

# School Improvement Plan - 2010-2011

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## Lyons Elementary School (2457)

White River Valley Sch Dist

Lyons, 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

Lyons Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Targeted Assistance School
- Title I - School in Improvement

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

- Brian Blackmore - Community Representative (Business)
- Angie Earle - Teacher
- Laura File - Teacher
- Amy Jackson - Parent/Guardian
- Kurt Lentz - Administrator
- Matt McCammon - Parent/Guardian

## Strategy Chairs

- LuAnne Allen
- Betty Conklin
- Michelle Emmons
- Laura File
- Kurt Lentz
- Debra Poole
- Claire Records

## Community Council

- LuAnne Allen - Teacher
- Terri Ashcraft - Academic Student, Parent
- George Corbin - Parent, Business
- Teresa Craig - Business, Grandparent
- Debra Davidson - Retired Pre-school teacher, Academic Student Parent

- Gerald DeVore - Clergy/Grand Parent
- Angie Earle - Para-Professional, Parent
- Michelle Emmons - Para-Professional, Parent
- Linda Fish - General Laborer, Grandparent
- Linda Floyd - Small business - livestock prod./Parent
- Tabitha Hert - Para-Professional/Former Student/Business
- Amy Jackson - College Graduate, Parent
- David Jones - Parent, Military
- Deborah Kean - Academic Advisor, Parent
- Matt McCammon - Academic Student/Parent
- Robert Montgomery - Instructor, Developmental Wellness
- Gina Moreno - Parent, Academic Student
- Judy Norman - academic student/Business/Parent
- Darla & Randy Padgett - academic student/Business/Parent
- Scott Powers - Business/Dentist
- Diann Puckett - Farm Owner, Grandparent
- Claire Records - academic student/Business/Parent
- Shelly Resler - Academic Student, Parent
- Diane Rodriguez - College Student/Minority
- Irene Skomp - Former Business Owner, Grandparent
- Sandy Townsend - Town Council, Parent
- Susan Waggoner - College Student, Parent
- Joyce Wakefield - Nurse, Grandparent
- Nicole Walters - Labor Rep./Member
- Dee Williams - Parent WRV Grad., Instructor
- Karen Yehl - Military, 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 safe, nurturing environment which is free of intimidation, violence, and disruption. We believe that all students deserve an educational program which affords parents the opportunity to become actively involved in their children's education, and encourages parents to express support for their children's academic progress. We believe that all students deserve to be challenged to achieve their fullest potential while receiving instructional accommodations which address individual differences and learning styles. We believe that all students deserve the opportunity to become motivated, life-long learners who value knowledge. We believe that all students deserve a rigorous curriculum which satisfies the state mandated "academic standards" and is relevant to social behavior, problem-solving, and employability.

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

All adults in our community are living by these core convictions daily, and as a result, show the following attitudes and actions. Teachers and community resource people work as a team to develop career awareness and the acquisition of necessary job skills. Parents play an active role in the educational process. Parents are familiar with curricular requirements and help teachers guide their children through their educational program. Parents, students, and teachers work together to create an individualized/personalized educational plan. Individual educational programs are based upon a rigorous curriculum, yet the challenge and content of each objective is stimulating and rewarding. Parents, students, and teachers meet regularly to discuss student progress and modify goals and objectives. Parents and students daily assess academic progress and attendance through use of the Harmony Program and other on-line technologies. Adults, as role models, instruct and guide students as they form acceptable behavioral characteristics. Adults encourage and highly value each student's education. Adults provide the students with a safe, caring, and non-threatening educational environment which is conducive to learning. Teachers are highly skilled professionals who have a positive, enthusiastic attitude toward their responsibilities and roles as educators. Teachers will teach students to use higher-level thought processes to resolve real-world issues. Teachers will teach students how to effectively research a topic and draw accurate conclusions.

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

In this environment, where all adults are living by their core convictions, students are eager and ready to learn. They are competent communicators who express themselves well both in written and verbal form. All students possess higher-level thinking skills; capitalizing upon the collection and processing of pertinent information which improves the overall quality of their lives and expands their career choices. Students are highly self-motivated individuals who use positive core values and self-determined visions to establish personal goals. All students are responsible citizens who exhibit self-control and a sense of social obligation. All students take pride in their accomplishments and their membership in a highly successful educational institution.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass All ISTEP tests: 100%
- % of students who are Special Needs students and pass All ISTEP tests: 100%
- % of students who are At-Risk students and pass All ISTEP tests: 100%
- % of students who earning promotion to next grade level: 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.

## 3rd Grade - % Passing ISTEP Language

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	76%	78%	77%	81%		84%		86%		89%		

## 3rd Grade - % Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93%	92%	96%	91%	94%		96%		98%		100%		

## 6 Grade - % Mastering Computation

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	73%	84%	84%	87%		90%		93%		95%		

**6 Grade - % Mastering Number Sense**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	76%	78%	84%	81%		84%		87%		90%		100

**6 Grade - % Mastering Problem Solving**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	69%	81%	81%	84%		87%		90%		93%		100

**6 Grade Participating In Lunch Program - 6 Grade Pass ISTEP Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	67%	73%	65%	76%		79%		82%		85%		100

**6th Grade - % of Students Passing ISTEP Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	70	78%	82%	81%		84%		87%		90%		100

**6th Grade - % Passing ISTEP Language**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	74%	82%	79%	82%		85%		88%		91%		100

