

# **School Improvement Plan - 2011-2012**

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## **Bon Air Elementary Sch (2945)**

**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

Bon Air 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-Marking**

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

- Karen Berg - Community
- Paula Concus - Administrator
- Barb Crites - Teacher
- Travis Cunningham - Teacher
- Deanna Depew - Parent/Guardian
- Elizabeth Fulk - Teacher
- Natalie Keck - Teacher
- Carol Lutz - Teacher
- Cathy Radke - Teacher
- Anne M Wiles - Administrator

## Strategy Chairs

- Paula Concus
- Mandy Enoch
- Mackenzie Fugett
- Marie Guyer
- Jessica Hollingsworth
- Angela Houston
- Carol Lutz
- Maryann McDonald
- Kristina Middleton
- Britney Miller
- Johanna Moos

- Tom Perry
- Tina Robinson
- Lyndsi Smith
- Darlene Welke

## **Community Council**

- Greg Aaron - Community (higher ed)
- Karen Berg - Community
- Jeremy Burke - Youth Service
- Michelle Daubenmire - Youth Service
- Gene DeLeon - parent of special needs child
- Lisa DeLeon - parent of special needs child
- Deanna Depew - Parent
- Vicki Douglas - Community
- Joe Dunbar - Community
- Virginia Fuentes - Community/parent
- Marie Kunkle - Community (higher ed.)
- Mary Lindgren - Community
- Kevin Love - Business
- Michelle McCoy - Community
- Greg Stephens - Business
- Jennifer Swims - Parent of 2nd grade student
- Curt Welke - Business
- Darlene Welke - Community
- Isaac White - Parent of 1st grader/labor rep.
- Breanna Worley - Parent
- Carrie York - Parent of 3rd grader

# 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:**

At Bon Air Elementary we believe that all students deserve a safe, structured and disciplined environment in a quality building with an abundance of quality materials and surrounded by caring, dedicated, qualified staff. All students should be challenged to meet the highest expectations â meeting or exceeding the standards imbedded in well-prepared lessons as demonstrated through teacher prepared and standardized assessments. To ensure that this occurs, students should have fair opportunities in reasonably sized classrooms to have access to tutoring (extra help), enrichment programs and to opportunities outside our community. Education should be fun! It should include not only academics, fine arts and physical education but should assist our students in developing an awareness of the world, a concern for the environment and for other individuals, and a strong moral character. Staff, parents and community members should strive together to guarantee that each student is respected as an individual â listening to their ideas and concerns, seeing that they are clean, well-fed and appropriately dressed and caring for and loving each of them. All students deserve the opportunity to thrive in an atmosphere with teachers, parents and community role models who view this type of education as a high priority.

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

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a willingness to cooperate and communicate to ensure that students are surrounded by positive role models willing to go the extra mile to make our school environment a happy, healthy, friendly and positive place to be in our community;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â passionate enthusiasm for sharing their time, energy and expertise to assist students in developing a love of learning in a low-stress but disciplined and productive environment;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a commitment to be held accountable in developing honorable, self-disciplined , well-prepared students with strong work ethics modeled by all adults;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â teamwork, cooperation and respectful communication by teachers, parents and community to ensure successful attainment of goals by individual students.

## **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 will appreciate, be responsible for and be excited about learning. Students will demonstrate confidence in their ability to set and attain realistic goals based upon their diverse interests and the high expectations of all involved including themselves. They will follow rules and procedures, knowing when to take appropriate risks without being unduly influenced by negative peer pressure. Students will exhibit a care and concern for others through their willingness to individually and cooperatively help others, and by being responsible, trustworthy, and respectful in their contacts with peers and all adults. The combination of these factors will develop pride and a sense of ownership in their school and their education leading students to feel safer, happier and healthier in their daily educational environment.

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

- % of students who % Passing ISTEP+ Math: 100%
- % of students who % Passing ISTEP+ English: 100%
- % of students who % Scoring 6 on ISTEP+ Writing: 100%
- % of students who % of student passing ACUITY Reading (Gr. 3-5): 100%
- % of students who % of students passing ACUITY Math: 100%
- % of students who % of student passing IRDA (Gr. K-2): 100%
- % of students who % of students at/or above grade level in STAR Reading and Math: 100%
- % of students who % of students who master grade level standards during academic year: 100%
- % of students who % of student on Honor Roll: 100%

- % of students who % of students who graduate: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

## All students - Pass ISTEP - English 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	
	58.1%	65%	62.3%	68%	67.3	71%		75%		79%		100%

## All students - Pass 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	
	65.2	68%	65.4	71%	71.9	74%		78%		82%		100%

## First grade - F & P showing level I or higher (Spring Assessment)

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	
			25*%	30%	83%	33%		37%		40%		100%



**Grade 2 students - F & P showing level M or higher (Spring Assessment)**

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	
			42.1*%	45%	66%	48%		51%		54%		100%

**Grade 3 Students - F & P showing level P or higher (Spring Assessment)**

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	
			60	65	40%	75		85		100		100

**Grade 4 students - F & P showing level S or higher (Spring Assessment)**

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	
			54	65	65%	75		85		100		100

**Grade 5 students - F & P showing level V or higher (Spring Assessment)**

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	
			51	62	50	74%		85		100		100

