

School Improvement Plan - 2012-2013

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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
- Sarah Knoop - School Counselor
- Marcia Maple - Teacher
- Sandi Quinton - Administrator
- Susan Streit - Teacher
- Vicki Turley - Parent/Guardian
- Holly Wisheart - Parent/Guardian

Strategy Chairs

- 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

- Nancy Blevins - Community
- Mark Brewster - Business
- Mike Dunn - Community
- Lewis Hall - Guardian
- Linda Herr - Community
- Sara Knoop - School Counselor
- Tricia Nelson - Business
- Jeff Newton - Youth Service
- Sandi Quinton - business
- Tom Rethlake - Business
- Angie Sanders - youth service
- Robert Sarra - community
- Judy Whorley - community
- Holly Wisehart - parent
- Susan Zody - community

Vision Statement

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

We believe all students deserve:

• a healthy, safe, engaging, supportive, and challenging environment.
• a well organized, structured, predictable and disciplined environment for students to learn.
• to be respected and treated fairly.
• a highly qualified teacher who believes in them and their ability to learn.
• the opportunity to receive instruction in differentiated (different) ways.
• support from their parents/guardians.
• the resources needed to succeed socially, emotionally, physically, and academically.
• a quality education based on high expectations from teachers, parents/guardians, 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:

• Teachers, parents, and members of our community will be respectful to each other and to our students.
• Teachers will look for new and creative ways to meet the needs of every student.
• All stakeholders will work together to ensure that our children are college and career ready.
• We will instill in our students the ability to collaborate, follow through with a task, and strive for continual improvement.
• Targeted professional development opportunities for teachers will promote the best available teaching strategies.
• We believe in serving the community and will develop a "serve others" attitude in our students.
• We will maintain 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:

• will exhibit responsible and respectful behavior.
• will become aware of their abilities and be motivated to perform at their best.
• will strive for organization and set high expectations.
• are engaged in the learning process and accountable for their own education.
• will have the confidence to become risk-takers and work creatively.
• will demonstrate trustworthiness in their relationships with others in all environments.
• will 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 the mCLASS Reading & Math Benchmarks: 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 mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	N/A	60%	64%	68%		72%		76%		80%		100%

1st Grade Students - Pass the DIBELS NWF with a cut score of 27 on the BOY benchmark

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

1st Grade Students - Pass the DIBELS NWF with a cut score of 58 on the EOY benchmark

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	N/A		64%		68%		72%		100%

2nd Grade Students - Pass IREAD-2

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A		N/A		60%		65%		70%		75%		100%

2nd Grade Students - Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	N/A	60%	46%	50%		54%		58%		62%		100%

3rd Grade Special Education Students - Pass ISTEP+/IMAST ELA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%		67%		70%		73%		76%		79%		100%

3rd Grade Students - Demonstrate identifying Problem & Solution in a Story as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

3rd Grade Students - Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	65%		70%		75%		80%		100%

3rd Grade Students - Demonstrate Recalling major points and revising predictions as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

3rd Grade Students - Pass IREAD-3

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	75%		80%		85%		90%		100%

3rd Grade Students - Pass STAR Reading with a GE of 3.8 or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	43%	70%	59%	64%		68%		72%		76%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	74%	85%	80.6%	85%		88%		91%		94%		100%

4th Grade Male Students - Pass F & P Benchmark Assessment at Level S or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	65%		70%		75%		80%		100%

4th Grade Special Education Students - Pass ISTEP+/IMAST

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%		67%		70%		73%		76%		79%		100%

4th Grade Students - Demonstrate main idea in a Story as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	65%		70%		75%		80%		100%

4th Grade Students - Pass STAR Reading with a GE of 4.8 or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	44%	70%	58%	65%		70%		75%		80%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	81%	85%	87.8%	88%		91%		94%		96%		100%

5th Grade Special Education Students - Pass ISTEP+/IMAST ELA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%		67%		70%		73%		76%		79%		100%

5th Grade Students - Demonstrate drawing inferences as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

5th Grade Students - Demonstrate understanding main idea as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

5th Grade Students - Demonstrate understanding theme as indicated by the CMA-Acuity 4th Quarter Post-test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A		N/A		60%		64%		68%		72%		100%

5th Grade Students - Pass F & P Benchmark Assessment at Level V or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		80%		100%

5th Grade Students - Pass STAR Reading at a GE of 5.8 or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	44%	60%	44%	50%		54%		58%		62%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	70%	80%	80.5%	84%		88%		91%		94%		100%

Kindergarten Students - Pass IREAD-K

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

Kindergarten Students - Pass Letter/Sound ID with 90% Accuracy on EOY Assessment

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	60%		64%		68%		72%		100%

Kindergarten Students - Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	N/A	60%	41%	50%		54%		58%		62%		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... Teachers need to link instructional decisions to data analysis.

