

School Improvement Plan - 2013-2014

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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
- 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

- Fran Benham - Teacher
- Aubray Deckard - Community
- April Frazier - Teacher
- Kathlene Hartman - Teacher
- Kristy High - Teacher
- Linda Kellar - TeacherTeacher
- Janet Parker - School
- Erin Salyers - Parent/Guardian
- Teri Stokes - Administrator
- Kristi Welsh - Community Representative

Strategy Chairs

- Erin Chrzanowski
- April Frazier
- Kathlene Hartman
- Kristy High
- Kathi Minick
- Teri Stokes
- Kristi Welsh

Community Council

- Anita Beining - Parent
- Fran Benham - Youth Service Organization - Brookside Church
- Amanda Collins - Parent Teacher Organization
- Tammy Davis - Parent Teacher Organization
- Aubray Deckard - Community Business Owner
- Jennifer Drang - Teacher
- Jane Foesch - teacher/sub
- Jodi Keene - Parent
- Marianne Lipchik - parent
- Kathi Minick - Community Member
- Janet Parker - Counselor
- Dawn Paul - Parent
- Erin Salyers - parent
- Scott Shimer - Parent
- Bill Stokes - Parent
- Joan Walls - community member
- Kristi Welsh - Title 1 Supervisor

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 address 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, 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 IREAD3 Assessment

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	84	84	85	86	87	88		90		92		100

3rd grade - Passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	82	78	69	80		82		84		86		100

3rd Grade - Passing ISTEP+ Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	92	80	76	82		84		86		88		100

Grades 1-3 - Students will perform at grade level on math (measured by mastery grades)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65		68		71	90	74		76		78		100

K-3 - Students will read at grade level by the end of the school year (by DIBELS criteria)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	66	68	73	71		74		76		78		100

Special Education Students - Passing Language Arts ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
47	42	51	50	55		59		63		65		100

Special Education Students - Passing Math ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	57	56	40	59		62		66		68		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 need daily reading interventions

Benchmark and ISTEP data, as well as acuity data indicate areas of need.

We are concerned that... Teachers need more support to use data to drive instruction more effectively.

The assessments currently in use are showing a lack of correlation between classroom data used and student achievement.

We are concerned that... There is a lack of parent involvement in assisting children to meet grade level reading requirements.

Thirty-five percent of K-3 students are not reading at grade level.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

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

Reading Assessment

All students K-3 will be benchmarked 3 times per year using DIBELS NEXT with TRC. Classroom teachers will be led by an assessment team of certified staff, trained to assess their own classes, and progress monitor children according to their level of intervention needs. Students with intensive needs are progress monitored every 2 weeks and strategic needs are every 4 weeks.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Students will be identified for Title 1 services through benchmark assessment using DIBELS with TRC performed by the assessment team. They will be provided intervention during a daily 20-30 minute pull-out session using a scripted intervention series called BURST.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

A licensed teacher will administer intervention in a pull-out session for 20-30 minutes in a group that is no more than 3 students. The intervention will be geared to the individual areas of deficiency based on current progress monitoring.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Data Driven Instruction

Teachers will be provided quality professional development in using data to make instructional decisions for students. Professional development will be provided by the reading specialist and the regional service center, as well as the state department of education. The training is already in progress and will continue throughout the year. Staff will hold data meetings as teams to analyze data and adjust instruction according to data.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Staff will encourage higher attendance rates by issuing incentives for perfect attendance each quarter during the school year, mid-year, and at the end of the year. A daily attendance dropbox will be used in each classroom so names can be collected for daily attendees. The names will go into a drawing for a monthly incentive.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Reading Fluency

Classroom teachers will give direct instruction in grade level FRY word lists to every student, grades K-3. FRY words are 300-1000 words that appear in over 65% of all text. This will happen regularly during the 90-minute uninterrupted reading block. Teachers will introduce the words and will use the following - centers-based activities, word walls, and other methods, varying on grade level and student need.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 1 Core Reading

All classroom and special education teachers will be administering instruction in an uninterrupted 90-minute block that focuses on the "BIG 5" (phonics, comprehension, phonemic awareness, fluency, vocabulary) that is focused on differentiation. This time will include a thirty minute flexible grouping time during which the teacher will be assisted by a paraprofessional. The staff will apply the reading strategies and assessment information across all content areas to improve all academic delivery. Strategies include, but are not limited to, center-based activities, whole and small group instruction, differentiation, and teacher modeling.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Written Comprehension

Students will be encouraged to respond in complete sentences for all oral tasks. All staff will have this expectation across the school day. This skill will be a transfer strategy taught for written comprehension. Teachers will model and teach strategies for analyzing questions, including rereading, summarization, restating, visualization, determining what is important, filtering unnecessary information, or other research-based strategies.

