

School Improvement Plan - 2010-2011

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Elwood Haynes Elementary School (2961)

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

Elwood Haynes 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
- PL221
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Making

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Linda Campbell - Administrator
- Kathi Hoover - Teacher
- Crystal Hunt - Teacher
- Shawn Leonard - Community Representative (Business)
- Marcia Maple - Teacher
- Susan Streit - Teacher
- Vicki Turley - Parent/Guardian

Strategy Chairs

- Adrienne Akers
- Laruie Bridge
- Linda Campbell
- Heather Correll
- Kathi Hoover
- Debbie Newby
- Carley Rawlings
- Judy Rice
- Peggy Rivers
- Amy Spicer
- Mary Tetrick
- Sara VanDam
- Barb Younts

Community Council

- Mark Brewster - Community
- Mike Dunn - Community
- Linda Herr - Community
- Laura Leonard - Parent - Third & Fifth Grade (Paid) and PTO Officer
- Shawn Leonard - Boy Scout Leader
- Jeff Newton - Community
- Tom Rethlake - Business
- James Rossman - Parent - 2nd Grade (Free/Reduced & Spec. Ed)
- Vicki Turley - Parent
- Susan Zody

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

At Elwood Haynes Elementary School, we believe that ALL students deserve to be healthy, safe, engaged, supported, and challenged. We believe that all students deserve to be respected and treated fairly. We believe that all students deserve a highly qualified teacher who believes in them. We believe that all students deserve the opportunity to develop their own learning style. We believe that all students deserve support from their parents. We believe that all students deserve the resources they need to succeed socially, emotionally, physically, and academically. We believe that all students deserve a quality education based on high expectations from teachers, parents and our community.

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 these core convictions daily and as a result, show the following attitudes and actions: Teachers, parents, and members of our community will be respectful to each other and to our students. Teachers are always looking for new and creative ways to meet the needs of every student. It is important for all stakeholders to work together to prepare our children for their role in the workforce. We must instill in our students the ability to collaborate, follow through with a task, and always continue striving to improve. We will provide a well organized, structured, predictable and disciplined environment for students to learn. We believe in providing professional development for teachers to promote the best available teaching strategies to develop a wide variety of teaching styles. We believe in all students's ability to learn and will provide whatever is necessary for each student to learn. We believe in serving the community and will develop a "serve others" attitude in our students. We believe in maintaining a positive attitude towards the challenges we face each day. We will develop meaningful relationships with students through trust and mutual respect.

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 exhibit responsible and respectful behavior. All students are aware of their abilities and are motivated to perform at their best. They are motivated intrinsically and are high achievers. All students work hard each day to stay organized. They are self-disciplined and have high expectations for themselves. All students are engaged in the learning process and accountable for their own education. In a predictable and structured environment all students have the confidence to become risk-takers and work creatively. They demonstrate trustworthiness in their relationships with others in all environments. Students listen carefully and value the ideas and opinions of others.

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

- % of students who are reading at grade level or above - STAR Reading: 100%
- % of students who are performing at grade level or above - STAR Math: 100%
- % of students who pass ISTEP+ for ENG/LA: 100%
- % of students who pass ISTEP+ for MATH: 100%
- % of students who pass ISTEP+ for SCIENCE: 100%
- % of students who pass IRDA at 80% or higher: 100%
- % of students who pass ACUITY: 100%

Academic Goals

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

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

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

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

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

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

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

1st Grade Students - Pass Reading Comprehension on IRDA Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		75%	43%	55%		65%		75%		85%		100%

1st Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	45%	75%	39%	50%		60%		70%		80%		100%

2nd Grade Students - Pass Reading Comprehension on IRDA Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		75%	26%	50%		60%		70%		80%		100%

2nd Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47%	75%	34%	50%		60%		70%		80%		100%

3rd Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	45%	75%	60%	70%		80%		90%		95%		100%

3rd Grade Students - Passing ISTEP English (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%	75%	75%	80%		85%		90%		95%		100%

4th Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	54%	75%	68%	75%		80%		90%		95%		100%

4th Grade Students - Passing ISTEP English (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%	75%	70%	80%		85%		90%		95%		100%

5th Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46%	75%	31%	50%		60%		70%		80%		100%

5th Grade Students - Passing ISTEP English (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76%	75%	57%	70%		80%		90%		95%		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... Faculty is not aware or not giving test or assessments over the Indiana Academic Standards

20% of Faculty disagree or strongly disagree that they give tests at least once a marking period over the Indiana Academic Standards.