**Kindergarten - F & P showing Level B or higher (Spring Assessment)**

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	
			59.5*%	63%	67%	67%		70%		73%		100%

**Special Ed Students Grades 3-5 - Passing ISTEP Reading Comprehension (seat data)**

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	
	21%		40%	43%	75.4	47%		50%		53%		100%



## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Local Areas of Concern

### **We are concerned that... Student Behavior**

\* 34% of our students have been referred outside the classroom for discipline purposes, therefore losing instruction time. 20% of these referrals have resulted in an in-school suspension and 14% in an out-of-school suspension. \* Many students believe they have a hard time paying attention in class because of other students behavior issues. (Kindergarten= 100%, First Grade= 100%, Second grade= 100%, Third grade= 63%, Fourth grade= 78%, Fifth grade= 58%) \* Faculty, Parents and Community also agreed with the students and said that students have a hard time focusing in class because of distracting behavior. (Faculty= 78%, Community= 70% and Parents= 36%)

### **We are concerned that... Communication between home and school**

Important documents sent home with students that must be returned are not getting returned. Parents continue to inform the school that they "didn't know" about something taking place.

## 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

### Parent Involvement & Communication-Automated School Messenger

Teachers will continue to utilize the automated telephone system that will call parents to inform them of important upcoming school events throughout the entire school year, including School Improvement Planning community meetings. The automated school messenger is a tool that will be used to enhance communication between parents and teachers to ensure academic success.

**Impact Level:** High Impact - Outside

**Focus:** General

### Schoolwide Reform Strategy-College Awareness

All teachers in grades K-5 will immerse students with knowledge and information regarding higher education. Teachers will display artifacts of the college(s) they attended in their classroom, and hallways will be named after colleges. Additionally, each grade level will visit a local or nearby college so that by the end of 5th grade all students will have visited 6 different colleges.

**Impact Level:** Low Impact

**Focus:** Specific

### Schoolwide Reform Strategy-Leveled Discipline System

Teachers will continue to develop and implement a discipline leveling system (positive behavioral support) involving all students that will encourage appropriate behavior, responsibility, and ownership of academic success for the 2011-2012 school year.

**Impact Level:** Low Impact

**Focus:** Specific

### 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: Back to School Picnic

During the first week of school, the principal, teachers, and PTO will provide a back to school picnic for parents and students. Parents are introduced to teachers and may tour classrooms. This informal meeting will allow teachers to discuss Indiana academic standards that will be taught, ISTEP expectations, and how parents can support student achievement at home.

**Impact Level:** High Impact - Outside

**Focus:** General

### A. Parent Involvement: Literacy Services-Parent Academy

Four times throughout the school year, teachers will organize and host Parent Academy. Parents and students will be invited to attend sessions that inform and train parents how to encourage and support academic achievement 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. Parents will be able to make items needed for this enrichment time to have at home. We will send home a follow up survey to determine effectiveness of the Parent Academy as well as to find out what type of follow up assistance would be beneficial.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### A. Parent Involvement: Newsletters

Every 9 week grading period a school-wide newsletter will be sent home. Each grade level will submit a highlight of upcoming events and standards being implemented in the classroom. Additionally, the newsletter will include information from the specials teachers, social worker, principal, and nurse. Community resources will be communicated within each newsletter as well.

**Impact Level:** High Impact - Outside

**Focus:** General

### A. Parent Involvement: Parent/Teacher Conference

Once during the fall semester as well as once during the spring semester, teachers will conduct parent/teacher conferences and distribute student grade cards. Teachers and parents will discuss academic progress, social habits, and expectations. Additionally, teachers will discuss Indiana academic standards that will be taught as well as expectations for ISTEP. These meetings will also be used to explain to parents how to monitor student progress as well as how to effectively communicate with the classroom teacher to enhance academic achievement.

**Impact Level:** High Impact - Outside

**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

### A. Parent Involvement: PTO Breakfast with a Relative

In the fall, the PTO will provide a breakfast for students and their grandparents. In the spring, the PTO will provide a muffin breakfast for students and their moms as well as a donut breakfast for students and their dads. This breakfast encourages family support and involvement with their child.

**Impact Level:** High Impact - Outside

**Focus:** General

### A. Parent Involvement: Recognition & Awards Program

Following the end of each grading period, the principal and PTO will conduct an awards program to recognize students for academic achievement, citizenship, and attendance. Parents are invited to attend the awards program. The principal will communicate with parents how parents can monitor student progress to enhance academic achievement during the awards

program.

**Impact Level:** High Impact - Inside

**Focus:** General

## **B. Educator Training - Parent Involvement**

During both the first and second semester at a staff meeting, teachers will learn how to understand the value and utility of parental contributions, the importance of having parents involved in school activities, how to effectively communicate and work with parents as partners, how to encourage parents to become more involved in the school community and how to implement and coordinate parent programs that build ties between the parents and the schools.

**Impact Level:** High Impact - Outside

**Focus:** General

## **C. Outreach to Preschool Parent Involvement Programs**

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 information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.

**Impact Level:** High Impact - Inside

**Focus:** General

## **E. Parent Information Resource Center Website**

At the beginning of the 2011-2012 school year, teachers will notify parents about the Indiana PIRC link([www.fscp.org](http://www.fscp.org)) on our school website. This information will also be included in our monthly newsletter.

