

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

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

Strategy Chairs

- Laurie Bridge
- Linda Campbell
- Heather Correll
- Kathi Hoover
- Shane Kretz
- Marcia Maple
- Debbie Newby
- Carley Rawlings
- Peggy Rivers
- Amy Spicer
- Mary Tetrick
- Matt Truesdell
- Sara VanDam

Community Council

- Mark Brewster - Community
- Mike Dunn - Community
- Jeff Newton - Community
- Tom Rethlake - Business
- 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 F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	64%	70%		80%		90%		100%

1st Grade Students - Pass STAR Early Literacy At/Above Grade Level

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	35%	70%		80%		90%		100%

2nd Grade Students - Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	46%	70%		80%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	46%	70%		80%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	60%	70%	43%	70%	59%	80%		90%		95%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	75%	80%	74%	85%		90%		95%		95%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	68%	75%	44%	70%	58	80%		90%		95%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	70%	80%	81%	85%		88%		91%		94%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	31%	50%	44%	60%	44%	70%		80%		85%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	57%	70%	70%	80%		85%		90%		95%		100%

Kindergarten Students - Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	41%	70%		80%		90%		100%

Kindergarten Students - Pass STAR Early Literacy At/Above Grade Level on Spring Test

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	N/A	50%	N/A	60%	64%	70%		80%		90%		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... 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 - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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. 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

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, mClass Reading and Math Assessments, STAR, Fountas & Pinnell, and Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

Impact Level: Low Impact

Focus: General

Required Strategies

A. Parent Involvement: Literacy Services-Reading Nights

Elwood Haynes Title I Staff will provide training to parents so they can help their children improve in literacy. Three parent education nights will be conducted in October, February, and April of the 2011-12 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. In addition, a parent survey will be conducted in September to solicit ideas from parents on what kind of training or support services they need to help their child at home. This training will be imbedded in the three parent nights held throughout the year.

Impact Level: High Impact - Outside

Focus: Specific

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

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

Impact Level: Low Impact

Focus: General

B. Educator Training - Parent Involvement

We will promote parent involvement for the benefit of our students by training our educators. This educator training for parent involvement will provide knowledge and understanding on how to conduct a home visit and train educators on creating classroom websites. We will help educators develop communication strategies by working with parents as partners. This group will facilitate educators on how to implement and coordinate parent programs that build ties between parents and the schools.

Impact Level: High Impact - Outside

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 2011. 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: Specific

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 2011. 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: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Maps & Common Core State Standards

K-5 curriculum will be aligned vertically and horizontally for the content areas of Mathematics and English/Language Arts. We will encourage rigorous curriculum by doing the following: • Create pre, post, and mid-term assessments for each nine-week period in every grade level, K-5. • Design grade level pacing guides for every two weeks • Implement small group instruction based on assessment results • Provide ongoing additional assistance to students through research based interventions • Provide job-embedded professional development to support staff in designing and the implementation of rigorous curriculum

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 midterm 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 need be further legal action.

Impact Level: Low Impact

Focus: General

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

All K-5 teachers will assess students with a benchmark reading test 3 times a year. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Reading Workshop, all K-5 teachers will teach and model grade level standards-based reading strategies and skills (with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension). Students will receive differentiated instruction at their reading level during small group guided reading sessions and at independent reading activities or literacy work stations. The

classroom teacher will have individual conferences with each student weekly to review reading logs, response journals, reading goals and progress as well as specific needs. During sharing and reflection, students will have time to talk about what they are reading. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1)Strategy data will help us determine the degree to which the adults changed their practices; 2)Force field data will help us determine the degree to which student needs changed; and 3)Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: Low Impact

Focus: General

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

Students will receive 20-30 minutes per day of small group intensive literacy instruction. Teachers will use mClass Reading Assessment or Star Reading scores and Fountas and Pinnell Benchmarks to form student groups and assess growth at the end of each grading period. Small Group Guided Reading will be part of the Reading Workshop being implemented in the classroom at the primary and intermediate levels. Instruction will focus on the five main components of reading-vocabulary, phonemic awareness, phonics, fluency and comprehension. 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 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.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: Specific

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

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

Impact Level: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each paraprofessional meets that requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. These requirements include having a minimum of 48 credit hours of university credit, or an associate's degree from college, or successfully completing/passing the

Parapro Test. When working with students, paraprofessionals are directly supervised by a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.

