School Improvement Plan - 2014-2015

Generated on June 11, 2014 at 1:26 PM

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:

Table of Contents

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 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-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Debbie Bender - Community Representative
- Kevin Keller - Community Representative
- Susan Myers - Parent/Guardian
- Debbie Nolting - Teacher
- Debbie Pruett - Teacher
- Sue Quakenbush - Teacher
- Ashley Smith - Teacher
- Jill Staggs - Administrator
- Elizabeth White - Community Representative (Business)

Strategy Chairs

- Debbie Bender
- Susan Myers
- Debbie Nolting
- Debbie Pruett
- Sue Quakenbush
- Jill Staggs

Community Council

- Debbie Bender - Business
- Jenny Crites - parent upper elementary
- Glenn Cundiff - community

- Eric Floyd - Community
- Andrea Fuller - Business
- Allison Gibson - Parent Upper Elementary
- Denise Green - Business
- Kevin Keller - Community
- Vicki McHenry - Community
- Holly Murdock - Community
- Melissa Noel - Lower Elementary Parent
- 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:

Vision: Students, parents, staff, and community will collaborate to develop life-long learners who can navigate the challenges of a global community and lead productive lives.

Mission: To provide a rigorous education and challenging experiences that maximizes the potential of every student.

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

Vision: Students, parents, staff, and community will collaborate to develop life-long learners who can navigate the challenges of a global community and lead productive lives.

Mission: To provide a rigorous education and challenging experiences that maximizes the potential of every student.

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

Vision: Students, parents, staff, and community will collaborate to develop life-long learners who can navigate the challenges of a global community and lead productive lives.

Mission: To provide a rigorous education and challenging experiences that maximizes the potential of every student.

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.

3rd grade free/reduced students - on or above grade level in math based on results from the STAR 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	
91	90	92	91	94		96		98				100

4th grade students - on or above grade level in reading based on results from the STAR 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	
90	90	92	85	90		92		95				100

5th grade free/reduced students - Mastering math standards

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	
97	96	97	96	98	63	99		100				100

6th Grade - Passing Science ISTEP

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	

All Students - Promotion Percentage

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	96	97	98	98		99		100				100

grades 3 students - reading at or above grade level based on the STAR 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	
97	95	96	90	92		95		99				100

Special Education students - reading on grade level based on the STAR 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	
60	30	37	42	44		50		55				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

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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

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

We are concerned that... Parent Involvement

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

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

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

We are concerned that... Parental need of school activity information

Parent concerns with recieving 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... Reading Communication to Parents

We are concerned that... School-Parent Compact

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

We are concerned that... Student Transition

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.

We are concerned that... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

Annual Parent Meeting

WRV Worthingtons principal and staff members will hold an annual parent meeting on two different dates in September. On each date a morning and evening session will be provided. At this meeting parents will be informed of how they can pratcipate or be involved in the school and in programs like TITLE I.
Impact Level: Low Impact
Focus: General

Attendance

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. The nurse will mail 5, 7, and 10 day notices of unexcused absences monthly
Impact Level: High Impact - Inside
Focus: General

Attracting Highly Qualified Teachers

WRV Worthington will assist the WRV central office with developing a brochure to attract highly qualified teachers to our school district. WRV Worthington will interview and hire from a list of highly qualified teachers provided by the central office.
Impact Level: Low Impact
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 I director, will schedule and conduct these meetings. These meetings will occur three times a year.
Impact Level: High Impact - Outside
Focus: General

Encourage Rigorous Curriculum - Reading Assessments

Multiple reading assessments will be implemented by the special needs teacher, Title 1 teacher, general instructional staff, and/or instructional assistants throughout the school year. DIBELS and STAR testing will be conducted at the beginning, middle, and end of each school year. The Star Reading Test will be administered by the technology instructor during computer class. DIBELS is a phonetic-based assessment that is given by teachers to students individually three times per school year. STAR assessments is a computer generated testing program for reading comprehension and is given three times a year by the

technology coordinator. The school will use IReadK, IRead1, IRead2, and IRead3 to assess progress. Student progress will be monitored monthly and dictate individual interventions. IREAD is a state mandated test in 3rd grade for reading skills and will be used in K-2 as a predictive measure given by classroom teachers once a school year. Acuity will be used with all students grades 3-6. ACUITY is a state provided computer based testing program for grades 3-6. This assessment will be used to determine the instruction prescribed for each student. These tests will also guide teachers in determining student placement in Tier 2 and 3. These tests will also guide teachers in determining which students require assistance and which students require enrichment. Evaluative reports will be sent to parents upon the conclusion each test.
Impact Level: High Impact - Inside
Focus: Specific

Encourage Rigorous Curriculum: Simple Six

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: Specific

Focused Academic Area - Reading

Tier 1 reading instruction, based on 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 learners, 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 1 teacher may be helping in the delivery of these services.
Impact Level: High Impact - Inside
Focus: Specific

