

School Improvement Plan - 2011-2012

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Sycamore Elementary Sch (2943)

Kokomo-Center Twp Con Sch 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

Sycamore Elementary Sch

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
- Title I - Schoolwide

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

- Kristen Bilkey - Administrator
- Shannon Ednie-Bassett - School Counselor
- Sherna Hall - Parent/Guardian
- Diane Hamilton - Teacher
- Craig Hart - Community Representative (Business)
- Charley Hinkle - Administrator
- Jenny Marshall - Teacher
- Marcella Pettigrew - Teacher
- Suzy Smith - Teacher

Strategy Chairs

- Kristen Bilkey
- Steve Bizjak
- Kimberly Collins
- Kimberly Dunlap
- Sherna Hall
- Diane Hamilton
- Charley Hinkle
- Jenny Marshall
- Jenny Quillen
- Lisa Reding
- Suzy Smith
- Debbie Stockdell

- Ali Wade

Community Council

- Catrina Adkinson - Parent of Kindergarten Key student
- Patricia Anderson - Parent of 5th grade student
- Sheree Bailey - Parent of 3rd grade student
- Tricia Barber - Parent of 4th grade student
- Crystal Barlow - Parent of 1st and 3rd grade students
- April Bennett - Parent of 5th grade student
- Angela Bowlby - Parent of 4th grade student
- Barb Conner - Head Start
- Marcia Cook - Parent of K and 1st grade students
- Ann Cronkhite - Parent of 1st grade student
- Annee Double - Parent of 1st grade student
- Shawna Escalone - Parent of 1st grade student
- Jessica Escobedo - Parent of 1st grade student
- Jessandra Flowers - Parent of K student
- Misty Goodman - Parent of 4th grade student
- DeElla Hall - Business--Retired
- Lewis Hall - Business--retired
- DeShanna Harris - Parent of 4th grade student
- Craig Harts - Business Owner
- Bob Heath - Parent of 5th grade student
- Ann Ihms - Youth Service Organization
- Lisa Jachim - Parent of 1st grade student
- Bryan Jones - Parent of 4th grade student
- Micheal Justice - Parent of K student
- Heather Lamb - Parent of K student
- Maryann McDonald - Parent of 5th grade student
- Davina McKibben - Parent of K student
- Ashley Melton - Parent of K student
- David Monroe - Parent of K student
- LeAnn Noel - Parent of 1st grade student
- Amanda Plake - Parent of K student
- Sasha Prater - Parent of 2nd grade student
- Christina Roark - Parent of K student
- Autumn Robbins - Parent of K student
- Ashley Rubush - Parent of Kindergarten Key student
- Amanda and KilJuan Shepherd - Parents of 3rd grade student
- Sara Smith - Parent of K student
- Shannon Smith - Parent of 1st grade student
- Tequila Stipes - Parent of K student
- Sue Weaver - Parent of K student
- Bryan Williams - Parent of 2nd Grade student
- Jennifer Williams - Parent of K and 3rd Grade students
- Sheila Williams - Parent of 1st grade student

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 to be surrounded by adults, who believe in them, support them, and have high expectations for their success at school regardless of outside environmental influences. We believe students deserve parents who understand the importance of education. We believe that all students deserve to learn at a rigorous (challenging) level and experience success at school. We believe all students deserve to safely make mistakes and learn from them. We believe all students deserve teachers who are positive, enthusiastic role models and who implement a variety of teaching strategies to engage and ensure student success in the real world. We believe all students who need extra help and time to experience success deserve to be given extra time and help. We believe that every child deserves rich educational and career guidance in order to develop a healthy, positive self image, personal management, productive team building skills, and a positive outlook toward working, leading to their understanding that the world is theirs. We believe that all students deserve to have dreams and guidance fulfilling their dreams.

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 teachers, parents, and community members place a high value on education. They actively communicate these expectations to all students through several one-on-one discussions each year. To ensure that all students learn, adults provide a safe and caring environment. All teachers are excited about their jobs, are knowledgeable of current educational research and practices, and are prepared for every class. Teachers have omitted âwatered downâ content from their curriculum and instead, present enriched, differentiated instruction that is challenging and is accompanied by extra help and time for students who need additional experiences in order to achieve success. Teachers use a variety of instructional and assessment methods to address different learning styles. Teachers involve students in research-based activities, as well as problem solving activities in which they can apply newly acquired content. Adults provide meaningful consequences when students misbehave rather than, or in addition to, punitive consequences. Parents are actively involved with their childrenâs education by communicating with teachers on a regular basis. Community partners provide links with industry, businesses, and charities that provide opportunity to connect with the real world.

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, students are enthusiastic about coming to school and experience tremendous success. They show pride in their school and community. All students are highly engaged in their learning. Students listen intently as the teacher explains new content and actively work in small groups or independently to solve real-world problems which require them to apply learned information. Students demonstrate mastery of content in a variety of manners including presentations, exhibitions, and verbal and non-verbal assessments. All students are able to transfer learning across disciplines and from the classroom to the real world. All students understand expectations, accept challenges, show motivation, and put forth an admirable effort into their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship and team-building skills by displaying core values of honesty, integrity, and respect.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Reading: 100%
- % of students who are at mastery on STAR Reading (K-2): 100%
- % of students who are at grade level Fountas/Pinnell (K-2): 100%
- % of students who are at grade level on STAR Math (3-5): 100%
- % of students who are at grade level on STAR Reading (3-5): 100%
- % of students who are at mastery on ACUITY (3-5): 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.