**Impact Level:** High Impact - Outside

**Focus:** General

## **F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting**

Teachers in each grade level will create a goal setting folder for every student in their class based on the academic standards. The goal setting folders will be designed to assist students in setting personal academic goals in all subject areas including reading, writing, and math throughout the entire school year. Additionally, individualized goal setting by each student will assist teachers in providing a rigorous curriculum based on the needs of each individual student.

**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 or Attendance Coordinator for investigation. They monitor 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-Reading Workshop**

All K-5 teachers will assess students with a benchmark reading test 3 times a year. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Reading Workshop, all K-5 teachers will teach and model grade level standards-based reading strategies and skills (with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension). Students will receive differentiated instruction at their reading level during small group guided reading sessions and at literacy work stations. The classroom teacher will have individual conferences with each student weekly to review reading logs, response journals, reading goals and progress as well as specific needs. During sharing and reflection, students will have time to talk about what they are reading. 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 student needs changed; and 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:** Low Impact

**Focus:** General

### **I. Focused Academic Area: Schoolwide Reform Strategy-Small Guided Reading Groups**

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 Community Council selected this strategy for implementation next year. All teachers in grades K-5 will implemented small guided reading groups following scope and sequence on a daily basis for the entire school year. Based on reading assessments, teachers will group students based in his/her reading level and providing small group reading instruction to meet the needs of all students.

**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 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:** Low Impact

**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 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:** Low Impact

**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 Bon Air school website and newsletter will be used to promote community relations and provide information to attract high quality staff.



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:** Low Impact

**Focus:** General

#### **L. Student Transition: Early Childhood-Kindergarten**

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 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. The kindergarten teachers will collaborate with local pre-school programs to assist students and parents in making a smooth transition from pre-school to kindergarten.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **L. Student Transition: Elementary to Middle School**

5th grade teachers will prepare 5th grade students for middle school by taking them to the school they will be attending the following year and touring the school. Additionally, 5th grade students will have the opportunity to practice unlocking locker combinations so that they are prepared to use lockers in middle school. 5th grade students will adjust their goal setting to incorporate goals for their upcoming school year. Students 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:** High Impact - Inside

**Focus:** General

#### **M. Parent Notice - Assessment Results**

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.

**Impact Level:** Low Impact

**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. All parents are mailed a copy of the policy prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. The School Parent Involvement Policy will address components listed on the DOE School Parent Involvement Policy Checklist. Parents will also help plan, review and improve programs and the schoolwide plan during the meeting.

**Impact Level:** Low Impact

**Focus:** General

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

The Parent-Right-to-Know Letter will inform the 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. The Parent-Right-to-Know letter 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 and 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 sent, in a timely fashion, to parents of students who have been assigned to or who have 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. The School-Parent Compact will include all components described on the DOE School-Parent Compact Checklist.

**Impact Level:** Low Impact

**Focus:** General

## **T. Annual Parent Meeting**

Parents are invited to attend the annual Title I meeting to to 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, and to help them learn about 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:** Low Impact

**Focus:** General

## **U. Focused Student Group: Special Education Co-Teaching**

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 Community Council selected this strategy for implementation next year. General education teachers and special education teachers will work collaboratively in providing additional support for special education students. Special education teachers will support special education students inside the general education classroom on a daily basis (push in). Grade level teams of teachers will collaborate bi-weekly to develop strategies and match interventions to meet the needs of students who are struggling to master grade level skills. Students with below grade level reading and writing skills will receive intensive literacy instruction that focuses on improving vocabulary, phonemic awareness, phonics, fluency and comprehension as well as writing skills. Progress will be monitored with work samples, informal reading assessments, and writing prompts; data will be analyzed and linked to modifications in instruction. Each student will set reading and writing goals for the school year and record his/her progress on data charts.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **W. Timely Additional Assistance: -After school program**

Students in need of extra assistance may attend an after school program led by a Title I teacher 3 days a week for 45 minutes throughout the school year.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **W. Timely Additional Assistance: Targeted Small Group Intervention**

All students will be assessed to determine levels of proficiency (ISTEP+, STAR, Acuity, Fountas & Pinnell). The teachers will identify students that are at least a year below grade level in reading. Students that have not mastered grade level standards will receive an additional 20-30 minutes per day of small group targeted intervention instruction by support staff that focuses on individual needs for improving vocabulary, phonemic awareness, phonics, comprehension and fluency as well as writing skills/strategies. Lessons will be differentiated by support staff based upon skill level, learning style and grade level. We will

provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. Progress will be monitored with work samples and informal reading assessments; data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year and record his/her progress on data charts. Students will share data charts with parents during student led conferences. The timely additional assistance will be coordinated with the Response to Instruction process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions.

**Impact Level:** High Impact - Outside

**Focus:** General

# Strategy Data

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

## Local Strategies

### Schoolwide Reform Strategy-College Awareness

Percent of teachers who display college artifacts in or outside their classroom.

