

School Improvement Plan - 2010-2011

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Taylor Intermediate School (2893)

Taylor Community School Corp

Kokomo, 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

Taylor Intermediate 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

- Elizabeth Andrews - Teacher
- James Andrews - Community
- Carol Fitzgerald - Parent/Guardian
- Kathi Minick - Parent/Guardian
- Renee Morandi - Teacher
- Janet Parker - School Counselor
- Paula Ritenour - Teacher
- Pamela Stamm - Teacher
- Stan Williams - Administrator

Strategy Chairs

- Carol Fitzgerald
- Renee Morandi
- Paula Ritenour
- Pamela Stamm

Community Council

- James Andrews - Business
- Lynn Durham - Business
- Jodi Keene - Business/Parent of 4th grade boy
- Kathi Minick - Community/Parent of 4th grade boy
- Clarice Roberts - Girl Scouts of America

- Stephen Tebbe - business/parent of 5th grade boy
- Dwaine Underwood - Teacher/Elks Lodge 429

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 safe, positive, healthy learning environment where the facilities offer the most appropriate and conducive atmosphere to stimulate learning. All students deserve to be surrounded by a staff that is highly educated, motivated and enthusiastic about teaching. They deserve a staff that has high expectations for every student's success and provides a challenging curriculum, meeting the needs of every student by supporting, reinforcing and encouraging them to achieve to the best of their ability, doing so by adapting affective and updated techniques and strategies to accommodate each individual learning style. All students deserve consistent guidelines and beneficial consequences to foster an atmosphere of respect toward others and responsibility for their accomplishments. All students deserve to be appropriately challenged and adequately counseled according to their needs. All students should be constructively directed and consistently rewarded for their achievements, through a supportive network of administration, faculty, staff, parents and community.

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

all teachers and parents ensure that all students meet state and local standards. All adults have high expectations therefore all children are provided a challenging curriculum through various learning opportunities. Adults provide a safe school environment which includes modern technology, educational and career guidance and is free from disruptions. Adults provide instructional consequences when students misbehave rather than or in addition to punitive consequences. Parents are actively involved in their child's education by listening, volunteering, encouraging, and motivating them to achieve their highest potential. Parents ensure that children attend school regularly, teach them to set goals for themselves, and work toward attaining them, instilling in every child the need for higher education. Community members are highly involved supporting the school with their time and resources, tutoring, participating in the community council, athletic events, and helping with career interest activities for the students. Businesses sponsor field trips to their work site to give students the opportunity to observe workers on the job to spark career interests and teach students the self management skills they are learning now will be something they will need for their future. As a community we will provide our children with the necessary skills to be responsible, successful, and productive members of society

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

enthusiastically come to school believing they deserve the best education possible and experience true success. All students learn and perform to their highest potential. Students are eager to participate in class, learning new content, actively working in small groups, exhibiting the benefits of productive team work, displaying great personal management skills, and having a positive outlook toward working. They strive hard to meet the high expectations of their parents, teachers, community members, and themselves. They are confident, work hard, and take pride in what they do. Because of the support, respect, encouragement, and counseling they receive from adults, students display high self esteem, have positive peer relations, and have outstanding student achievement. They are eager to be productive, proud of their accomplishments, and strive to be exemplary members of the community and society. All students are motivated, planning for their future. All students have a determination to further their education and pursue precise career goals.

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

- % of students who master ISTEP Essential Skills: 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%

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.

All 4th and 5th Grade Students - mastering Language Conventions

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	
	70%		71%	73%		75%		77%		79%		100%

All 4th Grade Students - percent passing the ISTEP Language 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	
NA	NA	50	74	75		76		77		78		100%

All 4th Grade Students - percent passing the ISTEP Math 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	
NA	NA	60	66	67		68		69		70		100%

All 5th Grade Students - percent passing the ISTEP Language Arts 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	
55	56	60	62	63		64		65		66		100%

All 5th Grade Students - percent passing the ISTEP Math 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	
50	54	55	53	56		57		58		59		100%

All ISTEP tests - Average Percent Passing ISTEP Language Arts (all tested grades)

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	
79%	72%	75%	67%	77%		79%		81%		83%		100%

Special Education Students - percent passing ISTEP Language Arts

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	
20%	31.5%	21%	34%	35%		36%		37%		38%		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... Parents and students need to understand the impact of good attendance on the school's reward system.