1st grade General Education (Non-gifted) students - Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64%	70%	NA	75%		80%		85%		90%		100%

1st grade students - Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		85%		90%		95%		100%

2nd grade General Education (Non-gifted) Students - Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73%	75%	NA	80%		85%		88%		91%		100%

2nd grade students - Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		85%		90%		95%		100%

3rd grade General education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59%	65%	65%	69%		72%		75%		80%		100%

3rd grade General education (Non-gifted) students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62%	66%	70%	70%		75%		78%		81%		100%

3rd grade students - Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		85%		90%		95%		100%

4th grade General Education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80%	84%	90%	88%		92%		95%		98%		100%

4th grade General education (Non-gifted) students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	73%	85%	79%		85%		88%		91%		100%

4th grade students - Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		85%		90%		95%		100%

5th grade General Education (Non-gifted) Students - Mastering Reading Vocabulary on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79%	83%	71%	86%		90%		93%		96%		100%

5th grade General Education (Non-gifted) Students - Mastering Number Sense on ISTEP (Local Data Chart)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	87%	90%	93%	94%		96%		98%		99%		100%

5th grade students - Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		85%		90%		95%		100%

All Students Grades 3-5 - Passing ISTEP Language Arts (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%	86%	84%	89%		92%		95%		98%		100%

All Students Grades 3-5 - Passing ISTEP Math (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	88%	89%	88%	91%		94%		97%		100%		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

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Teachers Included in Assessment Decisions

During the fall and spring Community Council meetings for school improvement planning, teams of teachers, administrators and parents will review school based assessments and data. In addition, teachers will be expected to participate in bi-weekly grade level team meetings to review and analyze assessment data, to make decisions based upon results that will improve student achievement, and to link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts as well as on "data walls." Assessment data will be standards-based and includes ISTEP+, Acuity, STAR, Fountas & Pinnell, and Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

Impact Level: Low Impact

Focus: General

Required Strategies

A. Parent Involvement: Helping Parents Assist Students with Learning

As part of our Parent Open House and Parent Conferences, teachers in all grade levels will teach parents the strategies and techniques that are being taught to students in the classroom. These strategies will focus on reading, writing, and math skills. Each technique and strategy will be determined by grade level teachers based on the academic standards. After participating in the workshops, parents will be able to help their child(ren) at home by implementing the strategies and techniques learned. This strategy will incorporate strong collaboration with community resources in the following way: 1) Encourage local businesses to donate products or services to be given to parents as incentive for attending the workshops. 2) Contact local agencies that might be available to set up a booth during Open House for the purpose of informing parents of resources available. In addition, students will be sent home with a PAL(Parent Assisted Learning)packet at the end of the school year based on needs of each individual student. Parents will be given strategies to use these packets with their students over the summer months.

Impact Level: High Impact - Inside

Focus: General

A. Parent Involvement: Literacy Services & Activities

During the school year parents will be given opportunities to be involved with their students through activities at school. Staff will hold a Reading Night for students and families in the evening at Sycamore. Staff will model how to enrich reading time with children at home. Parents will learn how to help their children at home with reading, including how to monitor their progress. Parents will have opportunities to discuss reading strategies with staff. We will send home a follow up survey to determine effectiveness of the Reading Night as well as to find out what type of follow up assistance would be beneficial. Additional activities are coordinated by our parent involvement coordinator and include Accelerated Reader workstation for parents to take tests with their student throughout the year, a monthly newsletter for literacy, Math/Science night in the spring, PTO sponsored Book Bingo, Movie night and Book Fairs, and Secret Santa.

Impact Level: Low Impact

Focus: General

A. Parent Involvement: Parent-Teacher Meeting about International Baccalaureate Program

Teachers will meet with parents in the fall to discuss the International Baccalaureate (IB) curriculum and expectations. Students and parents will develop an understanding of the IB learner profile. The IB curriculum prepares students for the changing world; students experience real-world projects with a global focus. Students will study English, a foreign language, math, science, writing, history, art and music. Students will become active and compassionate learners who understand other people and cultures. Students will use technology to interact with people from around the globe. The IB curriculum develops knowledgeable and caring students who work to create a better and more peaceful world.

Impact Level: Low Impact

Focus: General

A. Parent Involvement: Plan, Review & Improve Schoolwide Plan

Parents will be involved in the planning, review and improvement of the Schoolwide Plan during family/community/staff meetings to be held during the Fall and Spring semesters. During the Fall meeting, the current plan will be reviewed while during the Spring meeting, the plan will be revised and improved for the following school year. Parents will have an opportunity to review the plan prior to the Fall meeting. The current Schoolwide Plan will be posted on the school website and sent home. Surveys will be sent to parents to collect input about the plan from those that cannot attend the meetings. Moreover, parents will be asked to evaluate the effectiveness of the parent involvement activity by completing surveys at the end of the activity.

Impact Level: Low Impact

Focus: General

B. Educator Training - Parent Involvement: Helping Teachers Connect with Parents

An inservice will be held by our Parent Involvement Coordinator in August to help educators understand the value and utility of parental contributions, the importance of having parents involved in school activities, to learn how to communicate and work with parents as partners, to understand how to encourage parents to become more involved in the school community, and to learn how to implement and coordinate parent programs that build ties between the parents and the schools. Each teacher will also receive a brochure based on the book *How to Handle the Hard to Handle parent*.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs: Summer Packets

The principal and kindergarten teachers will send copies of their monthly newsletter about upcoming parent activities to the Parent Enrichment Manager at Head Start. The newsletter may also include reading/math activities for parents to engage in with their preschooler at home. Kindergarten teachers will create packets containing information that will detail for parents of preschoolers what knowledge and skills children will need in order to be prepared for kindergarten. Parents and preschoolers will be invited to attend Kindergarten Round-up in the spring where they will receive these packets. Packets will be sent home with students at the Darrough Early Learning Center (Head Start program) in the spring if they did not attend Kindergarten round-up.

