

School Improvement Plan - 2013-2014

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Boulevard Elementary School (2947)

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

Boulevard Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- Reward

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

- Corrine Boncek - School Counselor
- Laurie Bridge - Teacher
- Dave Buckalew - Administrator
- Amanda Collins - Parent/Guardian
- Hether Darnell - Teacher
- Jill Davis - Teacher
- Melody Gammans - Teacher
- Dorthea Irwin - Administrator
- Jada McCallum - Teacher
- Ruthanne Scott - Community Representative
- Carol Snyder - Community Representative (Pastoral)

Strategy Chairs

- Laurie Bridge
- Laurie Bridge
- Cheryl Buchanan
- Dave Buckalew
- Hether Darnell
- Diane Goble
- Deena Grammer
- Jessica Grinslade
- Marcia Maple

Community Council

- Laurie Bridge - Staff
- Lisa Bryant - Community Member - Business
- Amanda Collins - Parent
- Mary Ann Fuller - Parent
- Dorthea Irwin - School Corporation Administrator
- Jeff Newton - Community Member - Business
- Pam Prather - community
- Ruthanne Scott - PTA President, Parent
- Sandra Young - Community

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:

to be responsible for their own learning. They deserve a teacher that is highly qualified who challenges, engages, and motivates them. They deserve support from teachers, parents, and community. All students deserve to feel safe, be challenged, be healthy, be accountable, be loved, a second chance, and to have their basic needs met. School supplies, current technology, equal opportunities, and good books are also a must. All students deserve to learn. All students deserve to be wanted, be treated with acceptance, have a variety of learning experiences, a mentor, and have parents/guardians involved in their education. All students deserve expectations that help them set personal goals and be connected with caring, supportive adults who encourage them to grow. They deserve procedures that become consistent routines. They deserve to be listened to, a structured environment, privacy, and administrators who think of kids first. All students deserve to be respected for their individuality and opportunities to express their creativity. All students deserve to be welcomed. All students deserve a chance to succeed at their level, have appropriate class sizes, to dream and encourage their dreams, the right to fail and not be ridiculed, and the right to just be a child. They also deserve speedy intervention when having difficulties. They deserve to be taught at least part of their day in their modality and they deserve appropriate curriculum with the appropriate materials available.

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

by being relaxed, less stressed, experiencing the joy of watching children learn, positive attitudes, more creativity, good morale, and willingness to participate in professional anything. They will be encouraging, praising, reminding, and reinforcing procedures. They will provide frequent student conferences. They will be facilitators. They will be working collaboratively together.

In this environment where all adults are living by their core convictions, all students:

meet expectations and goals, work for a common good, are happy, less stressed, and engaged. All students will have good test scores, more above grade level scoring, and high self-esteem. All students will become life long learners and be less egocentric. All students will be motivated, show self-control, accepting of differences in others, internally motivated, get work completed, and excited about homework. All students will feel comfortable in making mistakes, proud of accomplishments and actions, and show interest in others.

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

- % of students who % of students who pass ISTEP math in grades 3-5: 100%
- % of students who % of students who pass ISTEP English in grades 3-5: 100%
- % of students who % of students who have mastered state standards as shown in Acuity in grades 3-5: 100%
- % of students who % of students who are at grade level on Star reader in grades 3-5: 100%
- % of students who % of students who are at grade level on Star: 100%
- % of students who % of students who have achieved the corporation approved stanine on Star Early Literacy in grades K-2: 100%
- % of students who % of students who are at grade level on Star Math in grades K-5: 100%

Academic Goals

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

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

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

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

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

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

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

3rd Grade - Mastering ISTEP Writing Process

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66%	65%	70%	84%	86		88%		90%		91		100%

3rd Grade - Nonfiction/Info Text Section for IREAD 3

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	76%	80%		82		84		100

3rd Grade - Nonfiction/Info Text Section for ISTEP

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

3rd Grade - Problem Solving on ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na	64%	68%		71		74		77		100

4th grade - Mastering ISTEP Writing Process

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	72%	88%	84%	87%		90%		92%		93		100%

4th Grade - Nonfiction/Info Text Section for ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na	84%	86%		88		90		92		100

4th Grade - Problem Solving on the ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na	65%	69%		72		75		78		100

5th Grade - Mastering ISTEP Writing Process

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	76%	92%	73%	78%		81%		84%		86		100%

5th Grade - Nonfiction/Info Text Section for ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na	75%	78%		80		82		84		100

5th Grade - Problem Solving on the ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na	83%	86%		88		90		91		100

Fifth Grade - Fountas and Pinnell Benchmark at Level V or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	50.9%	55		60		64		100

