

School Improvement Plan - 2010-2011

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Taylor Primary School (2895)

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 Primary 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

- Erin Casper - Teacher
- April Frazier - Teacher
- Kristy High - Teacher
- JoDee Keene - Community Representative (Business)
- Julie Kobos - Teacher
- JoDee McClish - Community Representative (Business)
- Kathi Minick - Parent/Guardian
- Janet Parker - School Counselor
- Shannon Richards - Administrator
- Teri Stokes - Teacher
- Sue Walker - Teacher
- Kristi Welsh - Teacher

Strategy Chairs

- April Frazier
- Kristy High
- Shannon Richards
- Shannon Shrader
- Sue Walker

Community Council

- Jami Beeler - teacher
- Fran Benham - Youth Service Organization - Brookside Church
- Wade Berner - parent
- Erin Casper - Staff
- Aubray Deckard - parent
- Jenny Drang - Teacher
- Jane Foesch - teacher/sub
- Kristy High - Teacher
- Carey Howerton - parent
- Denise Isaac - Parent
- Jodi Keene - Parent
- Linda Kellar - teacher and board member wife
- Julie McFarland - parent
- Kelly McMahan - parent
- Kathi Minick - parent
- Brent Owens - Community Organization
- Kim Owens - business
- Janet Parker - Counselor
- Bill Pointer - Parent and Sub Teacher
- Jackie Prather - business
- Bob Richards - parent
- Shannon Richards - Principal
- Doris Richardson - community
- Elsie Rutledge - community
- Erin Salyers - parent
- Jim Seidel - community
- Andrea Shaffer - parent
- Scott Shaffer - parent
- Deanna Shane - business
- Tammy Shane - step parent
- Paula Shook - parent
- Stephen Tebbe - parent
- Joelle Townsend - substitute teacher
- Jim Welsh - business
- Kristi Welsh - teacher, parent
- Jamie Wise - parent

Vision Statement

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

We believe all students deserve:

We believe that all students deserve a safe, structured, caring environment in which qualified personnel offer creative educational experiences that utilize the best practices and available technology to create classrooms with positive, appealing climates. We believe that teachers should meet students where they are in regard to ability, using differentiation within the classroom to accommodate students' needs. We believe that all students be held to high expectations and deserve a rigorous curriculum which aides students in reaching their highest potential. Such a curriculum should be based on data-driven practices and requires discipline, motivation, and problem solving. We promote a love of the arts, student success, and enjoyment in learning. We believe that all students deserve respect that embraces cultural, ability, and ideological differences as well as offer opportunities for personal growth through service activities designed to develop honest, caring, and responsible citizens.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All educators are licensed personnel who offer a challenging curriculum with motivational and creative activities that include various learning styles. Teachers strive to keep informed of current research for best practices and commit to using computers and technology for instruction and student learning. All teachers, parents, and community members place a high value on education and communicate this by participating in educational activities with students. Adults have clearly defined rules and expectations for behavior along with logical consequences and problem solving strategies to deal with misbehavior. Adults also have high expectations for student effort and progress which assists in students meeting their highest potential. We believe student progress should be frequently assessed and proper interventions should be implemented to enable student growth. Adults are positive role models who respect and value others while encouraging and acknowledging the personal best efforts made by students. Parents and teachers communicate through frequent notes, via email and telephone calls, and in many classes with a daily notebook which is signed by parents. Adults establish relationships with individual students in order to be a mentor and a confidante. Community members read to students, tutor, and provide resources, support, and career information.

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

In this environment where all adults are living by their core convictions, all students arrive at school each day on time and well fed and rested. The students exhibit responsibility, self-motivation, and self-confidence through good listening and on-task behaviors. The students demonstrate respect for all with well-mannered, empathetic behavior which results in little or no discipline problems. The students are realistic in their acceptance of life's circumstances, yet are also future-focused in their quest to achieve high expectations. All stakeholders work together to encourage good character, organization, and a sense of community within the school setting.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who % of students at or above grade level-reading: 100%
- % of students who % of students at or above grade level-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.