Impact Level: High Impact - Inside

Focus: Specific

E. Parent Information Resource Center Website

A link to the Indiana Partnership Center website (www.fscp.org) will be added to our school website. The purpose of this website is to empower parents about their rights and responsibilities pertaining to their children's education by providing parent-focused workshops that are scheduled by schools, community groups, or parent groups, providing education-related information and resource materials, including information about the state (PL221) and federal (No Child Left Behind) accountability laws, and by helping schools develop parent engagement strategies that provide opportunities for parents to become decision-makers in their children's school, resources for school improvement, and mentors to others. Parents will be notified of the link at enrollment and reminded at Parent/Teacher conferences, Annual Title One Meeting, and in Newsletters sent home bimonthly.

Impact Level: Low Impact

Focus: Specific

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Implementing Core Standards K-5

All K-5 teachers will use state created curriculum maps to develop 9 week units of study using core standards for English/LA and Math during grade level meetings and will implement these units throughout the school year. Math and English Language Arts teachers will develop and teach 9 week units of study (lessons) aligned with the state curriculum maps (Learning Targets-core standards, skills & content, big ideas, essential questions, vocabulary). Teachers will ensure that what they teach

is aligned with the Learning Targets taught by other teachers at their grade levels and in their content areas, and aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Teachers will meet in grade level and content area teams to determine what resources they will use that will help them best teach the content on the map and to discuss how the curriculum gets enacted. Students will be pre and post tested on the Acuity Diagnostic Curriculum Map Aligned tests to determine student needs. Teachers will meet in grade level and content area teams to study and analyze the student test results based on what they taught. Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

The school follows the district attendance policy. Teachers report attendance twice daily via Power School. The school will contact parents after three unexcused absences. Continued unexcused absences will be referred to the School Social Worker for investigation. The social worker monitors attendance and makes sure students are in compliance. This includes letters and meetings with parents and if need be further legal actions as dictated by local and state policies. Students with perfect attendance are recognized at the end of the year and given awards. Attendance Rate Goal: 95% attendance Overall and for each subgroup (special education, LEP, poverty, white, black, Hispanic)

Impact Level:

Focus: General

I. Focused Academic Area: Schoolwide Reform Strategy:Comprehension of Grade Level Text

All teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies used by proficient readers to all students in the classroom through the use of mini-lessons and integrated through read alouds, discussions, guided reading, independent reading and conferencing.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy:Number Sense

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and the Community Council selected this strategy for implementation next year. All K-5 teachers will use manipulatives for a hands-on approach to Number Sense. All teachers will establish routines using Calendar math, 100's charts, Math Stations, and/or Marcy Cook activities daily. Workshops and/or materials will be provided to teachers as needed. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which students needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy:Vocabulary Development

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and the Community Council selected this strategy for implementation next year. All teachers will implement the Simple 6 process of studying interesting/challenging vocabulary. Three new words will be introduced on the first day of every week, and for the remainder of the week, daily classroom activities will take place in order for students to begin understanding and using various vocabulary in their reading and writing development. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which students needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement Based on our follow-up data which we will

review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers, we will 1) hire only highly qualified teachers; 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, and 3) make sure that our low-achieving students are taught by highly qualified professionals. In addition, we will make parents aware of the school's progress in employing highly qualified teachers and professionals by communicating with them during meetings and parent conferences, and through newsletters, the school website and specific notification letters as needed. Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff member meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). All teachers will be assigned to areas in which they are certified to teach. Currently, all teachers are highly qualified. If non-highly qualified teachers were to exist in the school, the instructional facilitator would provide professional development activities to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements.

Impact Level: High Impact - Inside

Focus: General

J. Instruction by Highly Qualified Teachers: On-Going Professional Development

Ongoing support will be provided to staff to reduce teacher turnover and to improve teacher quality. Teachers, paraprofessionals and the principal will participate in monthly staff training sessions led by the Instructional Facilitators (coaches). The focus of the training will be the Schoolwide Reform Strategies in the Schoolwide Plan. Specifically, staff will be trained to meet the individual needs of all students, particularly the lowest achieving students, through differentiated instruction methods. Ongoing and sustained professional development that is aligned with the school improvement goals will be provided weekly in the classrooms by the Instructional Facilitators who will model, mentor, coach, team teach and observe strategies being implemented.

Impact Level: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each paraprofessional meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. These requirements include having a minimum of 48 credit hours of university credit, or an associate's degree from college, or successfully completing/passing the Parapro Test. When working with students, paraprofessionals are directly supervised by a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually; 2) assign only highly qualified teachers to low achieving students; and 3) encourage our highly qualified teachers to stay in our school by providing a supportive and caring environment and by providing professional development opportunities. The school website and newsletter will be used to promote community relations and provide information to attract high quality staff. This information would include ongoing professional development opportunities as well as a snapshot of our school community. Our webmaster will ensure that this information is present and up-to-date in the summer. Ongoing professional development during the school year and summer, including an intensive new teacher-training program, professional collaboration and planning time, and coaching by the Instructional Facilitator attracts high quality staff in a safe and secure learning environment. Experienced teachers will be recruited, assigned and retained to serve high needs students through an intensive selection process. The principal will review the qualifications of staff and work with the Instructional Facilitator to provide extensive training.