**All ISTEP Tested Grades for Language Arts - ISTEP Average Percent Pass**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	72%	82%	76%	82%		85%		88%		91%		100%



**All ISTEP Tested Grades for Math - ISTEP Average Percent Pass**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	76%	86%	87%	89%		92%		95%		98%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	73%	79%	80.8%	82%		85%		88%		91%		100%

**Grade 6 - Writing Process**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	73%	76%	73%	76%		79%		82%		85%		100%

**Special Education Students passing ISTEP Math on AYP Results - All Special Ed.Students Tested for ISTEP Math - Avg. % Passing**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	42.2%	48%	55%	52%		56%		60%		65%		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

### Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**L. Early Childhood Transition**

**N. Parent Notice - School in Improvement**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**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**

**V. Peer Review for SIP**

# 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: Harmony

Parents will be urged to utilize Harmony, an administrative software program, to monitor their child's attendance, academic progress, classroom assignment information, communicate with the school. This service will be made available to parents through the internet. Harmony, via e-mail, may be utilized to inform parents of such things as upcoming activities/events, suggestions for increasing parent-student-teacher (team) involvement in the educational process, and a continuous appraisal of their child's performance. Parents unfamiliar with the operation and/or procedure of accessing Harmony will be given a mini tutorial. Parents who do not have the internet at home will be coached as to other possible means of achieving access to Harmony (i.e. libraries, neighbors, work, after-hours school's computer lab, inexpensive internet plans, etc.).

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement: Parent Involvement

During collaborative meetings, teachers and other staff, with the help from parents, will be educated about the value of parent contributions and about how to reach out, communicate and work with parents as equal partners, to coordinate and implement parent programs, and to build ties between home and school. Representatives from the instructional staff will gather data and use this information to in-service colleagues. One or two of these topics will be discussed during the Title 1 Family Night events. Mrs. Poole, Title 1 coordinator and Sharon Sloan, Title 1 director, will schedule and conduct these meetings. These meetings will occur three times a year.

**Impact Level:** High Impact - Outside

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs

Once each semester, Mrs. Poole -Title 1 coordinator, will invite parents of preschool students to tour our school building to see the hallways, the cafeteria, the library, the gymnasium, the office, the nurse's station and visit a Kindergarten classroom. Mrs. Poole, will discuss Kindergarten readiness knowledge and skills with parents and provide in-home reading and math activities for the development of prerequisite skills. These activities/materials will be available to parents throughout the summer and school year.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### E. Parent Information Resource Center Website

Mrs. Poole, Title 1 coordinator, will share the PIRC website, <http://www.fscp.org/>, with parents as a means for providing education-related information and resources materials which enable parents as partners in education. Parents will receive instruction regarding PIRC access during meetings scheduled at the beginning of each semester.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **F. Encourage Rigorous Curriculum: Math**

Classroom teachers and the Greene County mathematics coach will promote a rigorous mathematics curriculum in grades K-6 by focusing instruction on the Core Standards, ISTEP Standards, and Indiana Academic Standards as mapped and aligned in the WRV Lyons Elementary School Curriculum Document. Students are enabled to succeed in a rigorous curriculum by acquiring declarative and conceptual knowledge heavily embedded with the mastery of subjective skills of reading, interpreting, representing and mathematizing a problem.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Simple Six Writing**

K-6 Teachers will implement "Simple Six" writing techniques to all students within their classrooms three days a week. "Simple Six" instruction will supplement classroom instruction and specifically address each student's areas of weakness and master essential language skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

WRV Corporation "Highly Qualified Teacher" Policy insures that only highly qualified teachers with full certification are considered for employment. All WRV Lyons teachers are certified in their content areas and appropriate grade levels. All teachers have completed/will complete the HOUSSE rubric to demonstrate their meeting of highly qualified status. These rubrics will be maintained in the superintendent's office. All instructional assistants are either certified teachers or have passed the Praxis as required by NCLB. In the event an emergency situation were to occur and a teacher must be hired without being highly qualified, the administration would provide that teacher with a detailed description of deficiencies, the means of alleviating these deficiencies, and a time-line for becoming highly qualified.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **L. Early Childhood Transition: Early Childhood Assistance (Kindergarten Round-Up)**

The Greene County Special Education Cooperative administers/implements the early childhood services for all at-risk children, ages 3-6, who reside within the WRV's attendance area throughout the school year. Services are coordinated with Headstart, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Headstart and other area preschool directors in the early spring to discuss and formulate ideas for a smooth transition into elementary school. Parents will also be invited to attend and give input at this meeting. (Kindergarten Round-Up) School personnel and parents meet to share background information, expectations, and procedures. The importance of parent involvement will be stressed as a means for their child to achieve satisfactory academic performance. A copy of the Kindergarten Academic Standards or directions of going on line to [www.in.gov](http://www.in.gov) to access standards will be given to parents-- assisting with the preparation of students for future ISTEP testing. Kindergarten Round-up will occur annually on the second Friday of April 16 at WRV Lyons Elementary School. This enrollment period will begin at 12:00 A.M. and conclude at 2:00 P.M.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **N. Parent Notice - School in Improvement: (School Choice Notification)**

Prior to the beginning of the school year, all parents at WRV Lyons will be mailed a Title 1 approved School Choice Notification letter. This letter will inform parents that our school has been identified for school improvement. Our school will provide an explanation of the choice option to all parents of enrolled students. The notification will inform parents that their child is eligible to attend WRV Worthington Elementary the forth coming school year. AYP results and other pertinent information will be provided to assist parents as they consider options.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **O. Extended Learning Activities: SES**