First Grade - Fountas and Pinnell Benchmark at Level J or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	83.7%	86		88		90		100

Fourth Grade - Fountas and Pinnell Benchmark at Level S or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	58.3%	63		67		70		100

Kindergarten - Fountas and Pinnell Benchmark at Level D or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	48.5%	54		59		63		100

Second Grade - Fountas and Pinnell Benchmark at Level M or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	65.5%	70		73		76		100

Special Education Students Grades 3-5 - Passing ISTEP Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	41	80%	64%	68%		72%		75%		78		100%

Third Grade - Fountas and Pinnell Benchmark at Level P or higher by end of the year

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		na		na	81.8%	84		86		88		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... Parent Involvement

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

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

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

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

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

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

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

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

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

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

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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: High Impact - Outside

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 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

Educator Training - Parent Involvement

During August and September 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

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: High Impact - Inside

Focus: General

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: High Impact - Inside

Focus: General

Instruction by Highly Qualified Teachers: Instructional Coaches

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: High Impact - Inside

Focus: General

Outreach to Preschool Parent Involvement Programs

Principal and kindergarten teachers will send copies of their monthly newsletters/emails to the Parent Enrichment Manager at Head Start. The newsletter/email will 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 - Outside

Focus: General

Parent Information Resource Center Website

Parents will be provided with a information about the parent information resource center website (www.fscp.org) in a newsletter and on the school website.

Impact Level: High Impact - Outside

Focus: General

Parent Involvement: Literacy Services-Reading Night

During October and March, staff will hold a Reading Night with a make-it, take-it event for students and families in the evening at Boulevard. Staff will model how to enrich reading time with children at home. Parents will learn how to help their children at home with reading, including how to monitor their progress. Parents will have opportunities to discuss reading strategies with staff. 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 Reading Night as well as to find out what type of follow up assistance would be

beneficial.

Impact Level: High Impact - Outside

Focus: Specific

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 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 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

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

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

Impact Level: Low Impact

Focus: General

Parent Right-to-Know Letter - Qualifications

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

Impact Level: Low Impact

Focus: General

School-Parent Compact

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

Impact Level: Low Impact

Focus: General

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. Parents will also help plan, review and improve programs and the school wide plan during the meeting.

Impact Level: Low Impact

Focus: General

Student Transition: Early Childhood-Welcome to Kindergarten

Ready, Set, Go! Kindergarten teachers will contact Head Start, other local preschools and families of preschool students to invite them to a collaborative informational meeting prior to the start of school to discuss the Kindergarten curriculum and program. We will work with staff at Head Start during the school year to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level standards, skills and expectations needed by preschool students to be ready for Kindergarten.

Impact Level: High Impact - Outside

Focus: General

Student Transition: Elementary to Middle School

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

Impact Level: High Impact - Inside

Focus: General

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: High Impact - Inside

Focus: General

Timely Additional Assistance

All students will be assessed to determine levels of proficiency (ISTEP+, STAR, Acuity, Fountas & Pinnell). Students that have not mastered grade level standards will receive 30 minutes per day of small group targeted intervention instruction by Title I 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 Title 1 teachers will identify students that are at least a year below grade level in reading using corporation benchmark assessments. Title 1 staff will work with small groups of students on targeted foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, comprehension) for 30 minutes, four days per week.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Maps and Common Core Standards

K-5 curriculum will be aligned vertically and horizontally using the Common Core State Standards for the content areas of English/Language Arts, Mathematics, Science, and Social Studies. We will encourage rigorous curriculum by doing the following: *Quarterly curriculum maps will be designed using the Common Core Standards *Provide professional development at the district level by grade level teams of teachers to create integrated units of study for these subjects *Provide job-embedded professional development to support staff at the building level in continued design and implementation of integrated units of study.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Teachers actively encourage perfect attendance, and the school rewards students who receive perfect attendance through the awards program. Teachers report attendance daily via Power School. Students and parents will be contacted with an attendance update every mid-term and 9-week period. Continued unexcused absences will be referred to the School Attendance Monitor for investigation. Our policy includes sending letters and holding meetings with parents and if needed, further legal action.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Problem Solving

State Assessment Data showed that Problem-Solving scores were not as high as the staff and school community members believed they should be compared to other sub-categories in Mathematics. Staff will be trained the first semester of the 2013-2014 school year using Daily 5. Teachers will then implement what they learned in the professional development meetings in their classrooms. Teachers will teach the students how to break down the problem using the strategies that they learn. Each Friday, mathematics will focus on Problem-Solving.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy -Writing Simple 6