Impact Level: High Impact - Inside

Focus: Specific

K. Attracting Highly Qualified Teachers

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

Impact Level: High Impact - Outside

Focus: General

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

In the spring of 2012, students and parents from Headstart and other area preschools will be invited to Elwood Haynes for a Kindergarten transition- collaborative information meeting to discuss the Kindergarten curriculum and program. 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. We will work with staff at Head Start during the school year to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level standards, skills and expectations needed by preschool students to be ready for Kindergarten.

Impact Level: High Impact - Inside

Focus: Specific

L. Student Transition: -Elementary to Middle School

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

Impact Level: Low Impact

Focus: General

M. Parent Notice - Assessment Results

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, mClass Assessments, Acuity, Fountas & Pinnell) will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet the teacher and/or principal to further discuss student performance on these assessments.

Impact Level: High Impact - Outside

Focus: Specific

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 annual parent meeting to review/revise The School-Parent Involvement Policy. 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 schoolwide plan during the meeting. The School-Parent Involvement Policy will be sent home in an annual mailing in August to inform parents of the policy and will also be shared at parent conferences in October and March.

Impact Level: Low Impact
Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter, informing parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist, is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter. Notice will also be included in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing in August 2011.

Impact Level: Low Impact
Focus: Specific

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 2011. 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 a timely fashion in writing through a Parent Right to Know (Non Highly Qualified Teacher) letter sent by the school.

Impact Level: Low Impact
Focus: Specific

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 parent annual spring meeting to review/revise The School-Parent Compact for the 2011-12 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 and March.

Impact Level: Low Impact
Focus: Specific

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting 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. Title I staff will inservice parents on Title I programs and services available at Elwood Haynes Elementary and the support they provide for students.

Impact Level: High Impact - Outside
Focus: Specific

U. Focused Student Group: -Special Education - Reading Interventions

Students will receive an additional 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. Teachers will use mClass Reading Assessment or Star Reading scores and Fountas and Pinnell Benchmarks to form student groups and assess growth at the end of each grading period. The targeted students will be identified as reading one year or more below expected grade level. 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. 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. Students that are identified through the universal screener will receive an additional 30 minutes of intervention time of small group guided reading every day by staff members. Teachers will use star reading scores and Fountas and Pinnell benchmarks to form groups and assess using progress monitoring data.

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 3-5 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 through email. The staff member in charge of assistance will meet them within 3 days or less.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Targeted Small Group Intervention

All students will be assessed to determine levels of proficiency (ISTEP+, STAR, mClass, 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. 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: Low Impact

Focus: General

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Maps & Common Core State Standards

% of teachers who report that they are able to create and implement pacing guides and common curriculum maps.

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

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

Percentage of teaching staff that feel small group guided reading is meeting student needs successfully.

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

U. Focused Student Group: -Special Education - Reading Interventions

Percentage of all staff that feel the intervention strategies are meeting the needs of special education students.

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

The percentage of all staff members that feel collaboration and communication between Title I, Special Education, and General Education Teachers is successful.

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

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

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, 2011: Prepare an invitation to the parent annual meeting **Person:** Tetrick/McCauley
May 10, 2011: Update the powerpoint for title one parent annual meeting **Person:** Kathi Hoover
May 17, 2011: Create a parent sign in sheet for Parent Annual Meeting **Person:** Tetrick/McCauley
May 17, 2011: Create an agenda for the Parent Annual Meeting **Person:** Tetrick/McCauley/Hoover
May 24, 2011: Print and stuff envelopes to mail to parents about Title One Annual Meeting **Person:** Tetrick/McCauley
Aug 2, 2011: Send by mail Parent Involvement Policy **Person:** Tetrick/McCauley
Aug 2, 2011: Send by mail the Parent Compact **Person:** Tetrick/McCauley
Aug 10, 2011: Copy Grade Level Standards and Class List **Person:** Tetrick/McCauley
Aug 10, 2011: Purchase paper goods and food for the Annual Meeting **Person:** Tetrick/McCauley
Aug 10, 2011: Set-up cafeteria and library for the Annual Meeting **Person:** Title One Staff
Aug 11, 2011: Annual Title One Meeting **Person:** Mary Tetrick and Lynn McCauley
Aug 11, 2011: Facilitate the Annual Title 1 Meeting **Person:** Campbell/Hoover
Aug 11, 2011: Pass out Evaluation Survey to the Parents at the Title 1 Annual Meeting **Person:** Tetrick/McCauley/Title 1 Staff
Aug 11, 2011: Prepare, serve and clean-up food at the Annual Title 1 Meeting **Person:** Title 1 Staff
Aug 13, 2011: Evaluate the responses from the Parent Evaluation **Person:** Lynn McCauley/Mary Tetrick
Aug 17, 2011: Meet with Title 1 Staff and Administrators to discuss and plan for next year based on the evaluation responses.
Person: Title one Staff/Campbell/Hoover