WRV Lyons Elementary School offers all free and reduced students, who have failed to meet AYP expectations, the opportunity to participate in Supplemental Educational Services. A SES fair will take place the second week of school to give parents the opportunity to meet with SES providers and preview the program each provider has to offer. Parents will be invited to attend the fair through e-mail, weekly newsletter, and website postings. Parents will be enticed to attend the fair since it will take place on "Meet Your Teacher Night". Upon selection of an approved provider, parents will be notified as to the date and time of sessions,

instructional staff, rules of operation, etc. Participating students will be provided with a desktop computer (on loan), internet connection, 24/7 access to online tutoring service. The school will act as liaison between parent and provider to assure smooth implementation of service. Students who participate in this service will greatly increase the quantity of instructional time available to them. These students will be allowed to access on-line services before school, after school, on weekends, snow days, and holidays. The classroom teacher will receive a weekly report summarizing student's performance listing areas of weakness and mastery of essential skills. This information will be utilized in the preparation of individual instructional units.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **P. Teacher Mentoring Program**

All beginning teachers will participate in the corporation/state approved Teacher-Mentoring Program. At the beginning of each classroom teacher's first year of hire, a trained mentor will be assigned to help provide an orderly, personalized transition from pre-service preparation to the initial teaching experience and increase the likelihood that beginning teachers will continue in the teaching profession as productive and competent professional teachers. Also, all teachers in grades K-6, along with specialty teachers and paraprofessionals, will meet on a regular basis to mentor and collaborate with one another regarding all professional issues (i.e. curriculum, discipline, academic standards, lesson planning, sharing materials that engage students in critical thinking and practice, and model lessons that foster higher level thinking skills). Teachers working in a partnership with one another will be afforded the opportunity to share professional strengths and experiences in a formal and informal setting.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

WRV Corporation "Highly Qualified Teacher" Policy insures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrates competence in subject knowledge and teaching skills are hired. The school will send to all parents at the beginning of the school year a Title 1 approved right-to-know letter to inform parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teacher. This letter will be included in each student's handbook. Parents will sign and return the acknowledgment portion of the front page of the Student Handbook.

**Impact Level:** High Impact - Outside

**Focus:** General

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

WRV Corporation "Highly Qualified Teacher" Policy insures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrates competence in subject knowledge and teaching skills are hired. Should students be taught 4 or more consecutive weeks by a teacher who is not highly qualified, their parents will receive timely notice sent home by the school principal.

**Impact Level:** High Impact - Outside

**Focus:** General

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

Each year, the School-Parent Compact will be reviewed and amended, as needed, during our Annual Parent Meeting. The School-Parent Compact will be included in the WRV Lyons Parent/School-Title 1 Handbook. The School-Parent Compact will outline the responsibilities for parents, students, and WRV LYONS staff for improved student achievement for all students. The School-Parent Compact will be provided TO the parents of each Title 1 child enrolled at WRV LYONS School annually. IAS will be distributed to each child in the fall of each school year. All parents will be informed of scheduled SIP meetings and strongly encouraged to play an active role in improvement of our educational program.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **T. Annual Parent Meeting**

During the first month of school, parents and families will meet in the Remedial Reading room for the Title I annual parent meeting. This meeting will convene in the evening at a time convenient for a majority of parents. Discussion items at this meeting include: Title I Improvement status, instructional programs, curriculum, assessments, student achievement data, parent involvement policy, school-parent compact and communication. Parents and Title 1 reps. will review the current School-Parent Involvement Policy and School-Parent Compact to determine if revisions are required. Also, during this meeting officers are elected, forth coming Title 1 events/activities discussed, Policy Guidelines reviewed and amended as needed, services provided by Title 1 and WRVL discussed, parents are informed of resources available to them, various parental involvement activities discussed, parents are informed how they can participate in the school improvement process, etc. Parents are encouraged to play an active role in educational process of their children. In order to keep Title 1 parents informed, Ms. Poole

will invite and encourage all parents of children participating in Title I, Part A programs to participate in this meeting. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **U. Focused Student Group: Special Ed. Students and Slow RTI Students**

Special ed. students and slow "Response to Intervention"(RTI)students will be assigned activities appropriate to their ability. This strategy is combined with strategy "I" Focused Academic Area: Language Arts Skill Development with emphasis placed upon reading vocabulary and writing process. Areas of weakness will be identified through classroom performance, DIBELS and/or standardized test. Classroom teachers will assign instructional activities appropriate to the development and strengthening of essential language arts skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **V. Peer Review for SIP**

WRV Lyons has been identified as a school in improvement. As a result, our school improvement plan will be developed in consultation with parents, school staff, the LEA, and a partnership with WRV Worthington Elementary school personnel. WRV Worthington Elementary School has been successful in meeting AYP and has significantly higher academic performance than WRV Lyons Elementary school. In May of the current school year, the WRV Worthington team will review, analyze, and document the elements of our School Improvement Plan to insure that it contains the ten mandated components as contained within the "School Improvement Plan Peer Review Form". The Worthington team will make suggestions and assist WRV Lyons throughout the school year as it analyzes data and constructs a school improvement plan for the forth coming school year. Documentation will be kept in preparation for a DOE monitoring visit.

**Impact Level:** High Impact - Outside

**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.

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.



