

School Improvement Plan - 2010-2011

Generated on May 21, 2010 at 11:00 AM

Worthington Elementary School (2460)

White River Valley Sch Dist

Worthington, 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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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 9
- Strategies 11
- Strategy Data 13
- To-Do List 14
- Professional Development Summary 16
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 18
- Force Field Excerpt 20
- Continuous Improvement Timeline 21

School Improvement Plan Introduction

Worthington Elementary School

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

- Indiana Student Achievement Institute
- PL221

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

- Debbie Bender - Community Representative
- Kevin Keller - Administrator
- Pam Kirk - School
- Susan Myers - Parent/Guardian
- Debbie Nolting - Teacher
- Debbie Pruett - Teacher
- Jill Staggs - Teacher
- Elizabeth White - Community Representative (Business)

Strategy Chairs

- Debbie Bender
- Kevin Keller
- Susan Myers
- Debbie Nolting
- Jill Staggs

Community Council

- Debbie Bender - Business
- Jenny Crites - Community
- Glenn Cundiff - community
- Eric Floyd - Community
- Andrea Fuller - Business

- Allison Gibson - Parent Lower Elementary
- Denise Green - Community
- Vicki McHenry - parent lower elementary
- Holly Murdock - Parent Upper Elementary
- Sue Quakenbush - Community
- Elizabeth White - Community

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe that all students deserve to be surrounded by adults who believe in them and have high expectations for their success in school. We believe that all students deserve to be challenged, experience success in school and contribute as citizens of our community. We believe that all students deserve teachers who are good role models and implement a variety of teaching strategies that address individual differences to ensure student success. We believe all students needing extra help and time in order to experience success deserve to be given that extra time and help. We believe that every child deserves rich educational and career guidance in order to develop a positive self-image, personal management skills, productive team building skills, and a positive outlook toward working. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

1. All teachers, parents, and community members place a high value on education. They actively communicate these expectations to all students through several one-to-one discussions each year. To ensure that all students learn, adults provide a safe and nurturing environment. All teachers are excited about their jobs, are knowledgeable of current educational research and practices, and are prepared for every class. Teachers have omitted "watered down" content from their curriculum and instead, present content that is challenging accompanied by extra help and time for students who need extra support to experience success. Teachers use a variety of instructional and assessment methods to address many different learning styles. Teachers involve the students in research and problem-solving activities in which they can apply newly learned content. Adults provide instructional consequences when students misbehave rather than or in addition to punitive consequences. 2. Parents are actively involved with their children's education. They not only do volunteer work at school, but they have daily discussions with their children using a weekly discussion guide prepared by their teachers to compliment classroom learning. They also talk with their son's or daughter's teachers on a regular basis, providing support as mutually agreed upon. 3. The community works as an active partner with the school. Businesses sponsor field trips to their work site to allow students to observe workers in different career clusters and see how their school self-management skills will become workforce self-management skills.

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 have high expectation of themselves. All students are highly engaged in their learning. Students show strong self-management skills, arriving to school on time and turning in assignments prior to due date. They show strong listening skills and respectfully listen to the teacher and other students. Students demonstrate mastery of content in a variety of manners including exhibitions shown at school to the work place. All students accept challenges, show motivation, and put forth an admirable effort in their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship, high self-esteem, respect for fellow students and adults, and a joy for coming to school.

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

- % of students who are passing all classes:: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are third graders and mastering ISTEP+: 100%
- % of students who are fourth graders and mastering ISTEP+: 100%
- % of students who are fifth graders and mastering ISTEP+: 100%
- % of students who are sixth graders and mastering ISTEP+: 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.

