

School Improvement Plan - 2014-2015

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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 American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Focus - Targeted

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
- Fran Benham - Teacher
- Aubray Deckard - Community
- Carol Fitzgerald - Teacher
- April Frazier - Teacher
- Lynn Henry - Teacher
- Jodi Keene - Parent/Guardian
- Linda Kellar - TeacherTeacher
- Jeremy Luna - Administrator
- Renee Morandi - Teacher
- Janet Parker - School
- Paula Ritenour - Teacher
- Erin Salyers - Parent/Guardian
- Teri Stokes - Administrator
- Kristi Welsh - Community Representative
- Audrey Wunderlich - Parent/Guardian

Strategy Chairs

- Erin Chrzanowski
- April Frazier
- Kathlene Hartman
- Kristy High
- Kathi Minick

- Pam Stamm
- Teri Stokes
- Kristi Welsh

Community Council

- James Andrews - Business
- 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
- Jon Meadors - Youth Basketball
- Kathi Minick - Community Member
- Janet Parker - Counselor
- Dawn Paul - Parent
- Rick Ritenour - Business
- Cindy Roberts - Grandparent of Special Education Student
- Lynn Robertson - Communication
- 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	85	86	87	88	82	90		92		92		100

3rd grade - Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	69	80	66	82	65	84		86		86		100

3rd Grade - Passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	76	82	75	84	65	86		88		88		100

4th and 5th Grade Special Education Students - Percentage of 4th and 5th Grade Special Education Students passing ISTEP Language Test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
37%	34%	38%	35%	48%		49%		50%		51%		100%

4th and 5th Grade Students making sufficient gains in Math - DOE Grade Card for Schools

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34%	40%	38.8%	41%		42%		43%		44%		100%

All 4th and 5th Grade Students - All students should be reading at or above grade level by the end of the school year (Lexile Data)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	64%	76%	74%	77%	67.5%	78%		79%		80%		100%

All 4th and 5th Grade Students - Percent Passing Final Acuity Language Test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62%	66%	63%	79%	64%	70%	65%		66%		67%		100%

All 4th and 5th Grade Students - Percentage of students mastering standard MA4.2 2000- Computation

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	75%	81%	85.5%	86%		87%		88%		89%		100%

All 4th and 5th Grade Students - Percentage of Students Passing ISTEP Language test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	80%	74%	78.5%	81%		82%		83%		84%		100%

All 4th Grade Students - Percent passing ISTEP Language test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	80%	78%	78.5%	82%		83%		84%		85%		100%

All 5th Grade Students - Percent passing ISTEP Language Test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	79%	72%	79.3%	82%		83%		84%		85%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68		71	90	74		76		78		80		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	73	71	72	74		76		78		80		100

Special Education Students - Passing Language Arts ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51	50	55	27	59		63		65		68		100

Special Education Students - Passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56	40	59	20	62		66		68		70		100

White 4th and 5th Grade students - Percentage of 4th and 5th grade white students passing ISTEP Math test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	78.4%	86%	81.3%	89%		91%		93%		95%		100%

Comprehensive Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these Areas of Concern through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Areas of Concern

We are concerned that... 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.

We are concerned that... Attendance

We are concerned that... Taylor students need additional instructional support in math

State reported that Taylor Primary & Intermediate schools did not meet their AMO goal during 2013-2014.

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... 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:

Strategies

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: Low Impact

Focus: General

Encourage Rigorous Curriculum

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

Focused Academic Area - FRY Word Lists

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

Focused Academic Area - 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

Focused Academic Area - Writing

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

Focused Student Group - Students with IEP

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

Math Assessment

Taylor Elementary will use Accelerated math. Students grades K-5 will have access to this program at least 20 minutes a day on their individual iPads. The program identifies student weaknesses in mathematics and creates program that individualized to help each child learn and strengthen their troubled areas. The Title Director will be in charge of monitoring the activities of students as well as printing and sharing data with classroom teachers. This program will begin in September and continue through the school year.

Impact Level: High Impact - Inside

Focus: Specific

Math Remediation

Math remediation will occur in or out of each classroom for a total of thirty minutes per day. Remedial instruction will focus on skills identified as weak in math assessment data. Classroom teachers and Title paraprofessionals will be responsible for math remediation.

