

School Improvement Plan - 2014-2015

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Lanesville Elementary School (2611)

Lanesville Community School Corp

Lanesville, 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

Lanesville 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

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

- Leigh Ann Campbell - Community
- Lana Dougherty - School Counselor
- Lisa Hammond - Teacher
- Lee Hasken - Community (econ / hum res)
- Marsha Himmelhaver - Principal
- Rebecca Uessler - Teacher

Strategy Chairs

- Nathan Barnickle
- Lana Dougherty
- Marsha Himmelhaver
- Bethany Miller
- Liz Schigur

Community Council

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:

A school community that promotes: respect, honesty, compassion, positive attitude, active listening, acceptance, and personal responsibility

Highly qualified staff that differentiates for students' needs

To be the central focus of our school

A safe, enjoyable, and motivating learning environment

The expectation that all students can reach their maximum potential with mastering all Indiana standards

To be prepared for a higher education and global workforce

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

Honesty Respect Compassion Enthusiasm Positive Attitude Active listening Collaborates with others

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

Are: Enthusiastic Self-motivated Life-long learners Productive citizens Honest Respectful Responsible

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

- % of students who are at or above grade level - LA: 100%
- % of students who are at or above grade level - Math: 100%
- % of students who are passing ISTEP+: 100%
- % of students who are mastering IN state standards: 100%
- % of students who are passing each grade level: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the Force Field Excerpts section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

3rd Grade Students - Achieving Mastery of Reading Vocabulary on ISTEP Mastery of 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	
96	87	92	89	97	96	100		100				100

All Female Students - Achieving Pass on End of Year Math Acuity

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	79	85	92	90	81	95		100		100		100

All students - Achieving Pass Plus of Eng/LA on ISTEP Mastery of 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	
20	14	20		30	21	35		40		45		100

All students - Achieving Pass Plus of Math on ISTEP Mastery of Standard

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	
25	29	30	51	40	30	45		50		55		100

Grades K - 2 Students - Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

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	92	97	95	100	94	100		100		100		100

K-2 - Achieving low risk benchmark of Math on MClass

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	63	75	68	80	76	85		90				100

K-6 - Percent of students who score a 4, 5, or 6 on the ISTEP Writing Prompt

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	
			38%	40	51%	45		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... All students receive lessons that meet the needs of all learners

15% of students in grades 3 - 6 disagree that teachers relate what they are teaching to their personal interests. 13% of primary students disagree that they receive extra help and that they have enough time to finish their work 19% of students in grades 3 - 6 disagree they receive extra time for assignments if needed 14% of students in grades 3 - 6 disagree and 17% don't know that they can describe their preferred learning style. 32% of the faculty disagree and 23% don't know whether students could describe their preferred learning style.

We are concerned that... There is a percentage of females who do not know if they will pursue education beyond high school

6% of females don't know if they will get education beyond high school. 28% of females don't know if they expect to master Indiana Academic Standards compared to 11% of males. 55% of females don't know if teachers assign real world projects each marking period, 17% of females say that they do not. 35% of females don't know if teachers relate what they are teaching to their personal interests.

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

We are concerned that... 50% of 3rd through 6th grade students receive a 0, 1, 2, or 3 on the writing application portion of ISTEP

2012-2013 ISTEP results

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

Attendance

Attendance will be monitored by the elementary office staff each 9 weeks and school/home communication will take place as needed. Good attendance habits will be recognized

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum

Classroom Teachers will incorporate differentiated lessons into their instruction in the form of tiered ability instruction. The differentiated lessons will contain tiered levels of Bloom's Taxonomy and standard specific instruction. Implementation will be on-going. Evidence of differentiation will be observed and recorded by corporation walk-throughs twice per grading period. When implemented fully, all classroom teachers will use differentiated lessons to meet the needs of all learners.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Systematic Writing Instruction K-6

K-6 teachers will learn and implement research based writing strategies in their classrooms throughout the 2014-2015 school year.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

Teachers will learn and then implement research based strategies to improve female achievement in mathematics throughout the year.

Impact Level: High Impact - Inside

Focus: Specific

Graduation Plan

The counselor will annually utilize classroom guidance time to present sixth grade students a developed curriculum that addresses high school graduation requirements. The Indiana Graduation Plan for each student will include goal setting, career searches, and career readiness and will be carried out over the course of the school year. The plan will be kept in the student's permanent record.