We are concerned that... An articulated curriculum does not exist.

Curriculum maps are not available to teachers and teachers have not had professional development related to curriculum design.

We are concerned that... The staff does not use universal assessment data to plan instruction.

Because we haven't had a universal district assessment system, teachers have not been able to use assessment results for instructional planning consistently across the district.

We are concerned that... Our students are often missing the adult support they need to be successful at school.

Teachers report that we have many students that do not return homework, progress reports, books, and other school materials when needed.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Extended Learning Activities: Summer Reading Program

Elwood Haynes teachers will staff a summer reading program called the Summer Reading Club. This reading program will provide extended time for reading in the summer. This program will be implemented in the month of June for three weeks. The library, computer lab, and a listening lab will be staffed by teachers who will provide on-level instruction in reading for any student that attends.

Impact Level: High Impact - Inside

Focus: Specific

Pk-12 Universal Assessment Data Linked to Instruction

The district will provide professional development for data chairs and building representatives about how to interpret and use the data obtained from the district's universal assessments. The professional development activities will be provided throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback to the district assessment administrator through a survey.

Impact Level: High Impact - Inside

Focus: Specific

PK-12 Universal Assessment Implementation

The district will provide professional development related to the implementation of the district's universal assessments for data chairs and building representatives throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback regarding implementation to the district assessment administrator.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Literacy Nights

Elwood Haynes Title I Staff will provide training to parents so they can help their children improve in literacy. Two parent education nights will be conducted in October and April of the 2010-11 school year. The students and their parents will create literacy games together based on recommendations by teachers that are age appropriate. These games will be sent home with the families to provide extra practice and support to improve student literacy skills.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement: Teacher Book Study

Book study for teachers regarding poverty education and parent involvement will be held once a quarter. This educator training for parent involvement will: help teachers understand the value and utility of parental contributions, help educators learn how to communicate and work with parents as partners, help educators learn how to implement and coordinate parent programs that build ties between parents and the schools. At the start of the 2010-2011 school year, book studies will begin and continue throughout the year.

Impact Level: High Impact - Inside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

The Strategy Chairperson will send a "Get Ready for Kindergarten" activity calendar to Lisa Baumgart the Parent Involvement Coordinator at KCS Headstart monthly beginning in September 2010. This monthly calendar will provide information and activities for parents on the knowledge and skills their child needs to be prepared for kindergarten.

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website

The Strategy Chairperson will post the link to the Indiana Parent Information & Resource Center (www.fscp.org) and other websites to support parent involvement and student achievement on the Elwood Haynes School website in August 2010. Parents will be informed of the web address in the monthly school newsletter, in the Title I mailing for the Annual Meeting, and in the welcome packet for back to school registration.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies and English/Language arts. The district chairs will 1) plan and provide professional development related to curriculum design based on "Understanding by Design," and 2) provide opportunities for building-level strategy chairs and curriculum designers to work. Curriculum designers (teachers appointed by the teachers' association) will 1) attend training provided by the district, 2) develop curriculum, and 3) share information with the staff, and 4) generate consensus on the curriculum. The school's strategy chair will 1) attend training provided by the district, 2) work with the curriculum designers to a) share information with the staff, and b) generate consensus on the curriculum.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Small Group Guided Reading

Small Group Guided Reading will be taught daily by staff members for 20-30 minute sessions. Teachers will use Star Reading scores to form student groups and assess progress at the end of each grading period.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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 School will maintain a list of all teachers in the building that indicates how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). If non-highly qualified staff exist in the school, the literacy coaches will assist the non-highly qualified teachers(s) in meeting the highly qualified teacher requirements. The Highly Qualified Teacher List is reviewed and revised at the beginning of each school year.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

In order to attract highly qualified staff at Kokomo Center Schools, the district human resources department attends job fairs across the state. Kokomo Center Schools also promotes ongoing professional development during the school year and in the summer. This is offered at the building level and district level to all teachers. This includes an intensive new teacher-training program which also attracts high quality staff. The District website promotes community relations and provides information to attract high quality staff. Elwood Haynes has a link on the district website to our school which positively promotes the school to

attract highly qualified staff.

