

School Improvement Plan - 2010-2011

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Lafayette Park Elementary Sch (2969)

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

Lafayette Park Elementary Sch

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Marcy Brown - Teacher
- Marianne Christie - Teacher
- Kristen Downing - Teacher
- Sandi Ednie - Teacher
- Melissa Kidwell - Parent/Guardian
- Dr. Robert Mason, DVM - Community Representative
- Patrick Quillen - Administrator

Strategy Chairs

- Heather Baden
- Jill Canady
- Julie Cusick
- Holly Downam
- Sandi Ednie
- Melissa Kidwell
- Amy Mueller
- Patrick Quillen
- Jodi Schoolman
- Chantel Sullivan

Community Council

- Skiler Berndt - Parent
- Lisa Carter - Parent, 4, gen ed, paid
- Shari Cassler - School
- Sabbatha Cogar - Parent
- Steve Davis - Parent, 2,3, gen ed, paid
- Annie Double - Parent
- Annie Double - Parent
- Jason Double - Parent and Community Leader
- Travis Ferrell - Parent, white, free, special ed
- Dana Fox - Parent
- Stephanie Hopson - Parent, white, reduced
- Anthony Huff - Parent and Business
- Peggy Huff - Parent, 4, gen ed, paid
- Cresta Johnson - Parent, white, paid
- Beth Jones - Business, parent, 5, gen ed, paid
- Kris Kidwell - Parent, white, paid
- Melissa Kidwell - Parent, 1, 5, gen ed, paid
- Mary King - Grandparent, white, reduced
- Jeanette Landrum - Guardian, white, free, special ed
- Amy Langenderfer - Student teacher
- Robert Mason - Business
- Tammy McCartney - Parent, white
- Ren McNally - Parent
- Kristy McNeil - Parent, K, 3, gen ed, paid
- Rebekah Monroe - Parent, 1, gen ed, reduced
- Jasmine Morgan - Parent, PTO
- Jasmine Morgan - Parent
- Charles Perkins - Step Parent
- Dan Pierce - Parent, white, reduced
- Laura Pierce - Parent, White, Reduced
- Thomas Reardon - Parent, white, paid
- Jon Rodgers - Parent
- Barbara Schten - School
- Doug Vaughn - Community Leader
- Angela Ward - Parent, white, free, special ed
- Tony Willman - Parent
- Conarlton Worland - Parent, white, paid
- Dietz Worland - Parent, white, paid

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 and safe environment where they are respected for their individuality. We believe all students deserve to be engaged and challenged with instruction that meets their individual needs and prepares them for the future and given the support to rise to those challenges. We believe all students deserve parents who are actively involved in their child's education at home and school. We believe all students deserve a well-structured environment in which they have the opportunity to learn without distractions. We believe all students deserve enthusiastic, motivating, and knowledgeable teachers who implement a variety of teaching strategies to reach all learners.

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

All adults in the school community value the importance of a quality education. All adults in school community have high expectations for student success and are advocates for student's rights for a successful education. Parents regularly attend school functions, student-led conferences, etc. and provide a supportive learning environment at home. Parents and teachers communicate on a regular basis. Teachers work collaboratively to ensure the success of each student as they progress through their school career. The community supports the school and provides opportunities for real world applications along with mentoring and volunteering. The community will also provide a monetary, tangible partnership to benefit the school.

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

All students will take responsibility for their own learning. They will take pride in their work, value education and exhibit motivation for success. Students will be engaged in the learning process by focusing on instruction, showing enthusiasm, and not disrupting the learning environment. Students will be respectful toward themselves, adults, peers and the learning environment. Students will work collaboratively while tolerating and valuing others' points of view. Students will understand the relationship between school learning and a productive and satisfying future.

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

- % of students who pass ISTEP assessment: 100%
- % of students who read at grade level: 100%
- % of students who are at grade level on STAR Math and Reading: 100%
- % of students who score at grade level on IRDA: 100%
- % of students who perform at grade level on ACUITY: 100%
- % of students who score 100% on the Pre-Kids Kindergarten assessment: 100%
- % of students who do not receive discipline referrals: 100%
- % of students who who have perfect attendance: 100%
- % of students who receive passing grades on their report cards: 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.