We would not have been able to qualify as a four star school if we had made AYP because of our attendance percentage. Our school would like to consistently attain a yearly level of attendance of 97%. Many of the parents and students are not aware that attendance can affect funding. We plan to reward those attending regularly.

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

Parents & students will be informed of the attendance policy at planned parent informational meetings, on the website, by formed letter and in the handbook every student will receive. They will be supported by the principal, staff, and parents.

Students will receive a form letter for 4,7 or 9 days of absence. Students that have excessive unexcused absences will be reported to the attendance officer and will be monitored.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: All 4th and 5th Grade Students

Students will succeed in rigorous courses through teachers' planning with monthly curriculum mapping and flexible grouping. Enriched, articulated instruction is used to manage interventions and extensions of a core curriculum throughout a student's day.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing Applications/Conventions

The teachers will do MUG (Mechanics Usage and Review) ,DLR (Daily Language Review)daily, and essay questions in every subject area as needed. Then model a desirable response after each activity.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Computer Aided Instruction for Special Education Students not passing ISTEP Language Arts.

Teachers will arrange for students to use the computer lab an extra 30-60 minutes per week.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Special Summer School Instruction for Special Education Students not passing ISTEP

The teachers will create a special two week summer school program for special education students not passing the ISTEP Language Arts test. Parents will be sent letters requesting that their children attend. The parents will have to provide their own transportation. The curriculum will be ISTEP Prep booklets and specific standards identified using prior year's ISTEP results. A summer packet will be sent home at the end of the school year to be completed by the students and parents. A party will be

held at the beginning of the year to reward those students completing the packets.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: All 4th and 5th Grade Students

Percentage of teachers using rigorous curriculum.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75%	100%		100%	

I. Focused Academic Area: Writing Applications/Conventions

E-mails that give a % of which teachers are using short answer essay questions.

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

E-mails that give a % of which teachers are doing Daily Language Review (DLR) Daily.

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

E-mails that give a % of which teachers are using Mechanics Usage (MUG) and Review Daily.

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

U. Focused Student Group: Computer Aided Instruction for Special Education Students not passing ISTEP Language Arts.

Percent of teachers of special education using the computer labs an additional 30-60 minutes per week.

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

U. Focused Student Group: Special Summer School Instruction for Special Education Students not passing ISTEP

Percent of Special Education Teachers providing Jump Start Summer Programs.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 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 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.

Attendance

Aug 20, 2010: Communicate with parents the implications of improved attendance (ie Four Star School) **Person:** Dr. Magers

Aug 20, 2010: Encourage parents to check STI for student's attendance information. **Person:** Parents

Aug 20, 2010: Use handbook, conferences and open house to reinforce the importance of attendance. **Person:** Classroom Teachers

Sep 9, 2010: Send letter home to students missing 4, 7 and 9 days of school. **Person:** Teri Strunk

Sep 9, 2010: The corporation or building designated truant officer will arrange for pick up of students not able to get to school. **Person:** Truant officer

Oct 10, 2010: The school counselor will meet with students who have missed 3 days of school in a grading period. **Person:** School Counselor

Oct 22, 2010: Rewards will be given at the end of each grading period for perfect attendance. **Person:** Classroom Teachers

Jan 3, 2011: Parents will be informed when their children have missed 10 days per semester. At this time they are placed on the "may not pass" list. **Person:** Teri Strunk

May 20, 2011: At the end of the school year have a recognition ceremony for those students with perfect attendance. **Person:** Classroom Teachers

Encourage Rigorous Curriculum

✓ **Apr 1, 2010:** Collect baseline data: Percentage of teachers using rigorous curriculum. **Person:** Renee Morandi

✓ **May 20, 2010:** Fund Summer School Enrichment Classes **Person:** Mr. Williams

✓ **May 20, 2010:** Offer enrichment activities during summer school (Jump Start). **Person:** Mr. Williams

✓ **May 20, 2010:** Scores will be compiled to use as a guide for flexible grouping. **Person:** Classroom Teachers

✓ **May 21, 2010:** Students will be grouped using ISTEP Scores, Acuity Test Results, IEP's, Study Island tests and teacher input. **Person:** Classroom Teachers

Aug 20, 2010: 4th Grade Language Arts teachers will use "Simple 6" in addition to the regular classroom language arts strategies. **Person:** 4th Grade Language Arts teachers

Aug 20, 2010: 5th Grade Language Arts Teachers will use Literature Circles. **Person:** 5th Grade Language Arts Teachers