Impact Level: High Impact - Inside

Focus: General

L. Student Transition: Early Childhood-Kindergarten Readiness

The kindergarten teachers will volunteer to present a welcome to kindergarten on the three district enrollment days. The kindergarten teachers will complete paperwork with parents and children will visit their classroom and receive a countdown to take home to anticipate the beginning of school. Prior to our welcome to kindergarten, we will plan with Head Start and other preschools to gather children for our district wide round up. The preschools and Head Start will assist us in locating families that live in our district that have children beginning kindergarten. By working together, our district and school can properly welcome families and help ease the transition. Kindergarten teachers will contact Head Start, other local preschools and families of preschool students to invite them to a collaborative informational meeting prior to the start of school to discuss the Kindergarten curriculum and program. We will work with staff at Head Start during the school year to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level standards, skills and expectations needed by preschool students to be ready for Kindergarten.

Impact Level: High Impact - Inside

Focus: Specific

L. Student Transition: Elementary to Middle School

To better prepare students for the transition from 5th grade to 6th grade, 5th grade students will visit the middle school in the spring of their 5th grade year. They will meet the administrators, counselor and 6th grade team, visit classrooms, tour the building, learn about expectations, procedures, courses, and extra curricular opportunities. Middle schools will hold a back to school event prior to the start of 6th grade to give families an opportunity to meet the staff, tour the building and receive information about the school policies, procedures, curriculum, and activities for families.

Impact Level: Low Impact

Focus: General

M. Parent Notice - Assessment Results

The Parent Involvement Coordinator will insure that all parents receive their child's assessment results in a language that the parent can understand. Following the ISTEP, test results will be made available in hard copy as well as online. Times will be set aside once ISTEP results are available for parents to come to school for assistance provided by the parent involvement coordinator, if needed, in understanding what the assessment results mean. Individual reports of student performance on ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Parents will also be given information about how to access their children's test results online at the IDOE Parent Network website. Other individual assessment results from district benchmark assessments (STAR, Acuity, Fountas & Pinnell) will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet the teacher and/or principal to further discuss student performance on these assessments. At Open House parents will be directed by teachers to the Standards Wall posters provided by our local strategy so that they might better understand the state standards for their child's grade level.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. The Parent Involvement Policy will include the components listed on the DOE School Parent Involvement Policy Checklist. All parents are mailed a copy of the policy by the Title I strategy chair prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. Parents of students enrolled after this time will receive the policy at enrollment.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right-to-Know Letter, informing parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

Impact Level: Low Impact

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

The Parent Right to Know Letter (Non Highly Qualified) is distributed in a timely fashion by the school to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Our school develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during parent conferences. Moreover, it is mailed to all parents.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. Parents will also learn about the school plan, curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Second grade small group literacy instruction

Title One Teachers and trained paraprofessionals will instruct second grade students who are below grade level in reading as measured by the STAR Early Literacy and Fountas & Pinnell Benchmark Assessment. This instruction will take place in literacy, word study, and/or comprehension groups that will meet for 30 minutes daily.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Computer-assisted Learning

Teachers will provide additional assistance to students based on needs identified through technology program assessments including, but not limited to Acuity, Study Island, and Waterford Early Reading programs. Teachers will provide tailored 30 minute lessons for students who are below grade level based on progress monitoring throughout the school year. This technology-based instruction and practice will be given daily.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Implementing Core Standards K-5

Number of opportunities provided for strategy chairs and curriculum designers to work on curriculum alignment plan

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	9		9	

number of times curriculum designers share with the staff

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	1		1	

I. Focused Academic Area: Schoolwide Reform Strategy:Comprehension of Grade Level Text

% of teachers explicitly teaching comprehension strategy mini-lessons for metacognition, schema, inferencing, questioning, determining importance, visualizing, synthesizing.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	75%		100%	

I. Focused Academic Area: Schoolwide Reform Strategy:Number Sense

% of teachers using manipulatives for a hands-on approach to number sense learning

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	90%		100%	

I. Focused Academic Area: Schoolwide Reform Strategy: Vocabulary Development

% of K-5 classroom teachers who provide vocabulary enrichment for students through read alouds and specific activities.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90%	95%		100%	

U. Focused Student Group: Second grade small group literacy instruction

% of teachers using small group instruction at least 15 minutes daily with below grade level students.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	80%		100%	

W. Timely Additional Assistance: Computer-assisted Learning

% of teachers using computer assisted learning daily with students below grade level

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	75%		100%	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum

Aug 8, 2011: Become informed about curriculum map using common core standards at grade level. **Person:** Kristen Bilkey

Aug 8, 2011: Become informed about the Learning Targets across grade levels. **Person:** Kristen Bilkey

Aug 10, 2011: Meet with staff to discuss core standards and curriculum mapping **Person:** Kristen Bilkey

Aug 14, 2011: Common grade level teams will meet to determine what resources they will use that will help them best teach the content on the curriculum map and to discuss how the curriculum gets enacted. **Person:** Kristen Bilkey

Aug 14, 2011: Principal, Assistant Principal, and Instructional Facilitator will be available during meetings for guidance through this process. (ongoing) **Person:** Kristen Bilkey