Focused Academic Area - 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

Focused Academic Area - Tier 3 Reading

Tier 3 students will be provided interventions:Reading Milestones, Merrill Linguistics reading program, My Reading Coach, Reading A to Z and My Fluent Reading Trainer. 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. Other interventions which provide phonemic awareness, phonics, comprehension, vocabulary and fluency will be added. We are in the process of reviewing materials to determine which programs will best suit the needs of our students.
Impact Level: High Impact - Inside
Focus: Specific

Focused Student Group - Students with IEP

Based on student IEPs, special needs students will be included in their grade appropriate non-core classroom activities(Music, Art, PE, Library, Computers, class parties, and field trips) on a daily basis. The inclusion of some special needs students into core classroom activities(all or select curricular areas) will occur on a daily basis utilizing special instructional strategies and providing aides as support for the students.
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 sixth grade 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 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 and their parents will sign a pact promising to: be a responsible citizen and make 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 consider going beyond it to complete an advanced diploma; 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 Graduation Plan folder and become a part of the student's permanent record.
Impact Level: Low Impact
Focus: General

Instruction by Highly Qualified Paraprofessionals.

WRV School Corporation will seek, hire, and place paraprofessionals who have either 2 years or more of college and/or have passed the paraprofessional test.
Impact Level: High Impact - Inside
Focus: General

Instruction by Highly Qualified Teachers

WRV School Corporation will seek, hire, and place teachers in their licensed area only. Worthington Elementry will hire teachers from the list of these "Highly Qualified Teachers" from the central office.
Impact Level: High Impact - Inside
Focus: General

Outreach to Preschool Parent Involvement Programs

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-Worthingtonâs attendance area throughout the school year. Services are coordinated with Head Start, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Head Start and other area preschool directors in the early spring to discuss and formulate ideas for a smooth transition into elementary school. And provide parents with at home attivities for math and reading. 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 in the month of April at WRV Worthington Elementary School.
Impact Level: High Impact - Outside
Focus: General

Parent Information Resource Center Website

WRV Worthington's technology coordinator will provide and update a parent information website for WRV Worthington. This website will make parents aware of all activites at WRV Worthington as well as links to educational sites. This website will also provide a link to PIRC at wwww.fscp.org
Impact Level: Low Impact
Focus: General

Parent Involvement

WRV Worthington Elementry will continue to implement their school-parent involvement policy which satisfies NCLB/TITLE I SW guidelines. This policy will include State Form 442IR each year.
Impact Level: Low Impact
Focus: General

Parent Notice - Assessment Results

At the beginning of the year 1-6 students will be given assessments appropriate for their grade level. The results from these assessments will be sent home to parents. A notice will be attached stating if parents are unable to understand these results or have questions they can contact the school and set a time to have the results reviewed with them. This will reoccur at the end of the school year.
Impact Level: Low Impact
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: Low Impact
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. 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: Low Impact
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 childâs grade level. In this plan we will outline the teacherâs 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 Star Reading will be considered as possible candidates for Tier 2 and Tier 3 and parents will be contacted. Enrichment students' parents will be contacted by the regular classroom teacher.
Impact Level: Low Impact
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

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 Worthinton Handbook. The School-Parent Compact will outline the responsibilities for parents, students, and WRV Worthington staff for improved student achievement for all students. The School-Parent Compact will be provided TO the parents of each child enrolled at WRV Worthinton School annually. Indiana Academic Standards and Common Core Standards 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: Low Impact
Focus: General

School-Parent Involvement Policy

The school parent involvement policy will be reviewed and revised annually by parents and Worthington Elementary staff during our annual parent meeting. The school involvement policy will be provided to parents at the beginning of each school year. Parents will continue to be informed of the responsiblilities and academic progress of WRV Worthington, the LEA, and the SEA through informational packets distributed at the time of enrollment, weekly newsletter, etc.
Impact Level: Low Impact
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-Worthingtonâs attendance area throughout the school year. Services are coordinated with Head Start, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Head Start and other area preschool directors in the early spring to discuss and formulate ideas for a smooth transition into elementary school. Parents will also be invited to attend and give input at this meeting.

(Kindergarten Round-Up) School personnel and parents meet to share background information, expectations, and procedures. The importance of parent involvement will be stressed as a means for their child to achieve satisfactory academic performance. A copy of the Kindergarten Academic Standards or directions of going on line to www.in.gov to access standards will be given to parents-- assisting with the preparation of students for future ISTEP testing. Kindergarten Round-up will occur annually in the month of April at WRV Worthington Elementary School.
Impact Level: Low Impact
Focus: General

Technology as a Tool

Teachers will use technology as 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: 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

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

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.