## 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.

## Early Childhood Transition

- Aug 15, 2010:** Contact headstart, pre-schools, and community inviting them to attend Round-Up **Person:** Puckett
- Aug 15, 2010:** Encourage parents to bring pre-school children to school to eat lunch and tour building throughout school year **Person:** Lentz
- Aug 15, 2010:** Send Meet your teacher newsletter to parents **Person:** Teacher
- Aug 25, 2010:** Informal verbal survey of parents to determine parental view of strategy's effectiveness **Person:** Teacher/Lentz
- Aug 26, 2010:** Encourage parents to complete informational survey **Person:** Teacher
- Aug 30, 2010:** Review data collected from surveys and made changes **Person:** Lentz
- Sep 23, 2010:** Parents given copy of IAS's and give instructions accessing school website **Person:** Poole
- Sep 25, 2010:** Oversee tour of building and observation of program **Person:** Poole
- Sep 25, 2010:** Provide parents with information regarding resources, materials, and services available to pre-school students **Person:** Poole
- Sep 27, 2010:** Contact Contact headstart, pre-schools to request progress reports **Person:** Teacher
- Apr 15, 2011:** Collect data required for enrollment (i.e. birth cert., S.S. card, immunization records, etc.) **Person:** Teacher
- Apr 15, 2011:** Complete Kindergarten enrollment forms **Person:** Parents
- Apr 15, 2011:** Contact headstart, pre-schools **Person:** Teacher
- Apr 15, 2011:** Discuss procedures for smooth transition with Contact headstart, pre-schools, and parents **Person:** Teacher
- Apr 15, 2011:** Meet with Contact headstart, pre-schools, parents to share information and expectations for 2012 **Person:** Teacher
- Apr 25, 2011:** Determine bus pick up and schedule -- notify parents **Person:** Lentz
- Apr 27, 2011:** Enter student information in Harmony **Person:** Puckett
- Apr 28, 2011:** Establish Round-Up date for 2012 **Person:** Pucket
- Aug 4, 2011:** Reduce parental stress by contacting parents and answering questions **Person:** Lentz

## Encourage Rigorous Curriculum

- Aug 10, 2010:** Distribute Math Mapped Scope & Sequence Document to classroom teachers **Person:** Lentz
- Aug 15, 2010:** Staff resource center to provide materials, resources, etc. **Person:** File
- Aug 17, 2010:** Staff review of goals established by document **Person:** Lentz
- Sep 3, 2010:** Lead teacher & math coach will meet with teachers to review pace and updates to Mapping Document **Person:** File/Lead Teachers
- Sep 3, 2010:** Lead teacher & math coach will review pace and updates to Mapping Document **Person:** File/Rapaki
- Sep 3, 2010:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki
- Sep 15, 2010:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File
- Sep 15, 2010:** Math coach visits classrooms to observe and make suggestions **Person:** File
- Sep 15, 2010:** Provide training as needed **Person:** File/Lentz
- Sep 20, 2010:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File
- Oct 1, 2010:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz
- Oct 15, 2010:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki
- Oct 15, 2010:** Mathematics Advancement Partnership Project **Person:** File/Rapaki
- Oct 20, 2010:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File
- Oct 20, 2010:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Oct 20, 2010:** Provide training as needed **Person:** File/Lentz

**Nov 1, 2010:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File

**Nov 1, 2010:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Nov 17, 2010:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Nov 17, 2010:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Nov 17, 2010:** Provide training as needed **Person:** File/Lentz

**Nov 26, 2010:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki

**Nov 26, 2010:** Mathematics Advancement Partnership Project **Person:** File/Rapaki

**Dec 1, 2010:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Dec 13, 2010:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File

**Dec 15, 2010:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Dec 15, 2010:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Dec 15, 2010:** Provide training as needed **Person:** File/Lentz

**Jan 1, 2011:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Jan 7, 2011:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki

**Jan 7, 2011:** Mathematics Advancement Partnership Project **Person:** File/Rapaki

**Jan 19, 2011:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Jan 19, 2011:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Jan 19, 2011:** Provide training as needed **Person:** File/Lentz

**Jan 24, 2011:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File

**Feb 1, 2011:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Feb 16, 2011:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Feb 16, 2011:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Feb 16, 2011:** Provide training as needed **Person:** File/Lentz

**Feb 18, 2011:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki

**Feb 18, 2011:** Mathematics Advancement Partnership Project **Person:** File/Rapaki

**Mar 1, 2011:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Mar 7, 2011:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File

**Mar 16, 2011:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Mar 16, 2011:** Math coach visits classrooms to observe and make suggestions **Person:** File

**Mar 16, 2011:** Provide training as needed **Person:** File/Lentz

**Apr 1, 2011:** Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments. **Person:** File/Rapaki

**Apr 1, 2011:** Mathematics Advancement Partnership Project **Person:** File/Rapaki

**Apr 1, 2011:** Review progress; pacing & mastery levels of IAS's **Person:** Lentz

**Apr 18, 2011:** Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers with creation of innovative instructional techniques. **Person:** File

**Apr 20, 2011:** Math coach assist with the procurement of materials and the creation of supplemental instructional aids. **Person:** File

**Apr 20, 2011:** Provide training as needed **Person:** File/Lentz

**May 1, 2011:** Math coach visits classrooms to collaborate on lessons, instructional tools, and assessments. **Person:** File