All Students - Meeting Mastery Score on Math Prompt

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

All Students - Meeting Mastery Score on Writing Prompt - 4,5,6

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
												100

All Students 1st Grade - Performing at Grade Level on STAR Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50		55		60		65		100

All Students 2nd Grade - Performing at Grade Level on STAR Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50		55		60		65		100

All Students 3rd Grade - Passing Math Applications Problem Solving on ISTEP Applied Skills

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	48	52	61	65		69		73		77		100

All Students 4th Grade - Passing Mathematics Applications Problem Solving ISTEP Applied Skills

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	40	44	69	73		77		81		85		100

All Students 5th Grade - Passing Mathematics Applications Problem Solving ISTEP Applied Skills

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	35	40	55	59		63		67		71		100

All Students Grade 1 - Reading at or Above Grade Level on Spring IRDA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		47	49	50		60		70		80		100

All Students Grade 2 - Reading At or Above Grade Level on Spring IRDA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		59	61	62		70		80		90		100

All students grade 3 - Master Writing Applications on ISTEP (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70	70	68	71		74		77		80		100

All Students Grade 3 - Reading At or Above Grade Level on Spring STAR Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		52	51	57		60		70		80		100

All Students Grade 4 - Master Writing Applications on ISTEP (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67	70	70	75		78		81		84		100

All Students Grade 4 - Reading At or Above Grade Level on Spring STAR Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		49	51	52		55		60		70		100

All Students Grade 5 - Master Writing Applications on ISTEP (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76	78	81	84		87		90		93		100

All Students Grade 5 - Reading At or Above Grade Level on Spring STAR Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		53	52	56		60		70		80		100

All Students Grade K - Reading at or above Grade Level on Spring IRDA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65	66	68		70		80		90		100

All Students Kindergarten - Performing at Grade Level on STAR Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50		55		60		65		100

Special Education Students - Passing ISTEP Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58		61	49	52		62		72		82		100

Students serviced by Title 1 - Students increasing reading level 1/2 year after being serviced by Title 1

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

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... Student Discipline

71% of faculty, 53% of 3rd graders, 35% of Fourth Graders, and 17% of 5th graders feel that students' personal problems are interfering with learning. 8 out of 15 community respondents perceive LPE as having students with personal problems.

We are concerned that... Mastery of Standards

100% of parents expect their children to master standards, but only 65% of students expect to master standards.

We are concerned that... Progress monitoring & Data Driven Instruction

There is a lack of consistency in our assessments for k-5 reading, writing, and math.

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

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

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

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

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Foster Positive Parent/School Relationships

To foster strong/positive parent-school relationships, all K-5 teachers (including all special areas) will utilize the LPE developed Contact Form and procedures when contacting parents. Staff will document the phone call and/or conversation on the Contact Form. Procedures include: 1)Introduction (name, position) 2)Positive Remark 3)Reason for Call, 4)Parent Response, and 5)Outcomes. The Contact Form is triplicate; one copy is sent home, one copy is maintained by the teacher, and the third copy may be given to a Special Education Teacher (if applicable), the Principal (if problematic) or placed in the student cumulative file (if appropriate).

Impact Level: Low Impact

Focus: General

Pk-12 Universal Assessment Data Linked to Instruction

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

Impact Level: High Impact - Inside

Focus: Specific

PK-12 Universal Assessment Implementation

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

Impact Level: High Impact - Inside

Focus: General

Schoolwide Reform Strategy-5 Step Discipline Process

All staff will implement and document the 5 Step Discipline Process for students that display inappropriate behavior. Step 1)The teacher conferences with the student, giving him or her some clear choices about how to stop the inappropriate behavior. Step 2)The teacher provides opportunities for the student to be removed from the situation (move seats, move to a table, go to another classroom, time out, etc) in order for the student to regain self control. Step 3)The teacher makes contact with the student's parents or guardian either by phone or by sending a letter or note in the planner. The parent must acknowledge that they received the note with a signature. Step 4)The teacher assigns detention. Detention is after school from 2:50-3:30 PM. Step 5)The student is sent to the principal to receive an appropriate consequence. For each step the teacher documents the date, the behavior, and the outcome.

Impact Level: Low Impact

Focus: General

Schoolwide Reform Strategy-Summer Reading Program

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

Impact Level: Low Impact

Focus: Specific

Teachers Included in Assessment Decisions

During the fall and spring Community 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 include ISTEP+, Acuity, STAR, IRDA, F&P, and/or Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

Impact Level: Low Impact

Focus: General

Transition to Middle School

Transition activities for students leaving 5th grade and entering middle school (6th grade) include a middle school visit during the spring of the 5th grade year and a back to school visit prior to the start of 6th grade. During the spring visit, students will meet and talk with the principal and guidance counselor as well as visit each classroom in their rotation to talk with teachers. During the back to school visit, students and their families will be provided a meal, school tour, daily schedule, student information and an opportunity to meet the staff.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

A. Parent Involvement: Literacy Services-Reading Night

This strategy will incorporate strong collaboration with community resources by contacting local agencies that support adult literacy in the community including the Reading Coalition, Ivy Tech, and IUK to attend the reading nights to provide information to families about their programs and services. A Reading Night will be held during the fall and spring semesters; an author or guest speaker will be invited to come to school and read to the students and their families during the evening. Grade level Stations will be set up to teach parents how to help their children at home with reading, including how to monitor reading progress. Parents will be shown sample lessons that are conducted at school as well as sample student projects. Each child will be given a book to take home. Parents will have opportunities to discuss reading strategies with teachers and staff. Parents will be given a survey to complete at the end of the session to evaluate the effectiveness of the session as well as to find out what type of follow up assistance would be beneficial.