3rd grade - Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	69	72	72	74	73	76		78		80		

3rd Grade - 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	
75	71	74	74	76	74	78		80		82		

3rd Grade - Percent Mastery on ISTEP Problem Solving

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	88	78	73	75	72	77		79		81		

3rd Grade Males - 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	
				71	67	74		77		80		100

3rd Grade Males - Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				70	66	73		76		79		100

Special Education Students - Passing Language Arts ISTEP

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	
					43	47		51		55		100

Special Education Students - Passing Math ISTEP

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	53		56		59		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... students do not come to school prepared to learn.

Readiness of kindergarten students and scores on entry IRDA are low.

We are concerned that... male performance does not match female performance in the classroom

Females outscored males by 15% across all ISTEP areas.

We are concerned that... students in 3rd grade will pass ISTEP online. Teachers will use data to drive instruction and assign lessons accordingly

Acuity will be used to prepare. ISTEP scores next year will be used as a measure. Teachers will use data to drive instruction and assign lessons accordingly.

We are concerned that... special education students will pass ISTEP language arts.

ISTEP language arts scores

We are concerned that... parents will be active in their child's education

Parent participation in surveys

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

3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females

Shannon Richards and Sue Walker will research male pattern learning throughout the entire school year. Professional development opportunities will be sought out and a teacher trainer will be used to train the staff. These opportunities will happen as they become available across the state.

Impact Level: High Impact - Inside

Focus: Specific

3rd Grade Males will pass ISTEP Math with scores commensurate with females

Shannon Richards and Sue Walker will research male pattern learning throughout the entire school year. Professional development opportunities will be sought out and a teacher trainer will be used to train the staff. These opportunities will happen as they become available across the state. Visits to Rochester Middle School is being investigated.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

Staff will increase parent awareness of the skills necessary for students as they enter each grade level. Students will complete a summer packet that includes preparation materials for the grade they will enter the next school year. At the beginning of the year parents will also complete a skills assessment sheet to document the skills their child had mastered during the previous grade level.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Math Problem-Solving

Exemplars math problem solving curriculum will be used by all staff daily as a transition from last year when it was just introduced.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension with an emphasis on increasing vocabulary

Shannon Richards will investigate vocabulary resources and strategies to share with the staff. Staff will introduce expanded vocabulary instruction and strategies across all grade levels. Prior knowledge will be emphasized as a tool.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Special Education Service

Students who are identified by the school psychologist as qualifying to receive special education services will be serviced in the least restrictive environment. The student will be assigned to a resource teacher and then as a result of a conference involving teachers, parents, and administration, an IEP will be created for the student. This plan will be used to drive the students instruction. All teachers who work with the student will receive a copy of the IEP and modifications will be made in all general education settings as necessary for each child's IEP. Students will receive services in the general education classroom and the resource room based on the level of service necessary for the success of the student. Their services will not be based on grade level standards, but rather each student's present level of performance based on the state standards. Each IEP will be written to address the skills/standards the student needs to develop. The resource staff will work with the general education teachers and the administration to ensure that the programs are focused on student learning and challenge students on their level.

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.

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

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.

3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females

Apr 1, 2010: Committee discussion on plan implementation for upcoming school year **Person:** Shannon Richards
Sep 1, 2010: Create a research committee for male pattern learning **Person:** Shannon Richards
Sep 15, 2010: Research male pattern learning **Person:** Shannon Richards & Sue Walker
Sep 15, 2010: Research professional development opportunities **Person:** Shannon Richards & Sue Walker
Sep 16, 2010: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker
Oct 1, 2010: Committee training on research and activities to benefit male pattern learning **Person:** Shannon Richards
Nov 17, 2010: Research male pattern learning **Person:** Shannon Richards & Sue Walker
Nov 17, 2010: Research professional development opportunities **Person:** Shannon Richards & Sue Walker
Nov 18, 2010: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker
Dec 3, 2010: Committee training on research and activities to benefit male pattern learning **Person:** Shannon Richards
Jan 19, 2011: Research male pattern learning **Person:** Shannon Richards & Sue Walker
Jan 19, 2011: Research professional development opportunities **Person:** Shannon Richards & Sue Walker
Jan 20, 2011: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker
Feb 4, 2011: Committee training on research and activities to benefit male pattern learning **Person:** Shannon Richards
Mar 23, 2011: Research male pattern learning **Person:** Shannon Richards & Sue Walker
Mar 23, 2011: Research professional development opportunities **Person:** Shannon Richards & Sue Walker
Mar 24, 2011: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker
May 26, 2011: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker
Jul 28, 2011: Provide staff with research on male pattern learning **Person:** Shannon Richards & Sue Walker