**May 25, 2011:** Exit evaluation; analyze ISTEP scores and longitudinal achievement data **Person:** Lentz

**May 26, 2011:** Collect amendments and desired document changes **Person:** Puckett

**Jun 15, 2011:** Update Document **Person:** Puckett

## Extended Learning Activities

**Aug 1, 2010:** Contact SES providers **Person:** Sloan

**Aug 15, 2010:** Determine eligible students **Person:** Craig

**Aug 16, 2010:** Notify parents of Eligibility **Person:** Craig

**Aug 26, 2010:** Provide SES Fair Site **Person:** Lentz

**Aug 28, 2010:** Assist parents with choice of provider **Person:** Lentz

**Aug 28, 2010:** Collaborate with parents **Person:** Lentz  
**Aug 28, 2010:** Distribute Applications for SES services **Person:** Craig  
**Aug 28, 2010:** Establish date for Meet Your Teacher Night 2011 **Person:** Lentz  
**Sep 1, 2010:** Time Management - Help select ESE which matches parent and student schedule **Person:** Lentz  
**Sep 1, 2010:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc **Person:** Lentz  
**Sep 6, 2010:** Collect Applications for SES services **Person:** Lentz  
**Sep 25, 2010:** Sign contract with Provider **Person:** Sloan  
**Oct 15, 2010:** Monitor student participation & academic progress **Person:** Lentz  
**Oct 17, 2010:** Determine eligible students **Person:** Craig  
**Oct 30, 2010:** Assist parents with choice of provider **Person:** Lentz  
**Oct 30, 2010:** Collaborate with parents **Person:** Lentz  
**Oct 30, 2010:** Distribute Applications for SES services **Person:** Craig  
**Nov 3, 2010:** Time Management - Help select ESE which matches parent and student schedule **Person:** Lentz  
**Nov 3, 2010:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc **Person:** Lentz  
**Nov 8, 2010:** Collect Applications for SES services **Person:** Lentz  
**Nov 15, 2010:** Monitor student participation & academic progress **Person:** Lentz  
**Dec 15, 2010:** Monitor student participation & academic progress **Person:** Lentz  
**Dec 19, 2010:** Determine eligible students **Person:** Craig  
**Jan 1, 2011:** Assist parents with choice of provider **Person:** Lentz  
**Jan 1, 2011:** Collaborate with parents **Person:** Lentz  
**Jan 1, 2011:** Distribute Applications for SES services **Person:** Craig  
**Jan 5, 2011:** Time Management - Help select ESE which matches parent and student schedule **Person:** Lentz  
**Jan 5, 2011:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc **Person:** Lentz  
**Jan 10, 2011:** Collect Applications for SES services **Person:** Lentz  
**Jan 15, 2011:** Monitor student participation & academic progress **Person:** Lentz  
**Feb 15, 2011:** Monitor student participation & academic progress **Person:** Lentz  
**Feb 20, 2011:** Determine eligible students **Person:** Craig  
**Mar 5, 2011:** Assist parents with choice of provider **Person:** Lentz  
**Mar 5, 2011:** Collaborate with parents **Person:** Lentz  
**Mar 5, 2011:** Distribute Applications for SES services **Person:** Craig  
**Mar 9, 2011:** Time Management - Help select ESE which matches parent and student schedule **Person:** Lentz  
**Mar 9, 2011:** Transportation - assist with car pooling, arranging for tutor to go to homes, etc **Person:** Lentz  
**Mar 14, 2011:** Collect Applications for SES services **Person:** Lentz  
**Mar 15, 2011:** Monitor student participation & academic progress **Person:** Lentz  
**Apr 15, 2011:** Monitor student participation & academic progress **Person:** Lentz  
**Apr 24, 2011:** Determine eligible students **Person:** Craig  
**May 15, 2011:** Monitor student participation & academic progress **Person:** Lentz

## Focused Academic Area

**Sep 1, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 8, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 15, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 22, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 25, 2010:** Enter writing samples in students portfolio **Person:** Teachers  
**Sep 29, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 6, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 13, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 20, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 25, 2010:** Enter writing samples in students portfolio **Person:** Teachers  
**Oct 27, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 3, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 10, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 17, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 24, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 25, 2010:** Enter writing samples in students portfolio **Person:** Teachers  
**Dec 1, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 8, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 15, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 22, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Dec 25, 2010:** Enter writing samples in students portfolio **Person:** Teachers  
**Dec 29, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Jan 5, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Jan 12, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Jan 19, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Jan 25, 2011:** Enter writing samples in students portfolio **Person:** Teachers  
**Jan 26, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Feb 2, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Feb 9, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Feb 16, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Feb 23, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Feb 25, 2011:** Enter writing samples in students portfolio **Person:** Teachers  
**Mar 2, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Mar 9, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Mar 16, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Mar 23, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Mar 25, 2011:** Enter writing samples in students portfolio **Person:** Teachers  
**Mar 30, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Apr 6, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Apr 13, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Apr 20, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Apr 25, 2011:** Enter writing samples in students portfolio **Person:** Teachers  
**Apr 27, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**May 4, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**May 11, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