Impact Level:

Focus:

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

Percent of teachers differentiating the lesson as is required during scheduled walk-throughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	75		85	

Percent of teachers specifically listing standard and standards-based vocabulary visible or evident in scheduled corporation walk-throughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	90		100	

Percent of teachers using two Bloom's New Taxonomy levels as reported during scheduled walk-throughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	60		70	

Percent of teachers using a minimum of two Marzano's strategies during scheduled corporation walk-throughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	75		85	

Focused Academic Area: Systematic Writing Instruction K-6

Percent of teachers scoring students on 6 trait rubric

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
NA	80		90	

Focused Student Group

The % of teachers using new instructional strategies to improve female achievement

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
91%	100%		100%	

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, 2014: Collect baseline data: Percent of teachers specifically listing standard and standards-based vocabulary visible or evident in scheduled corporation walk-throughs. **Person:** Nathan Barnickle

Apr 1, 2014: Collect baseline data: Percent of teachers using a minimum of two Marzano's strategies during scheduled corporation walk-throughs. **Person:** Nathan Barnickle

Apr 1, 2014: Collect baseline data: Percent of teachers using two Bloom's New Taxonomy levels as reported during scheduled walk-throughs. **Person:** Nathan Barnickle

Jul 28, 2014: Differentiated Instruction strategy skill building **Person:** Nathan Barnickle

Sep 10, 2014: Walk-through DI lesson discussion **Person:** Nathan Barnickle

Sep 10, 2014: Walk-through evidence analysis **Person:** Nathan Barnickle

Nov 30, 2014: Collect fall data: Percent of teachers differentiating the lesson as is required during scheduled walk-throughs. **Person:** Nathan Barnickle

Nov 30, 2014: Collect fall data: Percent of teachers specifically listing standard and standards-based vocabulary visible or evident in scheduled corporation walk-throughs. **Person:** Nathan Barnickle

Nov 30, 2014: Collect fall data: Percent of teachers using a minimum of two Marzano's strategies during scheduled corporation walk-throughs. **Person:** Nathan Barnickle

Nov 30, 2014: Collect fall data: Percent of teachers using two Bloom's New Taxonomy levels as reported during scheduled walk-throughs. **Person:** Nathan Barnickle

Dec 3, 2014: Walk-through DI Lesson discussion **Person:** Nathan Barnickle

Dec 3, 2014: Walk-through evidence analysis **Person:** Nathan Barnickle

Feb 25, 2015: Walk-through DI Lesson discussion **Person:** Nathan Barnickle

Feb 25, 2015: Walk-through evidence analysis **Person:** Nathan Barnickle

Apr 29, 2015: Walk-through DI Lesson discussion **Person:** Nathan Barnickle

Apr 29, 2015: Walk-through evidence analysis **Person:** Nathan Barnickle

May 29, 2015: Collect spring data: Percent of teachers differentiating the lesson as is required during scheduled walk-throughs. **Person:** Nathan Barnickle

May 29, 2015: Collect spring data: Percent of teachers specifically listing standard and standards-based vocabulary visible or evident in scheduled corporation walk-throughs. **Person:** Nathan Barnickle

May 29, 2015: Collect spring data: Percent of teachers using a minimum of two Marzano's strategies during scheduled corporation walk-throughs. **Person:** Nathan Barnickle

May 29, 2015: Collect spring data: Percent of teachers using two Bloom's New Taxonomy levels as reported during scheduled walk-throughs. **Person:** Nathan Barnickle

Focused Academic Area: Systematic Writing Instruction K-6

Apr 1, 2014: Collect baseline data: Percent of teachers scoring students on 6 trait rubric **Person:** Bethany Miller

Jul 29, 2014: 6 Trait training **Person:** Marsha Himmelhaver

Aug 20, 2014: 6 traits stamp activity **Person:** Marsha Himmelhaver/ Liz Schigur

Aug 20, 2014: Rubric training **Person:** Liz Schigur

Aug 20, 2014: School-wide rollout of strategy **Person:** Liz Schigur

Oct 22, 2014: Prompt development and work time **Person:** Strategy team

Nov 19, 2014: Writing samples and scoring discussion **Person:** K-6 teachers

Nov 30, 2014: Collect fall data: Percent of teachers scoring students on 6 trait rubric **Person:** Bethany Miller

Apr 15, 2015: Prompt development and work time **Person:** Strategy team

May 13, 2015: Writing samples and scoring discussion **Person:** K-6 teachers

May 29, 2015: Collect spring data: Percent of teachers scoring students on 6 trait rubric **Person:** Bethany Miller

Focused Student Group

May 12, 2014: Purchase classroom manipulatives to improve math achievement. **Person:** Bethany Miller

Jun 24, 2014: Balanced Math 2 day workshop **Person:** Corporation

Aug 29, 2014: During Daily Math Review problem solving teachers will use all female groups, one time a month. **Person:** Classroom Teachers

Sep 2, 2014: Highlight careers in math and science. **Person:** Lana Dougherty

Nov 30, 2014: Collect fall data: The % of teachers using new instructional strategies to improve female achievement **Person:**