Educator Training - Parent Involvement

May 18, 2011: Contact South Heights Elementary to set up a site visit regarding their Home Visit Blitz **Person:** Lori Nicholson
Aug 9, 2011: Introduction to Classroom Websites **Person:** Christi Ratcliff
Aug 26, 2011: How to Build/Maintain a Classroom Website **Person:** Christi Ratcliff & Laurie Rayl
Sep 14, 2011: Present South Heights Elementary Information at full faculty meeting **Person:** Lori Nicholson
Sep 26, 2011: Consult Grade-Level Teams for Concerns **Person:** Sandy McNulty
Oct 5, 2011: Home Visit Training at after school full faculty meeting **Person:** Lori Nicholson
Oct 21, 2011: Provide Opportunities for Group Visits during Parent/Teacher Conferences **Person:** Sandy McNulty
Nov 25, 2011: Share classroom website at Grade level meetings **Person:** Lori Nicholson
Jan 20, 2012: How to Build/Maintain a Classroom Website **Person:** Christi Ratcliff & Laurie Rayl
Mar 1, 2012: Contact Community Members (Newspaper, Radio, Garden Square Housing Staff, & School Messenger) for Public Relations **Person:** Mary Tetrick
Mar 19, 2012: Provide Opportunities for Group Visits during Parent/Teacher Conferences **Person:** Sandy McNulty
Mar 25, 2012: Share classroom websites at Grade level meetings **Person:** Lori Nicholson
May 18, 2012: Purchase/Distribute Staff T-Shirts **Person:** Ann Maddox
May 21, 2012: Create Flyer Announcing Home Visits to pass out at back to school night **Person:** Shane Kretz
May 21, 2012: Purchase Goodwill Items (pencils and bookmarks) for Distribution at Home Visit Blitz **Person:** Ann Maddox

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers who report that they are able to create and implement pacing guides and common curriculum maps. **Person:** Matt Truesdell
May 20, 2011: Grade Level Curriculum Alignment/Pacing Guides **Person:** Grade Level Chairs
May 27, 2011: Pacing Guide Review **Person:** Rigorous Curriculum Committee
Aug 15, 2011: All staff will administer an entry level assessment covering the last nine weeks of the previous grade level curriculum.
Person: Staff

Aug 22, 2011: Begin utilizing the two week pacing guides aligned with core standards **Person:** Staff

Aug 22, 2011: Staff will administer the pre-test covering the core standards for the first nine weeks **Person:** Staff

Sep 9, 2011: Grade Level Pacing Guide Support **Person:** Marcia Maple and Laurie Bridge

Oct 7, 2011: Grade Level Curriculum Alignment/Pacing Guides **Person:** Grade Level Chairs

Oct 13, 2011: Staff will administer post test covering the core standards for the first nine weeks. **Person:** Staff

Oct 14, 2011: Begin implementing curriculum based interventions driven by the first nine week assessment. **Person:** Staff

Oct 14, 2011: Pacing Guide Review **Person:** Rigorous Curriculum Committee

Oct 18, 2011: All staff will administer the pre-test covering the core standards for the 2nd nine weeks. **Person:** Staff

Nov 11, 2011: Grade Level Pacing Guide Support **Person:** Marcia Maple and Laurie Bridge

Nov 30, 2011: Collect fall data: % of teachers who report that they are able to create and implement pacing guides and common curriculum maps. **Person:** Matt Truesdell

Dec 14, 2011: Grade Level Curriculum Alignment/Pacing Guides **Person:** Grade Level Chairs