Aug 20, 2010: 5th Grade will use Howard Gardener's Differentiated Curriculum Model. **Person:** 5th Grade Teachers

Aug 20, 2010: All teachers will use tiering. **Person:** Classroom Teachers

Aug 20, 2010: Field Trips to Kokomah, the 500 Museum, the movie "Oceans", the William Henry Harrison Home, Ag Day, Space Camp and Literature based performances will be taken by all students. **Person:** Classroom Teachers

Aug 20, 2010: Funding for field trips. **Person:** Classroom Teachers

Aug 20, 2010: Math teachers will use Singapore math strategies in addition to their classroom math curriculum. **Person:** Math teachers

Aug 20, 2010: Students will be taught through flexible grouping so that they receive rigorous curriculum designed at their level. **Person:** Classroom Teachers

Sep 10, 2010: Attend Wabash Valley workshops. **Person:** Mr. Williams

Sep 10, 2010: Teachers will be released to work on curriculum mapping. **Person:** Mr. Williams

Sep 13, 2010: Substitutes will be hired to release teachers for curriculum mapping. **Person:** Mr. Williams

Sep 20, 2010: Teachers will use RTI activities learned at Wabash Valley workshops to enrich all students. **Person:** Classroom teachers

Nov 12, 2010: Teachers will be released to work on curriculum mapping. **Person:** Mr. Williams

Nov 15, 2010: Substitutes will be hired to release teachers for curriculum mapping. **Person:** Mr. Williams

Nov 30, 2010: Collect fall data: Percentage of teachers using rigorous curriculum. **Person:** Renee Morandi

Jan 14, 2011: Teachers will be released to work on curriculum mapping. **Person:** Mr. Williams

Jan 17, 2011: Substitutes will be hired to release teachers for curriculum mapping. **Person:** Mr. Williams
Mar 18, 2011: Teachers will be released to work on curriculum mapping. **Person:** Mr. Williams
Mar 21, 2011: Substitutes will be hired to release teachers for curriculum mapping. **Person:** Mr. Williams
May 20, 2011: Teachers will be released to work on curriculum mapping. **Person:** Mr. Williams
Jun 30, 2011: Collect spring data: Percentage of teachers using rigorous curriculum. **Person:** Renee Morandi

Focused Academic Area

Aug 20, 2010: Contact all staff members to ensure that they have materials needed. **Person:** Paula Ritenour
Aug 20, 2010: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Aug 20, 2010: Provide extra time for Language Arts teachers to be trained. **Person:** Mr. Williams
Aug 20, 2010: Provide materials for new staff. **Person:** Language Arts Teachers
Aug 20, 2010: Train new staff members for Daily Language Review and Mechanics Usage and Grammar. **Person:** Language Arts Teachers
Sep 7, 2010: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Sep 20, 2010: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Sep 25, 2010: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Oct 7, 2010: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Oct 8, 2010: Check by e-mail to see if strategies are being accomplished and materials used. **Person:** Paula Ritenour
Oct 20, 2010: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Oct 25, 2010: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Nov 7, 2010: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Nov 20, 2010: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Nov 25, 2010: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Nov 30, 2010: Collect fall data: E-mails that give a % of which teachers are doing Daily Language Review (DLR) Daily. **Person:**
Nov 30, 2010: Collect fall data: E-mails that give a % of which teachers are using short answer essay questions. **Person:**
Nov 30, 2010: Collect fall data: E-mails that give a % of which teachers are using Mechanics Usage (MUG) and Review Daily. **Person:**
Dec 7, 2010: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Dec 20, 2010: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Dec 25, 2010: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Jan 7, 2011: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Jan 20, 2011: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Jan 25, 2011: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Feb 7, 2011: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Feb 20, 2011: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Feb 25, 2011: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Mar 7, 2011: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Mar 20, 2011: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Mar 25, 2011: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Apr 7, 2011: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
Apr 20, 2011: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
Apr 25, 2011: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
May 7, 2011: Do Daily Language Review every day at the beginning of language class. **Person:** Classroom teachers
May 20, 2011: Do Mechanics Usage and Review (MUG) daily. **Person:** Language Arts Teachers
May 25, 2011: Essay questions should be done monthly in all academic areas. **Person:** Classroom teachers
Jun 30, 2011: Collect spring data: E-mails that give a % of which teachers are doing Daily Language Review (DLR) Daily. **Person:**
Jun 30, 2011: Collect spring data: E-mails that give a % of which teachers are using short answer essay questions. **Person:**
Jun 30, 2011: Collect spring data: E-mails that give a % of which teachers are using Mechanics Usage (MUG) and Review Daily. **Person:**

