

School Improvement Plan - 2014-2015

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

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

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

- Laurie Bridge - Teacher
- Linda Campbell - Administrator
- Mike Dunn - Community Representative (Business)
- Kathi Hoover - Administrator
- Crystal Hunt - Teacher
- Dorothea Irwin - Administrator
- Sarah Knoop - School Counselor
- Cari Richards - Teacher
- Susan Streit - Teacher

Strategy Chairs

- Laurie Bridge
- Linda Campbell
- Heather Correll
- Susan Halupa
- Kathi Hoover
- Sarah Knoop
- Shane Kretz
- Lynn McCauley
- Debbie Newby
- Martha Phares
- Christi Ratcliff
- Nicole Rivers

- Peggy Rivers
- Susan Streit
- Matt Truesdell

Community Council

-
- Mark Brewster - Business
- Sharon Daniel - Community
- Mike Dunn - Community
- Lewis Hall - Various Student Group
- Linda Herr - Community
- Dorothea Irwin - business
- Angel Kistler - community
- Sara Knoop - School Counselor
- Tricia Nelson - Business
- Jeff Newton - Youth Service
- Angie Sanders - youth service
- Robert Sarra - community
- Judy Whorley - community
- Alice Worley - Parent

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 - F & P Benchmark Assessment at Level I or higher on spring test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	30%	33%	54%	59%		64%		69%		74%		100%

1st Grade Students - Pass EOY Addition/Subtraction Fact Assessment with 80% accuracy

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	53%		58%		63%		68%		100%

1st Grade Students - Pass IREAD-1 Phonics with 80% accuracy

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	41%	53%	39%	44%		49%		54%		59%		100%

2nd Grade Students - Pass a 10 problem assessment, consisting of five 2-digit addition and 2-digit subtractions problems with regrouping with 80% accuracy

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	75%	78%	83%		88%		93%		98%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	13%	50%	36%	41%		46%		51%		56%		100%

2nd Grade Students - Pass IREAD-2 Phonics with 80% accuracy

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	29%	50%	30%	35%		40%		45%		50%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	67%	70%	90%	93%		96%		99%		100%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	68%	60%	65%		70%		75%		80%		100%

3rd Grade Students - Pass Math Computation portion of ISTEP+

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	57%	60%	80%	83%		86%		89%		92%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	68%	71%	72.5%	76%		79%		82%		85%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	73%	76%	86%	89%		92%		95%		98%		100%

4th Grade Students - Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	44%	68%	80%	85%		90%		95%		100%		100%

4th Grade Students - Pass the Math Computation Portion of ISTEP+

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	54%	57%	84%	89%		94%		99%		100%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	80%	83%	87.3%	90%		93%		96%		99%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	78%	81%	86%	89%		92%		95%		98%		100%

5th Grade Students - Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	50%	53%	73%	78%		83%		88%		93%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	79%	82%	77.8%	81%		84%		87%		90%		100%

5th Grade Students - Passing ISTEP+ Math (seat data)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	79%	82%	85.1%	88%		91%		94%		97%		100%

Kindergarten - Kindergarten students will recognize 49/54 letter names and 23/26 letter sounds according to EOY assessment.

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	80%		85%		90%		95%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	N/A	70%		75%		80%		85%		100%

Kindergarten Students - Pass matching sets of objects and numerals (up to 20) EOY assessment with 80% accuracy

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A		50%		55%		60%				100%

Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Areas of Concern

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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

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

We are concerned that... Parent Involvement

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

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

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

We are concerned that... School-Parent Compact

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

We are concerned that... Student behavior is impacting instruction in the classroom

Discussions regarding student learning barriers brought this concern forward to the staff.

We are concerned that... Student Transition

We are concerned that... Teachers need to link instructional decisions to data analysis.