Aug 15, 2011: Content area teams will meet across grade levels to determine what resources they will use that will help them best teach the content on the curriculum map and to discuss how the curriculum gets enacted. **Person:** Kristen Bilkey

Aug 15, 2011: Students will be pre-tested using Acuity Diagnostic Curriculum Map Aligned tests to determine student needs. **Person:** Teachers

Oct 10, 2011: After post-tests teachers will study and analyze student test results based on what they taught. **Person:** Kristen Bilkey

Oct 10, 2011: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Oct 10, 2011: Students will take post-test using Acuity each nine weeks. **Person:** Teachers

Nov 10, 2011: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Nov 30, 2011: Collect fall data: Number of opportunities provided for strategy chairs and curriculum designers to work on curriculum alignment plan **Person:** Kristen Bilkey

Nov 30, 2011: Collect fall data: number of times curriculum designers share with the staff **Person:** Kristen Bilkey

Dec 10, 2011: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Dec 12, 2011: After post-tests teachers will study and analyze student test results based on what they taught. **Person:** Kristen Bilkey

Dec 12, 2011: Students will take post using Acuity each nine weeks. **Person:** Teachers

Jan 10, 2012: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Feb 10, 2012: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Feb 13, 2012: After post-tests teachers will study and analyze student test results based on what they taught. **Person:** Kristen Bilkey

Feb 13, 2012: Students will take post using Acuity each nine weeks. **Person:** Teachers

Mar 10, 2012: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Apr 10, 2012: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Apr 16, 2012: After post-tests teachers will study and analyze student test results based on what they taught. **Person:** Kristen Bilkey

Apr 16, 2012: Students will take post using Acuity each nine weeks. **Person:** Teachers

May 10, 2012: Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. **Person:** Teachers

Jun 30, 2012: Collect spring data: Number of opportunities provided for strategy chairs and curriculum designers to work on curriculum alignment plan **Person:** Kristen Bilkey

Jun 30, 2012: Collect spring data: number of times curriculum designers share with the staff **Person:** Kristen Bilkey

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers explicitly teaching comprehension strategy mini-lessons for metacognition, schema, inferencing, questioning, determining importance, visualizing, synthesizing. **Person:** Jenny Quillen

May 5, 2011: Prepare survey/hallway walk sheet for obtaining strategy data. **Person:** Jenny Quillen

May 12, 2011: Enter Spring 2011 data as baseline data **Person:** Kimberly Collins

May 19, 2011: Make available copies of Comprehension Connections in Professional Library in the Media Center. **Person:** Diane Hamilton

Aug 9, 2011: Determine order of minilessons for comprehension strategies. **Person:** Jenny Quillen

Aug 25, 2011: Meet with teachers new to Sycamore and determine their skill level and necessary PD and materials needed. **Person:** Cindy Gibson

Aug 31, 2011: Collect/purchase/distribute Marcy Cook materials for new staff members in need. **Person:** Josie Sarver-McKay

Sep 5, 2011: Collect baseline data for new teachers: % of teachers explicitly teaching comprehension strategy mini-lessons for metacognition, schema, inferencing, questioning, determining importance, visualizing, synthesizing **Person:** Jenny Quillen

Sep 10, 2011: School Literacy Coach offer coaching and/or modeling of strategy in K-5 classrooms throughout the school year. **Person:** Diane Hamilton

Sep 15, 2011: Simple 6 vocabulary training to new teachers **Person:** Diane Hamilton

Sep 20, 2011: Review strategy lessons at grade level meetings. **Person:** Diane Hamilton

Sep 20, 2011: Survey teachers to determine who would like lessons modeled by instructional facilitator. **Person:** Jenny Quillen

Sep 25, 2011: Offer coaching/modeling of strategy to any teacher new to Sycamore as needed. **Person:** Kimberly Collins

Oct 1, 2011: Follow-up on continued strategy implementation **Person:** Ali Wade

Oct 10, 2011: Instructional Facilitator will model comprehension strategy lessons as needed in classrooms. **Person:** Diane Hamilton

Oct 10, 2011: Instructional Facilitator will provide embedded professional development for teachers who would like to see lessons modeled. **Person:** Diane Hamilton

Nov 30, 2011: Collect fall data: % of K-5 classroom teachers who provide vocabulary enrichment for students through read alouds and specific activities. **Person:** Ali Wade

Nov 30, 2011: Collect fall data: % of K-5 classroom teachers who provide vocabulary enrichment for students through read alouds and specific activities. **Person:** Ali Wade

Nov 30, 2011: Collect fall data: % of teachers explicitly teaching comprehension strategy mini-lessons for metacognition, schema, inferencing, questioning, determining importance, visualizing, synthesizing. **Person:** Jenny Quillen

Nov 30, 2011: Collect fall data: % of teachers using manipulatives for a hands-on approach to number sense learning **Person:**

Dec 16, 2011: Collect fall data: % of teachers using manipulative for hands-on approach to number sense learning. **Person:** Monelle Moon

Jan 13, 2012: Follow up Vocabulary Development Teacher's Meeting with new teachers. **Person:** Diane Hamilton

Feb 15, 2012: Follow up PD for teachers as needed. **Person:** Carol Leakey

Apr 30, 2012: Collect spring data: % of K-5 classroom teachers who provide vocabulary enrichment for students through read alouds and specific activities. **Person:** Ali Wade

May 17, 2012: Collect spring data: % of teachers using manipulative for hands-on approach to number sense learning. **Person:** Monelle Moon