2nd grade free/reduced students - passing Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93	91	94	92	95	94	96		97		98		100

3rd grade free/reduced students - on or above grade level in math based on results from the STAR Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	85	87	85	88	91	90		95		96		100

4th grade free/reduced students - on or above grade level in math based on results from the STAR Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	67	70	71	75	76	80		90		95		100

5th grade free/reduced students - passing Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	86	85	84	90	96	95		97		98		100

6th grade free/reduced students - achieving mastery on ISTEP problem solving

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
95	75	85		87	88	89		90		91		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88	77	90	72	82		90		95		97		100

grades 1-3 title-one students - reading at or above grade level

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96	92	97	93	95	94	97		98		99		100

grades 4-6 free/reduced students - reading at or above grade level

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	76	80	81	85	87	90		95		96		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... Parental need of school activity information

Parent concerns with receiving school information.

We are concerned that... Parents and students belief that attendance is critical for students achievement.

Attendance log. Survey results.

We are concerned that... Students need a safe and disciplined learning environment to succeed in school.

Administration, student, and parent concern with safety issues.

We are concerned that... Technology and use of technology is lacking in classrooms.

Teacher, parent, student, and community concerns about lack of technology and use of technology in the classroom.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Attendance - Tracking Student Attendance

By using the Harmony Program, all teachers will turn in absences by 9:00 am daily and the nurse will make contacts for any absences that need verified. She will then mail 5, 7, and 10 day notices of unexcused absences monthly.

Impact Level: Low Impact

Focus: General

Parent Involvement - Weekly Parent Newsletter

A weekly newsletter prepared by office staff will be sent home with each student on Fridays.

Impact Level: High Impact - Outside

Focus: General

Safe and Disciplined Learning Environment - School Safety

Severe weather, fire, and lock down drills will be conducted by all faculty, staff, and students on a schedule set by the administration. A full time nurse will be provided to address health care needs of students during the school day. This strategy is shown as a full plan for the purpose of providing professional development to the school nurse.

Impact Level: Low Impact

Focus: General

Technology as a Tool

Teachers will use technology as a learning tools for students in their classrooms on a weekly basis. This could be by making use of the computer lab or classroom computers.

Impact Level: Low Impact

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Simple Six Writing

Teachers will implement Simple Six writing strategies in the classroom weekly. Simple Six is a writing assessment and instruction tool that is criteria-based and that focuses on improving six specific traits of writing.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Math Strategy Initiative

Teachers will implement math strategies obtained at monthly math training sessions in their classrooms weekly.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Inclusion of Special Needs

Inclusion of special needs students into their grade appropriate main-stream non-core classroom activities(Music, Art, PE, Library, Computers, class parties, and field trips) on a daily basis and inclusion of other special needs students into core-curricular classroom activities(all subject areas or select subject areas) on a daily basis utilizing special strategies and providing aides for those special needs students.

Impact Level: Low Impact

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.

Required Strategies

F. Encourage Rigorous Curriculum: Simple Six Writing

Percentage of classroom teachers using Simple Six strategies in their classroom weekly.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
92	95		97	

I. Focused Academic Area: Math Strategy Initiative

Percentage of teachers using new math strategies monthly.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
70	75		80	

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, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: **Person:** Susan Myers

Sep , 2010: Simple Six Training Session **Person:** Kevin Keller

Sep 1, 2010: Implement Simple Six Strategies **Person:** Teachers

Oct 1, 2010: Implement Simple Six Strategies **Person:** Teachers

Nov 1, 2010: Implement Simple Six Strategies **Person:** Teachers

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: Percentage of classroom teachers using Simple Six strategies in their classroom weekly. **Person:** Susan Myers

Dec 1, 2010: Implement Simple Six Strategies **Person:** Teachers

Jan 1, 2011: Implement Simple Six Strategies **Person:** Teachers

Feb 1, 2011: Implement Simple Six Strategies **Person:** Teachers

Mar 1, 2011: Implement Simple Six Strategies **Person:** Teachers

Apr 1, 2011: Implement Simple Six Strategies **Person:** Teachers

May 1, 2011: Implement Simple Six Strategies **Person:** Teachers

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: Percentage of classroom teachers using Simple Six strategies in their classroom weekly. **Person:** Susan Myers