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

G. Attendance

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

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: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Literacy Services-Reading Nights

Elwood Haynes Title I Staff will provide three parent involvement evenings to help their children improve in literacy. These evenings will be in October, February, and April of the 2012-2013 school year. The students and their parents will gather to play book bingo and receive books to take home on their reading level. Information will be shared with parents on how to read with their child. On another evening, we will hear a local author, share information about the area Young Authors's Conference and encourage the students to participate in the conference. Information will be shared with parents at this meeting on how writing can positively impact reading comprehension. We will also have a Reader's Theater in the April. At this meeting, information will be shared with parents regarding fluency. Finally, a parent survey will be conducted in May to solicit ideas from parents on what kind of training or support services they need to help their child at home.

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 home visits. 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 communication opportunities 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 Shane Matlock the Parent Involvement Coordinator at KCS Headstart and to teachers for Elwood Haynes Community Preschool monthly beginning in September 2012. 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 using the Common Core State Standards for the content areas of Mathematics, English/Language Arts, Science, and Social Studies. We will encourage rigorous curriculum by doing the following: *Quarterly curriculum maps will be designed using the Common Core State Standards *provide professional development at the district level for grade level teams of teachers to create integrated units of study for English/Language Arts, Math, Science, & Social Studies *Provide job-embedded professional development to support staff at the building level in continued design and implementation of integrated units of study

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Teachers actively encourage perfect attendance, and the school rewards students who receive perfect attendance through the awards program. Teachers report attendance daily via Power School. Students and parents will be contacted with an attendance update every 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: High Impact - Inside

Focus: General

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

This strategy increases the quality in reading instruction an academic area where our students are achieving at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All K-5 teachers will assess students with a benchmark reading test 3 times a year. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Reading Workshop, all K-5 teachers will teach and model grade level standards-based reading strategies and skills (with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension). Students will receive differentiated instruction at their reading level during small group guided reading sessions, 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: High Impact - Inside

Focus: Specific

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

This strategy increases the quality in reading instruction an academic area where our students are achieving at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Small Group Guided Reading will be part of the Reading Workshop being implemented in the classroom at the primary and intermediate levels. Students will receive 20-30 minutes per day of small group intensive literacy instruction. Instruction will focus on the five main components of reading-vocabulary, phonemic awareness, phonics, fluency and comprehension. In addition, teachers will implement guided reading lessons in nonfiction in preparation for the common core state standards. 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. Student will share data with parents during student let conferences. Teachers will use mCLASS Reading, or STAR Reading and Fountas & Pinnell Benchmarks to form student groups and assess growth at the end of each grading period. 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 benchmark data (mCLASS, STAR, F & P) which we will post on a data wall, we will review student progress towards goals and 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: General

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

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

Impact Level: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

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

L. Student Transition: Make Way for Kindergarten

In the fall of 2012, Kindergarten students and their parents will be invited to attend an evening workshop to meet kindergarten teachers and tour the building. Parents will be informed of expectations for Kindergarten students. They will be given Kindergarten curriculum guides and strategies to work on at home with their child. Parents will also be given the results of their child's kindergarten screening. In the spring of 2013, students from Elwood Haynes Community Preschool will be invited to visit a Kindergarten classroom at Elwood Haynes. The purpose of this visit is to support our students in their transition from Preschool to Kindergarten. During this visit, students will tour our school building and meet a kindergarten teacher and the principal. Then children will tour the hallways, cafeteria, library, gymnasium, office, and nurse's station.

Impact Level: High Impact - Inside

Focus: Specific

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: Low Impact

Focus: Specific

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

Special Education students will receive additional 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 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.

