

School Improvement Plan - 2014-2015

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

- American Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- Priority

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

- Carol Cameron -
- Paula Concus - Administrator
- Barb Crites - Teacher
- Vicki Douglas - Community Representative
- Sheryl Eastes - School Counselor
- Beryl (Dean) Etherington -
- Wendy Hendrix - Parent/Guardian
- Jessica Hollingsworth - Teacher
- Dorothea Irwin - Administrator
- Paula Jensen - Teacher
- Natalie Keck - Teacher
- Amanda Landrum - Administrator
- Melanie Longworth - Teacher
- Carol Lutz - Teacher
- Rita Sale - Teacher
- Kristi Scheiman - Teacher
- Lyndsi Smith - Administrator
- Curt Welke -
- Darlene Welke - Teacher
- Roxanne York - Teacher

Strategy Chairs

- Paula Concus
- Elizabeth Fulk
- Marie Guyer
- Jessica Hollingsworth
- Nancy Hostetler
- Paula Jensen
- Melanie Longworth
- Kristina Middleton
- Rachal Oldaker
- Kristi Scheiman
- Lyndsi Smith
- Lyndsi Smith
- Lyndsi Smith

Community Council

- Paul Kepner - Community
- Karen Berg - Community
- Carol Cameron - community member - mentor
- Tammy Coady - Community
- Larry Concus - Community
- Vicki Douglas - Community
- Amanda Duke - Parent
- Beryl (Dean) Etherington - community member - mentor
- Clarence Greer - Community
- Wendy Hendrix - Parent
- Vivian Heronemus - Community
- Kathi Hoover - administrator
- Dorothea Irwin - School District
- Paula Jensen - Teacher
- Teresa Johnson - Middle School Parent
- Marie Kunkle - Community (higher ed.)
- Carol Lutz - School Staff
- Maryann McDonald - School Staff
- Cathy Radke - School Staff
- Terry Roe - Community Council
- Debbie Stapleton - Community
- Curt Welke - Business
- Darlene Welke - Community
- Sarah Woodruff - Parent of Special Needs Child

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:

Vision Statement Bon Air Elementary School 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 engaged and 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 which include reasonably sized classrooms, access to technology, interventions based on the studentâs individual needs, enrichment programs and opportunities outside our community. Education 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; 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; â a commitment to be held accountable in developing honorable, self-disciplined, well-prepared students with strong work ethics modeled by all adults; 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: â % of students who Pass ISTEP+ Math: 100% â % of students who Pass ISTEP+ English: 100% â % of students who Score 6 on ISTEP+ Writing: 100% â % of students who pass ACUITY Reading (Gr. 3-5): 100% â % of students who pass ACUITY Math: 100% â % of students who pass Early Literacy (K-2): 100% â % of students at/or above grade level in STAR Reading and Math: 100% â % of students who master grade level standards during academic year: 100% â % of students on Honor Roll: 100% â % of students who graduate: 100% â % of students who pass IREAD: 100%

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 ACUIITY Reading (Gr. 3-5): 100%
- % of students who % of students passing ACUIITY Math: 100%
- % of students who % of student meeting expected grade level criteria according to Fontas and Pinenell benchmark assessment (K-5): 100%
- % of students who % of students scoring 4 or above using the simple 6 writing rubric (k-5): 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)

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 71% | 65% | 75% | 75% | 79% | | 81% | | 83% | | 85% | | 100% |

All students - Pass ISTEP - Math Problem solving

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 74% | 55% | 78% | 74% | 76% | | 82% | | 84% | | 85% | | 100% |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 85% | 48% | 86% | 67% | 71% | 50% | 80% | | 82% | | 84% | | 100% |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69% | 85% | 72% | 88% | 75% | 70% | 78% | | 83% | | 85% | | 100% |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 46% | 72% | 52% | 62% | 65% | 46% | 68% | | 72% | | 75% | | 100 |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69% | 74% | 72% | 38% | 60% | 39% | 67% | | 70% | | 75% | | 100 |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 55% | 47% | 60% | 37% | 62% | 34% | 68% | | 72% | | 75% | | 100 |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 71% | 79% | 73% | 84% | 73% | 84% | 79% | | 80% | | 85% | | 100% |

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

| 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 78% | 15% | 80% | 79% | 82% | | 83% | | 85% | | 87% | | 100% |

Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Areas of Concern

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Educator Training - Parent Involvement

We are concerned that... Instruction by Highly Qualified Paraprofessionals

We are concerned that... Instruction by Highly Qualified Teachers

We are concerned that... Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

We are concerned that... Parent Involvement

We are concerned that... Parent Notice - Assessment Results

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

We are concerned that... School-Parent Involvement Policy

We are concerned that... Student behavior is interfering with learning

* 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. * 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 will continue to update our data after the 2011-12 school year.