Impact Level: High Impact - Inside

Focus: Specific

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

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.

Attendance

Number of students at 95% attendance or higher

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
257	357		375	

Focused Academic Area - FRY Word Lists

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

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

Focused Academic Area - Reading

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

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

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

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

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

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

Focused Academic Area - Writing

% of Students who show a years growth through MClass data

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

Focused Student Group - Students with IEP

Frequency count of grade team meetings completed collaboratively

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

Reading Assessment

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

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

Tier 2 Reading

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

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

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their 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, 2014: Collect fall data: Number of students at 95% attendance or higher **Person:**

Jun 30, 2015: Collect spring data: Number of students at 95% attendance or higher **Person:**

Encourage Rigorous Curriculum

Aug 13, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Aug 13, 2014: iPad Training on new programs **Person:** Pat Bernatos
Aug 13, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Aug 20, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Aug 20, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Aug 27, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Aug 27, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Aug 27, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 1, 2014: High Ability Pullout Program **Person:** Fran Benham
Sep 1, 2014: Lexia Instructional Program **Person:** Pam Stamm
Sep 3, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 3, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Sep 3, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 8, 2014: High Ability Pullout Program **Person:** Fran Benham
Sep 8, 2014: Lexia Instructional Program **Person:** Pam Stamm
Sep 10, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 10, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Sep 10, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 13, 2014: iPad Training on new programs **Person:** Pat Bernatos
Sep 15, 2014: High Ability Pullout Program **Person:** Fran Benham
Sep 15, 2014: Lexia Instructional Program **Person:** Pam Stamm
Sep 17, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 17, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Sep 17, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 22, 2014: High Ability Pullout Program **Person:** Fran Benham
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Sep 24, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Sep 24, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Sep 29, 2014: High Ability Pullout Program **Person:** Fran Benham
Sep 29, 2014: Lexia Instructional Program **Person:** Pam Stamm
Oct 1, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Oct 1, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Oct 1, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Oct 6, 2014: High Ability Pullout Program **Person:** Fran Benham
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Nov 5, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Nov 5, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Nov 10, 2014: High Ability Pullout Program **Person:** Fran Benham
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Nov 12, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Nov 19, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Nov 24, 2014: High Ability Pullout Program **Person:** Fran Benham
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Nov 26, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Dec 1, 2014: High Ability Pullout Program **Person:** Fran Benham
Dec 1, 2014: Lexia Instructional Program **Person:** Pam Stamm
Dec 3, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Dec 24, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Dec 24, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Dec 24, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Dec 29, 2014: High Ability Pullout Program **Person:** Fran Benham
Dec 29, 2014: Lexia Instructional Program **Person:** Pam Stamm