Focused Student Group

✓ **Apr 23, 2010:** Schedule two weeks during August prior to the start of school for the Jump Start Program. **Person:** Mr. Williams
✓ **May 5, 2010:** Send letters home with all special education students to inform parents of the dates for the Jump Start Program. **Person:** Audrey Wunderlich
✓ **May 25, 2010:** Send home a summer packet with students choosing not to attend Jump Start to be done with their parents. **Person:** Audrey Wunderlich
Aug 2, 2010: Create curriculum for Jump Start using ISTEP prep materials focusing on standards missed on the ISTEP test. **Person:** Audrey Wunderlich

Aug 20, 2010: Find additional time during the school week for computer instruction. **Person:** Special Education teachers.

Aug 20, 2010: Special education teachers will be trained on new software. **Person:** Corporation Technology Director

Aug 20, 2010: Special education teachers will schedule 30- 60 minutes per week in one of the computer labs for Math, Social Studies or Language Arts. **Person:** Special Education teachers

Nov 30, 2010: Collect fall data: Percent of Special Education Teachers providing Jump Start Summer Programs. **Person:** Pamela Stamm

Nov 30, 2010: Collect fall data: Percent of teachers of special education using the computer labs an additional 30-60 minutes per week. **Person:**

Apr 23, 2011: Schedule two weeks during August prior to the start of school for the Jump Start Program. **Person:** Mr. Williams

May 5, 2011: Send letters home with all special education students to inform parents of the dates for the Jump Start Program. **Person:** Audrey Wunderlich

May 25, 2011: Send home a summer packet with students choosing not to attend Jump Start to be done with their parents. **Person:** Audrey Wunderlich

Jun 30, 2011: Collect spring data: Percent of Special Education Teachers providing Jump Start Summer Programs. **Person:** Pamela Stamm

Jun 30, 2011: Collect spring data: Percent of teachers of special education using the computer labs an additional 30-60 minutes per week. **Person:**

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.

Attendance

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: All 4th and 5th Grade Students

Attend Wabash Valley workshops.

Brief Description: RTI and curriculum workshops will be attended by classroom teachers.

Intended Participants: Teachers

Date: Sep 10, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Professional Development

Does this activity occur during the school day? Yes

Substitutes will be hired to release teachers for curriculum mapping.

Brief Description: Substitutes will be available to teachers involved in curriculum mapping in-service.

Intended Participants: Teachers

Dates: Sep 13, 2010; Nov 15, 2010; Jan 17, 2011; Mar 21, 2011

Activity Purpose: Refinement

Activity Format: Other

Funding: Corporation Funds

Does this activity occur during the school day? Yes

I. Focused Academic Area: Writing Applications/Conventions

Train new staff members for Daily Language Review and Mechanics Usage and Grammar.

Brief Description: Train new staff members for Daily Language Review and Mechanics Usage and Grammar.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: Corporation Funds

Does this activity occur during the school day? Yes

U. Focused Student Group: Computer Aided Instruction for Special Education Students not passing ISTEP Language Arts.

Special education teachers will be trained on new software.

Brief Description: The school corporation technology director will train the special education teachers on any new software programs.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation, Site Visit

Funding: Technology Grant

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Summer School Instruction for Special Education Students not passing ISTEP

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Parents and students need to understand the impact of good attendance on the school's reward system.

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)

Strategies to Impact This Concern:

- Attendance

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All 4th Grade Students -- percent passing the ISTEP Language test.
- All 4th Grade Students -- percent passing the ISTEP Math Test.
- All 5th Grade Students -- percent passing the ISTEP Language Arts Test
- All 5th Grade Students -- percent passing the ISTEP Math Test

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: All 4th and 5th Grade Students

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All 4th and 5th Grade Students -- mastering Language Conventions
- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- Special Education Students -- percent passing ISTEP Language Arts

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Applications/Conventions

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- Average Percent Passing ISTEP Language Arts (all tested grades)
- Special Education Students -- percent passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Computer Aided Instruction for Special Education Students not passing ISTEP Language Arts.
- U. Focused Student Group: Special Summer School Instruction for Special Education Students not passing ISTEP

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?	Principal's 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.	OLSAT Level D: Cognitive Ability Test Study Island: Remediation Computer Program Acuity: Remediation Computer Program

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 2011-2012 school year