

School Improvement Plan - 2011-2012

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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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 17
- To-Do List 18
- Professional Development Summary 23
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 25
- Force Field Excerpt 31
- Continuous Improvement Timeline 32

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
- 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

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

Strategy Chairs

- LuAnne Allen
- Betty Conklin
- Teresa Craig
- Michelle Emmons
- Laura File
- Kurt Lentz
- Debra Poole

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
- Laura File - Board Member, P.A.C.E/Headstart (Vincennes)
- 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
- Matt McCammon - Academic Student/Parent
- Robert Montgomery - Instructor, Developmental Wellness
- Gina Moreno - Parent, Academic Student
- Judy Norman - academic student/Business/Parent
- Darla Padgett - academic student/Business/Parent
- Scott Powers - Business/Dentist
- Diann Puckett - Farm Owner, Grandparent
- Claire Records - academic student/Business/Parent
- Diane Rodriguez - College Student/Minority
- Irene Skomp - Former Business Owner, Grandparent
- Liz Tharp - Early Childhood Instructor
- Sandy Townsend - Town Council, Parent
- Susan Waggoner - College Student, Parent
- Joyce Wakefield - Nurse, Grandparent
- 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	77%	81%	89%	84%		86%		89%		95%		

3rd Grade - % Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96%	91%	94%	89%	96%		98%		100%		100%		

6th Grade - % of Students Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	82%	81%	70%	84%		87%		90%		95%		

6th Grade - % Passing ISTEP Language

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	79%	82%	58%	85%		88%		91%		96%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	65%	76%	62%	79%		82%		85%		90%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	76%	82%	70%	85%		88%		91%		96%		100%

All ISTEP Tested Grades for Math - ISTEP Average Percent Pass

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	87%	89%	74.3%	92%		95%		98%		100%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	80.8%	82%	79.9%	85%		88%		91%		96%		100%

Grades 3-6 Participating In F/R Lunch Program - Grades 3-6 Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	62%	66%		70%		75%		80%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Extra Time/Help

Extra Time/Help -- 44% of grade 2 students do not believe that they have enough time to finish their work.

We are concerned that... Real-World Applications included in lessons (PIRC)

Environment -- *70% of grade 4 students do not believe that their teachers talk with members of the community about real-world applications for the content they are teaching.

We are concerned that... Feedback on Student Assessment

Assessment -- 21% of parents do not believe that their child's teacher provides weekly feedback regarding his/her progress in class.

We are concerned that... Career Interests and Awareness

*20% of the community does not believe that students can identify career areas that match their interests. (High Impact - Inside Classroom)

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

X. Graduation Plan

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Reading Assessment

Reading assessments will be implemented by the special needs teacher, Title 1 teacher, general instructional staff, and/or instructional assistants. DIBELS, (RAPS 360) and Star testing will be conducted at the beginning, middle, and the end of each school year. We will also be using IReadK, IRead1, IRead2, and IRead3 to assess progress. Student progress will be monitored monthly and dictate individual interventions. We will also begin using acuity. Acuity will be used with all students grades 3-6. This assessment will be used to determine what is prescribed for each individual student. These tests will determine which students require assistance and which students require enrichment. These tests will also determine student placement in Tier 2 and 3. The Star Reading Test will be administered by the technology instructor during computer class. Evaluative reports will be sent to parents upon the conclusion each test.

Impact Level: High Impact - Inside

Focus: General

Reading Communication to Parents

Parents will be sent reading assessment results. They will also receive an outline of the reading plan for their child's grade level. In this plan we will outline the teacher's responsibility, what is expected of the student and what the parent responsibilities will be in order to support their child while we are working toward their individual goal. Students who do not make bench mark in DIBELS or score below grade level on RAPS 360 or Star Reading will be considered as possible candidates for Tier 2 and Tier 3. Enrichment students Parents will be contacted by the regular classroom teacher and an Individualized Instructional Plan will be discussed/created. As a student progresses he/she may float between tiers: appropriate adjustments will be reflected within the individual's learning plan. Response to Instruction may occur during assigned Title 1 periods, Breakfast Club, after school remediation, or summer reading program. Services will be provided by the special needs teacher, Title 1 teacher, and/or general education teacher.