Dec 31, 2014: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Dec 31, 2014: Utilize Accelerated Math Program **Person:** Pam Stamm
Dec 31, 2014: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 5, 2015: High Ability Pullout Program **Person:** Fran Benham
Jan 5, 2015: Lexia Instructional Program **Person:** Pam Stamm
Jan 7, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 7, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Jan 7, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 12, 2015: High Ability Pullout Program **Person:** Fran Benham
Jan 12, 2015: Lexia Instructional Program **Person:** Pam Stamm
Jan 13, 2015: iPad Training on new programs **Person:** Pat Bernatos
Jan 14, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 14, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Jan 14, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 19, 2015: High Ability Pullout Program **Person:** Fran Benham
Jan 19, 2015: Lexia Instructional Program **Person:** Pam Stamm
Jan 21, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 21, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Jan 21, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 26, 2015: High Ability Pullout Program **Person:** Fran Benham
Jan 26, 2015: Lexia Instructional Program **Person:** Pam Stamm
Jan 28, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Jan 28, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Jan 28, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 2, 2015: High Ability Pullout Program **Person:** Fran Benham
Feb 2, 2015: Lexia Instructional Program **Person:** Pam Stamm
Feb 4, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 4, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Feb 4, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 9, 2015: High Ability Pullout Program **Person:** Fran Benham
Feb 9, 2015: Lexia Instructional Program **Person:** Pam Stamm
Feb 11, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 11, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Feb 11, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 13, 2015: iPad Training on new programs **Person:** Pat Bernatos
Feb 16, 2015: High Ability Pullout Program **Person:** Fran Benham
Feb 16, 2015: Lexia Instructional Program **Person:** Pam Stamm
Feb 18, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 18, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Feb 18, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 23, 2015: High Ability Pullout Program **Person:** Fran Benham
Feb 23, 2015: Lexia Instructional Program **Person:** Pam Stamm
Feb 25, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Feb 25, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Feb 25, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Mar 2, 2015: High Ability Pullout Program **Person:** Fran Benham
Mar 2, 2015: Lexia Instructional Program **Person:** Pam Stamm
Mar 4, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
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Mar 18, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Mar 23, 2015: High Ability Pullout Program **Person:** Fran Benham
Mar 23, 2015: Lexia Instructional Program **Person:** Pam Stamm
Mar 25, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Mar 25, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Mar 25, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Mar 30, 2015: High Ability Pullout Program **Person:** Fran Benham
Mar 30, 2015: Lexia Instructional Program **Person:** Pam Stamm
Apr 1, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Apr 1, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Apr 1, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Apr 6, 2015: High Ability Pullout Program **Person:** Fran Benham
Apr 6, 2015: Lexia Instructional Program **Person:** Pam Stamm
Apr 8, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Apr 8, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Apr 8, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Apr 13, 2015: High Ability Pullout Program **Person:** Fran Benham
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Apr 20, 2015: High Ability Pullout Program **Person:** Fran Benham
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Apr 27, 2015: High Ability Pullout Program **Person:** Fran Benham
Apr 27, 2015: Lexia Instructional Program **Person:** Pam Stamm
Apr 29, 2015: Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes
Apr 29, 2015: Utilize Accelerated Math Program **Person:** Pam Stamm
Apr 29, 2015: Weekly Grade Level Meetings to Discuss Curriculum **Person:** Teri Stokes

Focused Academic Area - FRY Word Lists

Aug 13, 2014: Provide grades 4 & 5 with Fry Words **Person:** Pam Stamm
Nov 30, 2014: Collect fall data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Erin Chrzanowski
Jun 30, 2015: Collect spring data: Survey responses of percent of teachers implementing the instruction of FRY words daily **Person:** Lynn Henry

Focused Academic Area - Reading

Nov 30, 2014: Collect fall data: Number of hours spent in classroom by Title 1 staff member per week providing tools and environment for instruction **Person:** Pam Stamm
Nov 30, 2014: Collect fall data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** Pam Stamm
Nov 30, 2014: Collect fall data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** Jeremy Luna
Jun 30, 2015: Collect spring data: Number of hours spent in classroom by Title 1 staff member per week providing tools and environment for instruction **Person:** Pam Stamm
Jun 30, 2015: Collect spring data: Survey responses that show the % of teachers implementing instruction of the Big 5 **Person:** Pam Stamm
Jun 30, 2015: Collect spring data: Survey responses that show the % of teachers implementing the 90 minute reading block **Person:** Jeremy Luna

Focused Academic Area - Writing

Nov 30, 2014: Collect fall data: % of Students who show a years growth through MClass data **Person:** Pam Stamm
Jun 30, 2015: Collect spring data: % of Students who show a years growth through MClass data **Person:** Pam Stamm

Focused Student Group - Students with IEP

Nov 30, 2014: Collect fall data: Frequency count of grade team meetings completed collaboratively **Person:** Audrey Wunderlich

Jun 30, 2015: Collect spring data: Frequency count of grade team meetings completed collaboratively **Person:** Audrey Wunderlich