We are concerned that... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to 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 in-service 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: General

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

Attracting Highly Qualified Teachers

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

Impact Level: Low Impact

Focus: General

Educator Training - Parent Involvement

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: Low Impact

Focus: General

Encourage Rigorous Curriculum

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

Impact Level: High Impact - Inside

Focus: General

Focused Academic Area: Math

This strategy increases the quality in math 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. Math Workshop is being implemented in the classroom at the primary and intermediate levels. Students will receive 20-30 minutes per day of small group intensive math instruction. Instruction will focus on the five main components of math-vocabulary, basic fact knowledge, computation, problem solving, and number sense. In addition, teachers will implement whole group lessons in preparation for the math common core state standards. Progress will be monitored with work samples, informal math assessments, and math problem solving prompts; data will be analyzed and linked to modifications in instruction. Teachers will use Acuity and classroom assessments 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 (Acuity) we will review student progress towards goals and make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: 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. 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

Focused Student Group

Students in grades 3-5 will receive additional small group intensive mathematics instruction that focuses on improving computation, problem solving, fact knowledge, and number sense. Teachers will use Acuity Predictive Assessments and Pearson Math diagnostic materials to form student groups and assess growth at the end of each grading period. The targeted students will be identified as those predicted not to pass ISTEP+ in math. Progress will be monitored with work samples, informal math assessments, and problem solving prompts; data will be analyzed and linked to modifications in instruction. Each student will set math 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. Teachers in grades 3-5 will collaborate monthly to develop strategies and match interventions to meet the needs of students who are struggling in math. The teachers will use these interventions to remediate and/or support the services provided in the classroom.

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet 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: General

Instruction by Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: General

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

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. This monthly calendar will provide information and activities for parents on the knowledge and skills their child needs to be prepared for kindergarten.

Impact Level: High Impact - Outside

Focus: General

Parent Information Resource Center Website

The Strategy Chairperson will post the link to the Indiana Parent Information & Resource Center (www.fscsp.org) and other websites to support parent involvement and student achievement on the Elwood Haynes School website in August. 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

Parent Involvement - Parent Education Nights

Elwood Haynes Parent Involvement Team will plan 3 parent education nights based on feedback from a parent and teacher survey given at the beginning of the school year. Each parent education night will focus on areas of identified need. Title I and classroom teachers will provide at least two workshops during these education nights and parents will rotate through each 30 minute session. The education nights will take place in the evenings (5:30-7:00 p.m.) in October, February, and April. To encourage parent participation, childcare will be provided at the meetings.

Impact Level: High Impact - Outside

Focus: General

Parent Involvement - Plan, Review, Revise School Improvement 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: High Impact - Outside

Focus: General

Parent Notice - Assessment Results

Individual reports of student performance on IREAD-3 and 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 (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: Low Impact

Focus: General

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. 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: General

Parent Right-to-Know Letter - Qualifications

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

Impact Level: Low Impact

Focus: General

Positive Behavior Instruction Supports

Throughout the school year, staff at Elwood Haynes will implement positive behavior instruction supports to build a framework of consistent expectations, universal language, and to create a positive learning environment. Students will be acknowledged when demonstrating expected behaviors. Staff will receive ongoing professional development on strategies to fully implement the model throughout the school, within the classroom, and on the busses.

Impact Level: High Impact - Inside

Focus: General

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 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: High Impact - Outside

Focus: General

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: General

Student Transition

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

Student Transition - Make Way for Kindergarten

In the fall of 2014, 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 2015, 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 - Outside

Focus: General

Teachers Included in Assessment Decisions

During the fall and spring Community Council meetings for school improvement planning, teams of teachers, administrators and parents will review school based assessments and data. In addition, teachers will be expected to participate in bi-weekly grade level team meetings to review and analyze assessment data, to make decisions based upon results that will improve student achievement, and to link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts as well as on "data walls." Assessment data will be standards-based and includes ISTEP+, Acuity Reading and Math, Fountas & Pinnell, and Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

Impact Level: High Impact - Inside

Focus: General

Timely Additional Assistance

All students will be assessed to determine levels of proficiency (ISTEP+, IREAD K-3, Acuity Reading and Math, 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

Timely Additional Assistance - Resource Room

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 Math computation and English/Language arts 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