Jun 30, 2012: Collect spring data: % of K-5 classroom teachers who provide vocabulary enrichment for students through read alouds and specific activities. **Person:** Ali Wade

Jun 30, 2012: Collect spring data: % of teachers explicitly teaching comprehension strategy mini-lessons for metacognition, schema, inferencing, questioning, determining importance, visualizing, synthesizing. **Person:** Jenny Quillen

Jun 30, 2012: Collect spring data: % of teachers using manipulatives for a hands-on approach to number sense learning **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers using small group instruction at least 15 minutes daily with below grade level students. **Person:** Suzy Smith

Aug 15, 2011: Teachers assess all second grade students using STAR Early Literacy, Fountas-Pinnell Benchmark, and Words Their Way **Person:** Diane Hamilton

Aug 29, 2011: Identify students below grade level and assign to small groups. **Person:** Suzy Smith

Sep 5, 2011: Title One teachers will begin small group instruction for second grade students below grade level. **Person:** Suzy Smith

Sep 20, 2011: Instructional facilitator will provide help for teachers as needed. **Person:** Diane Hamilton

Sep 20, 2011: Review implementation of small group guided reading with teachers **Person:** Diane Hamilton

Oct 31, 2011: Progress monitor students using Fountas & Pinnell Benchmark **Person:** Diane Hamilton

Nov 14, 2011: Reassign groups if necessary based on data. **Person:** Suzy Smith & Diane Hamilton

Nov 21, 2011: Resume small group instruction **Person:** Suzy Smith
Nov 30, 2011: Collect fall data: % of teachers using small group instruction at least 15 minutes daily with below grade level students. **Person:** Suzy Smith
Feb 6, 2012: Progress monitor students using Fountas & Pinnell Benchmark **Person:** Diane Hamilton
Feb 20, 2012: Reassign groups if necessary based on data. **Person:** Suzy Smith & Diane Hamilton
Feb 27, 2012: Resume small group instruction. **Person:** Suzy Smith
May 7, 2012: Year end assessment of second grade students receiving small group instruction outside of the classroom using Fountas-Pinnell Benchmark Assessment **Person:** Diane Hamilton
May 12, 2012: Collect second semester data: % of teachers using small group instruction at least 15 minutes daily with below grade level students. **Person:** Suzy Smith
Jun 30, 2012: Collect spring data: % of teachers using small group instruction at least 15 minutes daily with below grade level students. **Person:**

Instruction by Highly Qualified Paraprofessionals.

Aug 15, 2011: Paraprofessional Meeting to discuss responsibilities and determine PD needs of Paraprofessionals. **Person:** Diane Hamilton
Aug 22, 2011: Leveled Literacy Intervention (LLI) training provided. **Person:** Diane Hamilton
Aug 24, 2011: PD for those doing Word Study groups. **Person:** Diane Hamilton
Sep 1, 2011: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Oct 1, 2011: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Nov 1, 2011: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Dec 1, 2011: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Jan 10, 2012: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Feb 1, 2012: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Mar 1, 2012: Paraprofessional Weekly Meeting **Person:** Suzy Smith
Apr 1, 2012: Paraprofessional Weekly Meeting **Person:** Suzy Smith
May 1, 2012: Paraprofessional Weekly Meeting **Person:** Suzy Smith

Outreach to Preschool Parent Involvement Programs

Sep 5, 2011: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Oct 5, 2011: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Nov 5, 2011: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Dec 5, 2011: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Jan 5, 2012: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Feb 5, 2012: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Mar 5, 2012: Collect PTO monthly newsletter **Person:** Debbie Stockdell
Mar 6, 2012: Packets created for Kindergarten Round-up. **Person:** Carol Lutz
Apr 5, 2012: Collect PTO monthly newsletter **Person:** Debbie Stockdell
May 1, 2012: Send packets not picked up at Round-up to Head Start. **Person:** Debbie Stockdell
May 5, 2012: Collect PTO monthly newsletter **Person:** Debbie Stockdell

Parent Involvement

May 1, 2011: Provide overview of strategy to teachers to help them prepare for what we will be doing. **Person:** Kimberly Dunlap
Aug 13, 2011: Grade level teachers collaborate to discuss which strategies need to be modeled for parents at parent workshop. **Person:** Angie Huskey
Aug 15, 2011: Contact local agencies/ businesses to invite them to come to workshops for parents **Person:** Sherna Hall
Sep 5, 2011: Prepare/delegate people to help collect materials for Open House **Person:** Kimberly Dunlap
Sep 6, 2011: Prepare strategy worksheet and distribute to teachers to use at conferences **Person:** Kim Dunlap
Sep 13, 2011: Give an evaluation form to all parents in attendance at Open House to fill out and return before leaving. **Person:** Angie Huskey/ teacher
Sep 13, 2011: Model strategies and share information with parents in grade level classrooms at open house. **Person:** Angie Huskey/ teachers
Sep 13, 2011: Parent Night will be part of open house so teachers will not have to come to school on a separate night. **Person:** Kim Dunlap
Oct 6, 2011: Analyze data obtained from the evaluation form given to parents. **Person:** Diane Goad
Oct 14, 2011: Determine what strategies parents will need to use to help their individual students in areas of weakness. **Person:** Angie Huskey

Oct 16, 2011: Prepare reading aloud to children, homework tips, math and reading ideas handouts to distribute at Parent/Teacher conferences. **Person:** Suzy Smith