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

In the spring of 2011, students and parents from Headstart and other area preschools will be invited to Elwood Haynes for a Kindergarten Openhouse. During this visit, students and parents will tour our school building and meet a kindergarten teacher and the principal. Then children and parents will tour the hallways, cafeteria, library, gymnasium, office, and nurse's station. The tour will include time in a kindergarten classroom with resources provided for parents to assist them in preparing their child for school to make the transition from Head Start and other area preschools to elementary school.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

In the spring, individual student reports of student performance on the 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 may contact the school to meet with the teacher and/or principal to further discuss student performance on these assessments.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

The School-Parent Involvement Policy outlines how the school will support a partnership between families and staff by building the school's and parents' capacity for strong parental involvement and will include all components listed on the DOE School Parent Involvement Policy Checklist. All parents will be invited to attend the May 2010, PTO meeting to review/revise The School-Parent Involvement Policy. The School-Parent Involvement Policy will be sent home in an annual mailing in August of 2010 to inform parents of the policy and will also be shared at parent conferences in October.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

Parents will receive notice of the NCLB Parent's Right-To-Know (informing 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) in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing in August 2010. In addition, at Back-to-School Registration, parents will receive instructions regarding a parents-right-to-know about qualified staff in the student handbook.

Impact Level: Low Impact

Focus: General

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

Parents will receive notice of the NCLB Parent's Right-To-Know (Non-Highly Qualified) in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing in August 2010. In addition, at Back-to-School Registration, parents will receive instructions regarding a parents-right-to-know about qualified staff in the student handbook. Parents whose children are being taught by a non-highly qualified teacher for 4 or more consecutive weeks will be notified in writing through a letter sent by the school.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Our school has developed 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. All parents will be invited to attend the May 2010, PTO meeting to review/revise The School-Parent Compact for the 2010-11 school year. The School-Parent Compact will be sent home in an annual mailing to inform parents of the compact and shared with parents and student during parent conferences in October 2010.

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

The Annual Title I Parent Meeting will be held in August, 2010. There will be a day time session and an evening session immediately preceding the school's Annual Open House/Back to school Night. Title I staff will inservice parents on Title I programs and services available at Elwood Haynes Elementary and the support they provide for students. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Small Group Guided Reading

Special Education males will receive 30 minutes of small group guided reading every day by certified staff members. Teachers will use star reading scores and Fountas and Pinnell benchmarks to form groups and assess progress monthly.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Resource Room for Extra Time & Help

A resource room for extra help/support will be provided by staff members for students in grades 2-5 to assist them with mastery of standards they are struggling with during a 30 minute AM or PM session offered during the school day. Teachers would sign students up for study sessions though email. The staff member in charge of assistance will meet them within 3 days or less.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

I. Focused Academic Area: Small Group Guided Reading

Percentage of teaching staff using Small Group Guided Reading.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

Positive Parent response to Kindergarten Openhouse survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
			100%	