Dec 16, 2011: All staff will administer post test covering the core standards for the 2nd nine weeks. **Person:** Staff

Dec 16, 2011: Begin implementing curriculum based interventions driven by the second nine week assessment. **Person:** Staff

Dec 21, 2011: Pacing Guide Review **Person:** Rigorous Curriculum Committee

Jan 9, 2012: All staff will administer the pre-test covering the core standards for the 3rd nine weeks. **Person:** Staff

Feb 3, 2012: Grade Level Pacing Guide Support **Person:** Marcia Maple and Laurie Bridge

Feb 17, 2012: Begin implementing curriculum based interventions driven by the third nine week assessment. **Person:** Staff

Mar 2, 2012: All staff will administer the post test covering the core standards for the 3rd nine weeks. **Person:** Staff

Mar 2, 2012: Grade Level Curriculum Alignment/Pacing Guides **Person:** Grade Level Chairs

Mar 5, 2012: All staff will administer the pre-test covering the core standards for the 4th nine weeks. **Person:** Staff

Mar 9, 2012: Pacing Guide Review **Person:** Rigorous Curriculum Committee

Apr 13, 2012: Grade Level Pacing Guide Support **Person:** Marcia Maple and Laurie Bridge

Apr 20, 2012: Begin implementing curriculum based interventions driven by the fourth nine week assessment. **Person:** Staff

May 18, 2012: All staff will administer the post test covering the core standards for the 4th nine weeks. **Person:** Staff

Jun 30, 2012: Collect spring data: % of teachers who report that they are able to create and implement pacing guides and common curriculum maps. **Person:** Matt Truesdell

Focused Academic Area

Apr 1, 2011: Collect baseline data: **Person:**

Aug 20, 2011: Small Group Guided Reading P.D. **Person:** Debbie Newby

Aug 26, 2011: Align our 90 minute reading block framework with the corporations framework. **Person:** Staff

Sep 10, 2011: Reading Strategy Professional Development **Person:** Laurie Bridge and Marcia Maple

Sep 15, 2011: Create Data Chart for individual students to record scheduled reading level benchmark data **Person:** Debbie Newby

Sep 20, 2011: Professional Development session to discuss how to hold conferences with student to discuss reading level benchmarks and fill out student data chart **Person:** Literacy Coach

Sep 30, 2011: Benchmark all students and identify students one year or more below grade level. **Person:** Staff

Sep 30, 2011: Create a 90 minute reading block schedule **Person:** Linda Campbell

Oct 1, 2011: Teachers will conference with student to fill in student data chart with current reading level benchmark data **Person:** Classroom Teachers

Oct 8, 2011: Discuss Small group guided reading in grade level meetings throughout the year. **Person:** Grade Level Chairs

Oct 15, 2011: One on one or small group assistance for staff members with questions or concerns as needed. **Person:** Laurie Bridge and Marcia Maple

Oct 21, 2011: Students will share reading benchmark data with parents at Parent/Teacher Conferences **Person:** Classroom Teachers & Students

Oct 22, 2011: Provide observation time in other classrooms to see Small group guided reading being done successfully. as needed. **Person:** Laurie Bridge and Marcia Maple

Nov 12, 2011: Provide classroom modeling by Instructional Facilitators as needed. **Person:** Laurie Bridge and Marcia Maple

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: Percentage of teaching staff that feel small group guided reading is meeting student needs successfully. **Person:** Debbie Newby

Dec 16, 2011: Students Assessed for placement in Small Guided Reading Groups to determine if group placement change is needed **Person:** Classroom Teachers

Dec 16, 2011: Update student data charts and reconference with students **Person:** Classroom Teachers

Mar 18, 2012: Students Assessed for placement in Small Guided Reading Groups to determine if group placement change is needed **Person:** Classroom Teachers

Mar 18, 2012: Update student data charts and reconference with students **Person:** Classroom Teachers

Mar 19, 2012: Students will share reading benchmark data with parents at Parent/Teacher Conferences **Person:** Classroom Teachers & Students

Mar 20, 2012: Update student data charts and reconference with students **Person:** Classroom Teachers
May 20, 2012: Students Assessed for placement in Small Guided Reading Groups to determine if group placement change is needed **Person:** Classroom Teachers
Jun 30, 2012: Collect spring data: **Person:**
Jun 30, 2012: Collect spring data: Percentage of teaching staff that feel small group guided reading is meeting student needs successfully. **Person:** Debbie Newby