Strategy Data

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

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

To-Do List

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

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

Encourage Rigorous Curriculum

- Apr 17, 2014:** Review of Curriculum Maps and Unit plans developed during school year at grade level team meetings **Person:** Matt Truesell
- Aug 15, 2014:** Review Curriculum Loft **Person:** Laurie Bridge
- Aug 15, 2014:** Summer training session by UDDI team on creating cross-curricular units of study using UDDI template **Person:** Matt Truesdell, Debbie Newby, Heather Corell
- Aug 22, 2014:** Cross grade level meetings **Person:** Matt Truesdell
- Aug 22, 2014:** Grade level team meetings to answer questions/concerns regarding Curriculum Loft Software with guided practice materials **Person:** Laurie Bridge
- Oct 17, 2014:** Work in grade level teams, before and after school, to develop unit plans based on UDDI template **Person:** Matt Truesdell
- Jan 23, 2015:** Work in grade level teams, before and after school, to develop unit plans based on UDDI template **Person:** Matt Truesdell
- Mar 13, 2015:** Work in grade level teams, before and after school, to develop unit plans based on UDDI template **Person:** Matt Truesdell

Focused Academic Area: Math

- Jan 10, 2014:** Professional Materials will be available for teachers to learn more about implementing a math workshop **Person:** Debbie Newby
- Feb 24, 2014:** Collect Acuity data to determine areas of math that need to be addressed **Person:** Debbie Newby
- Jun 3, 2014:** Survey staff to determine current math status and needs. **Person:** Debbie Newby
- Jun 30, 2014:** Collect Spring Data: Percentage of teaching staff that feel small group guided reading is meeting student needs successfully **Person:** Debbie Newby
- Jul 16, 2014:** Kathy Richardson Workshop **Person:** Laurie Bridge
- Aug 4, 2014:** Whole Staff Meeting to present information to the staff about implementing a math workshop **Person:** Debbie Newby
- Oct 1, 2014:** Visitations to other schools **Person:** Linda Campbell
- Oct 3, 2014:** Daily 3 for Math book study **Person:** Laurie Bridge
- Oct 7, 2014:** Collect Acuity data to determine areas of math that need to be addressed **Person:** Debbie Newby
- Oct 15, 2014:** Daily 3 for Math Book Study **Person:** Laurie Bridge
- Oct 29, 2014:** Daily 3 for Math Book Study **Person:** Laurie Bridge
- Nov 1, 2014:** Classroom Modeling **Person:** Laurie Bridge
- Nov 12, 2014:** Daily 3 for Math Book Study **Person:** Laurie Bridge
- Nov 30, 2014:** Collect fall data: Percentage of teacher staff that feel that small group guided reading is meeting student needs successfully **Person:** Debbie Newby
- Dec 3, 2014:** Daily 3 for Math Book Study **Person:** Laurie Bridge
- Dec 9, 2014:** Collect Acuity data to determine areas of math that need to be addressed **Person:** Debbie Newby
- Dec 17, 2014:** Daily 3 for Math book study **Person:** Laurie Bridge
- May 13, 2015:** Survey staff about current math practices and math needs **Person:** Debbie Newby

Focused Student Group

- May 27, 2014:** Math Survey **Person:** Debbie Newby
- Jun 16, 2014:** Kathy Richardson Workshop **Person:** Laurie Bridge

Aug 1, 2014: Communicate with staff members about math workshop and Daily 3 for math **Person:** Laurie Bridge

Oct 2, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Oct 6, 2014: Identify students based on Acuity data for small group intervention **Person:** Susan Streit

Oct 9, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Oct 16, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Oct 23, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Nov 6, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Nov 13, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Nov 20, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Dec 4, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Dec 8, 2014: Analyze student progress by using progress monitoring data based on Acuity scores. Groups will be adjusted based on this student progress data **Person:** Susan Streit

Dec 11, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Dec 18, 2014: Book study for staff on Daily 3 for Math **Person:** Laurie Bridge

Jan 12, 2015: Teacher observation of other teachers who are implementing math workshop or Daily 3 for Math. The observations could be of other staff at Elwood Haynes or teachers at other schools **Person:** Linda Campbell

Feb 23, 2015: Analyze student progress by using progress monitoring data based on Acuity scores. Groups will be adjusted based on this student progress data. **Person:** Susan Streit