Jan 5, 2015: Invite equal number of girls to Math Bowl competition. **Person:** Rebecca Uesseler

Jun 30, 2015: Collect spring data: The % of teachers using new instructional strategies to improve female achievement **Person:**

Graduation Plan

Aug 29, 2014: Distribute On Track Magazines provided by the state **Person:** Lana Dougherty

Oct 24, 2014: Go College Week (grad plans signed and filed) **Person:** Lana Dougherty

Dec 19, 2014: Conduct Interest Inventory **Person:** Lana Dougherty

Feb 27, 2015: Career Exploration activities K-6 **Person:** Lana Dougherty

Mar 20, 2015: Diploma Track/transcript activities **Person:** Lana Dougherty

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

Differentiated Instruction strategy skill buiding

Brief Description: The strategy will be reviewed as well as the changes made to the strategy for the upcoming year. In addition, teachers will practice planning DI lessons with given standards.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 28, 2014

Activity Purpose: Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Walk-through DI Lesson discussion

Brief Description: Teachers will share lessons observed during scheduled walk-thoughts and collaboratively develop ideas for further differentiated lessons.

Intended Participants: Teachers, Counselors, Administrators

Date: Dec 3, 2014

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Walk-through DI Lesson discussion

Brief Description: Teachers will share lessons observed during scheduled walk-thoughts and collaboratively develop ideas for further differentiated lessons.

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 25, 2015

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Walk-through DI Lesson discussion

Brief Description: Teachers will share lessons observed during scheduled walk-thoughts and collaboratively develop ideas for further differentiated lessons.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 29, 2015

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Walk-through DI lesoson discussion

Brief Description: Teachers will share lessons observed during scheduled walk-thoughts and collaboratively develop ideas for further differentiated lessons.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 10, 2014

Activity Purpose: Feedback/Support

Activity Format: Study Group

Funding: N/A

Does this activity occur during the school day? Yes

Focused Academic Area: Systematic Writing Instruction K-6

6 Trait training

Brief Description: Smeken's group will visit the school and train all teachers on the 6 traits of writing. They will provide activities as well as explain ants to help with the learning of these traits.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 29, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: School Corp/ Title 2/ River boat funding

Does this activity occur during the school day? Yes

Rubric training

Brief Description: Teachers will be given and trained how to use 6 traits rubrics when scoring writing.

Intended Participants: Teachers, Administrators

Date: Aug 20, 2014

Activity Purpose: Information

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? Yes

Focused Student Group

Balanced Math 2 day workshop

Brief Description: A 2 day Balanced Math workshop will take place this summer reviewing Daily Math Review practice and learn problem solving strategies.

Intended Participants: Teachers, Administrators

Date: Jun 24, 2014

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: Title II funds

Does this activity occur during the school day? No

Graduation Plan

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... All students receive lessons that meet the needs of all learners

Data Targets Influenced by This Concern:

- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment
- K-2 -- Achieving low risk benchmark of Math on MClass

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Graduation Plan

We are concerned that... There is a percentage of females who do not know if they will pursue education beyond high school

Data Targets Influenced by This Concern:

- All Female Students -- Achieving Pass on End of Year Math Acuity

Strategies to Impact This Concern:

- Focused Student Group

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment
- K-2 -- Achieving low risk benchmark of Math on MClass

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- Focused Academic Area: Systematic Writing Instruction K-6

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- All Female Students -- Achieving Pass on End of Year Math Acuity

Strategies to Impact This Concern:

- Focused Student Group

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard

Strategies to Impact This Concern:

- Graduation Plan

We are concerned that... 50% of 3rd through 6th grade students receive a 0, 1, 2, or 3 on the writing application portion of ISTEP

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment
- K-6 -- Percent of students who score a 4, 5, or 6 on the ISTEP Writing Prompt

Strategies to Impact This Concern:

- Focused Academic Area: Systematic Writing Instruction K-6

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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The curricula is being updated and is located in binders in a bookcase in the elementary office.</p>
<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. 	<p>None</p>
<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>	<p>Attendance rate (run from July 30 through December 6, 2013 stands at 98.7%. We will continue our daily calling practice for students who are absent whose parents fail to notify the school. We have also partnered with the Harrison County Prosecutor's Office to report students who have 10 unexcused absences.</p>
<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>Amplify DIBELS (Dynamic Indicators of Basic Early Literacy Skills)and MClass Math assessment for grades Kindergarten through 2nd grade. Terra Nova (InView and CogAt)grades K-2 for High Ability Identification Acuity Grades 3-6 English Language Arts, Math, Science (grades 4 and 6), and Social Studies (grade 5)</p>

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