Encourage Rigorous Curriculum: Simple Six

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategyâs "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 - Reading Assessments

Mar 16, 2014: I READ 3 **Person**: classroom teacher
Aug 8, 2014: Staff training on testing **Person**: Jill Staggs
Aug 18, 2014: Star testing **Person**: computer instructional aide
Aug 25, 2014: Mclass testing **Person**: classroom teacher
Sep 22, 2014: Acuity testing **Person**: computer instructional aide
Oct 20, 2014: Star testing **Person**: computer instructional aide
Nov 24, 2014: Acuity testing **Person**: computer instruction aide
Dec 22, 2014: Star testing **Person**: computer instructional aide
Jan 12, 2015: Mclass testing **Person**: classroom teacher
Feb 6, 2015: Acuity testing **Person**: computer instructional aide
Feb 23, 2015: Star testing **Person**: computer instructional aide
Apr 20, 2015: Mclass testing **Person**: classroom teacher
Apr 27, 2015: Star testing **Person**: computer instructional aide
May 4, 2015: I READ K- 2 **Person**: classroom teacher

Encourage Rigorous Curriculum: Simple Six

Nov 30, 2014: Collect fall data: Percentage of classroom teachers using Simple Six stratgies in their classroom weekly. **Person**: Susan Myers
Apr 30, 2015: Collect spring data: Percentage of classroom teachers using Simple Six stratgies in their classroom weekly. **Person**: Susan Myers

Focused Academic Area - Reading

Aug 8, 2014: Summer Reading Training **Person**: Susan Myers/Amy Gilmore
Oct 13, 2014: Staff training on reading strategies **Person**: Jill Staggs
Dec 15, 2014: Staff training on reading strategies **Person**: Jill Staggs
Feb 16, 2015: Staff training on reading strategies **Person**: Jill Staggs
Apr 20, 2015: Staff training on reading strategies **Person**: Jill Staggs

Focused Student Group - Students with IEP

Aug 18, 2014: Beginning of the year meeting **Person**: Jill Staggs
Jan 12, 2015: Progress monitoring meeting **Person**: Jill Staggs

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 - Reading Assessments

Staff training on testing

Brief Description: Mrs. Quakenbush will demonstrate how to access and print reports that will group students according to their abilities. Amplify staff will train on MClass

Intended Participants: Teachers

Date: Aug 8, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: no funding needed

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum: Simple Six

No professional development is needed for this strategy.

Focused Academic Area - Reading

Staff training on reading strategies

Brief Description: Staff training on reading strategies

Intended Participants: Teachers, Administrators

Dates: Oct 13, 2014; Dec 15, 2014; Feb 16, 2015; Apr 20, 2015

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Summer Reading Training

Brief Description: Susan Myers and Amy Gilmore along with Mrs. Staggs will train staff on new reading strategies each nine weeks.

Intended Participants: Teachers

Date: Aug 8, 2014

Activity Purpose: Skill Building

Activity Format: Presentation, Peer Coaching

Funding: no funding

Does this activity occur during the school day? Yes

Focused Student Group - Students with IEP

No professional development is needed for this strategy.

Relationship Report:
Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- grades 3 students -- reading at or above grade level based on the STAR test

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:

- grades 3 students -- reading at or above grade level based on the STAR test

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:

- grades 3 students -- reading at or above grade level based on the STAR test

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:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Parent Involvement

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

Data Targets Influenced by This Concern:

- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

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

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:

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

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parental need of school activity information

Data Targets Influenced by This Concern:

- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Weekly Parent Newsletter

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Attendance

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- 4th grade students -- on or above grade level in reading based on results from the STAR Test
- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Reading Communication to Parents

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- School-Parent Compact

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

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Student Transition

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

Data Targets Influenced by This Concern:

- grades 3 students -- reading at or above grade level based on the STAR test

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:

- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Technology as a Tool

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Science ISTEP
- grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Reading Assessments
- Encourage Rigorous Curriculum: Simple Six

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All Students -- Promotion Percentage

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 5th grade free/reduced students -- Mastering math standards

Strategies to Impact This Concern:

- Focused Academic Area - Reading
- Focused Academic Area - Tier 2 Reading
- Focused Academic Area - Tier 3 Reading

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 5th grade free/reduced students -- Mastering math standards
- Special Education students -- reading on grade level based on the STAR test

Strategies to Impact This Concern:

- Focused Student Group - Students with IEP

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

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?	Office
B. What rules or statutes would you like to waive in order to promote student learning? • 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.	NA
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes-we will continue to track student attendance-send
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	STAR Reading (computerized assessment test that measures student reading level) STAR Math (computerized assessment test that measure student math level) Acuity (computerized assessment test provided by the State) Dibels (K-3 reading skills assessment)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	mCLASS, ISTEP, IREAD, ACUITY, STAR READING, & STAR MATH
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Transition Reading Plan Parent Involvement

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