U. Focused Student Group: Small Group Guided Reading

Percentage of staff using small group guided reading successfully

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

W. Timely Additional Assistance: Resource Room for Extra Time & Help

The percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

To-Do List

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

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

Annual Parent Meeting

May 2, 2010: Send by mail an invitation to the parent annual meeting **Person:** Tetrick/McCauley
May 10, 2010: Update Power Point **Person:** Cara-Jean and Kathi Hoover
May 17, 2010: Create Agenda **Person:** Hoover/Tetrick/Mccauley
May 17, 2010: Create Evaluation Sheet **Person:** McCauley
May 17, 2010: Create the Parent Sign-in Sheet **Person:** Tetrick
May 24, 2010: Print and Stuff information about the meeting in an envelope **Person:** Tetrick/McCauley
Aug 2, 2010: Send by mail Parent Involvement Policy **Person:** Tetrick/McCauley
Aug 2, 2010: Send by Mail the Parent Compact **Person:** Tetrick/McCauley
Aug 10, 2010: Copy Grade Level Standards and Class List **Person:** Tetrick/ McCauley
Aug 10, 2010: Purchase paper goods and food for the Annual Meeting **Person:** Tetrick?McCauley
Aug 10, 2010: Set-up the cafeteria for the Annual Meeting **Person:** Title I staff
Aug 11, 2010: Annual Title 1 **Person:** Mary Tetrick
Aug 11, 2010: Facilitate the Annual Title 1 Meeting **Person:** Hoover/Campbell
Aug 11, 2010: Hand out Grade Level Standards at the Annual Meeting **Person:** Tetrick/McCauley
Aug 11, 2010: Pass out Evaluation Survey to the Parents at the Title 1 Annual Meeting **Person:** Tetrick/McCauley
Aug 11, 2010: Prepare,serve, and clean-up food at the Annual Title 1 Meeting **Person:** Title 1 Staff
Aug 13, 2010: Evaluate the responses from the Parent Evaluation **Person:** Tetrick/McCauley
Aug 17, 2010: Meet with Title 1 staff and Administators to discuss and plan for next year based on the evaluation responses
Person: Title 1 Staff/Campbell/Hoover
Aug 17, 2010: Meet with Title 1 staff and Administators to discuss and plan for next year based on the evaluation responses
Person: Title 1 Staff/Campbell/Hoover

Early Childhood Transition

Nov 30, 2010: Collect fall data: Positive Parent response to Kindergarten Openhouse survey **Person:**
Mar 22, 2011: Submit to school Newsletter (sent to all parents) information about the Kindergarten Openhouse **Person:** Sara Van Dam
Mar 25, 2011: Create the Kindergarten Openhouse schedule **Person:** Martha Phares
Mar 25, 2011: Design the tours for the Kindergarten Openhouse explaining which areas of the building that will be seen and discussed **Person:** Martha Phares
Mar 29, 2011: Design and print fliers for the Kindergarten Openhouse **Person:** Sara Van Dam
Mar 30, 2011: Order magnify glasses for Kindergarten students who attend the Kindergarten Openhouse **Person:** Sara Van Dam
Apr 12, 2011: Submit Internet publicity to webmaster for posting on the school website **Person:** Peggy Rivers
Apr 14, 2011: Distribute Fliers at Kokomo Center School Area Kindergarten Round up **Person:** Sara Van Dam
Apr 18, 2011: Submit to the Kokomo Perspective (a free community newspaper) information about the Kindergarten Openhouse **Person:** Sara Van Dam
Apr 28, 2011: Create a survey to be completed by Kindergarten parents at the Kindergarten Openhouse **Person:** Cristi Ratcliff
May 3, 2011: Communicate to Janitors about the Kindergarten Openhouse date and schedule **Person:** Stacey Kaiser
May 3, 2011: Make student copies of the I-Spy books to be given to the Kindergarten students who attend the Kindergarten Openhouse **Person:** Sara
May 5, 2011: Assemble the I-Spy books for Kindergarten students who attend the Kindergarten Openhouse **Person:** Cheryl Arnold
May 5, 2011: Request and copy (if necessary) the Kindergarten Information Packets from the Administration Building to be given to the Kindergarten parents at the Kindergarten Openhouse **Person:** Melissa Buck
May 10, 2011: Collect the Kindergarten Openhouse Surveys **Person:** Martha Phares

May 10, 2011: Oversee the Guided tours of the building during the Kindergarten Openhouse **Person:** Sara Van Dam
May 10, 2011: Pass out the Kindergarten Openhouse Surveys **Person:** Martha Phares
May 17, 2011: Analyze data from the Kindergarten Openhouse Surveys **Person:** Stacey Kaiser
May 18, 2011: Enter Data from the Kindergarten Openhouse Survey **Person:** Stacey Kaiser
Jun 30, 2011: Collect spring data: Positive Parent response to Kindergarten Openhouse survey **Person:** Sara Van Dam