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

### Schoolwide Reform Strategy-Leveled Discipline System

% of students who take responsibility for their own actions and learning as indicated by leveled disciplined system

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
72%	100%		100%	

% of staff who implement the behavioral level system

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

## Required Strategies

### F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting

percent of teachers using the schoolwide goal setting folders

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40%	100%		100%	

**I. Focused Academic Area: Schoolwide Reform Strategy-Small Guided Reading Groups**

% of teachers implementing small guided reading groups

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

**L. Student Transition: Early Childhood-Kindergarten**

% of parents who participate in meet and greet

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

**U. Focused Student Group: Special Education Co-Teaching**

% of Special Ed Teachers co-teaching with General Education Teachers

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%	100%		100%	

**W. Timely Additional Assistance: -After school program**

% of teachers who participate in the after school program to give students extra assistance

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

**Mar 25, 2011:** Meet with grades 3,4,5 to discuss folders being used this school year and changes for the 2011-2012 school year

**Person:** Darlene Welke

**Apr 1, 2011:** Collect baseline data: percent of teachers using the schoolwide goal setting folders **Person:** Darlene Welke

**Apr 1, 2011:** Meet with each grade level during team meetings to determine a schoolwide focus for goal folders that would be beneficial to all grade levels **Person:** Darlene Welke

**Apr 11, 2011:** Committee members will offer assistance to each team as needed to develop their format for their goal folder

**Person:** Darlene Welke

**Apr 11, 2011:** Provide research to show the value of goal setting with elementary students **Person:** Darlene Welke

**Apr 30, 2011:** . Grade Level Teams meet to develop a format for setting goals with their students and create a template of how it will look at their grade level. **Person:** Vicki Douglas

**May 2, 2011:** Order materials needed for folders. **Person:** Vicki Douglas

**May 20, 2011:** Folders assembled for fall implementation **Person:** Vicki Douglas

**Aug 9, 2011:** Meet with staff to insure that folders are ready to be used in their classrooms and that all teachers understand the implementation of the strategy **Person:** Darlene Welke

**Aug 10, 2011:** Offer assistance to any new staff members. **Person:** Darlene Welke

**Aug 17, 2011:** Teachers will administer First Writing Prompt as a baseline **Person:** Melanie Longworth

**Sep 2, 2011:** Teachers will conference with students to review the first writing prompt and set writing goals **Person:** Melanie Longworth

**Sep 9, 2011:** Teachers with Title assistance will administer Fontas and Pinnell Benchmark assessment as a baseline **Person:** Darlene Welke

**Sep 23, 2011:** Teachers will conference with students to set reading Goals Using the reading assessment. **Person:** Darlene Welke

**Sep 30, 2011:** Begin resource binder for teachers **Person:** Vicki Douglas

**Oct 15, 2011:** Attend team meetings to monitor usage of goal folders, share ideas, and offer assistance if needed. **Person:** Darlene Welke

**Nov 30, 2011:** Collect fall data: percent of teachers using the schoolwide goal setting folders **Person:** Darlene Welke

**Dec 9, 2011:** Teachers will have administered 2nd writing prompt and conferenced with students to set writing goal **Person:** Melanie Longworth

**Dec 9, 2011:** Teachers will have met with students to set 2nd reading goal **Person:** Darlene Welke

**Dec 12, 2011:** Attend team meetings to monitor usage of goal folders, share ideas and offer assistance if needed. **Person:** Darlene Welke

**Dec 19, 2011:** Administer Fontas and Pinnell to Students Reading Below Grade Level **Person:** Darlene Welke

**Feb 14, 2012:** Teachers will have administered 3rd writing prompt and conferenced with students to set writing goal **Person:** Melanie Longworth

**Feb 14, 2012:** Teachers will have met with students to set 3rd reading goal **Person:** Darlene Welke

**Feb 18, 2012:** Attend team meetings to monitor usage of goal folders, share ideas and offer assistance if needed **Person:** Darlene Welke

**May 4, 2012:** Teachers will have administered 4th writing prompt and conferenced with students regarding progress made during the school year. **Person:** Melanie Longworth

**May 4, 2012:** Teachers will have met with students to conference progress met in reading during the school year. **Person:**

**May 18, 2012:** Administer Fontas and Pinnell Benchmarks assessment to all students **Person:** Darlene Welke

**May 30, 2012:** Collect spring data: percent of teachers using the schoolwide goal setting folders **Person:** Darlene Welke

## Focused Academic Area

**Sep 15, 2011:** Workshop for Small Guided Reading Group Instruction **Person:** Melanie Longworth  
**Sep 17, 2011:** Administer Fountis and Pinnell Reading Assessment in Grade K,1,2 **Person:** Melanie Longworth  
**Sep 18, 2011:** Analyze Fountis and Pinnell and regroup if necessary **Person:** Teachers responsibility  
**Oct 8, 2011:** Log the number of teachers implementing small guided reading groups in their classroom **Person:** Joni Barr  
**Nov 20, 2011:** Analyze Fountis and Pinnell and regroup if necessary **Person:** Teachers responsibility  
**Nov 30, 2011:** Collect fall data: % of teachers implementing small guided reading groups **Person:** Mandy Enoch  
**Dec 10, 2011:** Log the number of teachers implementing small guided reading groups in their classroom **Person:** Joni Barr  
**Jan 15, 2012:** Workshop for Small Guided Reading Group Instruction **Person:** Melanie Longworth  
**Jan 22, 2012:** Analyze Fountis and Pinnell and regroup if necessary **Person:** Teachers responsibility  
**Feb 11, 2012:** Log the number of teachers implementing small guided reading groups in their classroom **Person:** Joni Barr  
**Mar 25, 2012:** Analyze Fountis and Pinnell and regroup if necessary **Person:** Teachers responsibility  
**May 6, 2012:** Administer Fountis and Pinnel Reading Assessment in grades K,1, and 2 **Person:** Joni Barr  
**Jun 30, 2012:** Collect spring data: % of teachers implementing small guided reading groups **Person:** Mandy Enoch