Impact Level: High Impact - Inside

Focus: Specific

Tier 1 Core Reading

Tier 1 reading instruction, based upon the Houghton Mifflin Harcourt reading series, will be provided by general education staff and instructional assistants. Services will be provided daily during an uninterrupted 90 minute block. All students will be accessing the core reading program with differentiated instruction for those students in each area: accelerated learning, strategic learners and those learners that require intensive services. Students will be using the core reading series, and other materials to develop skills in phonemic awareness, phonics, comprehension, fluency, and vocabulary. This will be accomplished through whole group instruction, small group instruction, and learning stations and activities. The general education teacher and teaching assistants along with the special education teacher and title I teacher may be helping in the delivery of these services.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Tier 2 reading instruction will utilize materials provided by the Houghton Mifflin Harcourt reading program along with interventions including: My Reading Coach, Fluent Reading Trainer, Reading A to Z, and Read Now Power Up. Tier 2 services will include an extra 30 minute block daily provided outside the 90 minute uninterrupted instructional block by the special needs teacher, Title 1 teacher, and/or instructional assistants.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Tier 3 students will continue tier service. Interventions may include Reading Milestones, Merrill Linguistics reading program, My Reading Coach, Reading A to Z and My Fluent Reading Trainer. Other programs which provide phonemic awareness, phonics, comprehension, vocabulary and fluency will be available in 2011 à 2012 school year. We are in the process of reviewing materials and determine which programs will best suit the needs of our students. Tier 3 Services will include an additional 60 minutes daily provided outside the 90 minute uninterrupted instructional block by the special needs teacher and/or instructional assistants.

Impact Level: High Impact - Inside

Focus: Specific

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 - 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 - Inside

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

G. Attendance: Attendance - Tracking Student Attendance

Using the Harmony Program, all teachers will turn in absences by 9:00 am daily and the attendance monitor will contact parents for all unverified absences. The attendance monitor will mail 5, 7, and 10 day notices of unexcused absences monthly.

Impact Level: Low Impact

Focus: General

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

J2. Instruction by Highly Qualified Paraprofessionals.

WRV Corporation "Highly Qualified Para-Pro" policy insures that all Title I Para-Professionals who provide instructional support services in our school will satisfy one of the following HQ requirements: Must have at least an associate degree; or Completed at least two years of college; or Passed the Para-Pro test (www.ets.org). Only highly qualified applicants will be considered for employment. The corporation Title 1 director will collect and compile a file with adequate documentation to verify each Para-Pro's HQ status prior to the offer of employment.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

WRV Lyons Elementary School will attract and employ "Highly Qualified Teachers" by posting teacher vacancies with the numerous universities located within our locale. These postings will advertise for highly qualified teachers who possess or are eligible for an Indiana teaching license in the instructional area of the existing vacancy.

Impact Level: High Impact - Inside

Focus: General

L. Student 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 Head Start, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Head Start 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 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 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

M. Parent Notice - Assessment Results

ISTEP+, Star Math and Reading, Alec, Reading 1-3, and Acuity assessment student reports will be sent home with students. Parents will be encouraged to schedule an appointment with their child's teacher to discuss test scores and their relationships to Indiana Academic Standards. The teacher and parent will also discuss educational objectives to be met by the school, follow-up activities for the parents to implement at home, techniques for establishing and maintaining good study skills and learning environment at home, eligibility for remediation services, etc.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

Each year, the Parent Involvement Policy will be reviewed and amended, as needed, with parent input during our Annual Parent Meeting. The Parent Involvement Policy will be included in the WRV Lyons Parent/School-Title 1 Handbook. The Parent Involvement Policy will be provided TO the parents of each child enrolled at WRV LYONS School annually. The Parent Involvement Policy will include all the components listed on the DOE School Parent Involvement Policy Checklist. 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: General

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, forthcoming 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: Free & Reduced Lunch - RTI Students

Free/Reduced lunch students will be the primary target group receiving individualized instruction in language arts skill development with emphasis placed upon reading vocabulary and writing process in Response to Intervention (RtI). Teachers will identify areas of weakness 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

W. Timely Additional Assistance

During the school year, students needing additional assistance will be given extra help during the school day. Trained staff members and/or volunteers will provide this assistance on daily basis in small groups, one to one, or technology based one on one tutoring. Time during the day that will be utilized to meet student needs will be before school, noon hour, recess, special classes such as art, PE, music, Library, and during transitional periods. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles and meet specific needs as outlined within RTI plans.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

At the beginning of each school year, the technology instructor will initiate the implementation of our grade 6 Graduation Plan. This plan will enable students to connect what they are currently doing in school to what they want to do in the future. The plan will encourage students to meet with teachers, counselors and their parents/guardians each year to assess and record their academic progress, interpret test scores, schedule appropriate middle school and high school courses, prepare for graduation from high school, and begin making initial career and postsecondary education plans for life after high school. Students and their parents will sign a pact promising to: be a responsible citizen and making good decisions; go to school and actively participating in their learning; study hard and turn in their homework; push themselves to complete Core 40 and considering going beyond it to complete an advanced diploma like Core 40 with Academic Honors or Core 40 with Technical Honors; explore different careers and learn how college includes lots of options such as two and four year degrees, certificates, apprenticeship programs and the military; and ask for help when they need it. This pact will be placed in the student's permanent record and become a part his/her Graduation Plan folder.