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 each parental involvement activity by completing surveys at the end of the activity.

Impact Level: Low Impact

Focus: General

B. Educator Training for Parent Involvement

During the staff meetings in August and September, all staff will learn the importance of having parents involved in school activities, how to provide meaningful communication to parents, how to effectively work with parents, and how to coordinate the implemented programs that allow parents to become involved with the school community increasing ownership and pride.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs

The principal and kindergarten teachers will submit copies of their monthly newsletters to Parent Enrichment Manager at Head Start. The newsletters will include information on what is happening at LPE as well as information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

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

Impact Level: Low Impact

Focus: General

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

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies and English/Language arts. The district chairs will 1) plan and provide professional development related to curriculum design based on "Understanding by Design," and 2) provide opportunities for building-level strategy chairs and curriculum designers to work. Curriculum designers (teachers appointed by the teachers' association) will 1) attend training provided by the district, 2) develop curriculum, and 3) share information with the staff, and 4) generate consensus on the curriculum. The school's strategy chair will 1) attend training provided by the district, 2) work with the curriculum designers to a) share information with the staff, and b) generate consensus on the curriculum. 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; 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 for Mathematics/Problem Solving

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Teachers will assess K-5 students mastery of mathematical standards-based problem solving skills weekly using a grade level benchmark performance assessment (math prompt). Using the data from the math prompt, teachers will collaborate during grade level team meetings to develop a schedule and format for teaching a new math problem solving strategy each week. Through daily mini-lessons, teachers will model problem solving skills (multi-step ISTEP format) focused on the weekly problem. Students that are not proficient on the math prompt will be provided additional small group instruction 30 minutes per day 3 days per week (focused instructional time=fit) using scientifically researched based methods and strategies that strengthen the core academic math program (Saxon). Students will participate in individual conferences with the teacher to check for understanding and to discuss progress. Students that are proficient on the weekly math prompt will work on more complex, multi-step math problems. 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; 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: General

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. After teachers assess students and analyze baseline data (mastery of grade level reading standards on a teacher made pre test), students will be organized into small flexible groups by skill/need. The teacher will use mini lessons and modeling with the whole class to initially teach standards and reading strategies. Depending upon their proficiency levels, students will be placed in small groups to receive intervention or enrichment activities for 30 minutes three days a week (focused instructional time=fit). Every 2 weeks the teachers will administer a teacher made post-test to determine mastery and /or improvement. Students that continue to struggle will be given additional assistance during individual conferences. Teachers will implement this intervention using scientifically researched based methods and strategies that strengthen the core academic reading program. 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; 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: General

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

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All K-5 teachers will assess students with a standards based ISTEP format writing prompt four times a year to determine progress and growth. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Writing Workshop, all K-5 teachers will teach and model Simple 6 writing strategies. Simple Six strategies will be taught during the first 9 week grading period and then reinforced throughout the school year. Teachers will use a "15 Day Crunch" program in the spring prior to ISTEP testing. Students that are not proficient will receive additional instruction during individual conferences (10 minutes 3 days per week) provided by the classroom teacher. 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; 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: General

J. Instruction by Highly Qualified Teachers: -Qualifications

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high 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 are assigned to areas in which they are certified to teach. Currently, all teachers are highly qualified. All instructional paraprofessionals will be required to meet the requirements of NCLB by providing copies of college/university transcripts and/or providing documentation of a passing score on the ParaPro. The documentation will be reviewed by HR and the principal. Parents will be notified about the high quality status of all teachers on the school website, in the school newsletter and during the annual parent meeting.

Impact Level: Low Impact

Focus: General

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

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 Facilitator (coach). 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 Facilitator who will model, mentor, coach, team teach and observe strategies being implemented.

Impact Level: High Impact - Inside

Focus: General

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 at 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 and process. The principal will review the qualifications of staff and work with the Instructional Facilitator to provide extensive training. Only high quality staff will be assigned to work with the most at risk, low achieving students.

Impact Level: Low Impact

Focus: General

L. Early Childhood Transition

Students, teachers and parents from Head Start and local preschool programs that feed into LPES will be invited to visit the kindergarten classrooms during the school day in late spring and early fall as part of the transition program. Parents will receive a copy of an informational Kindergarten DVD, get to meet Teachers will discuss the kindergarten curriculum in order to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level expectations and skills needed by preschool students to be ready for kindergarten. The teachers and receive information for the upcoming school year.