Educator Training for Parent Involvement

Aug 15, 2010: Update Parent Involvement Survey **Person:** Chrisi Ratcliff
Sep 1, 2010: Create rotating schedule for book reviews **Person:** Adrienne Akers
Sep 5, 2010: Distribute survey at grade level meetings **Person:** Adrienne Akers
Sep 10, 2010: Collect survey results **Person:** Adrienne Akers
Sep 15, 2010: Analyze parent involvement data **Person:** Mary Tetrick
Sep 20, 2010: Create article options **Person:** Adrienne Akers
Sep 20, 2010: Meeting to discuss text **Person:** Parent Involvement Committee
Oct 15, 2010: Book Reviews **Person:** Adrienne AKers
Oct 25, 2010: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Oct 25, 2010: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Nov 25, 2010: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Nov 25, 2010: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Dec 17, 2010: Book Reviews **Person:** Adrienne AKers
Dec 25, 2010: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Dec 25, 2010: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Jan 25, 2011: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Jan 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Feb 18, 2011: Book Reviews **Person:** Adrienne AKers
Feb 25, 2011: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Mar 15, 2011: Update parent involvement survey **Person:** Christi Ratcliff
Mar 25, 2011: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Mar 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Apr 5, 2011: Distribute parent involvement survey at grade level meetings **Person:** Adrienne Akers
Apr 10, 2011: Collect survey results **Person:** Adrienne Akers
Apr 15, 2011: Analyze parent involvement data **Person:** Mary Tetrick
Apr 22, 2011: Book Reviews **Person:** Adrienne AKers
Apr 25, 2011: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
Apr 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
May 25, 2011: Meeting time for teachers to discuss what they have learned from text and share outcomes of their attempts to implement parent involvement strategies **Person:** Adrienne Akers
May 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Aug 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Sep 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Oct 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers
Nov 25, 2011: Provide encouragement at grade level meetings **Person:** Adrienne Akers

Encourage Rigorous Curriculum

Jan 20, 2010: Common Core State Assessments Review **Person:** District Chair
Aug 20, 2010: KCS Current Curriculum Review **Person:** District Chair
Sep 5, 2010: Curriculum Articulation **Person:** District Chair
Sep 20, 2010: Common Core State Standards Review **Person:** District Chair
Oct 15, 2010: Curriculum Articulation **Person:** District Chair
Jan 20, 2011: Common Core State Assessments Review **Person:** District Chair

Feb 20, 2011: IDOE Learning Connections Review **Person:** District Chair
Mar 15, 2011: IDOE K-12 Scope and Sequence Review **Person:** District Chair
Apr 20, 2011: IDOE Curriculum Maps Review **Person:** District Chair
Apr 25, 2011: Curriculum Articulation Review **Person:** District Chair

Focused Academic Area

Apr 19, 2010: Create Teacher Survey **Person:** Matt Truesdell
Apr 30, 2010: Teacher Survey **Person:** Becky Middlesworth
May 9, 2010: Analyze baseline data **Person:** Debbie Newby
Aug 10, 2010: Provide professional reading material concerning small group guided reading as needed **Person:** Laurie Bridge & Marcia Maple
Oct 1, 2010: Create a schedule for small group guided reading for all students in grades 1-5 **Person:** Linda Campbell
Oct 1, 2010: Identify students based on Star reading or Fountas and Pinnell benchmark level **Person:** Teaching staff
Oct 1, 2010: Provide a sign up sheet for teachers to schedule time with Literacy coaches **Person:** Laurie Bridge & Marcia Maple
Oct 15, 2010: One on one or small group assistance for staff members with questions or concerns as needed **Person:** Laurie Bridge & Marcia Maple
Oct 29, 2010: Discuss Small Group guided reading in Grade Level meetings through out the year **Person:** Grade level chairs
Oct 29, 2010: Provide classroom modeling by Literacy Coaches as needed **Person:** Laurie Bridge and Marcia Maple
Oct 29, 2010: Provide observation time in other classrooms to see Small group guided reading being done successfully as needed **Person:** Laurie Bridge & Marcia Maple
Oct 29, 2010: Put small group guided reading on the agenda for the October Teachers Meeting **Person:** Debbie Newby
Nov 19, 2010: Revise Teacher Survey for mid year/final year distribution **Person:** Matt Truesdell
Nov 30, 2010: Collect fall data: Percentage of teaching staff using Small Group Guided Reading. **Person:** Debbie Newby
Jan 17, 2011: Identify students based on Star Reading or Fountas and Pinnell benchmark levels **Person:** Teaching staff
Jan 24, 2011: Collect Teacher Survey **Person:** Becky Middlesworth
Jan 31, 2011: Analyze mid year teacher survey data **Person:** Debbie Newby
Mar 25, 2011: Identify students based on Star reading or fountas and Pinnell **Person:** Teaching staff
Apr 30, 2011: Collect teacher survey **Person:** Becky Middlesworth
May 14, 2011: Analyze final semester teacher survey **Person:** Debbie Newby
Jun 30, 2011: Collect spring data: Percentage of teaching staff using Small Group Guided Reading. **Person:** Debbie Newby