We are concerned that... Student Transition

We are concerned that... Timely Additional Assistance

We are concerned that... Using data strategically to address student needs

academic scores, ISTEP scores, formative measurements

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Strategies

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

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 will monitor attendance and make sure students are in compliance. Monitoring includes letters and meetings with parents, and if needed, further legal action will be taken as dictated by local and state policies. The school recognizes students with perfect attendance at the end of each quarter, as well as at the end of the school year, and awards are given for both the quarter and end of the year perfect attendance.

Impact Level: High Impact - Inside

Focus: General

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: High Impact - Inside

Focus: General

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 schools.

Impact Level: Low Impact

Focus: General

Encourage Rigorous Curriculum

Teachers in each grade level will create a goal setting chart for every student in their class based on the academic standards. The goal setting charts 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. Goals will be correlated with the "I Can" statements for each grade level.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Guided Reading

This strategy increases the quality in reading 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 continued implementation next year. All K-5 teachers will assess students with a benchmark reading test 2 times a year. Teachers will progress monitor with running records. 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. Students will also receive support during independent and in small reading groups using technology. The technology will add to the differentiation and meet as well as challenge the students current reading level. 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. Teachers will collect data on fluency, word accuracy, and comprehension to determine the effectiveness of these strategies. 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: High Impact - Inside

Focus: General

Focused Academic Area: Math Literacy

Teachers in grades K-2 will assess students' mastery of Mathematical standards-based problem solving skills using Kathy Richardson math resources and assessments. Teachers in grades 3-5 will assess students' mastery of Mathematical standards-based problem solving skills using Acuity Predictive three times per year. Using data from the math assessment, teachers will collaborate during grade level team meetings to develop strategies for teaching new math problems. Through daily mini-lessons, teachers will model problem solving skills (multi-step format). Students that are not proficient on the math problems will be provided additional instruction. Students will participate in individual conferences with the teacher to check for understanding and to discuss progress.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

This strategy addresses the needs of special education students who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3)

They explored a variety of possible strategies to address the targeted student group's 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-monthly to develop strategies and match interventions to meet the needs of students who are struggling to master grade level skills. 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; 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, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet status of highly qualified prior to hiring. The principal at the school verifies that each paraprofessional meets the requirements. 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: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Teachers

Ongoing support will be provided to staff 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. There will be ongoing technology training and support by a technology coach.

Impact Level: High Impact - Inside

Focus: General

Parent Information Resource Center Website

At the beginning of the school year, teachers will notify parents about the Indiana PIRC link(www.fscp.org) on our school website. This information will also be included in our monthly newsletter. Teachers will also provide parents with information about their classroom webpage and Blackboard site.

Impact Level: Low Impact

Focus: Specific

Parent Involvement : School-Wide Plan

Parents will be involved in the planning, review and improvement of the School-wide 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 School-wide 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

Parent Involvement: Parent Academy

Two 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: General

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 (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

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: Specific

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

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

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

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 colleges they attended in their classroom, and hallways will be named after colleges. The display of artifacts and naming of hallways will be done for the entire school year. Additionally, each grade level will visit a local or nearby college so that by the end of the K-5 academic career the 5th grade students will have visited 6 different colleges. College visits will take place in the fall or spring depending on scheduling.

Impact Level: High Impact - Outside

Focus: General

Schoolwide Reform Strategy: Positive Behavior Program

Teachers will continue to develop and implement a behavior program that encourages positive behavior through positive behavioral supports. The positive behavior program will involve all students and will be designed to encourage appropriate behavior, responsibility, and ownership of individual academic success throughout the school year.