3rd Grade Males will pass ISTEP Math with scores commensurate with females

May 1, 2010: Email Questionnaire to Assess Staff Comfort and Competence with Newly Adopted Math Series **Person:** Shannon Richards
May 1, 2010: Staff Meeting to discuss research material collected **Person:** Shannon Richards
May 30, 2010: Adopt New Math Series **Person:** Math Adoption Committee
Sep 1, 2010: Conduct work sessions to research male/female homogeneous grouping for math instruction **Person:** Shannon Richards
Sep 1, 2010: Research Male/Female Homogeneous Grouping for Math Instruction **Person:** April Frazier
Sep 1, 2010: Staff Meetings **Person:** Shannon Richards
Oct 1, 2010: Schedule Staff Training Session in Newly Adopted Math Series **Person:** Shannon Richards
Oct 1, 2010: Teacher training for newly adopted Mathematic series **Person:** April Frazier
Nov 3, 2010: Conduct work sessions to research male/female homogeneous grouping for math instruction **Person:** Shannon Richards
Nov 3, 2010: Staff Meetings **Person:** Shannon Richards
Jan 5, 2011: Conduct work sessions to research male/female homogeneous grouping for math instruction **Person:** Shannon Richards
Jan 5, 2011: Staff Meetings **Person:** Shannon Richards
Mar 9, 2011: Conduct work sessions to research male/female homogeneous grouping for math instruction **Person:** Shannon Richards
Mar 9, 2011: Staff Meetings **Person:** Shannon Richards

Encourage Rigorous Curriculum

- May 22, 2010:** Distribute summer packet **Person:** Kristy High
- Aug 20, 2010:** Parent involvement policy distribution **Person:** Shannon Richards
- Sep 1, 2010:** Count summer packet participation **Person:** classroom teachers
- Sep 1, 2010:** Parent meeting **Person:** Shannon Richards
- Sep 15, 2010:** Form parent involvement committee **Person:** Shannon Richards
- Sep 15, 2010:** Incentive program for summer packet completion **Person:** grade level teachers and PTO
- Sep 20, 2010:** Post information in print (website and newsletter) **Person:** Aubray Deckard

Focused Academic Area

- May 30, 2010:** Adopting New Math Series **Person:** Math Committee
- Aug 13, 2010:** Implementing daily problem solving **Person:** Staff
- Aug 13, 2010:** Research on vocabulary teaching strategies **Person:** Steering Team
- Sep 10, 2010:** Explain why we are exploring this **Person:** Steering team
- Sep 13, 2010:** Implementing daily problem solving **Person:** Staff
- Sep 30, 2010:** Teacher Trainer-discussion of student progress using problem solving program **Person:** Sue Walker
- Oct 1, 2010:** Distribute research **Person:** Steering team
- Oct 1, 2010:** Training on newly adopted Math Program **Person:** April Frazier
- Oct 13, 2010:** Implementing daily problem solving **Person:** Staff
- Nov 13, 2010:** Implementing daily problem solving **Person:** Staff
- Dec 3, 2010:** Distribute research **Person:** Steering team
- Dec 13, 2010:** Implementing daily problem solving **Person:** Staff
- Jan 13, 2011:** Implementing daily problem solving **Person:** Staff
- Feb 4, 2011:** Distribute research **Person:** Steering team
- Feb 10, 2011:** Email feedback **Person:** Shannon Richards
- Feb 13, 2011:** Implementing daily problem solving **Person:** Staff
- Mar 13, 2011:** Implementing daily problem solving **Person:** Staff
- Apr 13, 2011:** Implementing daily problem solving **Person:** Staff
- May 13, 2011:** Implementing daily problem solving **Person:** Staff
- May 30, 2011:** ISTEP + scores **Person:** Jodi McClish

Focused Student Group

- Aug 15, 2010:** Meeting with special ed staff to discuss schedules, strategies, students **Person:** Shannon Richards
- Aug 23, 2010:** Train staff on new special needs students IEPs **Person:** Special Ed teachers
- Oct 5, 2010:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Nov 5, 2010:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Dec 5, 2010:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Jan 5, 2011:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Feb 5, 2011:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Mar 5, 2011:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- Apr 5, 2011:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards
- May 5, 2011:** Monitor minutes are being met in IEPs and staff needs are met **Person:** Shannon Richards

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.

