include letter naming, nonsense word fluency, phoneme segmentation, word lists, phrase lists, and stories. Upper level measures comprehension and reading fluency. We also utilize Northwest testing in grades K-5</p> <p>In addition we are utilizing a Phonics Screener to help us identify where gaps in reading may have occurred. This is utilized as a measure to remediate.</p> <p>Additionally we are utilizing materials from the 95% group which allow us to test all students in the area of phonics on a more frequent basis (2 - 3 times per week). We can chart progress, measure understanding, and ensure they are learning.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>-InSAI Expectations Assessment-InSAI Curriculum Assessment -InSAI instruction assessment- InSAI classroom assessment - InSAI Extra Help Assessment -InSAI guidance assessment - InSAI Environment Assessment.</p> <p>Monitoring Student Growth (NWEA)</p> <p>Monitoring Reading Growth (DiBELS, Phonics Screener)</p>
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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2015-2016 school year