Impact Level: High Impact - Inside

Focus: General

Student Transition

5th grade teachers will prepare 5th grade students for middle school by taking them to the middle 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. Students in K-4 will also participate in a transition day. Each student will visit and spend time with a classroom teacher at the grade level they will be in the following year. For example: 2nd grade students will visit 3rd grade classrooms and teachers, 3rd grade will visit 4th grade and so on.

Impact Level: Low Impact

Focus: General

Student Transition: 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: Low Impact

Focus: Specific

Teachers Included in Assessment Decisions

Teachers will be expected to participate in monthly grade level team meetings to review and analyze assessment data, to make decisions based upon results that will improve student achievement, improve student behavior, and link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts and/or by individual students. Assessment data will be standards-based, utilizing data from the following data assessment selections: ISTEP+, Acuity, Fountas & Pinnell, and Writing Prompts.

Impact Level: High Impact - Inside

Focus: General

Timely Additional Assistance: Targeted Interventions

All students will be assessed to determine levels of proficiency (for example Acuity, Fountas & Pinnell, and/or teacher assessment). 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 up to 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. The implementation of the 21st Century Community Learning Center will provide additional after school assistance for students in the areas of reading, math, science, and technology for our at risk students.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

To-Do List

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

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

Encourage Rigorous Curriculum

Aug 15, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Aug 20, 2014: Reflect on 9 week implementation of Unit Planners and make adjustments to activities after reflection. **Person:** Paula Concus

Aug 30, 2014: Analysis of data **Person:** Paula Concus

Oct 22, 2014: Reflect on 9 week implementation of Unit Planners and make adjustments to activities after reflection. **Person:** Paula Concus

Dec 24, 2014: Reflect on 9 week implementation of Unit Planners and make adjustments to activities after reflection. **Person:** Paula Concus

Feb 25, 2015: Reflect on 9 week implementation of Unit Planners and make adjustments to activities after reflection. **Person:** Paula Concus

Apr 29, 2015: Reflect on 9 week implementation of Unit Planners and make adjustments to activities after reflection. **Person:** Paula Concus

May 15, 2015: Review of process of reflection **Person:** Paula Concus

Focused Academic Area: Guided Reading

Aug 10, 2014: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Aug 15, 2014: Training **Person:** Kathi Hoover

Aug 20, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Aug 29, 2014: Analyze data to show current levels of students as well as looking at 2013-2014 IREAD data. **Person:** Paula Concus

Sep 5, 2014: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk

Sep 5, 2014: Teachers use collaboration time to review/analyze data to create Guided Reading groups. **Person:** Lyndsi Smith

Sep 10, 2014: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Sep 20, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Oct 10, 2014: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Oct 17, 2014: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk

Oct 20, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Nov 10, 2014: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Nov 20, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Nov 28, 2014: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk

Dec 10, 2014: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Dec 20, 2014: Grade Level Collaboration **Person:** Lyndsi Smith

Jan 9, 2015: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk

Jan 10, 2015: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Jan 20, 2015: Grade Level Collaboration **Person:** Lyndsi Smith

Feb 10, 2015: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus

Feb 20, 2015: Grade Level Collaboration **Person:** Lyndsi Smith
Feb 20, 2015: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk
Mar 10, 2015: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus
Mar 20, 2015: Grade Level Collaboration **Person:** Lyndsi Smith
Apr 3, 2015: Teachers continue flexibility of Guided Reading groups based on data of student needs. **Person:** Elizabeth Fulk
Apr 10, 2015: Walk-thrus will be completed to monitor use of Guided reading, conferencing with students individually and whole group mini-lessons that support student reading. **Person:** Paula Concus
Apr 20, 2015: Grade Level Collaboration **Person:** Lyndsi Smith
May 15, 2015: Data collection of student progress. **Person:** Elizabeth Fulk
May 20, 2015: Grade Level Collaboration **Person:** Lyndsi Smith

Focused Academic Area: Math Literacy

Jun 18, 2014: Math Workshops **Person:** Dorothea Irwim
Aug 29, 2014: Review and analyze ISTEP data from 2013-2014 **Person:** Paula Concus
Sep 5, 2014: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Oct 3, 2014: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Nov 7, 2014: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Dec 5, 2014: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Jan 2, 2015: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Feb 6, 2015: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Mar 6, 2015: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
Apr 3, 2015: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
May 1, 2015: Grade level collaboration will be provided for teachers to analyze data and inform instruction based on math assessments. **Person:** Lyndsi Smith
May 15, 2015: Data collection of student performance on Math problem solving. **Person:** Rita Sale