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: High Impact - Inside

Focus: Specific

Strategy Data

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

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

To-Do List

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

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

Educator Training - Parent Involvement

Aug 7, 2012: At back-to-school staff meeting the strategy chair will outline what a home visit may look like and the procedure for arranging one. **Person:** Shane Kretz

Sep 13, 2012: At September staff meeting, concerns regarding home visits will be solicited and addressed during grade level meetings to follow. **Person:** Kretz

Oct 18, 2012: Sign up sheet will be provided in Teacher Workroom for staff to sign up for home visit & buddy will be assigned **Person:** Kretz

Mar 7, 2013: Sign up sheet will be provided in Teacher Workroom for staff to sign up for home visit & buddy will be assigned. **Person:** Kretz

Apr 25, 2013: At April staff meeting, a discussion on home visits will be conducted to gather information for improving strategy for following year. **Person:** Kretz

Encourage Rigorous Curriculum

Aug 21, 2012: Introduction of Curriculum Loft Software **Person:** Kathi Hoover

Aug 28, 2012: Grade level Team meetings to answer questions/concerns regarding Curriculum Loft Software **Person:** Kathi Hoover

Sep 4, 2012: Review of Curriculum Maps (CCSS) in Eng/LA & Math - discuss quarterly alignment with grade level teams **Person:** Kathi Hoover

Sep 11, 2012: Training Session by UDDI Team on creating cross-curricular units of study using UDDI template **Person:** Matt Truesdell, Heather Correll, Debbie Newby

Sep 18, 2012: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Oct 18, 2012: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Nov 18, 2012: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Dec 18, 2012: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Jan 18, 2013: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Feb 18, 2013: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Mar 18, 2013: Work in grade level teams to develop unit plans based on CCSS and UDDI template **Person:** Matt Truesdell

Apr 16, 2013: Review of Curriculum Maps and Unit Plans developed during school year by grade level teams **Person:** Kathi Hoover

Focused Academic Area

Sep 1, 2012: Provide ongoing opportunities for Small Group Guided Reading to be modeled in classrooms at a teacher's request **Person:** Marcia Maple

Sep 1, 2012: Provide ongoing opportunities for staff members to observe in each others classroom during Small Group Guided Reading **Person:** Marcia Maple

Sep 1, 2012: Provide reading materials to assist staff with Small Group Guided Reading **Person:** Marcia Maple

Sep 20, 2012: Have a full staff meeting to explain our new data wall. Explain what it will contain, where it will be located, what information will be included, and how we can use it to watch students' growth in reading **Person:** Debbie Newby

Oct 1, 2012: Continue to offer teachers the opportunity to observe other teacher or to have teachers come into their classroom to model Small Group Guided reading methods **Person:** Marcia Maple

Oct 1, 2012: Create a building wide schedule that allows each classroom to have a 90 minute reading block that includes Small Group Guided Reading **Person:** Linda Campbell

Oct 1, 2012: Create a working schedule that allows everyone to have an uninterrupted 90 minute reading block which includes Small Group Guided Reading time **Person:** Linda Campbell

Oct 10, 2012: Identify students reading levels for Small Group Guided Reading based on grade level assessments **Person:** Debbie Newby

Oct 15, 2012: Collect baseline data: F & P Benchmark for grades K-5 **Person:** Marcia Maple

Oct 15, 2012: Collect Data from F & P Benchmark for Grades K-5 to show current reading levels **Person:** Debbie Newby

Oct 20, 2012: Use F & P Benchmark data collect on Oct. 15 to create a data wall that shows the current reading level, below, on, or above grade level, for each student **Person:** Debbie Newby

Nov 30, 2012: Collect fall data: Percentage of teaching staff that feel small group guided reading is meeting student needs successfully. **Person:** Debbie Newby

Dec 1, 2012: Offer professional development in the area of using Non fiction work in Small Group Guided Reading **Person:** Kathi Hoover

Jan 10, 2013: At a full staff meeting review the data wall. Look at changes that are being shown and discuss how we can use the information and what it means for our school **Person:** Debbie Newby

Jan 15, 2013: Collect data from F & P Benchmark for grades 3-5 to show current reading levels **Person:** Debbie Newby

Jan 15, 2013: Collect Mid-Year data: F & P Benchmark/Running Records for grades 3-5 **Person:** Marcia Maple

Jan 20, 2013: Use data collected on January 15 to update data wall for grades 3-5 **Person:** Debbie Newby

Feb 15, 2013: Collect data from F & P Benchmark for grades K-2 to show current reading levels **Person:** Debbie Newby

Feb 28, 2013: Use data collected on February 15 to update data wall for grades K-2 **Person:** Debbie Newby