May 12, 2015: Collect data by surveying staff on their implementation of math workshop. **Person:** Susan Streit

Parent Involvement - Parent Education Nights

Aug 4, 2014: Community Planning Session **Person:** Nichole Rivers

Aug 21, 2014: Field Trip Orientation Meeting for Parents **Person:** Martha Phares

Aug 21, 2014: Parent Survey **Person:** Nichole Rivers

Sep 1, 2014: Parent Involvement Newsletter **Person:** Nichole Rivers

Oct 1, 2014: Parent Involvement Newsletter **Person:** Nichole Rivers

Oct 9, 2014: Parent Education Night **Person:** Nichole Rivers

Nov 1, 2014: Parent Involvement Newsletter **Person:** Nichole Rivers

Dec 1, 2014: Parent Involvement Newsletter **Person:** Nichole Rivers

Jan 1, 2015: Parent Involvement Newsletter **Person:** Nichole Rivers

Jan 22, 2015: Parent Education Night **Person:** Nichole Rivers

Feb 1, 2015: Parent Involvement Newsletter **Person:** Nichole Rivers

Feb 12, 2015: Parent Field Trip Orientation Night **Person:** Martha Phares

Mar 1, 2015: Parent Involvement Newsletter **Person:** Nichole Rivers

Mar 26, 2015: Parent Education Night **Person:** Nichole Rivers

Apr 1, 2015: Parent Involvement Newsletter **Person:** Nichole Rivers

May 1, 2015: Parent Involvement Newsletter **Person:** Nichole Rivers

May 5, 2015: Parent **Person:** Martha Phares

Professional Development Summary

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

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

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

Encourage Rigorous Curriculum

Summer training session by UDDI team on creating cross-curricular units of study using UDDI template

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

Intended Participants:

Date: Aug 15, 2014

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

Work in grade level teams, before and after school, to develop unit plans based on UDDI template

Brief Description: Work in grade level teams, before and after school, to develop unit plans based on UDDI template

Intended Participants: Teachers

Dates: Oct 17, 2014; Jan 23, 2015; Mar 13, 2015

Activity Purpose: Skill Building

Activity Format: Study Group

Funding:

Does this activity occur during the school day? No

Focused Academic Area: Math

Daily 3 for Math book study

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

Intended Participants: Teachers

Date: Oct 3, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Daily 3 for Math Book Study

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

Intended Participants: Teachers

Date: Oct 15, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding:

Does this activity occur during the school day? No

Daily 3 for Math Book Study

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

Intended Participants: Teachers

Date: Oct 29, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding:

Does this activity occur during the school day? No

Daily 3 for Math Book Study

Brief Description: We will be doing a book study of the Daily 3 for math.

Intended Participants: Teachers

Date: Nov 12, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding:

Does this activity occur during the school day? No

Daily 3 for Math Book Study

Brief Description: We will be doing a book study of the Daily 3 for math.

Intended Participants: Teachers

Date: Dec 3, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding:

Does this activity occur during the school day? No

Daily 3 for Math book study

Brief Description: We will have a book study on the Daily 3 for Math.

Intended Participants: Teachers, Administrators

Date: Dec 17, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding:

Does this activity occur during the school day? No

Kathy Richardson Workshop

Brief Description: Kathy Richardson math workshop

Intended Participants: Teachers, Administrators

Date: Jul 16, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title one

Does this activity occur during the school day? No

Focused Student Group

Book study for staff on Daily 3 for Math

Brief Description: Book study on Daily 3 for Math

Intended Participants: Teachers, Administrators

Dates: Oct 2, 2014; Oct 9, 2014; Oct 16, 2014; Oct 23, 2014; Nov 6, 2014; Nov 13, 2014; Nov 20, 2014; Dec 4, 2014; Dec 11, 2014; Dec 18, 2014

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Professional Reading

Funding:

Does this activity occur during the school day? No

Kathy Richardson Workshop

Brief Description: Kathy Richardson math workshop

Intended Participants: Teachers, Administrators

Date: Jun 16, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Parent Involvement - Parent Education Nights

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.