3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females

Committee training on research and activities to benefit male pattern learning

Brief Description: Teachers will be informed on research results and classroom teaching techniques that benefit male pattern learning.

Intended Participants: Teachers, Administrators

Dates: Oct 1, 2010; Dec 3, 2010; Feb 4, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: General Fund

Does this activity occur during the school day? Yes

3rd Grade Males will pass ISTEP Math with scores commensurate with females

Research Male/Female Homogeneous Grouping for Math Instruction

Brief Description: Principal and teachers will research male/female homogeneous grouping of students for math instruction.

Intended Participants: Teachers, Administrators

Date: Sep 1, 2010

Activity Purpose: Information

Activity Format: Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research, Site Visit

Funding: General Fund

Does this activity occur during the school day? Yes

Teacher training for newly adopted Mathematic series

Brief Description: Math series representatives will conduct training on the implementation of the newly adopted math series.

Intended Participants: Teachers, Administrators

Date: Oct 1, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Textbook Monies

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

No professional development is needed for this strategy.

I. Focused Academic Area: Math Problem-Solving

Training on newly adopted Math Program

Brief Description: Representatives from the Company will come to Taylor Primary and demonstrate the new program.

Intended Participants: Teachers

Date: Oct 1, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Textbook Company

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading Comprehension with an emphasis on increasing vocabulary

Research on vocabulary teaching strategies

Brief Description: Staff will locate and read research on vocabulary based reading strategies. Staff will discuss findings.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2010

Activity Purpose: Information

Activity Format: Talk to, Professional Reading

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education Service

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... students do not come to school prepared to learn.

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness
- I. Focused Academic Area: Math Problem-Solving

We are concerned that... male performance does not match female performance in the classroom

Data Targets Influenced by This Concern:

- 3rd Grade Males -- Passing ISTEP Language Arts
- 3rd Grade Males -- Passing ISTEP Math

Strategies to Impact This Concern:

- 3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females
- 3rd Grade Males will pass ISTEP Math with scores commensurate with females

We are concerned that... students in 3rd grade will pass ISTEP online. Teachers will use data to drive instruction and assign lessons accordingly

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- 3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females
- 3rd Grade Males will pass ISTEP Math with scores commensurate with females
- I. Focused Academic Area: Math Problem-Solving

We are concerned that... special education students will pass ISTEP language arts.

Data Targets Influenced by This Concern:

- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Problem-Solving
- U. Focused Student Group: Special Education Service

We are concerned that... parents will be active in their child's education

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving
- 3rd Grade Males -- Passing ISTEP Language Arts
- 3rd Grade Males -- Passing ISTEP Math
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Preparation/Parent Awareness
- I. Focused Academic Area: Math Problem-Solving

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- 3rd Grade -- Percent Mastery on ISTEP Problem Solving

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Problem-Solving
- I. Focused Academic Area: Reading Comprehension with an emphasis on increasing vocabulary

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Males -- Passing ISTEP Language Arts
- 3rd Grade Males -- Passing ISTEP Math

Strategies to Impact This Concern:

- 3rd Grade Males will pass ISTEP Language Arts with commensurate scores with females
- 3rd Grade Males will pass ISTEP Math with scores commensurate with females
- U. Focused Student Group: Special Education Service

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>A copy of the curriculum is located in the TCSC Central Office. In addition, we are in the proces of the curriculum being placed online.</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. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Indiana Reading Diagnostic Assessment - This assessment is used in grades K - 2 to assess students skills in pre-reading and reading skills three times throughout the school year. NWEA and Acuity are used for grades 2 and 3. We are in transition. NWEA will be phased out at the end of this year.</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2009-2010 school year