Focused Student Group

Apr 19, 2010: Create Teacher Survey **Person:** Matt Truesdell
Apr 30, 2010: Teacher Survey **Person:** Becky Middlesworth
May 9, 2010: Analyze Baseline Data **Person:** Debbie Newby
Aug 10, 2010: Provide professional reading material concerning small group guided reading **Person:** Laurie Bridge & Marcia Maple
Oct 1, 2010: Create a schedule for small group guided reading for all students in grades 1-5 **Person:** Linda Campbell
Oct 1, 2010: Identify students based on Star reading or Fountas and Pinnell scores **Person:** Teaching Staff
Oct 1, 2010: Provide a sign up sheet for teachers to schedule time with Literacy Coaches **Person:** Laurie Bridge & Marcia Maple
Oct 15, 2010: One on one or small group assistance for staff members with questions or concerns **Person:** Laurie Bridge & Marcia Maple
Oct 29, 2010: Discuss small group guided reading in grade level meetings **Person:** Grade level chairman
Oct 29, 2010: Provide classroom modeling by Literacy Coaches **Person:** Laurie Bridge & Marcia Maple
Oct 29, 2010: Provide observation time in other classrooms to see Small Group Guided Reading being done successfully **Person:** Laurie Bridge & Marcia Maple
Oct 29, 2010: Put small group guided reading on the agenda for the October Teacher's Meeting **Person:** Debbie Newby
Nov 19, 2010: Revise Teacher Survey for mid year/final year distribution **Person:** Matt Truesdell
Nov 30, 2010: Collect fall data: Percentage of staff using small group guided reading successfully **Person:** Amy Spicer
Jan 17, 2011: Identify students based on Star Reading or Fountas and Pinnell **Person:** Teaching Staff
Jan 24, 2011: Collect Teacher Survey **Person:** Becky Middlesworth
Jan 31, 2011: Analyze mid year teacher survey data **Person:** Debbie Newby
Mar 25, 2011: Identify students based on Star reading or Fountas and Pinnell scores **Person:** Teaching Staff
Apr 30, 2011: Collect teacher survey **Person:** Becky Middlesworth
May 1, 2011: Collect spring data: Percentage of staff using small group guided reading successfully **Person:** Amy Spicer
May 14, 2011: Analyze final semester teacher survey **Person:** Debbie Newby