## Focused Student Group

**May 6, 2010:** DIBELS training session (new teachers) **Person:** File  
**Aug 20, 2010:** Design and implement RTI plan for weak students **Person:** Teachers  
**Aug 20, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Aug 27, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 1, 2010:** RTI training and/or refresher in-service (or as needed) **Person:** Betty Conklin  
**Sep 3, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 10, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 12, 2010:** Administer assessments **Person:** Teachers  
**Sep 14, 2010:** Interpret results **Person:** Teachers  
**Sep 16, 2010:** Schedule future testing dates **Person:** File  
**Sep 17, 2010:** Design and implement RTI plan for weak students **Person:** Teachers  
**Sep 17, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 24, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Sep 29, 2010:** Begin interventions for individual weaknesses **Person:** Teachers  
**Oct 1, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 2, 2010:** Study groups meet to evaluate program effectiveness **Person:** Teachers  
**Oct 8, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 15, 2010:** Design and implement RTI plan for weak students **Person:** Teachers  
**Oct 15, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 22, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Oct 29, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 3, 2010:** RTI training and/or refresher in-service (or as needed) **Person:** Betty Conklin  
**Nov 5, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 12, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 19, 2010:** Design and implement RTI plan for weak students **Person:** Teachers  
**Nov 19, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Nov 26, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 3, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 10, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 17, 2010:** Design and implement RTI plan for weak students **Person:** Teachers  
**Dec 17, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers  
**Dec 24, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Dec 31, 2010:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Jan 5, 2011:** RTI training and/or refresher in-service (or as needed) **Person:** Betty Conklin

**Jan 7, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Jan 14, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Jan 21, 2011:** Design and implement RTI plan for weak students **Person:** Teachers

**Jan 21, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Jan 28, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Feb 4, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Feb 11, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Feb 18, 2011:** Design and implement RTI plan for weak students **Person:** Teachers

**Feb 18, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Feb 25, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Mar 4, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Mar 9, 2011:** RTI training and/or refresher in-service (or as needed) **Person:** Betty Conklin

**Mar 11, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Mar 18, 2011:** Design and implement RTI plan for weak students **Person:** Teachers

**Mar 18, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Mar 25, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Apr 1, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Apr 8, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Apr 15, 2011:** Design and implement RTI plan for weak students **Person:** Teachers

**Apr 15, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Apr 22, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**Apr 29, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**May 1, 2011:** Re-evaluate effectiveness of program by analyzing individual computerized progress **Person:** Teachers

**May 6, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**May 13, 2011:** Schedule 3 periods each week for students to participate in Simple Six Activity **Person:** Teachers

**May 15, 2011:** Distribute assessment results to parents **Person:** Teachers

## Parent Involvement

**Aug 17, 2010:** Newsletter encouraging parents to utilize this service **Person:** Puckett

**Aug 20, 2010:** Distribute Harmony registration forms to parents **Person:** Puckett

**Aug 26, 2010:** In-service new enrollees **Person:** WRVL TI

**Aug 26, 2010:** Meet Your Teacher Night discuss importance of monitoring child's daily performance **Person:** Teachers

**Aug 26, 2010:** No internet service at home - Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer la **Person:** Teachers

**Aug 30, 2010:** Collect registration forms **Person:** Puckett

**Aug 31, 2010:** Assign Harmony access password **Person:** Brown

**Oct 28, 2010:** No internet service at home - Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer la **Person:** Teachers

**Dec 30, 2010:** No internet service at home - Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer la **Person:** Teachers

**Feb 22, 2011:** Newsletter encouraging parents to utilize this service **Person:** Puckett

**Mar 3, 2011:** No internet service at home - Inform parents of alternatives: internet services available at public library, identify neighbors who might share internet access, provide low cost service companies available locally, announce hours for highschool computer la **Person:** Teachers

## Teacher Mentoring Program

**Aug 1, 2010:** Hire new teacher and assign mentor **Person:** Lentz

**Aug 15, 2010:** Conduct orientation conference **Person:** Lentz

**Aug 15, 2010:** Encourage teachers to volunteer to mentor, peer coach and/or model variety of areas and subjects (i.e. math, science, computer, discipline, classroom procedures, etc.) **Person:** Lentz

**Aug 20, 2010:** Mentor observation and discussion **Person:** Mentor

**Aug 23, 2010:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Aug 27, 2010:** Mentor observation and discussion **Person:** Mentor

**Sep 1, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Sep 1, 2010:** Informal evaluation **Person:** Lentz

**Sep 3, 2010:** Mentor observation and discussion **Person:** Mentor

**Sep 8, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Sep 10, 2010:** Mentor observation and discussion **Person:** Mentor

**Sep 13, 2010:** Share electronic and printed data addressing areas of concern **Person:** Veteran Teachers/Lentz

**Sep 15, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Sep 16, 2010:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Sep 17, 2010:** Mentor observation and discussion **Person:** Mentor

**Sep 20, 2010:** Collect and analyze student achievement data - - determine possible strengths and weakness of instruction **Person:** Steering Team

**Sep 22, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Sep 23, 2010:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Sep 24, 2010:** Mentor observation and discussion **Person:** Mentor

**Sep 25, 2010:** Set schedule for math coach visits **Person:** Lead Math Teacher

**Sep 25, 2010:** Set schedule for math coach visits **Person:** Lead Math Teacher

**Sep 29, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Oct 1, 2010:** Informal evaluation **Person:** Lentz

**Oct 1, 2010:** Mentor observation and discussion **Person:** Mentor

**Oct 6, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Oct 8, 2010:** Mentor observation and discussion **Person:** Mentor

**Oct 13, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Oct 15, 2010:** Mentor observation and discussion **Person:** Mentor

**Oct 16, 2010:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Oct 20, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Oct 22, 2010:** Mentor observation and discussion **Person:** Mentor