Impact Level: High Impact - Outside

Focus: General

M. Parent Notice - Assessment Results

Individual reports of student performance on the ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Other individual assessment results from the IRDA, Fountas & Pinnell, and STAR will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet with the teacher and/or principal to further discuss student performance on these assessments

Impact Level: Low Impact

Focus: General

Q. School-Parent Involvement Policy

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. All parents are mailed a copy of the policy prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. Parents will also help plan, review and improve programs and the schoolwide plan during the meeting.

Impact Level: Low Impact

Focus: General

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 IDOE's Parent Right-to-Know Checklist, is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

Impact Level: Low Impact

Focus: General

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

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

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

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

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs, and to help them learn about curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Special Education Students

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Students will receive 30 minutes per day of small group intensive literacy instruction that focuses on improving vocabulary, phonemic awareness, phonics, fluency, comprehension and writing strategies/ skills. Progress will be monitored with work samples, informal reading assessments and writing prompts; data will be analyzed and linked to modifications in instruction. Each student will set reading and writing goals for the school year and record his/her progress on data charts. Students will share data with parents during student led conferences. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 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

W. Timely Additional Assistance: Small Group Literacy Instruction

All students will be assessed to determine proficiency levels (ISTEP, Acuity, STAR, and Fountas & Pinnell). Students that have not mastered grade level standards will receive 30 minutes per day of small group intensive instruction by Title I staff that focuses on individual needs for improving vocabulary, phonemic awareness, phonics, fluency, comprehension and writing strategies/ skills. 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 (F&P); data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year and record his/her progress on data charts. Students will share data with parents during student led conferences. The timely additional assistance will be coordinated with the Response to Intervention process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Outside

Focus: Specific

W. Timely Additional Assistance: Student Mentoring-Project 30

All students will be assessed to determine levels of proficiency. Based upon assessment results and staff recommendations, when students are not achieving, students will be assigned to an adult community mentor. Students will benefit by having a positive adult role model as well as additional academic assistance. This program will be implemented by Project 30 (a community based program) and assisted by Title 1 paraprofessional. Mentors will meet with students on a weekly basis for 30 minutes during nonacademic time. Mentors will assist students with schoolwork provided by the classroom teacher. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Local Strategies

Schoolwide Reform Strategy-5 Step Discipline Process

% of all teachers using the 5-step discipline plan (taken every 9 wks)

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
76	100		100	

Required Strategies

A. Parent Involvement: Literacy Services-Reading Night

% of parents who report an increase in understanding of reading strategies they can do at home after attending parent night

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

I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

% of teachers who are providing additional problem solving instruction daily

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

% of teachers who group students by abilities and needs for reading.

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

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

% of teachers utilizing Simple Six

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

% of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

U. Focused Student Group: Special Education Students

% of teachers providing 30 minutes per day of small group intensive literacy instruction

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

To-Do List

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

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

Annual Parent Meeting

May 30, 2010: Set time, date, and agenda with Principal **Person:** Julie Cusick

Jul 30, 2010: Revise slide presentation **Person:** Julie Cusick

Aug 15, 2010: Revise parent survey **Person:** Julie Cusick

Aug 30, 2010: % of parents showing understanding of Title 1 services on survey **Person:** Julie Cusick

Aug 30, 2010: Copy required documents, mailing labels, colate documents and mail **Person:** Julie Cusick

Aug 30, 2010: hand out parent information packet **Person:** Julie Cusick

Early Childhood Transition

Apr 21, 2010: Records of incoming Head Start students delivered to home school **Person:** Julie Worland

Apr 22, 2010: Kindergarten Round Up **Person:** Dr. Linda Thompson

May 1, 2010: Incoming Head Start students and local preschool students will visit home schools **Person:** Julie Worland

May 20, 2010: Students with specific needs will have case conferences and/or parent conferences scheduled with home schools.

Person: Julie Worland

May 27, 2010: Parents will receive DVD and information about Kindergarten and its curriculum **Person:** Julie Worland

Jul 29, 2010: Kindergarten Enrollment **Person:** Patrick Quillen

Aug 10, 2010: Kindergarten Open House **Person:** Kindergarten Staff

Aug 10, 2010: The Kindergarten teachers will receive information on individual Head Start students and be invited to any case conferences to better prepare for their needs. **Person:** Julie Worland and Patrick Quillen

Sep 1, 2010: Kindergarten teachers will meet to discuss the process **Person:** Kindergarten Teachers

Encourage Rigorous Curriculum

Aug 20, 2010: KCS Current Curriculum Review **Person:** District Chair

Sep 5, 2010: Curriculum Articulation **Person:** District Chair

Sep 20, 2010: Common Core State Assessments Review **Person:** District Chair

Oct 15, 2010: Curriculum Articulation **Person:** District Chair

Jan 20, 2011: Common Core State Assessments Review **Person:** District Chair

Feb 20, 2011: IDOE Learning Connections Review **Person:** District Chair

Mar 15, 2011: IDOE K-12 Scope & Sequence Review **Person:** District Chair

Apr 20, 2011: IDOE Curriculum Maps Review **Person:** District Chair

Apr 25, 2011: Curriculum Articulation Review **Person:** District Chair

Focused Academic Area

✓ **Mar 19, 2010:** Create Initial Survey to see how much time is being spent on Problem solving daily **Person:** Jodi Schoolman