May 15, 2013: Collect data from F & P Benchmark for grades K-5 to show current reading level **Person:** Debbie Newby

May 15, 2013: Collect End-of-Year Data: F & P Benchmark for grades K-5 **Person:** Debbie Newby

May 20, 2013: Collect spring data: Percentage of teaching staff that feel small group guided reading is meeting student needs successfully. **Person:** Debbie Newby

May 20, 2013: Use data collected on May 15 to update data wall for grades K-5 **Person:** Debbie newby

Focused Student Group

Apr 1, 2012: Collect baseline data: **Person:** Susan Streit

Sep 5, 2012: Identify students based on Fountas and Pinnell benchmark or STAR reading for 30 minutes of instruction. **Person:** Title I

Sep 12, 2012: Create a schedule and place students in appropriate small groups for 30 minutes of intense instruction **Person:** Marcia Maple

Oct 19, 2012: Analyze student progress by using progress monitoring information based on STAR and mclass and adjust groups according to student progress. **Person:** Title I

Oct 26, 2012: Title I and Special Education staff will communicate with classroom teacher about student progress. **Person:** Crystal Hunt

Nov 30, 2012: Collect fall data: **Person:** Susan Streit

Nov 30, 2012: Collect fall data: Percentage of all staff that feel the intervention strategies are meeting the needs of special education students. **Person:** Susan Streit

Nov 30, 2012: 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:** Susan Streit

Dec 14, 2012: Analyze student progress by using progress monitoring information based on STAR and mclass and adjust groups according to student progress. **Person:** Title I

Feb 16, 2013: Analyze student progress by using progress monitoring information based on STAR and mclass and adjust groups according to student progress. **Person:** Title I

Feb 17, 2013: Title I and Special Education staff will communicate with classroom teacher about student progress **Person:** Crystal Hunt

Apr 21, 2013: Analyze student progress by using progress monitoring information based on STAR and mclass and adjust groups according to student progress. **Person:** Title I

May 4, 2013: Title I and Special Education staff will communicate with classroom teacher about student progress **Person:** Crystal Hunt

Jun 30, 2013: Collect spring data: **Person:** Susan Streit

Jun 30, 2013: Collect spring data: Percentage of all staff that feel the intervention strategies are meeting the needs of special education students. **Person:** Susan Streit

Jun 30, 2013: 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:** Susan Streit

Parent Involvement

Jun 5, 2012: Contact Author for Family Literacy Night - Celebrate with an Author **Person:** Mary Tetrick

Oct 2, 2012: Design/Make Bookmark to send home with Parents & Students about reading together at home for FLN - Book Bingo **Person:** Debbie McDaniel

Oct 9, 2012: Create Sign-in & Evaluation Sheets for FLN - Book Bingo **Person:** Lynn McCauley
Oct 9, 2012: Purchase supplies for popcorn and drinks for Family Literacy Night - Book Bingo **Person:** Mary Tetrick
Oct 9, 2012: Send home flyer and use telephone notification system to inform families about Family Literacy Night - Book Bingo **Person:** Lynn McCauley
Oct 16, 2012: Family Literacy Night - Book Bingo **Person:** Mary Tetrick
Oct 16, 2012: Gather Bingo Cards & Chips **Person:** Marcia Maple
Oct 16, 2012: Prepare popcorn and drinks for Family Literacy Night - Book Bingo **Person:** Candace Ballard
Nov 13, 2012: Purchase author books for Family Literacy Night - Celebrate with an Author (Paulette Hoover) **Person:** Mary Tetrick
Jan 29, 2013: Purchase supplies for cookies and punch for FLN - Celebrate with an Author **Person:** Lynn McCauley
Feb 4, 2013: Visit each classroom to read one of the Author's Books to students **Person:** Literacy Night Team
Feb 5, 2013: Create Sign-in & Evaluation Sheets for FLN - Celebrate with an Author **Person:** Lynn McCauley
Feb 5, 2013: Send Flyer home and use telephone notification system to inform families about Family Literacy Night - Celebrate with an Author **Person:** Mary Tetrick
Feb 12, 2013: Family Literacy Night - Celebrate with an Author **Person:** Mary Tetrick
Mar 19, 2013: Assign Readers' Theater Plays - one play per grade level **Person:** Mary Tetrick
Mar 26, 2013: Order stage and chairs for FLN - Readers' Theater **Person:** Mary Tetrick
Apr 8, 2013: Create Sign-in & Evaluation Sheets for FLN - Readers' Theater **Person:** Lynn McCauley
Apr 8, 2013: Send home flyer and use telephone notification system to inform families about Family Literacy Night -Reader's Theater **Person:** Mary Tetrick
Apr 12, 2013: Set up Stage, Scenery, Backdrops, Sound System & Chairs **Person:** Mary Tetrick
Apr 16, 2013: Family Literacy Night - Readers' Theater **Person:** Mary Tetrick