## Focused Student Group

**Mar 1, 2011:** Sharing of Co-Teaching Articles **Person:** Administrators  
**May 8, 2011:** Professional Development for General Education and Special Education Teachers to learn Co-Teaching Strategies  
**Person:** Lyndsi Smith and/or Carol Lutz  
**Jun 10, 2011:** Summer Training for Co-Teaching Strategies between Special Education and General Education teachers **Person:** Technology Department  
**Aug 16, 2011:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Aug 20, 2011:** Sharing of Co-Teaching Articles **Person:** Administrators  
**Sep 10, 2011:** Administer Fontas and Pinnell Reading Assessment to all students **Person:** Teachers  
**Sep 10, 2011:** Administer Writing Prompt **Person:** Teachers  
**Sep 14, 2011:** General Education and Special Education teachers visiting other schools that implement the co-teaching strategies.  
**Person:** Administrators  
**Sep 17, 2011:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Sep 17, 2011:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Oct 8, 2011:** Administer Writing Prompt **Person:** Teachers  
**Oct 10, 2011:** Use results from reading assessments to conference with students and set goals **Person:** Teachers  
**Oct 17, 2011:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Oct 18, 2011:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Oct 22, 2011:** Sharing of Co-Teaching Articles **Person:** Administrators  
**Nov 12, 2011:** Administer Writing Prompt **Person:** Teachers  
**Nov 15, 2011:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Nov 17, 2011:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Nov 30, 2011:** Collect fall data: % of Special Ed Teachers co-teaching with General Education Teachers **Person:** Marie Guyer  
**Dec 10, 2011:** Administer Writing Prompt **Person:** Teachers  
**Dec 12, 2011:** Use results from reading assessments to conference with students and set goals **Person:** Teachers  
**Dec 17, 2011:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Dec 20, 2011:** Administer Fontas and Pinnell Reading Assessment to all students **Person:** Teachers  
**Dec 20, 2011:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Dec 24, 2011:** Sharing of Co-Teaching Articles **Person:** Administrators  
**Jan 14, 2012:** Administer Writing Prompt **Person:** Teachers  
**Jan 17, 2012:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Jan 17, 2012:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Feb 11, 2012:** Administer Writing Prompt **Person:** Teachers  
**Feb 13, 2012:** Use results from reading assessments to conference with students and set goals **Person:** Teachers  
**Feb 17, 2012:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Feb 21, 2012:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators



**Feb 25, 2012:** Sharing of Co-Teaching Articles **Person:** Administrators  
**Mar 10, 2012:** Administer Writing Prompt **Person:** Teachers  
**Mar 15, 2012:** Administer Fontas and Pinnell Reading Assessment to all students **Person:** Teachers  
**Mar 17, 2012:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Mar 20, 2012:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Apr 14, 2012:** Administer Writing Prompt **Person:** Teachers  
**Apr 16, 2012:** Use results from reading assessments to conference with students and set goals **Person:** Teachers  
**Apr 17, 2012:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**Apr 17, 2012:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**Apr 28, 2012:** Sharing of Co-Teaching Articles **Person:** Administrators  
**May 15, 2012:** Collaboration Activity between the General Education and Special Education Teachers to enhance Co-Teaching Effectiveness **Person:** Teachers/Administrators  
**May 17, 2012:** Use results from the writing assessments to conference with students and set goals **Person:** Teachers  
**May 31, 2012:** Administer Fontas and Pinnell Reading Assessment to all students **Person:** Teachers  
**Jun 30, 2012:** Collect spring data: % of Special Ed Teachers co-teaching with General Education Teachers **Person:** Marie Guyer