Apr 1, 2010: Collect baseline data: % of teachers who are providing additional problem solving instruction daily **Person:** Renee Miller

Apr 1, 2010: Determine percent of teacher who spend 10 minutes a day strictly on problem solving, outside of Saxon **Person:** Jodi Schoolman

Apr 23, 2010: Make teacher rubric for Problem Solving Prompt **Person:** Task Force

Apr 26, 2010: Distribute rubrics to teachers so they can develop baseline Math prompt **Person:** Chantel Sullivan

May 10, 2010: Collect and review baseline prompt from teachers **Person:** Chantel Sullivan

May 30, 2010: Compile a list of books that address the Simple Six components that may be purchased when funds become available **Person:** Katie Suter

May 30, 2010: Compile a list of trade books currently at Lafayette Park Elementary that address the Simple Six components **Person:** Katie Suter

May 30, 2010: Create data target for percent of students obtaining points in Interesting Words/Descriptive Sentences in required writing prompts **Person:** Jill Canady

May 30, 2010: Establish benchmark standards for each grade level **Person:** BethAnn Heuermann

May 30, 2010: Survey staff for input on Simple Six strategy they want modeled in their classroom **Person:** BethAnn Heuermann

May 31, 2010: Create Strategy Guidelines and Expectations **Person:** Heather Baden

May 31, 2010: Survey teachers on current FIT program **Person:** Gretchen Laudenschlager

Aug 1, 2010: Coordinate Grade Level Specials Schedule **Person:** Heather Baden

Aug 20, 2010: Explain the prompt and scoring at teacher orientation meeting **Person:** Jodi Schoolman

Aug 30, 2010: Adminster Fall Prompt **Person:** Chantel Sullivan

Aug 30, 2010: Number of students meeting mastery on Math Prompt **Person:** Renee Miller

Aug 30, 2010: Provide materials for new staff members **Person:** Dawn Wysong

Aug 31, 2010: Give grade level teachers planning time. **Person:** Heather Baden

Aug 31, 2010: Present FIT Strategy to LPE Staff **Person:** Gretchen Laudenschlager

Aug 31, 2010: Set up 2010-11 FIT Data Chart in K Drive **Person:** Heather Baden

Sep 1, 2010: Collect baseline data: % of teachers showing points on interesting words/descriptive sentences on required School Wide Writing prompts **Person:** Amy Mueller

Sep 1, 2010: Teachers will map out Simple Six instruction for the entire year. **Person:** Jill Canady

Sep 25, 2010: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Sep 30, 2010: Get Baseline Data using District Assessment **Person:** Task Force Person #4

Sep 30, 2010: Give grade level teachers planning time. **Person:** Heather Baden

Sep 30, 2010: Grade Level Teachers use Basline Data to Select Focus Standards **Person:** Heather Baden

Sep 30, 2010: New LPE Staff will be given an opportunity to visit grade level to discuss FIT program at LPE **Person:** Gretchen Laudenschlager

Sep 30, 2010: Peer coaching for new LPE teachers. **Person:** Darlene Huffman

Sep 30, 2010: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Oct 1, 2010: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Oct 1, 2010: Make Standard Pre and Post Test Binders **Person:** Gretchen Laudenschlager

Oct 1, 2010: Teachers at grade level will meet and discuss any questions, concerns, and suggestions regarding the daily 10 minute problem solving strategy **Person:** Julie Wiley

Oct 15, 2010: Grades K-5 teachers will begin to implement Simple Six writing program by end of first grading period **Person:** Principal/Designee

Oct 25, 2010: Assess student writing using Simple 6 rubric **Person:** Amy Mueller

Oct 25, 2010: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Oct 30, 2010: Monitoring of utilization of strategy through classroom walkthrough **Person:** Administrator

Oct 30, 2010: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Oct 31, 2010: Book Study **Person:** Darlene Huffman

Oct 31, 2010: Give grade level teachers planning time. **Person:** Heather Baden

Oct 31, 2010: Reading Strategy Coaching **Person:** Darlene Huffman

Nov 1, 2010: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Nov 1, 2010: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Nov 25, 2010: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Nov 30, 2010: Collect fall data: % of teachers utilizing Simple Six **Person:** Jill Canady

Nov 30, 2010: Collect fall data: % of teachers who are providing additional problem solving instruction daily **Person:** Renee Miller

Nov 30, 2010: Collect fall data: % of teachers who group students by abilities and needs for reading. **Person:** Task Force Person#4