Oct 21, 2011: Have materials on hand in the classroom to demonstrate strategy that parents can use to help their child at home in an area of weakness. An example would be the use of magnetic letters for students having difficulty with taking words apart. **Person:** Heidi Johnson

Oct 21, 2011: Make handouts available on tables as parents come into the building for Parent/teacher conferences to help parents work with students such as the importance of reading aloud to the children, homework tips, math and reading ideas. **Person:** Suzy Smith/Title one staff

Oct 21, 2011: Teachers will refer parents to handouts that will address the needs of individual students. **Person:** Angie Huskey/ Classroom teachers

Oct 23, 2011: Do follow up strategy instruction as needed for individual students/parents. **Person:** Heidi Johnson

Apr 1, 2012: Teachers will determine which skills individual students will need to work on summer vacation. **Person:** Kim Dunlap

May 20, 2012: Prepare PAL packets to be sent home with students for summer help. **Person:** Sherna Hall

May 26, 2012: PAL packets will be sent home with students who did not attend event along with a letter explaining their use and an invitation to call their teacher for further information. **Person:** Sherna Hall

May 30, 2012: Parents will be given information on how to help students through the summer with the use of PAL packets. This will be done in conjunction with our Spring Awards Program. **Person:** Charlie Hinkle

School-Parent Compact

Sep 13, 2011: Mail copy of School-Parent Compact to student's home **Person:** Sherna Hall

Oct 4, 2011: Share School-Parent Compact at Annual Title One Meeting **Person:** Charley Hinkle

Oct 21, 2011: Give a hard copy of the School-Parent Compact to parents at conferences. **Person:** Suzy Smith

Apr 26, 2012: Review and Revise School-Parent Compact with parents. **Person:** Suzy Smith

Student Transition

Jul 8, 2011: Create calendar for countdown **Person:** Lisa Reding

Jul 15, 2011: Gather calendars, stickers, cum. folders, brochures for parents at registration **Person:** All teachers in the group will share this responsibility

Jul 20, 2011: Give brochure to parents at registration **Person:** Lisa Reding

Jul 20, 2011: Pass out calendar to students to count down days until school begins **Person:** Lisa Reding

Mar 15, 2012: Make copies of curriculum for parents of incoming Kindergarten students **Person:** Carol Lutz

Apr 1, 2012: Contact Head Start & local preschools for informational meeting to discuss kindergarten curriculum & program **Person:** Carol Lutz

Apr 19, 2012: Round up occurs **Person:** Carol Lutz

Timely Additional Assistance

Aug 15, 2011: Prepare survey for baseline strategy data and to assess PD needs **Person:** Greg Bryant

Sep 1, 2011: Collect baseline data: % of teachers using computer assisted learning daily with students below grade level **Person:** Ara Dixon

Sep 6, 2011: Teachers assess students using Study Island **Person:** Steve Bizjak

Sep 13, 2011: Teachers analyze data from assessment and determine which students need additional assistance. **Person:** Steve Bizjak

Sep 16, 2011: Survey teachers to assess professional development needs **Person:** Ara Dixon

Oct 7, 2011: Study Island training **Person:** Debbie Synder

Nov 30, 2011: Collect fall data: % of teachers using computer assisted learning daily with students below grade level **Person:** Ara Dixon

Dec 12, 2011: Progress Monitor identified students using Study Island's assessment program. **Person:** Steve Bizjak

Feb 15, 2012: Study Island training **Person:** Debbie Synder

Apr 30, 2012: Collect spring data: % of teachers using computer assisted learning daily with students below grade level **Person:** Connie Irick

May 15, 2012: Progress Monitor identified students using Study Island's assessment program. **Person:** Steve Bizjak

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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.

A. Parent Involvement: Helping Parents Assist Students with Learning

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs: Summer Packets

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Implementing Core Standards K-5

Become informed about curriculum map using common core standards at grade level.

Brief Description: Teachers will visit DOE website (<https://learningconnections.doe.in.gov>) to view curriculum maps using common core standards at their grade level .

Intended Participants: Teachers

Date: Aug 8, 2011

Activity Purpose: Information

Activity Format: Professional Reading

Funding:

Does this activity occur during the school day? No

Become informed about the Learning Targets across grade levels.

Brief Description: Teachers will go to the IN.gov website to learn about the Learning Targets (core standards) across grade levels.

Intended Participants: Teachers

Date: Aug 8, 2011

Activity Purpose: Information

Activity Format: Professional Reading

Funding:

Does this activity occur during the school day? No

Meet with staff to discuss core standards and curriculum mapping

Brief Description: Full staff meeting will be held to discuss core standards and curriculum mapping.

Intended Participants: Teachers

Date: Aug 10, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy:Comprehension of Grade Level Text

Determine order of minilessons for comprehension strategies.

Brief Description: Teachers will meet by grade level to determine order of minilessons teaching comprehension skills.

Intended Participants: Teachers

Date: Aug 9, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Instructional Facilitator will model comprehension strategy lessons as needed in classrooms.

Brief Description: The instructional facilitator will be available for any teacher who needs modeling of the strategies to be taught.

Intended Participants: Teachers

Date: Oct 10, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Review strategy lessons at grade level meetings.

Brief Description: Review strategy lessons learned during the 2010-2011 Comprehension Connection book study.

Intended Participants: Teachers

Date: Sep 20, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Number Sense

Follow up PD for teachers as needed.

Brief Description: Review use of Marcy Cook, calendar math, and/or workstations as needed.