Outreach to Preschool Parent Involvement Programs

Aug 10, 2010: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Aug 19, 2010: Meet with Head Start Parent Involvement Coordinator to gather resources and ideas for monthly calendar. **Person:** Kathi Hoover
Aug 20, 2010: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Aug 25, 2010: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Sep 1, 2010: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Sep 10, 2010: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Sep 20, 2010: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Sep 25, 2010: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Oct 1, 2010: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Oct 10, 2010: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Oct 20, 2010: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Oct 25, 2010: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Nov 1, 2010: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Nov 10, 2010: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Nov 20, 2010: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Nov 25, 2010: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Dec 1, 2010: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Dec 10, 2010: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Dec 20, 2010: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Dec 25, 2010: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Jan 1, 2011: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Jan 10, 2011: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Jan 20, 2011: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Jan 25, 2011: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Feb 1, 2011: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Feb 10, 2011: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Feb 20, 2011: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Feb 25, 2011: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Mar 1, 2011: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Mar 10, 2011: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Mar 20, 2011: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Mar 25, 2011: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold
Apr 1, 2011: release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Apr 10, 2011: Will meet to discuss skills that will be included in the monthly calendar **Person:** Carley Rawlings
Apr 20, 2011: List completed and sent to Cheryl Arnold by the 20th of each month **Person:** Carley Rawlings
Apr 25, 2011: Cheryl Arnold will complete the calendar and send to to Head Start by the 25th of each month **Person:** Cheryl Arnold

Parent Involvement

Sep 1, 2010: Create flyer for Literacy Night **Person:** Laurie Bridge
Sep 1, 2010: Create list of game options for each grade level **Person:** Laurie Bridge and Marcia Maple
Sep 1, 2010: Order materials for literacy activities **Person:** Laurie Bridge
Sep 12, 2010: Create directions and samples for literacy activities **Person:** Cheryl Arnold
Sep 13, 2010: Ask for teacher and paraprofessional volunteers **Person:** Laurie Bridge and Marcia Maple
Sep 15, 2010: Distribute flyer to teachers and students **Person:** Cheryl Arnold
Sep 19, 2010: Distribute information to newsletter and put letters on the sign in front of the building **Person:** Kathy Grim
Sep 20, 2010: Gather books for book give-away **Person:** Kathy Grim
Sep 22, 2010: Order pizza and other food and drink supplies **Person:** Laurie Bridge
Sep 23, 2010: Make-It Take-It Game Night **Person:** Laurie Bridge
Apr 15, 2011: Create flyer for Book Bingo **Person:** Laurie Bridge
Apr 19, 2011: Ask for teacher and paraprofessional volunteers for Book Bingo **Person:** Laurie Bridge and Marcia Maple
Apr 20, 2011: Order supplies for nachos and drinks **Person:** Laurie Bridge
Apr 23, 2011: Distribute flyer to teachers and students for Book Bingo **Person:** Cheryl Arnold
Apr 23, 2011: Distribute information to newsletter and put letters on the sign in front of the building **Person:** Kathy Grim
Apr 24, 2011: Gather bingo cards and bingo chips **Person:** Mary Tetric
Apr 24, 2011: Gather books for give-away **Person:** Kathy Grim

Apr 28, 2011: Book Bingo **Person:** Laurie Bridge

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** District Chair
Sep 10, 2010: Link Results to Instruction **Person:** District Chair
Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Principal
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Principal
Nov 1, 2010: Analyze Assessment Results **Person:** District Chair
Nov 12, 2010: Link Results to Instruction **Person:** District Chair
Jan 3, 2011: Analyze Assessment Results **Person:** District Chair
Jan 14, 2011: Link Results to Instruction **Person:** District Chair
Mar 7, 2011: Analyze Assessment Results **Person:** District Chair
Mar 18, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Principal
Aug 20, 2010: Implementation Overview Staff Meeting **Person:** Judy Rice
Aug 25, 2010: Assess all PK-12 Students **Person:** District Chair
Jan 25, 2011: Assess all PK-12 Students **Person:** District Chair
Apr 20, 2011: Implementation Review **Person:** District Chair
May 25, 2011: Assess all PK-12 Students **Person:** District Chair