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 continued implementation next year. All K-5 teachers will assess students with a standards-based ISTEP format writing prompt 5 times a year (baseline in August and at the end of each nine weeks) and will then score the results using the Simple Six rubric. 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 Writing Workshop, all K-5 teachers will teach and model Simple 6 Writing strategies. Simple Six strategies will be taught during the first 9-week grading period and then reinforced throughout the school year. Teachers will use a "15 Day Crunch" program in the spring prior to ISTEP testing. Students that are not proficient will receive differentiated instruction during small group sessions and individual conference time. 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: Specific

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

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 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: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy-Summer Reading Program

Low achieving, at risk students will attend a reading program during the summer 2011 for three weeks, 4 days per week, 4 hours per day. During this time staff will work with students in small groups to provide grade level standards-based reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension). Student progress will be assessed with STAR Reading. Progress will be monitored and charted. Results will be shared with parents in a report/letter sent home at the end of the program.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education-Focused Small Group Reading Instruction

Students will receive 30 minutes per day of small group 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. Students will share data with parents during student led conferences. 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. All special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students who are struggling in reading. The teachers will use these interventions to remediate and/or support the services provided in the classroom.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Parent Involvement: Literacy Services-Reading Night

% of parents who read with their children for at least 15 minutes at home daily

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

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Maps and Common Core Standards

% of teachers who implement differentiated instruction based on student data

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

I. Focused Academic Area: Problem Solving

% of students passing the subtest Problem Solving on the ISTEP Assessment

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

I. Focused Academic Area: Schoolwide Reform Strategy -Writing Simple 6

% of teachers who report implementing the components of "Simple Six"

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

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

% of teachers who are implementing reading workshop in their classrooms.

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

U. Focused Student Group: Special Education-Focused Small Group Reading Instruction

the average number of minutes for special ed students each grading period.

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

To-Do List

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

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

Encourage Rigorous Curriculum

Sep 13, 2013: Review how to use Curriculum Loft Software **Person:** Dave Buckalew

Oct 15, 2013: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Laurie Bridge

Nov 30, 2013: Collect fall data: % of teachers who implement differentiated instruction based on student data **Person:**

Jun 30, 2014: Collect spring data: % of teachers who implement differentiated instruction based on student data **Person:**

Focused Academic Area

Apr 1, 2013: Collect baseline data: % of students passing the subtest Problem Solving on the ISTEP Assessment **Person:**

Aug 13, 2013: Book Study on Simple Six Math **Person:** Laurie Bridge

Aug 21, 2013: Review ISTEP data when received from the state. **Person:** Dave Buckalew

Aug 30, 2013: Collect Data from Simple 6 Workshop on Problem Solving **Person:** Laurie Bridge

Sep 13, 2013: Grade Level Meetings to discuss implementing of Problem Solving Strategies **Person:** Laurie Bridge

Sep 19, 2013: Complete first Writing Prompt **Person:** Teachers

Sep 26, 2013: Teachers Score First Writing Prompt and Place in Chart **Person:** Teachers

Nov 30, 2013: Collect fall data: % of students passing the subtest Problem Solving on the ISTEP Assessment **Person:**

Nov 30, 2013: Collect fall data: % of teachers who are implementing reading workshop in their classrooms. **Person:**

Nov 30, 2013: Collect fall data: % of teachers who report implementing the components of "Simple Six" **Person:**

Dec 6, 2013: Complete Second Writing Prompt **Person:** Teachers

Dec 13, 2013: Collect Data from Simple 6 Workshop on Problem Solving **Person:** Laurie Bridge

Dec 13, 2013: Teachers Score Second Writing Prompt and Place in Chart **Person:** Teachers

May 12, 2014: Complete Third Writing Prompt **Person:** Teachers

May 19, 2014: Collect Data from Simple 6 Workshop on Problem Solving **Person:** Laurie Bridge

May 19, 2014: Teachers Score Third Writing Prompt and Place in Chart **Person:** Teachers

Jun 30, 2014: Collect spring data: % of students passing the subtest Problem Solving on the ISTEP Assessment **Person:**

Jun 30, 2014: Collect spring data: % of teachers who are implementing reading workshop in their classrooms. **Person:**

Jun 30, 2014: Collect spring data: % of teachers who report implementing the components of "Simple Six" **Person:**

Focused Student Group

Aug 13, 2013: Collect benchmark data **Person:** Melody Gammans

Aug 20, 2013: Develop lessons based on students academic needs **Person:** Melody Gammans

Sep 7, 2013: Team with paraprofessionals working with students to monitor student progress **Person:** Melody Gammans

Nov 30, 2013: Collect fall data: the average number of minutes for special ed students each grading period. **Person:**