Nov 30, 2010: Collect fall data: % of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts **Person:** Amy Mueller

Nov 30, 2010: Give grade level teachers planning time. **Person:** Heather Baden

Nov 30, 2010: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Dec 1, 2010: Book Study **Person:** Darlene Huffman

Dec 1, 2010: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Dec 1, 2010: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Dec 1, 2010: Reading Strategy Coaching **Person:** Darlene Huffman

Dec 5, 2010: Adminster Winter Prompt **Person:** Chantel Sullivan

Dec 15, 2010: Principal/designee will observe a Simple Six lesson once per semester **Person:** Principal

Dec 25, 2010: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Dec 27, 2010: Assess student writing using Simple 6 rubric **Person:** Amy Meuller

Dec 30, 2010: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Jan 1, 2011: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Jan 1, 2011: Monitoring of utilization of strategy through classroom walkthrough **Person:** Administrator

Jan 1, 2011: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Jan 1, 2011: Reading Strategy Coaching **Person:** Darlene Huffman

Jan 1, 2011: Reading Strategy Coaching **Person:** Darlene Huffman

Jan 25, 2011: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Jan 30, 2011: Provide opportunities for modeling and mentoring 15 Day Crunch **Person:** Katie Suter

Jan 30, 2011: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Jan 31, 2011: Give grade level teachers planning time. **Person:** Heather Baden

Feb 1, 2011: Book Study **Person:** Darlene Huffman

Feb 1, 2011: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Feb 1, 2011: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Feb 1, 2011: Reading Strategy Coaching **Person:** Darlene Huffman

Feb 25, 2011: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Feb 28, 2011: Assess student writing using Simple 6 rubric **Person:** Amy Meuller

Feb 28, 2011: Collect spring data: 100 percent of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompt **Person:** Amy Mueller

Feb 28, 2011: Give grade level teachers planning time. **Person:** Heather Baden

Feb 28, 2011: Grades 3-5 teachers will implement 15 Day Crunch prior to ISTEP+ Writing Applications **Person:** Principal/Designee

Mar 1, 2011: Book Study **Person:** Darlene Huffman

Mar 1, 2011: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Mar 1, 2011: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Mar 1, 2011: Reading Strategy Coaching **Person:** Darlene Huffman

Mar 2, 2011: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Mar 5, 2011: Monitoring of utilization of strategy through classroom walkthrough **Person:** Administrator

Mar 25, 2011: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Mar 31, 2011: Give grade level teachers planning time. **Person:** Heather Baden

Apr 1, 2011: Book Study **Person:** Darlene Huffman

Apr 1, 2011: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

Apr 1, 2011: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

Apr 1, 2011: Reading Strategy Coaching **Person:** Darlene Huffman

Apr 2, 2011: Teachers will assess students using teacher made pre-tests to determine grouping and appropriate instruction. **Person:** Heather Baden

Apr 25, 2011: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

Apr 30, 2011: Collect final data: percent of students obtaining points in Interesting Words/Descriptive Sentences through data collected on the Class Analysis Chart used to drive instruction **Person:** Amy Mueller

Apr 30, 2011: Collect spring data: % of teachers who group students by abilities and needs for reading. **Person:** Task Force Person #4

Apr 30, 2011: Give grade level teachers planning time. **Person:** Heather Baden

May 1, 2011: Grade Levels will store focus standard data on K Drive **Person:** Pat Quillen

May 1, 2011: Provide appropriate writing remediation instruction to students who need it **Person:** Jill Canady

May 2, 2011: Assess student writing using Simple 6 rubric **Person:** Amy Meuller

May 7, 2011: Monitoring of utilization of strategy through classroom walkthrough **Person:** Administrator

May 15, 2011: Adminster Spring Prompt **Person:** Chantel Sullivan

May 15, 2011: Principal/designee will observe a Simple Six lesson once per semester **Person:** Principal

May 25, 2011: Number of students meeting mastery on Math Prompt **Person:** Renee Miller

May 25, 2011: Teachers incorporate student needs into daily math instruction as needed **Person:** classroom teachers

May 30, 2011: Writing Coach /designee will model Simple Six lesson in each classroom one time per year **Person:** Dawn Wysong

Jun 30, 2011: Collect spring data: % of teachers utilizing Simple Six **Person:** Jill Canady

Jun 30, 2011: Collect spring data: % of teachers who are providing additional problem solving instruction daily **Person:** Renee Miler

Jun 30, 2011: Collect spring data: % of teachers will show an increase on class analysis sheet in the targeted area of Interesting Words/Descriptive Sentences from required schoolwide writing prompts **Person:** Amy Mueller

Focused Student Group

Apr 1, 2010: Collect baseline data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person:** Amy Mueller