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.

Required Strategies

F. Encourage Rigorous Curriculum: Math

% teachers including math manipulative and associated instructional technique in at less one math lesson per week

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
30%	35%		38%	

I. Focused Academic Area: Simple Six Writing

Percentage of classroom teachers using Simple Six stratgies in their classroom weekly

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
68%	70%		72%	

U. Focused Student Group: Free & Reduced Lunch - RTI Students

% of K-3 F/R students receiving reading vocabulry interventions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

✓ **Apr 1, 2011:** Collect baseline data: % teachers including math manipulative and associated instructional technique in at least one math lesson per week **Person:**

Aug 11, 2011: Distribute Math Mapped Scope & Sequence Document to classroom teachers **Person:** Lentz

Aug 15, 2011: Staff resource center to provide materials, resources, etc. **Person:** File

Aug 18, 2011: Staff review of goals established by document **Person:** Lentz

Sep 15, 2011: Provide training as needed **Person:** File

Oct 2, 2011: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

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

Oct 20, 2011: Provide training as needed **Person:** File

Nov 6, 2011: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Nov 17, 2011: Provide training as needed **Person:** File

Nov 20, 2011: Math coach visits classrooms to observe and make suggestions **Person:** File

Nov 30, 2011: Collect fall data: % teachers including math manipulative and associated instructional technique in at least one math lesson per week **Person:** Lentz

Dec 4, 2011: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Dec 15, 2011: Provide training as needed **Person:** File

Dec 18, 2011: Math coach visits classrooms to observe and make suggestions **Person:** File

Jan 1, 2012: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Jan 15, 2012: Math coach visits classrooms to observe and make suggestions **Person:** File

Jan 19, 2012: Provide training as needed **Person:** File

Feb 5, 2012: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Feb 16, 2012: Provide training as needed **Person:** File

Feb 19, 2012: Math coach visits classrooms to observe and make suggestions **Person:** File

Mar 4, 2012: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Mar 15, 2012: Provide training as needed **Person:** File

Mar 18, 2012: Math coach visits classrooms to observe and make suggestions **Person:** File

Apr 1, 2012: Review progress; pacing & mastery levels of IAS's **Person:** Lentz

Apr 15, 2012: Math coach visits classrooms to observe and make suggestions **Person:** File

Apr 19, 2012: Provide training as needed **Person:** File

May 26, 2012: Collect amendments and desired document changes **Person:** Puckett

May 26, 2012: Exit evaluation; analyze ISTEP scores and longitudinal achievement data **Person:** Lentz

Jun 10, 2012: Update Document **Person:** Puckett

Jun 30, 2012: Collect spring data: % teachers including math manipulative and associated instructional technique in at least one math lesson per week **Person:** Lentz

Focused Academic Area

Apr 1, 2011: Collect baseline data: **Person:** Lentz

Apr 1, 2011: Collect baseline data: Percentage of classroom teachers using Simple Six strategies in their classroom weekly **Person:** Lentz

Nov 30, 2011: Collect fall data: **Person:** Lentz

Nov 30, 2011: Collect fall data: Percentage of classroom teachers using Simple Six strategies in their classroom weekly **Person:** Lentz

Jun 30, 2012: Collect spring data: **Person:** Lentz

Jun 30, 2012: Collect spring data: Percentage of classroom teachers using Simple Six strategies in their classroom weekly **Person:** Lentz

Focused Student Group

Apr 1, 2011: Collect baseline data: % of K-3 F/R students receiving reading vocabulary interventions **Person:**

Nov 30, 2011: Collect fall data: % of K-3 F/R students receiving reading vocabulary interventions **Person:**

Jun 30, 2012: Collect spring data: % of K-3 F/R students receiving reading vocabulary interventions **Person:**

Student Transition

Jul 25, 2011: Reduce parental stress by contacting parents and answering questions **Person:** Teacher/Lentz

Aug 15, 2011: Contact headstart, pre-schools, and community inviting them to attend Round-Up **Person:** Puckett

Aug 15, 2011: Encourage parents to bring pre-school children to school to eat lunch and tour building throughout school year **Person:** Lentz

Aug 15, 2011: Encourage parents to bring pre-school children to school to eat lunch and tour building throughout school year **Person:** Lentz

Aug 15, 2011: Send Meet your teacher newsletter to parents **Person:** Teachers

Aug 25, 2011: Encourage parents to complete informational survey **Person:** Teachers

Aug 25, 2011: Informal verbal survey of parents to determine parental view of strategy's effectiveness **Person:** Teacher/Lentz

Aug 30, 2011: Review data collected from surveys and made changes **Person:** Lentz

Aug 30, 2011: Review data collected from surveys and made changes **Person:** Lentz

Sep 25, 2011: Oversee tour of building and observation of program **Person:** Poole