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP+ Math (seat data)

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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:

- Attracting Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 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:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment

- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 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:

- Instruction by Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 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:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth
- 5th Grade Students -- Passing ISTEP English (seat data)

Strategies to Impact This Concern:

- Parent Involvement - Parent Education Nights
- Parent Involvement - Plan, Review, Revise School Improvement Plan

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

Data Targets Influenced by This Concern:

- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 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:

- Parent Notice - Assessment Results

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

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:

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

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

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:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

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:

- School-Parent Compact

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

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:

- School-Parent Involvement Policy

We are concerned that... Student behavior is impacting instruction in the classroom

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Pass Math Computation portion of ISTEP+
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP+ Math (seat data)

Strategies to Impact This Concern:

- Positive Behavior Instruction Supports

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Student Transition
- Student Transition - Make Way for Kindergarten

We are concerned that... Teachers need to link instructional decisions to data analysis.

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 4th Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Timely Additional Assistance
- Timely Additional Assistance - Resource Room

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 1st Grade Students -- Pass EOY Addition/Subtraction Fact Assessment with 80% accuracy
- 1st Grade Students -- Pass IREAD-1 Phonics with 80% accuracy
- 2nd Grade Students -- Pass a 10 problem assessment, consisting of five 2-digit addition and 2-digit subtractions problems with regrouping with 80% accuracy
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 2nd Grade Students -- Pass IREAD-2 Phonics with 80% accuracy
- 3rd Grade Special Education Students -- Pass ISTEP+/IMAST ELA
- 3rd Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 3rd Grade Students -- Pass Math Computation portion of ISTEP+
- 3rd Grade Students -- Passing ISTEP English (seat data)
- 4th Grade Special Education Students -- Pass ISTEP+/IMAST
- 4th Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 4th Grade Students -- Pass the Math Computation Portion of ISTEP+
- 4th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Special Education Students -- Pass ISTEP+/IMAST ELA
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth
- 5th Grade Students -- Passing ISTEP English (seat data)
- 5th Grade Students -- Passing ISTEP+ Math (seat data)
- Kindergarten -- Kindergarten students will recognize 49/54 letter names and 23/26 letter sounds according to EOY assessment.
- Kindergarten -- Pass F & P Benchmark Assessment at Level C or higher on Spring Test
- Kindergarten Students -- Pass matching sets of objects and numerals (up to 20) EOY assessment with 80% accuracy

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 4th Grade Students -- Demonstrate one year's growth in Reading using the BOY & EOY F/P Benchmark Assessment
- 5th Grade Students -- Pass F & P Benchmark Assessment at Level T or higher on Spring Test or show one year's growth

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 1st Grade Students -- F & P Benchmark Assessment at Level I or higher on spring test
- 1st Grade Students -- Pass EOY Addition/Subtraction Fact Assessment with 80% accuracy
- 2nd Grade Students -- Pass a 10 problem assessment, consisting of five 2-digit addition and 2-digit subtractions problems with regrouping with 80% accuracy
- 2nd Grade Students -- Pass F & P Benchmark Assessment at level N or higher on Spring Test
- 3rd Grade Special Education Students -- Pass ISTEP+/IMAST ELA
- 3rd Grade Students -- Pass Math Computation portion of ISTEP+
- 4th Grade Special Education Students -- Pass ISTEP+/IMAST

- 4th Grade Students -- Pass the Math Computation Portion of ISTEP+
- 5th Grade Students -- Passing ISTEP+ Math (seat data)
- Kindergarten Students -- Pass matching sets of objects and numerals (up to 20) EOY assessment with 80% accuracy

Strategies to Impact This Concern:

- Focused Academic Area: Math
- Focused Academic Area: Reading

We are concerned that... Focused Student Group

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:

- Focused Student Group

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Our school currently uses curriculum maps developed for the Common Core State Standards in Kindergarten and First Grade. For grade 2-5 our building uses the curriculum maps in Reading and Math provided on the Learning Connection by the IDOE.</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>We are requesting no waivers at this time.</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</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>	<ol style="list-style-type: none"> 1. 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. 2. Fountas and Pinnell benchmark reading assessment for students in grades K-5.
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	<p>N/A</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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

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