Jun 30, 2014: Collect spring data: the average number of minutes for special ed students each grading period. **Person:**

Parent Involvement: Literacy Services-Reading Night

Sep 9, 2013: Plan Reading Night Theme **Person:** Hether Darnell

Sep 16, 2013: Order Books **Person:** Laurie Bridge

Sep 16, 2013: Plan Activities for Evening **Person:** Hether Darnell and Committee

Oct 1, 2013: Send Out Invitation **Person:** Dave Buckalew

Oct 3, 2013: Develop an evaluation for Reading Night **Person:** Laurie Bridge

Oct 11, 2013: Set Up for Reading Night **Person:** Hether Darnell and Committee

Nov 30, 2013: Collect fall data: % of parents who read with their children for at least 15 minutes at home daily **Person:**
Jun 30, 2014: Collect spring data: % of parents who read with their children for at least 15 minutes at home daily **Person:**

Student Transition: Early Childhood-Welcome to Kindergarten

Jul 16, 2013: Order Book - "The Night Before Kindergarten" **Person:** Dave Buckalew
Jul 20, 2013: Prepare invitation for Welcome to Kindergarten **Person:** Cheryl Buchanan
Aug 1, 2013: Prepare Activities for Evening **Person:** Cheryl Buchanan and Committee
Aug 1, 2013: Prepare Handout for Parents **Person:** Buchanan and Committee
Aug 7, 2013: Set Up for Welcome to Kindergarten **Person:** Buchanan and Committee

Timely Additional Assistance

Jul 23, 2013: Set up schedules establishing 1/2 hour blocks for each classroom **Person:** Dave Buckalew
Aug 23, 2013: Complete Fountas and Pinnell Assessments **Person:** Classroom Teachers and Title 1 Staff
Aug 26, 2013: Enter Assessment Data in Data Charts and Data Wall **Person:** Title 1 Staff
Aug 30, 2013: Establish groups based on Fountas and Pinnell Assessments **Person:** Title 1 Staff
Dec 5, 2013: Complete mid-year Fountas and Pinnell Assessments **Person:** Classroom Teachers
Dec 12, 2013: Enter Assessment Data in Data Charts and Data Wall **Person:** Title 1 Staff
Dec 13, 2013: Revisit groups based on new Fountas Pinnell Assessment **Person:** Title 1 Staff
Apr 17, 2014: Complete end of year Fountas and Pinnell Assessments **Person:** Title 1 Staff
May 8, 2014: Enter Assessment Data in Data Charts and Data Wall **Person:** Title 1 Staff

Professional Development Summary

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

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

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

Parent Involvement: Literacy Services-Reading Night

No professional development is needed for this strategy.

Student Transition: Early Childhood-Welcome to Kindergarten

No professional development is needed for this strategy.

Timely Additional Assistance

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Maps and Common Core Standards

Review how to use Curriculum Loft Software

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

Intended Participants: Teachers

Date: Sep 13, 2013

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Problem Solving

Book Study on Simple Six Math

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

Intended Participants: Teachers

Date: Aug 13, 2013

Activity Purpose: Information

Activity Format: Study Group

Funding: Title 1

Does this activity occur during the school day? No

Grade Level Meetings to discuss implementing of Problem Solving Strategies

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

Intended Participants: Teachers, Administrators, Other

Date: Sep 13, 2013

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Study Group, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy -Writing Simple 6

No professional development is needed for this strategy.

U. Focused Student Group: Special Education-Focused Small Group Reading Instruction

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Parent Involvement: Literacy Services-Reading Night
- Parent Involvement: Plan, Review & Improve Schoolwide Plan

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

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year

- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Parent Information Resource Center Website

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Instruction by Highly Qualified Teachers: Instructional Coaches
- Teachers Included in Assessment Decisions

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

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Student Transition: Early Childhood-Welcome to Kindergarten
- Student Transition: Elementary to Middle School

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

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting**Data Targets Influenced by This Concern:**

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Annual Parent Meeting

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

- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Timely Additional Assistance

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

- 3rd Grade -- Mastering ISTEP Writing Process
- 3rd Grade -- Nonfiction/Info Text Section for IREAD 3
- 3rd Grade -- Nonfiction/Info Text Section for ISTEP
- 3rd Grade -- Problem Solving on ISTEP
- 4th grade -- Mastering ISTEP Writing Process
- 4th Grade -- Nonfiction/Info Text Section for ISTEP
- 4th Grade -- Problem Solving on the ISTEP
- 5th Grade -- Mastering ISTEP Writing Process
- 5th Grade -- Nonfiction/Info Text Section for ISTEP
- 5th Grade -- Problem Solving on the ISTEP
- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts

- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions
- F. Encourage Rigorous Curriculum: Curriculum Maps and Common Core Standards

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade -- Nonfiction/Info Text Section for IREAD 3
- 3rd Grade -- Nonfiction/Info Text Section for ISTEP
- 3rd Grade -- Problem Solving on ISTEP
- 4th Grade -- Nonfiction/Info Text Section for ISTEP
- 4th Grade -- Problem Solving on the ISTEP
- 5th Grade -- Nonfiction/Info Text Section for ISTEP
- 5th Grade -- Problem Solving on the ISTEP
- Fifth Grade -- Fountas and Pinnell Benchmark at Level V or higher by end of the year
- First Grade -- Fountas and Pinnell Benchmark at Level J or higher by end of the year
- Fourth Grade -- Fountas and Pinnell Benchmark at Level S or higher by end of the year
- Kindergarten -- Fountas and Pinnell Benchmark at Level D or higher by end of the year
- Second Grade -- Fountas and Pinnell Benchmark at Level M or higher by end of the year
- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts
- Third Grade -- Fountas and Pinnell Benchmark at Level P or higher by end of the year

Strategies to Impact This Concern:

- Timely Additional Assistance
- I. Focused Academic Area: Problem Solving
- I. Focused Academic Area: Schoolwide Reform Strategy-Reading Workshop
- I. Focused Academic Area: Schoolwide Reform Strategy-Summer Reading Program
- I. Focused Academic Area: Schoolwide Reform Strategy -Writing Simple 6

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Special Education Students Grades 3-5 -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Timely Additional Assistance
- U. Focused Student Group: Special Education-Focused Small Group Reading Instruction

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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>A copy of the InSAI plan is located in the media center and the administrative office. A copy can also be viewed at the Boulevard Elementary School Website.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>N/A</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes, our school's attendance rates support learning. We have consistently had attendance rates above 96%. Mailings and conferences are held with parents that have children with chronic attendance problems. Awards Programs are held at the end of each nine weeks and students with perfect attendance and no tardies are recognized in front of the student body and faculty.</p>

<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>1. Acuity in grades 3-5: Pre-built, classroom-friendly Acuity Predictive Benchmark Assessments allow teachers to quickly diagnose student achievement and predict student outcomes while creating targeted instructional opportunities at the student and classroom levels. Acuity Benchmark Assessments are available for Grades 3&8 in reading/language arts, math.</p> <p>2. KBIT in kindergarten: This popular measure gives you more information than any other brief intelligence test. Individually administered in just 20 minutes, it assesses both verbal and nonverbal intelligence in people from 4 through 90 years of age. The KBIT-2 is composed of two separate scales. The Verbal Scale contains two kinds of items--Verbal Knowledge and Riddles--both of which assess crystallized ability (knowledge of words and their meanings). Items cover both receptive and expressive vocabulary, and they do not require reading or spelling. The Nonverbal Scale includes a Matrices subtest that assesses fluid thinking--the ability to solve new problems by perceiving relationships and completing analogies. Because items contain pictures and abstract designs rather than words, you can assess nonverbal ability even when language skills are limited. Full-color items appeal to children, particularly those who are reluctant to be tested. The KBIT-2 provides Verbal and Nonverbal Scores, plus a composite IQ. Test items are free of cultural and gender bias. The KBIT-2 is an efficient way to compare verbal and nonverbal abilities, screen for gifted students, get a quick estimate of intelligence in institutional settings (such as prisons, group homes, rehabilitation centers, and mental health clinics), and reevaluate individuals previously given a comprehensive IQ test. Brief and easy to use, it also offers impressive reliability and validity.</p> <p>3. Brigance in kindergarten: The Brigance Diagnostic Inventory of Early Development is an individually administered test that evaluates the development of children up to age seven. We administer this test to our incoming kindergarten students in the fall. It is a readiness-screening test that we use to identify children with developmental delays, aid in designing educational programs, and monitor progress over a period of time. The test evaluates the following skills in the order in which they are developed: pre-ambulatory, gross motor skills, fine motor skills, pre-speech, speech and language, general knowledge, readiness, basic reading, manuscript writing, and basic math skills. Test results are expressed as developmental ages.</p>
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	<ul style="list-style-type: none"> * Brigance * K-Bit * Acuity * Fountas & Pinnell * ISTEP+ * IMAST * Simple 6 Writing Prompts *I-READ Grades 1, 2, 3
<p>F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>No, the Kokomo-Center School Corporation does not consolidate programs under the school-wide plan. The corporation has chosen not to consolidate programs.</p>

Continuous Improvement Timeline

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

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