Math Assessment

Sep 1, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Sep 8, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Sep 15, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Sep 22, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Sep 28, 2014: Staff will be surveyed to find out the how often Accelerated Math is occurring in the classroom. **Person:** Jeremy Luna
Sep 29, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Oct 6, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Oct 13, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Oct 20, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Oct 27, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Nov 3, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Nov 10, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Nov 17, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Nov 24, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Nov 30, 2014: Staff will be surveyed to find out the how often Accelerated Math is occurring in the classroom. **Person:** Jeremy Luna
Dec 1, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Dec 8, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Dec 15, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Dec 22, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Dec 29, 2014: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Jan 5, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Jan 12, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Jan 19, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Jan 26, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Feb 1, 2015: Staff will be surveyed to find out the how often Accelerated Math is occurring in the classroom. **Person:** Jeremy Luna
Feb 2, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Feb 9, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Feb 16, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
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Apr 20, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm
Apr 27, 2015: Taylor students will receive 30 minutes of Accelerated Math Remediation daily. **Person:** Pam Stamm

Math Remediation

Sep 1, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm
Sep 8, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm
Sep 15, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm
Sep 22, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm
Sep 28, 2014: Survey staff as to how often 30 minutes Math Remediation is occurring. **Person:** Jeremy Luna
Sep 29, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm
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Nov 17, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

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Dec 1, 2014: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

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Feb 16, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Feb 23, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Mar 2, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Mar 9, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

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Mar 23, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Mar 30, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Apr 5, 2015: Survey staff as to how often 30 minutes Math Remediation is occurring. **Person:** Jeremy Luna

Apr 6, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Apr 13, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Apr 20, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Apr 27, 2015: Taylor students will receive a 30 minutes pull-out or push-in math remediation time each day. **Person:** Pam Stamm

Reading Assessment

Sep 1, 2014: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Oct 1, 2014: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Nov 1, 2014: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Nov 30, 2014: Collect fall data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Jeremy Luna

Dec 1, 2014: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Jan 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Feb 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Mar 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Apr 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

May 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Jun 1, 2015: Staff Meetings to disaggregate data as it comes available. **Person:** Teri Stokes

Jun 30, 2015: Collect spring data: Survey Responses that show % of teacher making data driven instructional decisions **Person:** Jeremy Luna

Tier 2 Reading

Nov 30, 2014: Collect fall data: Percentage of Title I staff implementing the scripted intervention series daily with fidelity **Person:** Pam Stamm

Jun 30, 2015: Collect spring data: Percentage of Title I staff implementing the scripted intervention series daily with fidelity **Person:** Pam Stamm

Tier 3 Reading

Sep 1, 2014: Title Paraprofessionals will work with Tier 3 students 30 minutes a day in a small group setting. **Person:** Pam Stamm

Sep 8, 2014: Title Paraprofessionals will work with Tier 3 students 30 minutes a day in a small group setting. **Person:** Pam Stamm

Sep 15, 2014: Title Paraprofessionals will work with Tier 3 students 30 minutes a day in a small group setting. **Person:** Pam Stamm

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Encourage Rigorous Curriculum

iPad Training on new programs

Brief Description: Taylor stakeholders will be given iPad training monthly on new programs that will be utilized within the classroom and at home.

Intended Participants: Teachers, Administrators, Parents, Community Members, Students

Dates: Aug 13, 2014; Sep 13, 2014; Oct 13, 2014; Nov 13, 2014; Dec 13, 2014; Jan 13, 2015; Feb 13, 2015; Mar 13, 2015

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Peer Coaching, Other

Funding: Title Funds

Does this activity occur during the school day? Yes

Weekly Grade Level Meetings to Discuss Curriculum

Brief Description: Grade Level Meetings to Discuss Curriculum

Intended Participants: Teachers

Dates: Aug 13, 2014; Aug 20, 2014; Aug 27, 2014; Sep 3, 2014; Sep 10, 2014; Sep 17, 2014; Sep 24, 2014; Oct 1, 2014; Oct 8, 2014; Oct 15, 2014; Oct 22, 2014; Oct 29, 2014; Nov 5, 2014; Nov 12, 2014; Nov 19, 2014; Nov 26, 2014; Dec 3, 2014; Dec 10, 2014; Dec 17, 2014; Dec 24, 2014; Dec 31, 2014; Jan 7, 2015; Jan 14, 2015; Jan 21, 2015; Jan 28, 2015; Feb 4, 2015; Feb 11, 2015; Feb 18, 2015; Feb 25, 2015; Mar 4, 2015; Mar 11, 2015; Mar 18, 2015; Mar 25, 2015; Apr 1, 2015; Apr 8, 2015; Apr 15, 2015; Apr 22, 2015; Apr 29, 2015

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Focused Academic Area - FRY Word Lists

No professional development is needed for this strategy.