Sep 25, 2011: Parents given copy of IAS's and give instructions accessing school website **Person:** Poole

Sep 26, 2011: Provide parents with information regarding resources, materials, and services available to pre-school students **Person:** Poole

Feb 15, 2012: Establish Round-Up date for 2012 **Person:** Puckett

Apr 15, 2012: Collect data required for enrollment (i.e. birth cert., S.S. card, immunization records, etc.) **Person:** Teachers

Apr 15, 2012: Complete Kindergarten enrollment forms **Person:** Parents

Apr 15, 2012: Contact headstart, pre-schools **Person:** Teachers

Apr 15, 2012: Discuss procedures for smooth transition with Contact headstart, pre-schools, and parents **Person:** Teachers

Apr 15, 2012: Meet with Contact headstart, pre-schools, parents to share information and expectations for 2012 **Person:** Teachers

Apr 25, 2012: Determine bus pick up and schedule -- notify parents **Person:** Lentz

Apr 27, 2012: Enter student information in Harmony **Person:** Puckett

Sep 25, 2012: Contact Contact headstart, pre-schools to request progress reports **Person:** Teachers

Timely Additional Assistance

Sep 1, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Sep 8, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Sep 10, 2011: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Sep 15, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Sep 17, 2011: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Sep 22, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Sep 24, 2011: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Sep 29, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Sep 30, 2011: Monthly collaboration meetings to discuss timely additional assistance activities and the administration of regularly scheduled assessments and modification of individual student General Intervention Plans **Person:** Lentz

Oct 1, 2011: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Oct 6, 2011: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Apr 14, 2012: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Apr 19, 2012: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Apr 21, 2012: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Apr 26, 2012: Students who need additional assistance in reading in K-3 will meet in small groups with the teacher, assistants, or with volunteers in weak areas several times per week and will be progress monitored **Person:** Teachers/Interventionist

Apr 28, 2012: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

May 5, 2012: Students in grades 1 - 6 will be given timely additional assistance, in all subject areas, by faculty, support staff, and assistance several times per week during the school day **Person:** Teachers/Interventionist

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

F. Encourage Rigorous Curriculum: Math

Math coach visits classrooms to observe and make suggestions

Brief Description: Math coach visits classrooms to observe and make suggestions

Intended Participants: Teachers

Dates: Oct 16, 2011; Nov 20, 2011; Dec 18, 2011; Jan 15, 2012; Feb 19, 2012; Mar 18, 2012; Apr 15, 2012

Activity Purpose: Feedback/Support

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving

Funding: MAPP

Does this activity occur during the school day? Yes

Provide training as needed

Brief Description: Participating grades 4-6 teachers will receive \$40.00 per hour stipend for training (max. \$640.00 during 3 month session).

Intended Participants: Teachers

Dates: Sep 15, 2011; Oct 20, 2011; Nov 17, 2011; Dec 15, 2011; Jan 19, 2012; Feb 16, 2012; Mar 15, 2012; Apr 19, 2012

Activity Purpose: Skill Building

Activity Format: Peer Coaching, Workshop

Funding: MAPP Grant

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

W. Timely Additional Assistance

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Extra Time/Help

Data Targets Influenced by This Concern:

- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- Reading Assessment
- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading
- U. Focused Student Group: Free & Reduced Lunch - RTI Students
- W. Timely Additional Assistance

We are concerned that... Real-World Applications included in lessons (PIRC)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

We are concerned that... Feedback on Student Assessment

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:

- Reading Communication to Parents
- A. Parent Involvement: Harmony
- Q. School-Parent Involvement Policy

We are concerned that... Career Interests and Awareness

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan
- E. Parent Information Resource Center Website

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- G. Attendance: Attendance - Tracking Student Attendance
- A. Parent Involvement: Harmony

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 3rd Grade -- % Passing ISTEP Math
- 6th Grade -- % of Students Passing ISTEP Math
- 6th Grade -- % Passing ISTEP Language
- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- 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
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement: Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 3rd Grade -- % Passing ISTEP Math
- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Math
- 6th Grade -- % of Students Passing ISTEP Math
- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Math

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- 6th Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- I. Focused Academic Area: Simple Six Writing

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.
- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

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:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

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:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

M. Parent Notice - Assessment Results (SW)

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:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

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
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

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 (SW)

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 (SW)

Data Targets Influenced by This Concern:

- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 6th Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: Free & Reduced Lunch - RTI Students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 6th Grade Participating In Lunch Program -- 6th Grade Pass ISTEP Math
- Grades 3-6 Participating In F/R Lunch Program -- Grades 3-6 Passing ISTEP Math

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.
- W. Timely Additional Assistance

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan

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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	N/A
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	DIBELS: 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.)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	N/A
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	N/A

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2013-2014 school year