Impact Level: High Impact - Inside

Focus: Specific

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 common core and 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.

Local Strategies

Reading Assessment

Survey Responses that show % of teacher making data driven instructional decisions

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100				

Tier 2 Reading

Percentage of Title I staff implementing the scripted intervention series daily with fidelity

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100				

Required Strategies

G. Attendance

Number of students at 95% attendance or higher

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
93%				

I. Focused Academic Area: Reading Fluency

Survey responses of percent of teachers implementing the instruction of FRY words daily

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

I. Focused Academic Area: Tier 1 Core Reading

Survey responses that show the % of teachers implementing the 90 minute reading block

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100			

Survey responses that show the % of teachers implementing instruction of the Big 5

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100			

Number of hours spent in classroom by Title 1 staff member per week providing tools and environment for instruction

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
7.5	10			

I. Focused Academic Area: Written Comprehension

% of Students who show a years growth through MClass data

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
81				

U. Focused Student Group: Special Education Service

Frequency count of grade team meetings completed collaboratively

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
5	10			

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

Nov 30, 2013: Collect fall data: Number of students at 95% attendance or higher **Person:**

Jun 30, 2014: Collect spring data: Number of students at 95% attendance or higher **Person:**

Encourage Rigorous Curriculum

Aug 20, 2013: Data meetings as teams to analyze data and adjust language arts and math instruction according to data. **Person:** All Teachers

Sep 18, 2013: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Oct 16, 2013: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Nov 13, 2013: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Jan 22, 2014: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Feb 26, 2014: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Mar 26, 2014: Staff Development: Using data to make instructional decisions **Person:** Teri Stokes

Focused Academic Area

Apr 1, 2013: Collect baseline data: % of Students who show a years growth through MClass data **Person:**

Nov 30, 2013: Collect fall data: % of Students who show a years growth through MClass data **Person:**

Nov 30, 2013: Collect fall data: Number of hours spent in classroom by Title 1 staff member per week providing tools and environment for instruction **Person:** April Frazier

Nov 30, 2013: Collect fall data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Chrzanowski

Nov 30, 2013: Collect fall data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** April Frazier

Nov 30, 2013: Collect fall data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** April Frazier

Jun 30, 2014: Collect spring data: % of Students who show a years growth through MClass data **Person:**

Jun 30, 2014: Collect spring data: Number of hours spent in classroom by Title 1 staff member per week providing tools and environment for instruction **Person:** April Frazier

Jun 30, 2014: Collect spring data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Chrzanowski

Jun 30, 2014: Collect spring data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** April Frazier

Jun 30, 2014: Collect spring data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** April Frazier

Focused Student Group

Nov 30, 2013: Collect fall data: Frequency count of grade team meetings completed collaboratively **Person:** Kristy High

Jun 30, 2014: Collect spring data: Frequency count of grade team meetings completed collaboratively **Person:** Kristy High

Reading Assessment

Aug 13, 2013: MClass/DIBELS Training **Person:** Krist Welsh

Aug 20, 2013: Benchmark K-3 students three times during the year. **Person:** K-3 Teachers

Aug 20, 2013: Progress monitor children according to their level of intervention needs. **Person:** K-3 Teachers

Sep 10, 2013: Peer Coaching **Person:** Assessment Team

Oct 10, 2013: Peer Coaching **Person:** Assessment Team

Nov 10, 2013: Peer Coaching **Person:** Assessment Team

Nov 30, 2013: Collect fall data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Kristi Welsh

Dec 10, 2013: Peer Coaching **Person:** Assessment Team

Jan 10, 2014: Peer Coaching **Person:** Assessment Team

Feb 10, 2014: Peer Coaching **Person:** Assessment Team

Mar 10, 2014: Peer Coaching **Person:** Assessment Team

Apr 10, 2014: Peer Coaching **Person:** Assessment Team

May 10, 2014: Peer Coaching **Person:** Assessment Team

Jun 30, 2014: Collect spring data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Kristi Welsh