## Parent Involvement

**Sep 1, 2011:** Create Parent Interest Survey **Person:** Jenna Moree  
**Sep 9, 2011:** Send home Parent Interest Survey **Person:** Jenna Moree  
**Sep 11, 2011:** Analyze data from Parent Interest Survey **Person:** Jenna Moree  
**Sep 23, 2011:** Plan Sessions for Parent Night **Person:** Jenna Moree  
**Sep 30, 2011:** Create sign-up sheet **Person:** Vicki Douglas  
**Oct 3, 2011:** Send home sign-up sheet **Person:** Vicki Douglas  
**Oct 10, 2011:** Create and distribute master sign-ups to session leaders **Person:** Jenna Moree  
**Oct 11, 2011:** Host parent night **Person:** Jenna Moree  
**Oct 11, 2011:** Setup for parent night **Person:** Jenna Moree  
**Oct 12, 2011:** Create follow-up Survey for feedback **Person:** Jenna Moree  
**Oct 13, 2011:** Distribute follow-up survey **Person:** Jenna Moree  
**Nov 25, 2011:** Plan Sessions for Parent Night **Person:** Jenna Moree  
**Dec 2, 2011:** Create sign-up sheet **Person:** Vicki Douglas  
**Dec 5, 2011:** Send home sign-up sheet **Person:** Vicki Douglas  
**Dec 10, 2011:** Create and distribute master sign-ups to session leaders **Person:** Jenna Moree  
**Dec 11, 2011:** Host Parent Night **Person:** Jenna Moree  
**Dec 14, 2011:** Create follow-up Survey for feedback **Person:** Jenna Moree  
**Dec 15, 2011:** Distribute follow-up survey **Person:** Jenna Moree  
**Jan 27, 2012:** Plan Sessions for Parent Night **Person:** Jenna Moree  
**Feb 3, 2012:** Create sign-up sheet **Person:** Vicki Douglas  
**Feb 6, 2012:** Send home sign-up sheet **Person:** Vicki Douglas  
**Feb 10, 2012:** Create and distribute master sign-ups to session leaders **Person:** Jenna Moree  
**Feb 11, 2012:** Host Parent Night **Person:** Jenna Moree  
**Feb 15, 2012:** Create follow-up Survey for feedback **Person:** Jenna Moree  
**Feb 16, 2012:** Distribute follow-up survey **Person:** Jenna Moree  
**Mar 30, 2012:** Plan Sessions for Parent Night **Person:** Jenna Moree  
**Apr 6, 2012:** Create sign-up sheet **Person:** Vicki Douglas  
**Apr 9, 2012:** Send home sign-up sheet **Person:** Vicki Douglas  
**Apr 10, 2012:** Create and distribute master sign-ups to session leaders **Person:** Jenna Moree  
**Apr 11, 2012:** Host Parent Night **Person:** Jenna Moree  
**Apr 18, 2012:** Create follow-up Survey for feedback **Person:** Jenna Moree  
**Apr 19, 2012:** Distribute follow-up survey **Person:** Jenna Moree

## Schoolwide Reform Strategy-College Awareness

**Apr 1, 2011:** Collect baseline data: Percent of teachers who display college artifacts in or outside their classroom. **Person:** Jessica Hollingsworth  
**May 31, 2011:** Create sign up sheet for college name plate **Person:** Jessica Hollingsworth  
**Jun 30, 2011:** Turn in sign up sheet to name plate designer **Person:** Jessica Hollingsworth

**Aug 31, 2011:** Email to grade level teachers for university field trip requests **Person:** Jessica Hollingsworth  
**Aug 31, 2011:** Install name plates with college attended outside classrooms **Person:** Joyce Hunt  
**Sep 30, 2011:** Name plate with college attended displayed outside classroom **Person:** Joyce Hunt  
**Sep 30, 2011:** Researching companies who create personalized college name street signs for school hallways **Person:** Jessica Hollingsworth  
**Oct 30, 2011:** Contact local universities seeking contacts for university field trips **Person:** All teachers  
**Oct 31, 2011:** Brainstorm fundraising ideas to raise money for hallway street signs **Person:** Virginia Anglin  
**Nov 30, 2011:** Collect fall data: Percent of teachers who display college artifacts in or outside their classroom. **Person:** Jessica Hollingsworth  
**Nov 30, 2011:** Fundraising competition kickoff meeting for renaming hallways with college names **Person:** Travis Cunningham  
**Dec 31, 2011:** Three University Field Trips **Person:** K-2 Teachers  
**Jan 31, 2012:** Adding up fundraising money to determine which 10 classrooms raised the most money **Person:** Jessica Hollingsworth  
**Jan 31, 2012:** Order college hallway street signs **Person:** Virginia Anglin  
**Feb 28, 2012:** Install college street signs in hallways **Person:** Joyce Hunt  
**May 31, 2012:** Three University Field Trips **Person:** 3-5 Teachers  
**Jun 30, 2012:** Collect spring data: Percent of teachers who display college artifacts in or outside their classroom. **Person:** Jessica Hollingsworth

## Schoolwide Reform Strategy-Levelled Discipline System

**May 31, 2011:** Order student bracelets for each classroom **Person:** Paula Concus  
**Sep 5, 2011:** Committee Meeting to discuss Level System/Review Reward Schedule **Person:** Maryann McDonald  
**Sep 12, 2011:** Update Parent Brochures **Person:** Megan Bishir  
**Sep 19, 2011:** Print/Fold Parent Brochures **Person:** Megan Bishir  
**Sep 23, 2011:** Create rewards schedule for 2011-2012 **Person:** Tina Robinson  
**Sep 26, 2011:** Distribute green, yellow, and red class bracelets to teachers **Person:** Megan Bishir  
**Sep 26, 2011:** Distribute leveling parent flyers and recording logs **Person:** Megan Bishir  
**Sep 26, 2011:** Staff Meeting to discuss Level System/Review Reward Schedule **Person:** Maryann McDonald  
**Oct 3, 2011:** Staff starts Leveling System for entire school **Person:** Maryann McDonald  
**Oct 28, 2011:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Nov 25, 2011:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Nov 30, 2011:** Collect fall data: % of staff who implement the behavioral level system **Person:** Maryann McDonald  
**Nov 30, 2011:** Collect fall data: % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system **Person:** Maryann McDonald  
**Dec 16, 2011:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Jan 9, 2012:** Brainstorming session to identify interventions/rewards to bring "reds" up **Person:** Tina Robinson  
**Jan 27, 2012:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Feb 24, 2012:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Mar 30, 2012:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Apr 27, 2012:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**May 4, 2012:** Create/Distribute an end of the year parent survey **Person:** Megan Bishir  
**May 4, 2012:** Distribute an end of the year survey for staff **Person:** Megan Bishir  
**May 18, 2012:** Staff Meeting to discuss survey feedback **Person:** Maryann McDonald  
**May 31, 2012:** Collect Behavior Logs for Month **Person:** Maryann McDonald  
**Jun 30, 2012:** Collect spring data: % of staff who implement the behavioral level system **Person:** Maryann McDonald  
**Jun 30, 2012:** Collect spring data: % of students who take responsibility for their own actions and learning as indicated by leveled disciplined system **Person:** Maryann McDonald

