

School Improvement Plan - 2014-2015

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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 American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- 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

- Betty Conklin
- Teresa Craig
- Michelle Emmons
- Amy Jackson
- Kurt Lentz
- Debra Poole

Community Council

- Terri Ashcraft - Academic Student, Parent
- Daniel Banning - Parent/Academic Student
- 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
- Cara Graves - Academic Honors Student, Mother
- Nicole Hawkins - Parent/College grad
- Amy Jackson - College Graduate, Parent
- David Jones - Parent, Military
- Nicole Lambert - Day Care Provider/community member
- Matt McCammon - Academic Student/Parent
- Gina Moreno - Parent, Academic Student
- Judy Norman - academic student/Business/Parent
- Darla Padgett - academic student/Business/Parent
- Debby Poole - Retired Teacher, Property owner
- 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
- Terry Sullivan - Academic Honors Student, Mother
- Liz Tharp - Early Childhood Instructor
- 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 Language Arts in 3rd grade: 100%
- % of students who pass ISTEP Math in 3rd grade: 100%
- % of students who pass ISTEP Language Arts in 6th grade: 100%
- % of students who pass ISTEP Math in 6th grade: 100%
- % of students who pass ISTEP Language Arts in all grades tested: 100%
- % of students who pass ISTEP Math in all grades tested: 100%
- % of students who pass ISTEP Math in grades 3-6 participating in F/R Lunch program: 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	78%	84%	94%	89%		94%		99%		100		100

6th Grade - % Passing ISTEP Language

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	68%	78%	96	83%		88%		93%		96		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	80%	86%	96	90%		94%		99%		100		100%

All ISTEP Tested Grades for Math - ISTEP Average Percent Pass

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92%	88%	90%	91	93%		95%		98%		100		100%

All Students (126 days) - ISTEP/Title 1 Accountability

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	87%	91%	93	94%		98%		100%		100		100%

Grade 2 - % at or above grade level in Oral Reading Fluency (DIBELS end-of year)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	50%	55%	81	60%		65%		70%		73		100%

Grade 3 - % Passing ISTEP Language Conventions

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	84%	87%	96	90%		94%		98%		100		100%

Grade 4 - % of students mastering Writing Applications of the (Applied Skills - Academic Skills Summary) ISTEP test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78		87		87	91		94		97		100

Grades 3-6 - % of students performing in tier 4 Reading Comprehension (Acuity â Predictive end of the year) data

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	40%	45%	49	54		59		63		67		100

Grades 4-6 - % of Free/Reduced Rti students achieving at or above grade level based on the STAR Reading test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75		76		76		80		84		88		100

Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Areas of Concern

We are concerned that... Annual Parent Meeting

Approximately 30% of our Title 1 parents participated in this event. This is a good base from which we will build increased involvement in future events.

We are concerned that... Attracting Highly Qualified Teachers

We have not had an opportunity to employ this strategy for the past two years. Currently, there are teachers on our recall list. However, IDOE mandates increase the level of training perspective teachers must have when entering the classroom.

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

Most parents, participating in collaborative meetings with school staff, seem to be concerned about their child's academic progress. However, concerns such as work schedules, living conditions, etc. complicate and/or interfere with parents' ability to play an active role in their child's educational process. When Staff and parents discuss concerns useful suggestions and comments are verbalized with possible solutions formulated.

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

100% of the para-pro's employed at WRV Lyons are properly trained, experienced, and highly qualified. State and federal instructional mandates are increasingly rigorous and extremely demanding. Only highly trained, competent para-pro's are able to satisfy these requirements.

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

100% of the teachers employed at WRV Lyons are properly licensed, experienced, and highly qualified. RISE, and other state and federal instructional mandates are rigorous and extremely demanding. Only highly trained, competent teachers are able to satisfy these requirements. We have been an "A" school the past three year. Staff, students, and community

members take much pride in this accomplishment.