Focused Student Group

Aug 7, 2014: Collaboration Time for gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Sep 1, 2014: Article on co-teaching; discuss reasoning for co-teaching model **Person:** Jenny McKee
Sep 1, 2014: PD for Co-teaching **Person:** Jenny McKee
Sep 4, 2014: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Oct 2, 2014: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Nov 6, 2014: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Dec 4, 2014: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Jan 1, 2015: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Feb 5, 2015: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Mar 5, 2015: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Apr 2, 2015: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith
Apr 17, 2015: Reflection on implementation and future needs **Person:** Jenny McKee
May 7, 2015: Collaboration Time or gen ed/ special ed teacher to plan **Person:** Lyndsi Smith

Parent Involvement: Parent Academy

Sep 8, 2014: Plan for Parent Academy - create materials for presentation and Make-it/Take-it Sessions **Person:** Jessica Hollingsworth
Sep 16, 2014: Follow-up Parent Survey for Parent Academy **Person:** Melissa Mayfield
Sep 16, 2014: Host Parent Academy for Bon air Elementary Families **Person:** Rachal Oldaker
Sep 18, 2014: Review Data from Parent Survey and make adjustments for March Parent Academy **Person:** Melissa Mayfield

Mar 17, 2015: Plan for Parent Academy - create materials for presentation and Make-it/Take-it Sessions **Person:** Jessica Hollingsworth

Mar 24, 2015: Host Parent Academy for Bon air Elementary Families **Person:** Rachal Oldaker

Mar 24, 2015: Parent Survey for Parent Academy **Person:** Melissa Mayfield

Mar 26, 2015: Review Data from Parent Survey and make adjustments for Parent Academy for 2015-16 school year **Person:** Melissa Mayfield

Schoolwide Reform Strategy: Positive Behavior Program

Jun 9, 2014: Review 2013-2014 strategies and discuss strengths, weaknesses, and ideas for next year. **Person:** Lyndsi Smith

Aug 4, 2014: Review process for PBIS with teachers **Person:** Lyndsi Smtih

Aug 5, 2014: Teachers will utilize the school PBIS initiatives in their classrooms and in our school. **Person:** Michele Boehm

Aug 27, 2014: PBIS procedures and expectations **Person:** Mary Madden

Oct 7, 2014: Teachers will utilize the school PBIS initiatives in their classrooms and in our school. **Person:** Michele Boehm

Dec 9, 2014: Teachers will utilize the school PBIS initiatives in their classrooms and in our school. **Person:** Michele Boehm

Jan 10, 2015: PBIS procedures and expectations **Person:** Mary Madden

Jan 24, 2015: Analyze discipline data and student engagement data to evaluate effectiveness of PBIS strategies **Person:** Paula Concus

Feb 10, 2015: Teachers will utilize the school PBIS initiatives in their classrooms and in our school. **Person:** Michele Boehm

Apr 14, 2015: Teachers will utilize the school PBIS initiatives in their classrooms and in our school. **Person:** Michele Boehm

Apr 20, 2015: Analyze discipline data and student engagement data to evaluate effectiveness of PBIS strategies **Person:** Paula Concus

May 10, 2015: Review process and provide insight for next year by collecting information from teachers and students through surveys. **Person:** Lyndsi Smith

Professional Development Summary

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

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

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

Encourage Rigorous Curriculum

Grade Level Collaboration

Brief Description: Integrated within our grade level meetings will be Professional Development through an analysis of student data to drive instructional practices while providing feedback and support as Indiana College and Career Readiness Standards are unpacked to support curriculum.

Intended Participants: Teachers, Administrators

Date: Aug 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Study Group, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

Focused Academic Area: Guided Reading

Grade Level Collaboration

Brief Description: Teachers will meet once a month to discuss, review, analyze, and trouble shoot Guided Reading implementation. Teacher will have time to examine practices and analyze data. Teachers will also be given training in areas that are needed.

Intended Participants: Teachers, Administrators

Dates: Aug 20, 2014; Sep 20, 2014; Oct 20, 2014; Nov 20, 2014; Dec 20, 2014; Jan 20, 2015; Feb 20, 2015; Mar 20, 2015; Apr 20, 2015; May 20, 2015

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Training

Brief Description: Training on the new Core Reading Program, which includes Guided Reading, will be provided.