**Oct 23, 2010:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Oct 27, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Oct 29, 2010:** Mentor observation and discussion **Person:** Mentor

**Nov 1, 2010:** Informal evaluation **Person:** Lentz

**Nov 3, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Nov 5, 2010:** Mentor observation and discussion **Person:** Mentor

**Nov 10, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Nov 12, 2010:** Mentor observation and discussion **Person:** Mentor

**Nov 15, 2010:** Share electronic and printed data addressing areas of concern **Person:** Veteran Teachers/Lentz

**Nov 16, 2010:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Nov 17, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Nov 19, 2010:** Mentor observation and discussion **Person:** Mentor

**Nov 23, 2010:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Nov 24, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Nov 26, 2010:** Mentor observation and discussion **Person:** Mentor

**Nov 29, 2010:** Formal evaluation **Person:** Lentz

**Dec 1, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Dec 1, 2010:** Informal evaluation **Person:** Lentz

**Dec 3, 2010:** Mentor observation and discussion **Person:** Mentor

**Dec 8, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Dec 10, 2010:** Mentor observation and discussion **Person:** Mentor

**Dec 15, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Dec 16, 2010:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Dec 17, 2010:** Mentor observation and discussion **Person:** Mentor

**Dec 22, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Dec 23, 2010:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Dec 24, 2010:** Mentor observation and discussion **Person:** Mentor

**Dec 29, 2010:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Dec 31, 2010:** Mentor observation and discussion **Person:** Mentor

**Jan 1, 2011:** Informal evaluation **Person:** Lentz

**Jan 5, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Jan 7, 2011:** Mentor observation and discussion **Person:** Mentor

**Jan 12, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Jan 14, 2011:** Mentor observation and discussion **Person:** Mentor

**Jan 16, 2011:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Jan 17, 2011:** Share electronic and printed data addressing areas of concern **Person:** Veteran Teachers/Lentz

**Jan 19, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Jan 21, 2011:** Mentor observation and discussion **Person:** Mentor

**Jan 23, 2011:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Jan 26, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Jan 28, 2011:** Mentor observation and discussion **Person:** Mentor

**Feb 1, 2011:** Informal evaluation **Person:** Lentz

**Feb 2, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Feb 4, 2011:** Mentor observation and discussion **Person:** Mentor

**Feb 9, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Feb 11, 2011:** Mentor observation and discussion **Person:** Mentor

**Feb 16, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Feb 16, 2011:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Feb 18, 2011:** Mentor observation and discussion **Person:** Mentor

**Feb 23, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Feb 23, 2011:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz

**Feb 25, 2011:** Mentor observation and discussion **Person:** Mentor

**Mar 1, 2011:** Informal evaluation **Person:** Lentz

**Mar 2, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Mar 4, 2011:** Mentor observation and discussion **Person:** Mentor

**Mar 9, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Mar 11, 2011:** Mentor observation and discussion **Person:** Mentor

**Mar 16, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff

**Mar 16, 2011:** Schedule meetings during lunch, before and after, school, preps., etc. **Person:** Teachers

**Mar 18, 2011:** Mentor observation and discussion **Person:** Mentor  
**Mar 21, 2011:** Share electronic and printed data addressing areas of concern **Person:** Veteran Teachers/Lentz  
**Mar 23, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction  
**Person:** Staff  
**Mar 23, 2011:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz  
**Mar 25, 2011:** Mentor observation and discussion **Person:** Mentor  
**Mar 30, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction  
**Person:** Staff  
**Apr 1, 2011:** Formal evaluation **Person:** Lentz  
**Apr 1, 2011:** Informal evaluation **Person:** Lentz  
**Apr 1, 2011:** Mentor observation and discussion **Person:** Mentor  
**Apr 6, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction **Person:** Staff  
**Apr 8, 2011:** Mentor observation and discussion **Person:** Mentor  
**Apr 13, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction  
**Person:** Staff  
**Apr 15, 2011:** Mentor observation and discussion **Person:** Mentor  
**Apr 20, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction  
**Person:** Staff  
**Apr 22, 2011:** Mentor observation and discussion **Person:** Mentor  
**Apr 23, 2011:** Assist with identification of possible resource people and materials, websites, etc. **Person:** Veteran Teachers/Lentz  
**Apr 27, 2011:** All teachers assist one another in procurement of resource materials & needed to supplement instruction  
**Person:** Staff  
**Apr 29, 2011:** Mentor observation and discussion **Person:** Mentor  
**May 1, 2011:** Informal evaluation **Person:** Lentz  
**May 6, 2011:** Mentor observation and discussion **Person:** Mentor  
**May 10, 2011:** Discuss with teachers professional development needs **Person:** Lentz  
**May 13, 2011:** Mentor observation and discussion **Person:** Mentor  
**May 20, 2011:** Mentor observation and discussion **Person:** Mentor



# 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 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: Harmony

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Math

**Demonstrate and provide fresh activities/ideas and differentiated strategies that assist teachers wi**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers

**Dates:** Sep 20, 2010; Nov 1, 2010; Dec 13, 2010; Jan 24, 2011; Mar 7, 2011; Apr 18, 2011

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Peer Coaching

**Funding:** N/A

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

**Lead teacher & math coach will meet with teachers to review pace and updates to Mapping Document**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers

**Date:** Sep 3, 2010

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

**Activity Format:** Talk to, Presentation, Study Group

**Funding:** N/A

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

**Lead teacher & math coach will review pace and updates to Mapping Document**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers

**Dates:** Sep 3, 2010; Oct 15, 2010; Nov 26, 2010; Jan 7, 2011; Feb 18, 2011; Apr 1, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** N/A

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

**Math coach assist with the procurement of materials and the creation of supplemental instructional a**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers

**Dates:** Sep 15, 2010; Oct 20, 2010; Nov 17, 2010; Dec 15, 2010; Jan 19, 2011; Feb 16, 2011; Mar 16, 2011; Apr 20, 2011

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Talk to, Presentation

**Funding:** N/A

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

**Math coach visits classrooms to collaborate on lessons, instructional tools, & assessments.**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers, Students

**Dates:** Sep 3, 2010; Oct 15, 2010; Nov 26, 2010; Jan 7, 2011; Feb 18, 2011; Apr 1, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** N/A

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

**Math coach visits classrooms to collaborate on lessons, instructional tools, and assessments.**

**Brief Description:** Mathematics Advancement Partnership Project(MAPP)

**Intended Participants:** Teachers, Students

**Date:** May 1, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** N/A

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

## **I. Focused Academic Area: Simple Six Writing**

No professional development is needed for this strategy.

## **L. Early Childhood Transition: Early Childhood Assistance (Kindergarten Round-Up)**

No professional development is needed for this strategy.

## **O. Extended Learning Activities: SES**

No professional development is needed for this strategy.

## **P. Teacher Mentoring Program**

No professional development is needed for this strategy.

## **U. Focused Student Group: Special Ed. Students and Slow RTI Students**

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

### Required Areas of Concern

#### A. Parent Involvement (TAS)

**Data Targets Influenced by This Concern:**

- 3rd Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

**Strategies to Impact This Concern:**

- A. Parent Involvement: Harmony

#### B. Educator Training (TAS)

**Data Targets Influenced by This Concern:**

- 3rd Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass

**Strategies to Impact This Concern:**

- B. Educator Training for Parent Involvement: Parent Involvement

#### C. Outreach to Preschool Parent Involvement Programs (TAS)

**Data Targets Influenced by This Concern:**

- Special Education Students passing ISTEP Math on AYP Results -- All Special Ed. Students Tested for ISTEP Math - Avg. % Passing

**Strategies to Impact This Concern:**

- C. Outreach to Preschool Parent Involvement Programs

#### E. Parent Information Resource Center Website (TAS)

**Data Targets Influenced by This Concern:**

- 3rd Grade -- % Passing ISTEP Language
- Grade 6 -- Writing Process

**Strategies to Impact This Concern:**

- E. Parent Information Resource Center Website

## **F. Encourage Rigorous Curriculum (PL221, TAS)**

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

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

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

- F. Encourage Rigorous Curriculum: Math

## **I. Focused Academic Area (PL221, TAS)**

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

- 3rd Grade -- % Passing ISTEP Math
- 6th Grade -- % Passing ISTEP Language
- Grade 6 -- Writing Process

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

- I. Focused Academic Area: Simple Six Writing

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

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

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

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

- J. Instruction by Highly Qualified Teachers

## **L. Early Childhood Transition (TAS)**

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

- Special Education Students passing ISTEP Math on AYP Results -- All Special Ed. Students Tested for ISTEP Math - Avg. % Passing

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

- L. Early Childhood Transition: Early Childhood Assistance (Kindergarten Round-Up)

## **N. Parent Notice - School in Improvement (In Improvement)**

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

- 3rd Grade -- % Passing ISTEP Language
- 6 Grade -- % Mastering Computation
- Grade 6 -- Writing Process

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

- N. Parent Notice - School in Improvement: (School Choice Notification)

## **O. Extended Learning Activities (In Improvement)**

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

- 3rd Grade -- % Passing ISTEP Math
- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math
- Grade 6 -- Writing Process

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

- O. Extended Learning Activities: SES

## **P. Teacher Mentoring Program (In Improvement)**

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

- 3rd Grade -- % Passing ISTEP Language
- 6 Grade -- % Mastering Number Sense
- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math

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

- P. Teacher Mentoring Program

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

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

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

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

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

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (TAS)**

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

- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass

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

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

## **S. School-Parent Compact (TAS)**

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

- 3rd Grade -- % Passing ISTEP Language
- 3rd Grade -- % Passing ISTEP Math

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

- S. School-Parent Compact

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

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

- 3rd Grade -- % Passing ISTEP Language
- 3rd Grade -- % Passing ISTEP Math

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

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, TAS)**

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

- 6 Grade -- % Mastering Problem Solving
- 6th Grade -- % of Students Passing ISTEP Math
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass
- Special Education Students passing ISTEP Math on AYP Results -- All Special Ed. Students Tested for ISTEP Math - Avg. % Passing

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

- U. Focused Student Group: Special Ed. Students and Slow RTI Students

## **V. Peer Review for SIP (In Improvement)**

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

- 6 Grade Participating In Lunch Program -- 6 Grade Pass ISTEP Math

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

- V. Peer Review for SIP

## 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?	School 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>	N/A
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	DIBELS: K-4 (Dynamic Indicators of Basic Early Literacy Skills is a formative early literacy assessment tool of developmental sequence, one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading connected text, vocabulary and comprehension. It is used by kindergarten through sixth grade teachers to screen students, who are at risk of reading difficulty, and to monitor student progress and guide instruction.)
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	



# Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2010-2011 school year