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

Ms. Jackson, Ms. Butler, and Ms. Tharp play an active role in satisfying this strategy. They meet with parents and pre-schools on a regular basis to discuss readiness skills, suggest learning activities, provide instructional materials, and to assist with the acclimation process. Numerous parents have expressed concerns about the demands of a full-day program. Better communication and numerous looks into our existing program helps alleviate these concerns.

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

Parents are receptive when reminded that free educational information and resource materials are available on this website. Parents are more concerned today than ever before and insist upon being well informed.

We are concerned that... Parent Involvement

Most parents, participating in collaborative meetings with school staff, seem to be concerned about their child's academic progress. However, concerns such as work schedules, living conditions, etc. complicate and/or interfere with parents' ability to play an active role in their child's educational process. When Staff and parents discuss concerns useful suggestions and comments are verbalized with possible solutions formulated.

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

ISTEP+, Star Math and Reading, Alek, Reading 1-3, and Acuity assessment student reports will be sent home with students and given to Mr. Lentz. Many parents have contacted their child's teacher to discuss the results of these assessments.

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

Parents have made no inquiries into our staff's professional training/licensing. Community expectations for student and staff performance is high. If the quality of instruction could be compromised in any way, parents must be informed.

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

Parents have made no inquiries into our staff's professional training/licensing. Community expectations for student and staff performance is high. If the quality of instruction could be compromised in any way, parents must be informed.

We are concerned that... School-Parent Compact

Parent attending our annual meeting are always eager to become an active part of the educational process. Many valuable comments and beneficial collaboration occurs. Our School Improvement planning (InSAI) meetings are announced and a brief overview of the process is explained. All parents are encouraged to attend and become an active part of this process.

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

Many parents seem to be concerned about their child's academic progress and wish to play an active role in the educational process. As teachers and parents collaborate, concerns such as work schedules, living conditions, etc. complicate and/or interfere. When teachers and parents discuss concerns possible solutions formulated.

We are concerned that... Student Transition

At-risk parents contact the school regarding services. The next screening will be held mid-October. At-risk students are actively sought and enrolled in pre-school services. Kindergarten Round-Up is scheduled for April 12, 2013. Five year old students who graduate from our pre-school program usually make a smooth transition to kindergarten and possess a strong foundation of basic skills. This is evident in DIBELS & IREAD scores.

We are concerned that... Timely Additional Assistance

The number of students receiving services before school, noon hour, recess, special classes such as art, PE, music, Library, and during transitional periods continues to grow (15-30 student participating). Parents and students make inquiries and request to participate in these programs. Acuity and other assessments have clearly scoped out areas of academic weakness.

We are concerned that... Encourage Rigorous Curriculum

Teacher and instructional assistants display a declarative and conceptual knowledge of reading and mathematical while presenting instructional units. But innovative and creative instructional methods must be continually infused into daily instruction. The good ole way of teaching is no longer good enough.

We are concerned that... Attendance

We have a 96% (+/-) attendance rate each school year. Each year our school is only a few basis points below the percentage needed to be rated a Four-Star School.

We are concerned that... Focused Academic Area

94% of our students passed ISTEP Lang. Simple Six Writing is a practical approach to implementing all lang. arts skills into one culminating experience. It is important that 100% of all students can effectively express themselves in written form. The accumulation/expansion of writing skills is readily apparent.

We are concerned that... Focused Student Group

Our student failure rate has been reduced. Students are effectively challenged without experiencing undo frustration. But 100% of all students must be prepared as competitor's in tomorrow's workplace.

We are concerned that... Graduation Plan

79% of our community do not believe that our young people will be able to afford college.

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

Administrative Walk-Through

The building principal will conduct a "walk-through" with each teacher a minimum four times each school year. The administrator will observe: instructional style, instructional activity, differentiated instruction, elements of effective instruction, student engagement, and other teacher actions/traits for the following: student work habits, implementation of curriculum, delivery of instruction, quality of classroom environment, teacher expectations, cultural competencies and health/safety issues. The principal will provide professional remedial services to teachers as needed.