Focused Academic Area

Sep 1, 2010: Implement New Math Strategies **Person:** Teachers

Sep 2, 2010: Attend Monthly Math training sessions **Person:** Teachers

Oct 1, 2010: Implement New Math Strategies **Person:** Teachers

Oct 7, 2010: Attend Monthly Math training sessions **Person:** Teachers

Nov 1, 2010: Implement New Math Strategies **Person:** Teachers

Nov 4, 2010: Attend Monthly Math training sessions **Person:** Teachers

Nov 30, 2010: Collect fall data: Percentage of teachers using new math strategies monthly. **Person:** Jill Staggs

Dec 1, 2010: Implement New Math Strategies **Person:** Teachers

Dec 2, 2010: Attend Monthly Math training sessions **Person:** Teachers

Jan 1, 2011: Implement New Math Strategies **Person:** Teachers

Jan 6, 2011: Attend Monthly Math training sessions **Person:** Teachers

Feb 1, 2011: Implement New Math Strategies **Person:** Teachers

Feb 3, 2011: Attend Monthly Math training sessions **Person:** Teachers

Mar 1, 2011: Implement New Math Strategies **Person:** Teachers

Mar 3, 2011: Attend Monthly Math training sessions **Person:** Teachers

Apr 1, 2011: Implement New Math Strategies **Person:** Teachers

Apr 7, 2011: Attend Monthly Math training sessions **Person:** Teachers

May 1, 2011: Implement New Math Strategies **Person:** Teachers

May 5, 2011: Attend Monthly Math training sessions **Person:** Teachers

Jun 30, 2011: Collect spring data: Percentage of teachers using new math strategies monthly. **Person:** Jill Staggs

Safe and Disciplined Learning Environment - School Safety

Oct , 2010: Health Conference **Person:** Pam Kirk

Professional Development Summary

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

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

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

Safe and Disciplined Learning Environment - School Safety

Health Conference

Brief Description: School nurse will attend annual health conference to keep up to date on current school health information.

Intended Participants: Other

Date: Oct 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: DOE PD Grant

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Simple Six Writing

Simple Six Training Session

Brief Description: Kay Davidson will train teachers on Simple Six Strategies to use in the classroom.

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math Strategy Initiative

Attend Monthly Math training sessions

Brief Description: Teachers will attend monthly training sessions on math strategies to use in the classroom.

Intended Participants: Teachers

Dates: Sep 2, 2010; Oct 7, 2010; Nov 4, 2010; Dec 2, 2010; Jan 6, 2011; Feb 3, 2011; Mar 3, 2011; Apr 7, 2011; May 5, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Peer Coaching

Funding: DOE PD Grant

Does this activity occur during the school day? No

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... Parental need of school activity information

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level

Strategies to Impact This Concern:

- Parent Involvement - Weekly Parent Newsletter

We are concerned that... Parents and students belief that attendance is critical for students achievement.

Data Targets Influenced by This Concern:

- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- Attendance - Tracking Student Attendance

We are concerned that... Students need a safe and disciplined learning environment to succeed in school.

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment - School Safety

We are concerned that... Technology and use of technology is lacking in classrooms.

Data Targets Influenced by This Concern:

- 6th grade free/reduced students -- achieving mastery on ISTEP problem solving
- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- Technology as a Tool

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Simple Six Writing

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 2nd grade free/reduced students -- passing Math
- 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 4th grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 5th grade free/reduced students -- passing Math
- 6th grade free/reduced students -- achieving mastery on ISTEP problem solving

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Strategy Initiative

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level

Strategies to Impact This Concern:

- U. Focused Student Group: Inclusion of Special Needs

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?	In the professional development office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Dibels - Teacher given language arts assessments Star Math - Computerized program to assess grade level skills in Math Star Reading - Computerized program to assess grade levle skills in Reading</p>

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 2010-2011 school year