Student Transition

Aug 17, 2012: Design Flyer for Evening Kindergarten Parent Workshop **Person:** Martha Phares
Aug 17, 2012: Prepare curriculum guides and activities for parents **Person:** Christi Ratcliff
Aug 24, 2012: Send Flyer home with kindergarten students & post on school website **Person:** Sara Van Dam
Aug 28, 2012: Hold evening Kindergarten Parent Workshop **Person:** Sara Van Dam
May 1, 2013: Tours of Kindergarten Classrooms for Preschool Students **Person:** Sara Van Dam

Timely Additional Assistance

Aug 10, 2012: Create building wide schedule that allows students in every classroom to have 30-60 additional minutes of intervention instruction **Person:** Kathi Hoover
Aug 27, 2012: Identify students for intervention instruction using universal screener **Person:** Kathi Hoover
Sep 28, 2012: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Oct 26, 2012: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Nov 23, 2012: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Dec 28, 2012: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Jan 25, 2013: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Feb 22, 2013: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Mar 22, 2013: Progress monitor students receiving intervention instruction **Person:** Marcia Maple
Apr 26, 2013: Progress monitor students receiving intervention instruction **Person:** Marcia Maple

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

No professional development is needed for this strategy.

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

Training Session by UDDI Team on creating cross-curricular units of study using UDDI template

Brief Description: Teachers will participate in a training session on how to use the UDDI template to create cross-curricular units plans based on the CCSS

Intended Participants: Teachers, Administrators

Date: Sep 11, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

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

At a full staff meeting review the data wall. Look at changes that are being shown and discuss how w

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

Intended Participants: Teachers, Administrators

Date: Jan 10, 2013

Activity Purpose: Information, Refinement

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

Funding:

Does this activity occur during the school day? No

Have a full staff meeting to explain our new data wall. Explain what it will contain, where it will

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

Intended Participants: Teachers, Administrators

Date: Sep 20, 2012

Activity Purpose: Information

Activity Format: Talk to, Presentation, Peer Coaching

Funding: NA

Does this activity occur during the school day? No

Provide ongoing opportunities for Small Group Guided Reading to be modeled in classrooms at a teache

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

Intended Participants: Teachers, Administrators

Date: Sep 1, 2012

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

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Provide ongoing opportunities for staff members to observe in each others classroom during Small Gro

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

Intended Participants: Teachers, Administrators

Date: Sep 1, 2012

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Provide reading materials to assist staff with Small Group Guided Reading

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

Intended Participants: Teachers, Administrators

Date: Sep 1, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Study Group, Peer Coaching, Professional Reading

Funding: NA

Does this activity occur during the school day? No

L. Student Transition: Make Way for Kindergarten

No professional development is needed for this strategy.

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

W. Timely Additional Assistance: Targeted Small Group Intervention

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... Teachers need to link instructional decisions to data analysis.

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Demonstrate identifying Problem & Solution in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 3rd Grade Students -- Pass STAR Reading with a GE of 3.8 or higher on Spring Test
- 4th Grade Male Students -- Pass F & P Benchmark Assessment at Level S or higher on Spring Test
- 4th Grade Students -- Demonstrate main idea in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Demonstrate drawing inferences as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Demonstrate understanding theme as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level V or higher on Spring Test
- Kindergarten Students -- Pass Letter/Sound ID with 90% Accuracy on EOY Assessment
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Male Students -- Pass F & P Benchmark Assessment at Level S or higher on Spring Test
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level V or higher on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher 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: Make Way for Kindergarten

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Kindergarten Students -- Pass IREAD-K
- Kindergarten Students -- Pass Letter/Sound ID with 90% Accuracy on EOY Assessment
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K