Impact Level: High Impact - Inside

Focus: General

Annual Parent Meeting

During the month of September, parents and families will meet at the WRV High School for the Title I corporation wide 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, the Title 1 coordinator 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

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

Attracting Highly Qualified Teachers

WRV Lyons will assist the WRV central office with developing an information sheet to attract highly qualified teachers to our school district. WRV Lyons will interview and hire from a list of highly qualified teachers provided by the central office. We will encourage highly qualified teachers to stay at our school by providing a supportive and caring environment, and providing variety of professional development opportunities. Our teachers are members of an extended family that features a continuous,

harmonious interaction between the school staff, community members, business affiliates and student body.

Impact Level: High Impact - Inside

Focus: General

Educator Training - 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. The Title 1 coordinator, Kim Downey, will schedule and conduct these meetings. These meetings will occur three times a year.

Impact Level: High Impact - Outside

Focus: General

Encourage Rigorous Curriculum

Teachers will develop lessons aligned with the state curriculum grade level maps. Students will be administered pre- and post-Acuity Diagnostic Curriculum Aligned tests to determine students' level of academic performance. Based upon student performance on the Acuity pre-test, students will receive differentiated daily instruction in small flexible groups on reading/language arts grade level standards. Students that have not mastered the standards on the post-test (80% or higher) will be provided additional intervention time. K-3 students will be administered the STAR Early Literacy to assess and provide the same tiered instruction.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - 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

Focused Student Group

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

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 post-secondary education plans for life after high school. Students will be introduced to www.indianacareerconnect.org as a means of exploring various career possibilities. 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

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

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 - Inside

Focus: General

Outreach to Preschool Parent Involvement Programs

Once each semester, The 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. The Title 1 coordinator, 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

Parent Information Resource Center Website

The 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 the Annual Parent Meeting.

Impact Level: High Impact - Outside

Focus: Specific

Parent Involvement

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

Parent Notice - Assessment Results

ISTEP+, Star Math and Reading, Alec, Reading 1-3, and Acuity assessment student reports will be sent home with students upon parent's request. 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

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

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

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

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 Student 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

School-Parent Involvement Policy

Each year, during the annual Parent Meeting, 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

Student Transition

The Greene County Special Education Cooperative administrates/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 coordinator 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: General

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 services. 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 2012 - 2013 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

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

Strategy Data

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

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

To-Do List

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

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

Encourage Rigorous Curriculum

- Sep 1, 2014:** Administer EARLY STAR LITERACY Test **Person:** Emmons
- Sep 5, 2014:** Offer flexibility in principal-teacher conference schedule **Person:** Principal
- Sep 25, 2014:** Administer Acuity Preictive Test **Person:** Emmons
- Sep 25, 2014:** Administer Tests during computer class - not loose classroom instructional time **Person:** Emmons
- Oct 1, 2014:** Principal & teacher analyze Acuity results - determine appropriate application intervention/tier instruction **Person:** Principal
- Nov 1, 2014:** Principal & teacher analyze Acuity results - determine appropriate application intervention/tier instruction **Person:** Principal
- Nov 25, 2014:** Administer Acuity Preictive Test **Person:** Emmons
- Nov 30, 2014:** Administer Tests during computer class - not loose classroom instructional time **Person:** Emmons
- Dec 5, 2014:** Offer flexibility in principal-teacher conference schedule **Person:** Principal
- Jan 1, 2015:** Administer EARLY STAR LITERACY Test **Person:** Emmons
- Jan 25, 2015:** Administer Acuity Preictive Test **Person:** Emmons
- Jan 30, 2015:** Administer Tests during computer class - not loose classroom instructional time **Person:** Emmons
- Feb 1, 2015:** Principal & teacher analyze Acuity results - determine appropriate application intervention/tier instruction **Person:** Principal
- Feb 5, 2015:** Offer flexibility in principal-teacher conference schedule **Person:** Principal
- Apr 10, 2015:** Administer Tests during computer class - not loose classroom instructional time **Person:** Emmons
- May 1, 2015:** Administer EARLY STAR LITERACY Test **Person:** Emmons
- May 5, 2015:** Offer flexibility in principal-teacher conference schedule **Person:** Principal