Tier 2 Reading

Aug 15, 2013: Daily interventions using Burst **Person:** Teachers

Sep 15, 2013: Daily interventions using Burst **Person:** Teachers

Oct 15, 2013: Daily interventions using Burst **Person:** Teachers

Nov 15, 2013: Daily interventions using Burst **Person:** Teachers

Nov 30, 2013: Collect fall data: Percentage of Title I staff implementing the scripted intervention series daily with fidelity **Person:** Kristi Welsh

Dec 15, 2013: Daily interventions using Burst **Person:** Teachers

Jan 15, 2014: Daily interventions using Burst **Person:** Teachers

Feb 15, 2014: Daily interventions using Burst **Person:** Teachers

Mar 15, 2014: Daily interventions using Burst **Person:** Teachers

Apr 15, 2014: Daily interventions using Burst **Person:** Teachers

May 15, 2014: Daily interventions using Burst **Person:** Teachers

Jun 30, 2014: Collect spring data: Percentage of Title I staff implementing the scripted intervention series daily with fidelity **Person:** Kristi Welsh

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 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.

Reading Assessment

MClass/DIBELS Training

Brief Description: MClass/DIBELS Training

Intended Participants: Teachers, Parents

Date: Aug 13, 2013

Activity Purpose: Information, Refinement

Activity Format: Presentation, Peer Coaching

Funding: No cost

Does this activity occur during the school day? No

Peer Coaching

Brief Description: Classroom teachers will be led by an assessment team of certified staff to analyze data and determine interventions.

Intended Participants: Teachers

Dates: Sep 10, 2013; Oct 10, 2013; Nov 10, 2013; Dec 10, 2013; Jan 10, 2014; Feb 10, 2014; Mar 10, 2014; Apr 10, 2014; May 10, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Data Driven Instruction

Staff Development: Using data to make instructional decisions

Brief Description: Teachers will be provided quality professional development in using data to make instructional decisions for students. Professional development will be provided by the reading specialist and the regional service center, as well as the state department of education.

Intended Participants: Teachers

Dates: Sep 18, 2013; Oct 16, 2013; Nov 13, 2013; Jan 22, 2014; Feb 26, 2014; Mar 26, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Reading Fluency

No professional development is needed for this strategy.

I. Focused Academic Area: Tier 1 Core Reading

No professional development is needed for this strategy.

I. Focused Academic Area: Written Comprehension

No professional development is needed for this strategy.

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 need daily reading interventions

Data Targets Influenced by This Concern:

- 3rd Grade -- Passing ISTEP+ Language Arts
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- Tier 2 Reading
- Tier 3 Reading

We are concerned that... Teachers need more support to use data to drive instruction more effectively.

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- F. Encourage Rigorous Curriculum: Data Driven Instruction

We are concerned that... There is a lack of parent involvement in assisting children to meet grade level reading requirements.

Data Targets Influenced by This Concern:

- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)

Strategies to Impact This Concern:

- G. Attendance

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing IREAD3 Assessment
- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Data Driven Instruction

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing IREAD3 Assessment
- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP
- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- Reading Assessment
- Tier 3 Reading
- I. Focused Academic Area: Written Comprehension
- I. Focused Academic Area: Reading Fluency
- I. Focused Academic Area: Tier 1 Core Reading

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 3rd grade -- Passing IREAD3 Assessment
- 3rd grade -- Passing ISTEP Math
- 3rd Grade -- Passing ISTEP+ Language Arts
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- K-3 -- Students will read at grade level by the end of the school year (by DIBELS criteria)
- Special Education Students -- Passing Language Arts ISTEP

- Special Education Students -- Passing Math ISTEP

Strategies to Impact This Concern:

- 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.

A. Where is the public copy of your school's curriculum located?	The 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	No. Tardies are up on the rise and we must plan a reward for those that get to school on time.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>DIBELS: DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. It is a set of assessments used for screening and progress monitoring in grades K-3. They are standardized and help teachers identify students who may need additional literacy instruction and are the basis of our Response to Intervention program.</p> <p>ACUITY: These lessons are designed around the Common Core/Indiana State Standards. Students participate in ACUITY lessons electronically in computer lab. They are assigned lessons based on an assessment that shows their skill level. After completing assignments an assessment is given to see if they have mastered the skill.</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 2015-2016 school year