Intended Participants: Teachers

Date: Feb 15, 2012

Activity Purpose: Refinement

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy: Vocabulary Development

Simple 6 vocabulary training to new teachers

Brief Description: New teachers will receive training on the Simple 6 process of studying interesting/challenging vocabulary.

Intended Participants: Teachers

Date: Sep 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching

Funding: na

Does this activity occur during the school day? Yes

J2. Instruction by Highly Qualified Paraprofessionals.

Leveled Literacy Intervention (LLI) training provided.

Brief Description: Paraprofessionals will be trained in using LLI kits to provide small group instruction.

Intended Participants: Other

Date: Aug 22, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Paraprofessional Meeting to discuss responsibilities and determine PD needs of Paraprofessionals.

Brief Description: Paraprofessionals will meet with Title One Staff to go over responsibilities and determine what PD is needed by the professionals.

Intended Participants: Other

Date: Aug 15, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Paraprofessional Weekly Meeting

Brief Description: Paraprofessionals will meet weekly with Title One teachers for feedback and continued support of their small groups and work in classrooms.

Intended Participants: Other

Dates: Sep 1, 2011; Oct 1, 2011; Nov 1, 2011; Dec 1, 2011; Jan 10, 2012; Feb 1, 2012; Mar 1, 2012; Apr 1, 2012; May 1, 2012

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Title

Does this activity occur during the school day? Yes

PD for those doing Word Study groups.

Brief Description: Paraprofessionals will be trained in using Words Their Way word study program.

Intended Participants: Other

Date: Aug 24, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

L. Student Transition: Early Childhood-Kindergarten Readiness

No professional development is needed for this strategy.

S. School-Parent Compact

No professional development is needed for this strategy.

U. Focused Student Group: Second grade small group literacy instruction

No professional development is needed for this strategy.

W. Timely Additional Assistance: Computer-assisted Learning

Study Island training

Brief Description: Provide professional development for K-5 teachers per needs assessment.

Intended Participants: Teachers

Date: Oct 7, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Site Visit

Funding: NA

Does this activity occur during the school day? Yes

Study Island training

Brief Description: Provide professional development for follow up training for K-5 teachers in Study Island...Question/Answer Session

Intended Participants: Teachers

Date: Feb 15, 2012

Activity Purpose: Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

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

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 2nd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 3rd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 5th grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

Strategies to Impact This Concern:

- A. Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Helping Parents Assist Students with Learning
- A. Parent Involvement: Parent-Teacher Meeting about International Baccalaureate Program
- A. Parent Involvement: Literacy Services & Activities

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions
- B. Educator Training - Parent Involvement: Helping Teachers Connect with Parents

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Summer Packets

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 3rd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)**Data Targets Influenced by This Concern:**

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Implementing Core Standards K-5

I. Focused Academic Area (IN Rules, SW)**Data Targets Influenced by This Concern:**

- 1st grade General Education (Non-gifted) students -- Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.
- 2nd grade General Education (Non-gifted) Students -- Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.
- 3rd grade General education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- 3rd grade General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- 4th grade General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)
- 4th grade General education (Non-gifted) students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- 5th grade General Education (Non-gifted) Students -- Mastering Reading Vocabulary on ISTEP (Local Data Chart)
- 5th grade General Education (Non-gifted) Students -- Mastering Number Sense on ISTEP (Local Data Chart)

Strategies to Impact This Concern:

- I. Focused Academic Area: Schoolwide Reform Strategy:Comprehension of Grade Level Text
- I. Focused Academic Area: Schoolwide Reform Strategy:Vocabulary Development
- I. Focused Academic Area: Schoolwide Reform Strategy:Number Sense

J. Instruction by Highly Qualified Teachers (SW)**Data Targets Influenced by This Concern:**

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers
- J. Instruction by Highly Qualified Teachers: On-Going Professional Development

J2. Instruction by Highly Qualified Paraprofessionals (SW)**Data Targets Influenced by This Concern:**

- 2nd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- 1st grade General Education (Non-gifted) students -- Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.

Strategies to Impact This Concern:

- L. Student Transition: Early Childhood-Kindergarten Readiness
- L. Student Transition: Elementary to Middle School

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- 2nd grade General Education (Non-gifted) Students -- Mastering Reading Vocabulary on STAR Early Literacy--Spring Admin.
- 2nd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)

Strategies to Impact This Concern:

- U. Focused Student Group: Second grade small group literacy instruction

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 2nd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 3rd grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 4th grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- 5th grade students -- Read at or above grade level on Spring Reading Benchmark Assessment (STAR- 50th PR)
- All Students Grades 3-5 -- Passing ISTEP Language Arts (AYP)
- All Students Grades 3-5 -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Computer-assisted Learning

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?	Kokomo-Center School Corporation website
<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?	yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>STAR Early Literacy is given to students in Kindergarten - 2nd grade 3 times/year. Fountas-Pinnell Benchmark Assessment is given twice/year to all 1-2 grade students.</p> <p>Acuity Prescriptive is given to students in grades 3-5 3 times/year. STAR is administered 3 times/year to Grades 3-5. Fountas-Pinnell Benchmark Assessment is given twice/year to all students in Grades 3-5 who are below grade level as measured by STAR Reading.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>InSAI Expectations Assessment InSAI Curriculum Assessment InSAI Instruction Assessment InSAI Classroom Assessment InSAI Extra Help Assessment InSAI Guidance Assessment InSAI Environment Assessment</p>
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We are currently a Title One Schoolwide project.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year