Focused Student Group

Apr 1, 2011: Collect baseline data: The percentage of all staff members that feel collaboration and communication between Title I, Special Education, and General Education Teachers is successful. **Person:** Amy Spicer
Aug 19, 2011: Intervention Research & Design **Person:** Marcia Maple and Laurie Bridge
Aug 19, 2011: Title I and Special Education staff will collaborate and create intervention resources to use for students during tier 2 and tier 3 instruction. **Person:** Amy Spicer
Aug 26, 2011: Training for Title I staff **Person:** Marcia Maple and Laurie Bridge
Sep 2, 2011: Identify students based on STAR reading or Fountas and Pinnell Benchmark for additional 30 minutes of instruction. **Person:** Lauri Bridge and Marcia Maple
Sep 12, 2011: Create a schedule and place students in appropriate small groups for an additional 30 minutes of intense instruction. **Person:** Marcia Maple and Lauri Bridge
Sep 30, 2011: Title I and Special Education staff will collaborate and review implementation of the interventions. **Person:** Amy Spicer
Sep 30, 2011: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Oct 10, 2011: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Amy Spicer and Crystal Hunt
Oct 28, 2011: Title I and Special Education staff will collaborate and review implementation of the interventions. **Person:** Amy Spicer
Oct 28, 2011: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Nov 7, 2011: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Nov 23, 2011: Title I and Special Education staff will collaborate and review implementation of the interventions. **Person:** Amy Spicer
Nov 23, 2011: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Nov 30, 2011: Collect fall data: Percentage of all staff that feel the intervention strategies are meeting the needs of special education students. **Person:** Amy Spicer
Nov 30, 2011: Collect fall data: The percentage of all staff members that feel collaboration and communication between Title I, Special Education, and General Education Teachers is successful. **Person:** Amy Spicer
Dec 5, 2011: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Jan 16, 2012: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Jan 31, 2012: Title I and Special Education staff will collaborate and review implementation of the interventions **Person:** Amy Spicer
Jan 31, 2012: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Feb 13, 2012: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Feb 29, 2012: Title I and Special Education staff will collaborate and review implementation of the interventions **Person:** Amy Spicer
Feb 29, 2012: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Mar 12, 2012: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Mar 30, 2012: Title I and Special Education staff will collaborate and review implementation of the interventions **Person:** Amy Spicer
Mar 30, 2012: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt
Apr 9, 2012: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Apr 27, 2012: Title I and Special Education staff will collaborate and review implementation of the interventions **Person:** Amy Spicer
Apr 27, 2012: Title I and Special Education staff will communicate with classroom teachers about student progress. **Person:** Crystal Hunt

May 14, 2012: Analyze student progress by using progress monitoring information based on STAR reading and MClass reading and adjust groups according to student progress. **Person:** Marcia Maple and Laurie Bridge
Jun 30, 2012: Collect spring data: Percentage of all staff that feel the intervention strategies are meeting the needs of special education students. **Person:** Amy Spicer
Jun 30, 2012: Collect spring data: The percentage of all staff members that feel collaboration and communication between Title I, Special Education, and General Education Teachers is successful. **Person:** Amy Spicer

Outreach to Preschool Parent Involvement Programs

Aug 11, 2011: Release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Aug 15, 2011: Will meet to discuss skills that will be included in the September, October, and November calendar **Person:** Carley Rawlings
Aug 25, 2011: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Carley Rawlings
Sep 25, 2011: Completed chart will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Oct 10, 2011: Release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Oct 15, 2011: Will meet to discuss skills that will be included in the December, January, and February calendar **Person:** Carley Rawlings
Oct 25, 2011: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Nov 25, 2011: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Dec 25, 2011: Completed chart will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Jan 25, 2012: Completed chart will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Feb 1, 2012: Release time for strategy team to research preschool activities for calendar **Person:** Laurie Bridge
Feb 15, 2012: Will meet to discuss skills that will be included in the March, April, and May calendar **Person:** Carley Rawlings
Feb 25, 2012: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Mar 25, 2012: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin
Apr 1, 2012: Release time for strategy team to research additional preschool activities for calendar **Person:** Laurie Bridge
Apr 25, 2012: Completed calendar will be sent to Head Start by the 25th of each month **Person:** Alicia Ralstin