## Student Transition

**May 13, 2011:** Plan for Meet and Greet **Person:** Kristina Middleton  
**May 20, 2011:** Email preschool and head start schools with a link to grade level standards and copy of progress report for skills and expectations needed by preschool students. **Person:** Kristina Middleton  
**May 27, 2011:** We will collaborate with Head Start by inviting them to an informational meeting prior to school starting. We will discuss curriculum and better ways to align instruction to provide a smooth transition from preschool to kindergarten. **Person:** Kristina Middleton  
**Jul 25, 2011:** Create Meet and Greet Flyer **Person:** Mackenzie Fugett  
**Jul 26, 2011:** Copies of the curriculum and copies of the progress report will be made available to parents at Kindergarten Round Up. **Person:** Kristina Middleton

**Jul 26, 2011:** Make flyer available to parents at registration **Person:** Julie Abney  
**Aug 11, 2011:** Attend Meet and Greet Night **Person:** Kristina Middleton, Megan Bishir, Mackenzie Fugett, Angie Houston  
**Nov 30, 2011:** Collect fall data: % of parents who participate in meet and greet **Person:** Kristina Middleton  
**Jun 30, 2012:** Collect spring data: % of parents who participate in meet and greet **Person:**

## Timely Additional Assistance

**Sep 1, 2011:** Create parent permission slip letters **Person:** Kathy Stamper  
**Sep 1, 2011:** Create teacher sign up sheet for participation **Person:** Maryann McDonald  
**Sep 5, 2011:** Display teacher sign up sheet for participation **Person:** Maryann McDonald  
**Sep 5, 2011:** Hold staff meeting to give teacher expectations **Person:** Maryann McDonald  
**Sep 16, 2011:** Collect beginning of year F & P levels from teachers **Person:** Maryann McDonald  
**Sep 16, 2011:** Collect Star Math Scores from teachers **Person:** Maryann McDonald  
**Sep 16, 2011:** Create teacher participation schedule **Person:** Maryann McDonald  
**Sep 19, 2011:** Post teacher participation schedule **Person:** Maryann McDonald  
**Sep 19, 2011:** Send home parent permission slip letters **Person:** Kathy Stamper  
**Sep 30, 2011:** Collect parent permission slip letter **Person:** Kathy Stamper  
**Oct 24, 2011:** Collect end of 1st grading period F & P levels from teachers **Person:** Maryann McDonald  
**Oct 25, 2011:** Follow up with parents of low performing F & P assessments to encourage the use of program **Person:** Kathy Stamper  
**Oct 31, 2011:** Collect teacher participation for month **Person:** Kathy Stamper  
**Nov 30, 2011:** Collect fall data: % of teachers who participate in the after school program to give students extra assistance **Person:** Maryann McDonald  
**Nov 30, 2011:** Collect teacher participation for month **Person:** Kathy Stamper  
**Dec 16, 2011:** Collect teacher participation log for month **Person:** Kathy Stamper  
**Jan 6, 2012:** Collect end of 2nd grading period F & P levels from teachers **Person:** Maryann McDonald  
**Jan 7, 2012:** Follow up with parents of low performing F & P assessments to encourage the use of program **Person:** Kathy Stamper  
**Jan 31, 2012:** Collect teacher participation log for month **Person:** Kathy Stamper  
**Feb 13, 2012:** Collect Star Math Scores from teachers **Person:** Maryann McDonald  
**Feb 14, 2012:** Follow up with parents of low performing Star Math assessments to encourage the use of program **Person:** Kathy Stamper  
**Feb 29, 2012:** Collect teacher participation log for month **Person:** Kathy Stamper  
**Mar 30, 2012:** Collect end of 3rd grading period F & P levels from teachers **Person:** Maryann McDonald  
**Mar 31, 2012:** Collect teacher participation log for month **Person:** Kathy Stamper  
**Mar 31, 2012:** Follow up with parents of low performing F & P assessments to encourage the use of program **Person:** Kathy Stamper  
**Apr 30, 2012:** Collect teacher participation log for month **Person:** Kathy Stamper  
**Jun 30, 2012:** Collect spring data: % of teachers who participate in the after school program to give students extra assistance  
**Person:** Maryann McDonald

# 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.

## Schoolwide Reform Strategy-College Awareness

No professional development is needed for this strategy.

## Schoolwide Reform Strategy-Levelled Discipline System

### Committee Meeting to discuss Level System/Review Reward Schedule

**Brief Description:** Leveled Discipline Committee will meet to discuss any adjustments needed to be made as well as current rewards.