Intended Participants: Teachers, Administrators

Date: Aug 15, 2014

Activity Purpose: Information

Activity Format: Presentation

Funding: General Fund

Does this activity occur during the school day? Yes

Focused Academic Area: Math Literacy

Math Workshops

Brief Description: Teams of teachers will participate in Math Perspectives Workshops in the summer to learn more about a math workshop and problem solving.

Intended Participants: Teachers

Date: Jun 18, 2014

Activity Purpose:

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? No

Focused Student Group

PD for Co-teaching

Brief Description: Training on Implementation of co-teaching model

Intended Participants: Teachers

Date: Sep 1, 2014

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching

Funding: local

Does this activity occur during the school day? Yes

Parent Involvement: Parent Academy

No professional development is needed for this strategy.

Schoolwide Reform Strategy: Positive Behavior Program

PBIS procedures and expectations

Brief Description: Train and gather input from students for PBIS procedures and expectations.

Intended Participants: Students

Date: Aug 27, 2014

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

PBIS procedures and expectations

Brief Description: Another training will be provided after winter break to review PBIS procedures and expectations and make revisions as needed.

Intended Participants: Students

Date: Jan 10, 2015

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding: General Fund

Does this activity occur during the school day? Yes

Review process for PBIS with teachers

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators

Date: Aug 4, 2014

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

Activity Format: Talk to, Presentation

Funding: General Fund

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.

We are concerned that... Annual Parent Meeting

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)
- 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)

Strategies to Impact This Concern:

- Annual Parent Meeting
- Parent Notice - Assessment Results
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- School-Parent Compact
- School-Parent Involvement Policy

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Educator Training - Parent Involvement

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

We are concerned that... Instruction by Highly Qualified Paraprofessionals

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

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)
- 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)

Strategies to Impact This Concern:

- Attendance
- Educator Training - Parent Involvement
- Focused Academic Area: Guided Reading
- Focused Student Group
- Parent Information Resource Center Website
- Parent Involvement : School-Wide Plan
- Parent Involvement: Parent Academy
- Parent Notice - Assessment Results
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- Schoolwide Reform Strategy-College Awareness
- Schoolwide Reform Strategy: Positive Behavior Program

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Annual Parent Meeting
- School-Parent Compact

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Information Resource Center Website
- School-Parent Involvement Policy

We are concerned that... Student behavior is interfering with learning

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)
- 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)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Schoolwide Reform Strategy: Positive Behavior Program
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Targeted Interventions

We are concerned that... Student Transition**Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:

- Schoolwide Reform Strategy-College Awareness
- Student Transition
- Student Transition: Kindergarten

We are concerned that... Timely Additional Assistance**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Focused Academic Area: Guided Reading
- Focused Academic Area: Math Literacy
- Instruction by Highly Qualified Paraprofessionals.
- Parent Involvement: Parent Academy
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Targeted Interventions

We are concerned that... Using data strategically to address student needs**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)
- 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)

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Academic Area: Guided Reading
- Focused Student Group
- Parent Involvement: Parent Academy
- Parent Notice - Assessment Results
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Targeted Interventions

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Academic Area: Guided Reading
- Focused Academic Area: Math Literacy
- Focused Student Group
- Parent Notice - Assessment Results
- Schoolwide Reform Strategy-College Awareness
- Teachers Included in Assessment Decisions

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- 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 / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Focused Academic Area: Guided Reading
- Focused Academic Area: Math Literacy
- Student Transition

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Focused Academic Area: Guided Reading
- Focused Academic Area: Math Literacy
- Focused Student Group

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 main office |
| B. What rules or statutes would you like to waive in order to promote student learning? <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. | None |
| C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? | award ceremonies, social worker meets with parents |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. | Fountas and Pinnell Benchmark Assessment Acuity Simple 6 Writing Prompts IREAD 3 K-2 IREAD Brigance Screen |
| E. List the needs assessments used in your school to help you identify areas that are interfering with learning. | Parent and student survey, community survey and staff survey |
| F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not. | There are no programs being consolidated. |

Continuous Improvement Timeline

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

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