Parent Involvement

Sep 19, 2011: A survey will be sent home to all parents for suggestions on parent education topics. **Person:** Laurie Bridge
Oct 10, 2011: Ask for teacher and paraprofessional volunteers **Person:** Laurie Bridge
Oct 10, 2011: Create a list of game options for each grade level **Person:** Laurie Bridge and Marcia Maple
Oct 10, 2011: Distribute information to newsletter and put letters on the sign in front of the building **Person:** Kathy Grim
Oct 10, 2011: Order supplies for nachos and drinks **Person:** Laurie Bridge
Oct 17, 2011: Gather Bingo cards and Bingo chips **Person:** Mary Tetrick
Oct 17, 2011: Gather books for give-away **Person:** Kathy Grim
Oct 19, 2011: Book Bingo/Make-It Take It **Person:** Laurie Bridge
Dec 5, 2011: Inform teachers and distribute books to each classroom to prepare for All School Reads Night **Person:** Mary Tetrick
Feb 13, 2012: Ask for teacher and paraprofessional volunteers **Person:** Laurie Bridge
Feb 13, 2012: Create a list of comprehension activities for the students to make during the All School Reads Night **Person:** Laurie Bridge and Marcia Maple
Feb 13, 2012: Distribute information to newsletter and put letters on the sign in front of the building **Person:** Lynn McCauley
Feb 13, 2012: Order food and supplies for All School Reads **Person:** Laurie Bridge
Feb 22, 2012: Elwood Haynes All School Reads **Person:** Laurie Bridge
Apr 10, 2012: Ask for teacher and paraprofessional volunteers **Person:** Laurie Bridge
Apr 10, 2012: Distribute information for Poetry Cafe to the newsletter and put letters on the sign in front of the building **Person:** Amy Powlen
Apr 10, 2012: Order hot chocolate, cookies and supplies for Poetry Cafe **Person:** Laurie Bridge
Apr 10, 2012: Select students to read poetry at Poetry Cafe **Person:** Mary Tetrick and Lynn McCauley
Apr 18, 2012: Poetry Cafe **Person:** Laurie Bridge

Student Transition

Mar 20, 2012: Submit to school Newsletter (sent to all parents) information about the Kindergarten Openhouse **Person:** Sara Van Dam
Mar 27, 2012: Create the Kindergarten Openhouse schedule **Person:** Martha Phares
Mar 27, 2012: Design the tours for the Kindergarten Openhouse explaining which areas of the building that will be seen and discussed **Person:** Martha Phares

Apr 9, 2012: Count the number of magnify glasses available to be given to Kindergarten students at the Kindergarten Openhouse
Person: Sara Van Dam

Apr 9, 2012: Order magnify glasses (if need be) to be distributed to Kindergarten students who attend the Kindergarten Openhouse
Person: Sara Van Dam

Apr 10, 2012: Design and print fliers for the Kindergarten Openhouse **Person:** Diane Driver

Apr 12, 2012: Distribute Fliers to local daycares, preschools, and churches **Person:** Diane Driver

Apr 23, 2012: Submit Internet publicity to webmaster for posting on the school website **Person:** Peggy Rivers

Apr 24, 2012: Create a survey to be completed by Kindergarten Parents at the Kindergarten Openhouse **Person:** Sara Van Dam

May 1, 2012: Make student copies of the "I Spy Kindergarten" books to be given to the Kindergarten students who attend the Kindergarten Openhouse **Person:** Cheryl Arnold

May 3, 2012: Assemble the "I-Spy Kindergarten" books for Kindergarten students who attend the Kindergarten Openhouse **Person:** Cheryl Arnold

May 3, 2012: Communicate to Janitors about the Kindergarten Openhouse date and schedule **Person:** Carley Rawlings

May 7, 2012: Request and copy (if necessary) the Kindergarten Information Packets from the Administration Building to be given to the Kindergarten parents who attend the Kindergarten Openhouse. **Person:** Melissa Buck

May 10, 2012: Collect the Kindergarten Openhouse Surveys **Person:** Martha Phares

May 10, 2012: Oversee the Guided tours of the building during the Kindergarten Openhouse **Person:** Sara Van Dam