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 the DIBELS NWF with a cut score of 27 on the BOY benchmark
- 1st Grade Students -- Pass the DIBELS NWF with a cut score of 58 on the EOY benchmark
- 3rd Grade Students -- Demonstrate identifying Problem & Solution in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 3rd Grade Students -- Demonstrate Recalling major points and revising predictions as indicated by the CMA-Acuity 4th Quarter Post-test
- 4th Grade Students -- Demonstrate main idea in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 4th Grade Students -- Pass STAR Reading with a GE of 4.8 or higher on Spring Test
- 5th Grade Students -- Demonstrate drawing inferences as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Demonstrate understanding main idea as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Demonstrate understanding theme as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Pass STAR Reading at a GE of 5.8 or higher on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)

- Kindergarten Students -- Pass Letter/Sound ID with 90% Accuracy on EOY Assessment
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 4th Grade Male Students -- Pass F & P Benchmark Assessment at Level S or higher on Spring Test
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level V or higher on Spring Test
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2
- 2nd Grade Students -- Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 3rd Grade Students -- Pass IREAD-3
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Male Students -- Pass F & P Benchmark Assessment at Level S or higher on Spring Test
- 4th Grade Students -- Pass STAR Reading with a GE of 4.8 or higher on Spring Test
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level V or higher on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher 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 mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2
- 3rd Grade Students -- Pass IREAD-3
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K

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 mCLASS-TRC/F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2
- 2nd Grade Students -- Pass MCLASS-TRC/F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Pass IREAD-3
- 3rd Grade Students -- Pass STAR Reading with a GE of 3.8 or higher on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Male Students -- Pass F & P Benchmark Assessment at Level S or higher on Spring Test
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level V or higher on Spring Test
- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher 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 IREAD-K
- Kindergarten Students -- Pass mCLASS-TRC/F & P Benchmark Assessment at Level C or higher on Spring Test

Strategies to Impact This Concern:

- L. Student Transition: Make Way for Kindergarten
- L. Student Transition: -Elementary to Middle School

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 2nd Grade Students -- Pass IREAD-2
- 3rd Grade Students -- Pass IREAD-3
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)

- 5th Grade Students -- Passing ISTEP English (seat data)
- Kindergarten Students -- Pass IREAD-K

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:

- 3rd Grade Students -- Pass STAR Reading with a GE of 3.8 or higher on Spring Test
- 4th Grade Students -- Pass STAR Reading with a GE of 4.8 or higher on Spring Test
- 5th Grade Students -- Pass STAR Reading at a GE of 5.8 or higher 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:

- 3rd Grade Special Education Students -- Pass ISTEP+/IMAST ELA
- 4th Grade Special Education Students -- Pass ISTEP+/IMAST
- 5th Grade Special Education Students -- Pass ISTEP+/IMAST ELA

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 the DIBELS NWF with a cut score of 58 on the EOY benchmark
- 3rd Grade Students -- Demonstrate identifying Problem & Solution in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 3rd Grade Students -- Demonstrate Recalling major points and revising predictions as indicated by the CMA-Acuity 4th Quarter Post-test
- 3rd Grade Students -- Pass STAR Reading with a GE of 3.8 or higher on Spring Test
- 4th Grade Students -- Demonstrate main idea in a Story as indicated by the CMA-Acuity 4th Quarter Post-test
- 4th Grade Students -- Pass STAR Reading with a GE of 4.8 or higher on Spring Test
- 5th Grade Students -- Demonstrate understanding theme as indicated by the CMA-Acuity 4th Quarter Post-test
- 5th Grade Students -- Pass STAR Reading at a GE of 5.8 or higher on Spring Test
- Kindergarten Students -- Pass Letter/Sound ID with 90% Accuracy on EOY Assessment

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Targeted Small Group Intervention
- W. Timely Additional Assistance: Resource Room for Extra Time & Help

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Our school currently uses the curriculum maps in Reading and Math provided on the Learning Connection by the IDOE.
<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. 	We are requesting NO waivers at this time.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<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.</p> <p>mCLASS DIBELS Next & TRC - A computer based, one on one assessment system that provides benchmark scores and progress monitoring in the areas of phonemic awareness, phonics, fluency, vocabulary, and text reading level for students in grades K-2. These benchmark scores are used to identify reading proficiency.</p> <p>STAR Reading and STAR Math - Literacy and Math based computer assessments used for students in grades 3-5. Grade equivalent are used to identify reading and math proficiency.</p> <p>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 instruction.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	N/A
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	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.

Continuous Improvement Timeline

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

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