Focused Academic Area - Writing

- Aug 15, 2014:** Set instructional time table **Person:** Principal
- Aug 20, 2014:** Analyze ISTEP, Acuity, STAR, & classroom achievement data **Person:** Teachers
- Aug 23, 2014:** Simple 6 training for new staff **Person:** Conklin
- Aug 25, 2014:** Collaborate with faculty regarding Implementation **Person:** Conklin
- Sep 4, 2014:** Implement Simple 6 strategies **Person:** Teachers
- Sep 10, 2014:** Time constraints - Collaborate with teachers to discover interdiscipoinary approaches to Simple 6 instruction **Person:** Principal
- Sep 15, 2014:** Assess Simple 6 classroom instructional activities **Person:** Teachers
- Oct 25, 2014:** Simple 6 training for new staff **Person:** Conklin
- Nov 6, 2014:** Implement Simple 6 strategies **Person:** Teachers
- Nov 17, 2014:** Assess Simple 6 classroom instructional activities **Person:** Teachers
- Dec 1, 2014:** Meet with our InSAI Community Council to determine program effectiveness **Person:** Principal
- Jan 8, 2015:** Implement Simple 6 strategies **Person:** Teachers
- Jan 19, 2015:** Assess Simple 6 classroom instructional activities **Person:** Teachers
- Mar 12, 2015:** Implement Simple 6 strategies **Person:** Teachers
- Mar 23, 2015:** Assess Simple 6 classroom instructional activities **Person:** Teachers
- Apr 15, 2015:** Meet with staff to evaluate overall effectiveness of program **Person:** Principal
- Apr 29, 2015:** Meet with our InSAI Community Council to determine program effectiveness **Person:** Principal

Focused Student Group

Sep 15, 2014: Administer DIBELS, ALECKS, ISTEP, Acuity, and STAR tests **Person:** Remediation Team
Sep 15, 2014: Rti team member will meet with classroom teacher to discuss intervention plan **Person:** Conklin
Sep 15, 2014: Rti training of new staff **Person:** Conklin
Sep 20, 2014: Collaborate with teacher regarding individual student intervention plans **Person:** Remediation Team
Sep 20, 2014: Set instructional objectives and schedule **Person:** Remediation Team
Sep 23, 2014: Analyze DIBELS, ALECKS, ISTEP, Acuity, STAR, & classroom achievement data **Person:** Remediation Team
Oct 15, 2014: Encourage/train parents to play an active role in Rti program **Person:** School-Wide Parents Night Staff
Nov 17, 2014: Administer DIBELS, ALECKS, ISTEP, Acuity, and STAR tests **Person:** Remediation Team
Nov 17, 2014: Rti team member will meet with classroom teacher to discuss intervention plan **Person:** Conklin
Nov 22, 2014: Collaborate with teacher regarding individual student intervention plans **Person:** Remediation Team
Nov 22, 2014: Set instructional objectives and schedule **Person:** Remediation Team
Dec 5, 2014: Meet with our InSAI Community Council to determine program effectiveness **Person:** Principal
Dec 17, 2014: Encourage/train parents to play an active role in Rti program **Person:** School-Wide Parents Night Staff
Jan 10, 2015: Rti training of new staff **Person:** Conklin
Jan 19, 2015: Administer DIBELS, ALECKS, ISTEP, Acuity, and STAR tests **Person:** Remediation Team
Jan 19, 2015: Rti team member will meet with classroom teacher to discuss intervention plan **Person:** Conklin
Jan 24, 2015: Collaborate with teacher regarding individual student intervention plans **Person:** Remediation Team
Jan 24, 2015: Set instructional objectives and schedule **Person:** Remediation Team
Feb 18, 2015: Encourage/train parents to play an active role in Rti program **Person:** School-Wide Parents Night Staff
Mar 23, 2015: Administer DIBELS, ALECKS, ISTEP, Acuity, and STAR tests **Person:** Remediation Team
Mar 23, 2015: Analyze DIBELS, ALECKS, ISTEP, Acuity, STAR, & classroom achievement data **Person:** Remediation Team
Mar 23, 2015: Rti team member will meet with classroom teacher to discuss intervention plan **Person:** Conklin
Mar 28, 2015: Collaborate with teacher regarding individual student intervention plans **Person:** Remediation Team
Mar 28, 2015: Set instructional objectives and schedule **Person:** Remediation Team
Apr 22, 2015: Encourage/train parents to play an active role in Rti program **Person:** School-Wide Parents Night Staff
Apr 29, 2015: Meet with our InSAI Community Council to determine program effectiveness **Person:** Principal