May 10, 2012: Pass out the Kindergarten Openhouse Surveys **Person:** Martha Phares

May 17, 2012: Analyze data from the Kindergarten Openhouse surveys **Person:** Carley Rawlings

May 18, 2012: Enter Data from the Kindergarten Openhouse surveys **Person:** Carley Rawlings

Timely Additional Assistance

Jun 2, 2011: Create a notepad to distribute to teachers to identify strategies that need to be retaught in Eagle's Nest. **Person:** Heather Correll

Aug 9, 2011: Request 5 minutes at First Day Meeting to promote useage of the Eagle's Nest. **Person:** Heather Correll

Sep 6, 2011: Distribute notepads to identify strategies to be retaught in Eagle's Nest to teachers during grade level meetings. **Person:** Heather Correll

Sep 15, 2011: Implement a second time for teachers to send student to Eagle's Nest in the afternoon. **Person:** Kathi Hoover

Sep 15, 2011: Meet with RTI staff to encourage use of Eagle's Nest as an inervention for student's who need a little extra help to master standards in the classroom. **Person:** Heather Correll

Oct 3, 2011: Collect prizes donated from local businesses to give out to students for achieving their goal. **Person:** Heather Correll

Oct 3, 2011: Put names in monthly newsletter of students who mastered skills in Eagle's Nest. **Person:** DaShonna Harris

Oct 28, 2011: Meet with teams during grade level meetings to promote usage of the Eagle's Nest. **Person:** Heather Correll

Nov 30, 2011: Collect fall data: The percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students **Person:** Jill Barton

Nov 30, 2011: Person in charge of Eagle's Nest will report to Timely Additional Assistance committe on progress during INSAI Professional Development meetings. **Person:** DaShonna Harris

Dec 15, 2011: Meet with teams at grade level meetings to promote and check the usage of the Eagle's Nest. **Person:** Heather Correll

Jun 30, 2012: Collect spring data: The percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students **Person:** Tammy Kearnes

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.

A. Parent Involvement: Literacy Services-Reading Nights

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement

Home Visit Training at after school full faculty meeting

Brief Description: Staff members will share successful personal experiences with home visits and provide strategies for other staff to initiate home visits as a means of parent involvement.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 5, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? No

How to Build/Maintain a Classroom Website

Brief Description: Interested teachers will participate in a training session on how to build and maintain a classroom website

Intended Participants: Teachers

Date: Aug 26, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

How to Build/Maintain a Classroom Website

Brief Description: Interested teachers will participate in a workshop to learn how to build and maintain a classroom website.

Intended Participants: Teachers

Date: Jan 20, 2012

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Introduction to Classroom Websites

Brief Description: Staff members will receive a 15 minute introduction to building a class website. Those interested will be able to sign up for additional training sessions.

Intended Participants: Teachers

Date: Aug 9, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

Present South Heights Elementary Information at full faculty meeting

Brief Description: Strategy team will present information collected from South Heights Elementary regarding Home Visit Blitz

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 14, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? No

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Maps & Common Core State Standards

Grade Level Curriculum Alignment/Pacing Guides

Brief Description: Grade levels will be given time to create a scope and sequence. It will be aligned with the Common Core Standards for the first nine weeks of the 2011-2012 school year.

Intended Participants: Teachers

Date: May 20, 2011

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

Grade Level Curriculum Alignment/Pacing Guides

Brief Description: Grade levels will be given time to create a scope and sequence. It will be aligned with the Common Core Standards for the first nine weeks of the 2011-2012 school year.

Intended Participants: Teachers

Date: Oct 7, 2011

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

Grade Level Curriculum Alignment/Pacing Guides

Brief Description: Grade levels will be given time to create a scope and sequence. It will be aligned with the Common Core Standards for the third nine weeks of the 2011-2012 school year.

Intended Participants: Teachers

Date: Dec 14, 2011

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

Grade Level Curriculum Alignment/Pacing Guides

Brief Description: Grade levels will be given time to create a scope and sequence. It will be aligned with the Common Core Standards for the third nine weeks of the 2011-2012 school year.

Intended Participants: Teachers

Date: Mar 2, 2012

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

G. Attendance

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

Professional Development session to discuss how to hold conferences with student to discuss reading

Brief Description: Teachers will learn how to fill out student data charts and confer with students regarding reading level benchmark data.