Jun 1, 2010: Students assigned to home room **Person:** Patrick Quillen

Aug 13, 2010: IEPs implemented for all Special Ed students **Person:** All Teachers

Aug 13, 2010: Special Ed teachers will work with Gen Ed teachers on academic schedule **Person:** Special Ed Teachers

Aug 20, 2010: Special Ed teachers will work together to create schedules for intervention and leveling of students **Person:** Special Ed Teachers

Sep 1, 2010: Staff Meeting focusing on Special Education Students **Person:** Patrick Quillen

Sep 7, 2010: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Sep 7, 2010: Through the use of STAR, Acuity, and classroom portfolios students will establish goals that tie in with their IEP. These will be monitored through portfolios and student-led conferences. **Person:** Special Education Teachers

Oct 7, 2010: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Oct 7, 2010: Through the use of STAR, Acuity, and classroom portfolios students will establish goals that tie in with their IEP. These will be monitored through portfolios and student-led conferences. **Person:** Special Education Teachers

Oct 22, 2010: Students will share their data and progress of goals during student-led conferences. **Person:** Students and Special Education Teachers

Nov 7, 2010: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Nov 7, 2010: Through the use of STAR, Acuity, and classroom portfolios students will establish goals that tie in with their IEP. These will be monitored through portfolios and student-led conferences. **Person:** Special Education Teachers

Nov 30, 2010: Collect fall data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person:** Amy Mueller

Dec 7, 2010: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Jan 7, 2011: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Jan 11, 2011: Through the use of STAR, Acuity, and classroom portfolios students will establish goals that tie in with their IEP. These will be monitored through portfolios and student-led conferences. **Person:** Special Education Teachers

Feb 7, 2011: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Mar 7, 2011: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Mar 15, 2011: Through the use of STAR, Acuity, and classroom portfolios students will establish goals that tie in with their IEP. These will be monitored through portfolios and student-led conferences. **Person:** Special Education Teachers

Apr 7, 2011: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

May 7, 2011: Student progress will be assessed through daily work, Acuity, STAR, and benchmark assessments. **Person:** Special Education Teachers

Jun 30, 2011: Collect spring data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person:** Amy Mueller

Foster Positive Parent/School Relationships

Apr 16, 2010: Review and revise(if needed) the forms **Person:** Holly Downam

Apr 16, 2010: Send an e-mail to all teachers to determine the number of forms left (determining how many to order) **Person:** Holly Downam

Apr 16, 2010: Send an e-mail to teachers to determine what (if any) changes need to be made on the form **Person:** Holly Downam

May 1, 2010: Order new forms from the bookstore (if needed) **Person:** Chris Cole

Aug 13, 2010: Provide professional development in a staff meeting for new staff members to discuss the Parent/Teacher Phone contact form **Person:** Holly Downam

Aug 13, 2010: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam

Aug 13, 2010: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam

Sep 13, 2010: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam

Sep 13, 2010: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam

Oct 13, 2010: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam

Oct 13, 2010: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Nov 13, 2010: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Nov 13, 2010: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Dec 13, 2010: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Dec 13, 2010: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Jan 13, 2011: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Jan 13, 2011: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Feb 13, 2011: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Feb 13, 2011: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Mar 13, 2011: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Mar 13, 2011: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
Apr 13, 2011: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
Apr 13, 2011: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam
May 13, 2011: Teachers implement the process of using the Parent/Teacher Phone Forms **Person:** Holly Downam
May 13, 2011: Teachers turn in contact forms to appropriate persons throughout the year **Person:** Holly Downam

Instruction by Highly Qualified Teachers

May 10, 2010: Create and distribute a survey for current LPE teachers to indicate what PD &/or support they might need next year. **Person:** Julie Cusick
May 10, 2010: Create and distribute a survey to new teachers assigned to LPE regarding their previous PD opportunities & and what PD &/or support they might need next year. **Person:** Julie Cusick
May 15, 2010: Complete classroom data collection sheets, copy, collect, share, and prepare for next year. **Person:** Amanda Brennan
Aug 30, 2010: Analyze spring PD surveys to determine year long PD **Person:** Julie Cusick
Sep 20, 2010: Order books: Bringing Words to Life **Person:** Julie Cusick
Sep 30, 2010: Demonstrate research based literacy strategies during the 2010-11 school year. **Person:** Julie Cusick and District Facilitators
Oct 24, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Oct 31, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Nov 7, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Nov 14, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Nov 21, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Nov 28, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Dec 5, 2010: Book Study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck **Person:** Julie Cusick
Dec 30, 2010: 1st semester book study to strengthen student vocabulary. **Person:** Julie Cusick