Focused Academic Area - Reading

No professional development is needed for this strategy.

Focused Academic Area - Writing

No professional development is needed for this strategy.

Focused Student Group - Students with IEP

No professional development is needed for this strategy.

Math Assessment

No professional development is needed for this strategy.

Math Remediation

No professional development is needed for this strategy.

Reading Assessment

Staff Meetings to disaggregate data as it comes available.

Brief Description: Staff Meetings to disaggregate data as it comes available.

Intended Participants: Teachers

Dates: Sep 1, 2014; Oct 1, 2014; Nov 1, 2014; Dec 1, 2014; Jan 1, 2015; Feb 1, 2015; Mar 1, 2015; Apr 1, 2015; May 1, 2015; Jun 1, 2015

Activity Purpose: Information

Activity Format: Collaborative Problem Solving

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.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Students need daily reading interventions

Data Targets Influenced by This Concern:

- 3rd grade -- Passing IREAD3 Assessment
- 3rd Grade -- Passing ISTEP+ Language Arts
- 4th and 5th Grade Special Education Students -- Percentage of 4th and 5th Grade Special Education Students passing ISTEP Language Test
- All 4th and 5th Grade Students -- All students should be reading at or above grade level by the end of the school year (Lexile Data)
- All 4th and 5th Grade Students -- Percent Passing Final Acuity Language Test
- All 4th and 5th Grade Students -- Percentage of Students Passing ISTEP Language test
- All 4th Grade Students -- Percent passing ISTEP Language test
- All 5th Grade Students -- Percent passing ISTEP Language Test
- 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:

- Focused Academic Area - FRY Word Lists
- Focused Academic Area - Reading
- 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:

- Encourage Rigorous Curriculum
- Reading Assessment

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:

- 3rd grade -- Passing IREAD3 Assessment
- All 4th and 5th Grade Students -- All students should be reading at or above grade level by the end of the school year (Lexile

Data)

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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Attendance

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:

- Attendance

We are concerned that... Taylor students need additional instructional support in math

Data Targets Influenced by This Concern:

- 3rd grade -- Passing ISTEP Math
- 4th and 5th Grade Students making sufficient gains in Math -- DOE Grade Card for Schools
- All 4th and 5th Grade Students -- Percentage of students mastering standard MA4.2 2000- Computation
- Grades 1-3 -- Students will perform at grade level on math (measured by mastery grades)
- Special Education Students -- Passing Math ISTEP
- White 4th and 5th Grade students -- Percentage of 4th and 5th grade white students passing ISTEP Math test

Strategies to Impact This Concern:

- Math Assessment
- Math Remediation

We are concerned that... Encourage Rigorous Curriculum

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:

- Focused Academic Area - Writing

We are concerned that... Focused Student Group

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:

- Focused Student Group - Students with IEP

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. (4-5)(K-3)
<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 (4-5) None (K-3)</p>
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	<p>Grades 4-5 Yes. We have implemented a drawing for movie tickets if a student has perfect attendance each nine weeks; students are given free ice cream for perfect attendance each nine weeks; the principal will collect students who have missed the bus; the guidance office will call for excessive absences and the attendance is monitored daily by our school attendance clerk. Grades K-3 enjoy</p>
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Grades 4-5 Terra Nova Level 13 Form G for 4th Grade-Achievement test in reading and math Terra Nova Level 14 Form G for 5th Grade-Achievement test in reading and math Cognitive Abilities Test Form 6 Level C for 4th Grade-IQ test Cognitive Abilities Test Form 6 Level C for 5th Grade- IQ test Lexile Test- Reading Levels Acuity Test in reading and math Fluency Tests from Basal Reading Series Acuity Predictive Math & Language for Grade 3 IREAD3 for grade 3 mClass/DIBELS for K-3 BOY, MOY, EOY</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year