Intended Participants: Teachers

Date: Sep 20, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Reading Strategy Professional Development

Brief Description: Focusing on the 5 components of reading, Instructional Facilitators will be providing professional development at grade level meetings.

Intended Participants: Teachers

Date: Sep 10, 2011

Activity Purpose: Refinement

Activity Format: Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

Small Group Guided Reading P.D.

Brief Description: Provide professional reading material concerning small group guided reading as needed.

Intended Participants: Teachers

Date: Aug 20, 2011

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: NA

Does this activity occur during the school day? Yes

L. Student Transition: -Early Childhood- "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: -Special Education - Reading Interventions

Intervention Research & Design

Brief Description: Special Education and Title I teachers will participate in research and collaborate on the identification of intervention strategies to meet student needs

Intended Participants: Teachers

Date: Aug 19, 2011

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: Title I

Does this activity occur during the school day? Yes

Training for Title I staff

Brief Description: Title I coaches will train interventionists on appropriate interventions for students.

Intended Participants: Teachers

Date: Aug 26, 2011

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: Title I

Does this activity occur during the school day? Yes

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

Data Targets Influenced by This Concern:

- 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
- B. Educator Training - Parent Involvement
- C. Outreach to Preschool Parent Involvement Programs
- E. Parent Information Resource Center Website
- A. Parent Involvement: Literacy Services-Reading 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
- L. Student Transition: -Early Childhood- "I Spy Kindergarten"

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 2nd Grade Students -- Pass STAR Early Literacy 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)
- Kindergarten Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- A. Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Literacy Services-Reading Nights
- L. Student Transition: -Early Childhood- "I Spy Kindergarten"

B. Educator Training - Parent Involvement (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:

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

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Kindergarten Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- Kindergarten Students -- Pass STAR Early Literacy 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:

- 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 (IN Rules, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 2nd Grade Students -- Pass STAR Early Literacy 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)
- Kindergarten Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Curriculum Maps & Common Core State Standards

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- 2nd Grade Students -- Pass STAR Early Literacy 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)
- Kindergarten Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

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

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass STAR Early Literacy 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
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

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

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass STAR Early Literacy 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
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (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:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Kindergarten Students -- Pass F & P Benchmark Assessment on Grade Level with Adequate Comprehension on Spring Test
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

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

M. Parent Notice - Assessment Results (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:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (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:

- Q. School-Parent Involvement Policy

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

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

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

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

S. School-Parent Compact (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:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass STAR Early Literacy 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
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass STAR Early Literacy 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
- Kindergarten Students -- Pass STAR Early Literacy At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- U. Focused Student Group: -Special Education - Reading Interventions

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass STAR Early Literacy At/Above Grade Level
- 2nd Grade Students -- Pass STAR Early Literacy 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
- Kindergarten Students -- Pass STAR Early Literacy 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
- W. Timely Additional Assistance: Targeted Small Group Intervention

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Our district currently uses the Indiana State Standards for our curriculum. A copy of these booklets can be found in the principals' office or on-line at the IDOE website. We have distributed the Curriculum Maps designed by the IDOE to each teacher in the building and will be providing professional development for implementation of this new curriculum for the following school year.</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>No waivers are requested for this school year.</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 attendance rates at Elwood Haynes meet the guidelines required the the IDOE.</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>Acuity - A State Standards based computer assessment in Eng/LA, Math, Science, and Social Studies for students in grades 3-5 used to predict success on the ISTEP+ test. STAR Early Literacy - A literacy based computer assessment for students in grades K-2. Scaled scores are used to identify reading proficiency STAR Reading and STAR Math - Literacy and Math based computer assessments used for students in grades 3-5. Grade equivalants are used to identify reading and math proficiency. Fountas & Pinnell Reading Benchmark Assessment - A one-on-one reading assessment given by a teacher to one student at a time. Students are assigned a reading level based on reading accuracy and proficient comprehension. This data is used to determine grouping for small guided reading group instructionl.</p>
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	<p>-- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment</p>
<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>Currently all staff at Elwood Haynes provide services for students in grades K-5. Students needs are met through small group instruction in Title I and Special Education. Groupings for students are based on academic need, not on a label. General Education, Special Education, and Title I teachers provide instruction through fluid groupings at Elwood Haynes Elementary.</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