**Intended Participants:** Teachers

**Date:** Sep 5, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** N/A

**Does this activity occur during the school day?** Yes

### Staff Meeting to discuss Level System/Review Reward Schedule

**Brief Description:** Leveled Discipline Committee will meet to discuss any adjustments needed to be made as well as current rewards.

**Intended Participants:** Teachers

**Date:** Sep 26, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** N/A

**Does this activity occur during the school day?** Yes

## **A. Parent Involvement: Literacy Services-Parent Academy**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Schoolwide Reform Strategy-Small Guided Reading Groups**

### **Workshop for Small Guided Reading Group Instruction**

**Brief Description:** Teachers will participate in skill building and implementation workshops for small guided reading groups

**Intended Participants:** Teachers

**Date:** Sep 15, 2011

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

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:** N/A

**Does this activity occur during the school day?** No

### **Workshop for Small Guided Reading Group Instruction**

**Brief Description:** Teachers will participate in skill building and implementation workshops for small guided reading groups

**Intended Participants:** Teachers

**Date:** Jan 15, 2012

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

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:** N/A

**Does this activity occur during the school day?** No

## **L. Student Transition: Early Childhood-Kindergarten**

No professional development is needed for this strategy.

## **U. Focused Student Group: Special Education Co-Teaching**

**Professional Development for General Education and Special Education Teachers to learn Co-Teaching S**

**Brief Description:** Faculty will learn Co-Teaching Strategies for General Education and Special Education Teachers

**Intended Participants:** Teachers, Administrators

**Date:** May 8, 2011

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

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** n/a

**Does this activity occur during the school day?** Yes

#### **Summer Training for Co-Teaching Strategies between Special Education and General Education teachers**

**Brief Description:** Faculty will learn Co-Teaching Strategies to be shared between the General Ed. and Special Ed. teachers.

**Intended Participants:** Teachers, Administrators

**Date:** Jun 10, 2011

**Activity Purpose:** Skill Building, Feedback/Support

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** n/a

**Does this activity occur during the school day?** No

## **W. Timely Additional Assistance: -After school program**

### **Hold staff meeting to give teacher expectations**

**Brief Description:** Provide information to teachers regarding the after school program and expectations.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 5, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** N/A

**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

#### We are concerned that... Student Behavior

##### Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

##### Strategies to Impact This Concern:

- Schoolwide Reform Strategy-Levelled Discipline System

#### We are concerned that... Communication between home and school

##### Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

##### Strategies to Impact This Concern:

- Parent Involvement & Communication-Automated School Messenger

### Required Areas of Concern

#### A. Parent Involvement (SW)

##### Data Targets Influenced by This Concern:

- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

##### Strategies to Impact This Concern:

- Parent Involvement & Communication-Automated School Messenger
- A. Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Literacy Services-Parent Academy
- A. Parent Involvement: Recognition & Awards Program

- A. Parent Involvement: Back to School Picnic
- A. Parent Involvement: Parent/Teacher Conference
- A. Parent Involvement: PTO Breakfast with a Relative
- A. Parent Involvement: Newsletters

## **B. Educator Training - Parent Involvement (SW)**

### **Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

### **Strategies to Impact This Concern:**

- Teachers Included in Assessment Decisions
- B. Educator Training - Parent Involvement

## **C. Outreach to Preschool Parent Involvement Programs (SW)**

### **Data Targets Influenced by This Concern:**

- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

### **Strategies to Impact This Concern:**

- C. Outreach to Preschool Parent Involvement Programs

## **E. Parent Information Resource Center Website (SW)**

### **Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)

### **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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

### **Strategies to Impact This Concern:**

- Schoolwide Reform Strategy-College Awareness
- G. Attendance
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting



## **I. Focused Academic Area (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Schoolwide Reform Strategy-Small Guided Reading Groups
- I. Focused Academic Area: Schoolwide Reform Strategy-Reading Workshop

## **J. Instruction by Highly Qualified Teachers (SW)**

### **Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

### **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:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

### **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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)

- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Student Transition (SW)**

**Data Targets Influenced by This Concern:**

- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

**Strategies to Impact This Concern:**

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

## **M. Parent Notice - Assessment Results (SW)**

**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass 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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass 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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass 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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)

- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

**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 -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (SW)**

**Data Targets Influenced by This Concern:**

- First grade -- F & P showing level I or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (IN Rules, SW)**

**Data Targets Influenced by This Concern:**

- Special Ed Students Grades 3-5 -- Passing ISTEP Reading Comprehension (seat data)

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special Education Co-Teaching

## **W. Timely Additional Assistance (SW)**

**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP Math (AYP)
- First grade -- F & P showing level I or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level B or higher (Spring Assessment)

**Strategies to Impact This Concern:**

- W. Timely Additional Assistance: -After school program
- W. Timely Additional Assistance: Targeted Small Group Intervention

## 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?	In the office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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, continue to support our attendance policy
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity (grades 3-5), Star Reading (3-5), Star Math (1-5), Star Early Literacy (K-2), Fountas and Pinnell Benchmarks (K-5)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	We use data to drive instruction and learning for both teachers and students.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We do not consolidate programs, we coordinate funds.

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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