Timely Additional Assistance

Sep 1, 2010: Remind staff of Eagle's Nest and Speak with new teachers in the building about the resource room. **Person:** Heather Correll
Sep 15, 2010: Add Mastered and Not Mastered columns to record sheet **Person:** Jennifer Vore
Sep 15, 2010: External rewards for students participating and showing effort **Person:** Jennifer Vore
Sep 15, 2010: Slip of green or red paper given to students to tell classroom teacher if skills were mastered or not. **Person:** Jennifer Vore
Sep 25, 2010: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Oct 20, 2010: Distribute first survey to staff to collect data **Person:** Heather Correll
Oct 25, 2010: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Nov 1, 2010: Collect fall data: The percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students **Person:** Heather Correll
Nov 15, 2010: Analyze and record data from first survey **Person:** Jill Barton
Nov 25, 2010: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Dec 25, 2010: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Jan 25, 2011: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Feb 25, 2011: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Mar 25, 2011: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Apr 25, 2011: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore
Apr 30, 2011: Distribute second survey to staff to collect data. **Person:** Heather Correll
May 10, 2011: Collect spring data: The percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students **Person:** Heather Correll
May 15, 2011: Analyze and record data from second survey. **Person:** Tammy Kearnes
May 25, 2011: Resource teacher will submit record sheet monthly to strategy chair **Person:** Jennifre Vore

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 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.

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

Brief Description: Grade Level Teams will review assessment data with principal and results to instruction.

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: N/A

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

Brief Description: Principal will provide staff with a schedule for assessment implementation.

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

A. Parent Involvement: Literacy Nights

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement: Teacher Book Study

Book Reviews

Brief Description: Discussion of chosen book along with helpful and useful information sharing about various ways we have or could increase parent involvement.

Intended Participants: Teachers, Counselors, Administrators

Dates: Oct 15, 2010; Dec 17, 2010; Feb 18, 2011; Apr 22, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Study Group, Professional Reading, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

C. Outreach to Preschool Parent Involvement Programs

Meet with Head Start Parent Involvement Coordinator to gather resources and ideas for monthly calend

Brief Description: Meet with Head Start Parent Involvement Coordinator to gather resources and ideas for monthly calendar.

Intended Participants: Teachers

Date: Aug 19, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: na

Does this activity occur during the school day? Yes

release time for strategy team to research preschool activities for calendar

Brief Description: Literacy Coach will provide release time for strategy team to research preschool activities for monthly calendar.

Intended Participants: Teachers

Dates: Sep 1, 2010; Oct 1, 2010; Nov 1, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011; Apr 1, 2011

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: na

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

Curriculum Articulation

Brief Description: The District Chair will provide staff with articulated curriculum.

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

I. Focused Academic Area: Small Group Guided Reading

Provide professional reading material concerning small group guided reading as needed

Brief Description: Laurie Bridge and Marcia Maple will provide professional reading material for all staff as needed.

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Information

Activity Format: Presentation, Study Group, Professional Reading

Funding: na

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Small Group Guided Reading

W. Timely Additional Assistance: Resource Room for Extra Time & Help

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... Faculty is not aware or not giving test or assessments over the Indiana Academic Standards

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- PK-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation

We are concerned that... An articulated curriculum does not exist.

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- PK-12 Universal Assessment Data Linked to Instruction
- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

We are concerned that... The staff does not use universal assessment data to plan instruction.

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- PK-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation

We are concerned that... Our students are often missing the adult support they need to be successful at school.

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"
- C. Outreach to Preschool Parent Involvement Programs
- E. Parent Information Resource Center Website
- A. Parent Involvement: Literacy Nights
- M. Parent Notice - Assessment Results
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"
- A. Parent Involvement: Literacy Nights

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Teacher Book Study

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Small Group Guided Reading

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- U. Focused Student Group: Small Group Guided Reading

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 1st Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 2nd Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- 2nd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 3rd Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 4th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- 5th Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- Extended Learning Activities: Summer Reading Program
- W. Timely Additional Assistance: Resource Room for Extra Time & Help

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>Kokomo Center Schools does not have an adopted curriculum. The state standards are the framework for instruction and each teacher is provided a hard copy of the standards and/or can access them on the DOE web site.</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>NA</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Acuity, an on-line state standards based assessment for reading and math in grades 3 through 5. STAR Reading and STAR Math for grades 1 through 5 along with ISTEP + for grades 3 through 5. Fountas & Pinnell reading benchmark for students in grades 1-5 who scored below grade level on STAR reading. IRDA for grades K-2 to assess reading and writing. Brigance assessment is given to all kindergartners to assess reading and math readiness.</p>
<p>D. 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"> -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
<p>E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>NA</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 2011-2012 school year