Professional Development Summary

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

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

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

Encourage Rigorous Curriculum

No professional development is needed for this strategy.

Focused Academic Area - Writing

Simple 6 training for new staff

Brief Description: New teachers will meet during the school day for professional development training for Simple 6 instruction.

Intended Participants: Teachers

Dates: Aug 23, 2014; Oct 25, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

Focused Student Group

Rti training of new staff

Brief Description: New teachers will meet during the school day for professional development training for Rti.

Intended Participants: Teachers

Date: Sep 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Rti training of new staff

Brief Description: New teachers will meet during the school day for professional development training for Rti.

Intended Participants: Teachers

Date: Jan 10, 2015

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- 6th Grade -- % Passing ISTEP Language
- All ISTEP Tested Grades for Language Arts -- ISTEP Average Percent Pass
- Grades 3-6 -- % of students performing in tier 4 Reading Comprehension (Acuity à Predictive end of the year) data

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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:

- Attracting Highly Qualified Teachers

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

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 ISTEP Tested Grades for Math -- ISTEP Average Percent Pass
- All Students (126 days) -- ISTEP/Title 1 Accountability

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- All 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/Title 1 Accountability

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

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

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP/Title 1 Accountability

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language
- Grade 2 -- % at or above grade level in Oral Reading Fluency (DIBELS end-of year)

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP/Title 1 Accountability

Strategies to Impact This Concern:

- Attendance
- Parent Involvement

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

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/Title 1 Accountability

Strategies to Impact This Concern:

- Parent Notice - Assessment Results
- Reading Assessment
- Reading Communication to Parents

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

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:

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

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

Data Targets Influenced by This Concern:

- All 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:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- School-Parent Compact

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

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/Title 1 Accountability

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- 3rd Grade -- % Passing ISTEP Language

Strategies to Impact This Concern:

- Student Transition

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All ISTEP Tested Grades for Math -- ISTEP Average Percent Pass
- All Students (126 days) -- ISTEP/Title 1 Accountability

Strategies to Impact This Concern:

- Administrative Walk-Through
- Encourage Rigorous Curriculum
- Reading Assessment
- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP/Title 1 Accountability

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

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/Title 1 Accountability
- Grade 4 -- % of students mastering Writing Applications of the (Applied Skills - Academic Skills Summary) ISTEP test
- Grades 3-6 -- % of students performing in tier 4 Reading Comprehension (Acuity â Predictive end of the year) data

Strategies to Impact This Concern:

- Focused Academic Area - Writing

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP/Title 1 Accountability
- Grades 4-6 -- % of Free/Reduced Rti students achieving at or above grade level based on the STAR Reading test

Strategies to Impact This Concern:

- Focused Student Group

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- 6th Grade -- % Passing ISTEP Language

Strategies to Impact This Concern:

- 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
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	Yes. (G.) Student Attendance Strategy
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>DIBELS: K-4 mClass: K-2 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.</p> <p>Acuity: Grades 3-6 Test IAS for Math, Reading & Language Arts. Test result predict probable pas or failure of each skill for individual students.</p>
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	DIBELS, ISTEP, IREAD, ACUITY, IStar R & M, mClass, AR & AM
<p>F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	Our corporation has switched from TAS to SW. We are considering the consolidation of para-pro services: remediation services; and sharing technology.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year