Parent Involvement

Apr 1, 2010: Collect baseline data: % of parents who report an increase in understanding of reading strategies they can do at home after attending parent night **Person:** Julie Cusick
Oct 1, 2010: Decide on day, time, place for Reading Night. **Person:** Julie Cusick
Nov 30, 2010: Collect fall data: % of parents who report an increase in understanding of reading strategies they can do at home after attending parent night **Person:** Julie Cusick
Jan 15, 2011: Create invitation for parents **Person:** Amanda Brennan
Jan 15, 2011: Select and order books for give away. **Person:** Julie Cusick
Jan 30, 2011: Collaborate with teachers and brainstorm ideas for literacy 'how to stations' for parents **Person:** Julie Cusick
Jan 30, 2011: Create survey for parents **Person:** Amanda Brennan
Jan 30, 2011: Invite the guest author for Reading Night **Person:** Julie Cusick
Feb 28, 2011: Grade levels meet to prepare materials and develop strategies to demonstrate. **Person:** Julie Cusick
Jun 30, 2011: Collect spring data: % of parents who report an increase in understanding of reading strategies they can do at home after attending parent night **Person:** Julie Cusick

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** District Chair
Sep 10, 2010: Link Results to Instruction **Person:** District Chair
Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Principal
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Principal

Nov 1, 2010: Analyze Assessment Results **Person:** District Chair
Nov 12, 2010: Link Results to Instruction **Person:** District Chair
Jan 3, 2011: Analyze Assessment Results **Person:** District Chair
Jan 14, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate use of DATA to drive Instruction **Person:** District Chair
May 7, 2011: Analyze Assessment Results **Person:** District Chair
May 18, 2011: Link Results to Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

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

Schoolwide Reform Strategy-5 Step Discipline Process

Apr 1, 2010: Collect baseline data: % of all teachers using the 5-step discipline plan (taken every 9 wks) **Person:** Holly Downam
Apr 16, 2010: Send e-mail to staff members about reward ideas **Person:** Holly Downam
Apr 16, 2010: Send e-mail to teachers to see how many teachers still have forms (determining how many need to be ordered)
Person: Holly Downam
Apr 27, 2010: Review & determine if forms need to change **Person:** Task Force
May 1, 2010: Complete data chart for referral information **Person:** Holly Downam
May 1, 2010: Determine if copies need to be made/ordered for the 5-step Discipline Process **Person:** Chris Cole
May 27, 2010: Obtain referral information from beginning of the year to the end of the year **Person:** Holly Downam
Aug 12, 2010: Opportunity for new staff members to sign up for committees **Person:** Holly Downam
Aug 13, 2010: Find out the number of staff members there will be for the computerized program (based on upper administration)
Person: Pat Quillen
Aug 13, 2010: Professional Development over 5 step program **Person:** Holly Downam
Aug 13, 2010: Teacher will implement the plan all year long **Person:** Holly Downam
Aug 15, 2010: Get forms to new staff members **Person:** Holly Downam
Sep 1, 2010: Investigate the new computer leveling system program **Person:** Holly Downam
Nov 30, 2010: Collect fall data: % of all teachers using the 5-step discipline plan (taken every 9 wks) **Person:** Holly Downam
May 30, 2011: Complete Strategy Data Chart **Person:** Holly Downam
Jun 30, 2011: Collect spring data: % of all teachers using the 5-step discipline plan (taken every 9 wks) **Person:** Holly Downam

Timely Additional Assistance

May 1, 2010: Re-level all current K - 2 students using the F&P Benchmark **Person:** Julie Cusick
May 15, 2010: Complete data sheets **Person:** Amanda Brennan
Jun 30, 2010: Request data for students arriving from corporation buildings being closed **Person:** Amanda Brennan
Aug 31, 2010: Teachers submit names of students needing mentoring **Person:** Melissa Kidwell
Sep 3, 2010: Classroom teachers run STAR Reading Screening Report. **Person:** Classroom Teachers
Sep 15, 2010: Inform parents about availability of Project 30 mentoring **Person:** Title 1 Paraprofessional
Sep 17, 2010: Administer the F&P Benchmark to those students identified as needing "Urgent Intervention" on STAR Reading Screening Report. **Person:** Julie Cusick
Sep 30, 2010: Contact Project 30 with student names for mentoring **Person:** Title 1 Paraprofessional
Sep 30, 2010: Inform students and parents they have been recommended for Mentoring **Person:** Title 1 Paraprofessional
Oct 1, 2010: Selected students will be placed in small, flexible (2-4 students) guided reading groups determined by their current instructional level. **Person:** Julie Cusick
Oct 1, 2010: Students will set personal learning goals and monitor their achievement and share their goals and achievement with parents during student led conferences. **Person:** Title 1 teachers
Oct 1, 2010: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers
Oct 15, 2010: Assign students to mentors **Person:** Title 1 Paraprofessional
Nov 1, 2010: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Nov 25, 2010: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

Dec 1, 2010: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Dec 10, 2010: Classroom teachers run screening report for STAR Reading. **Person:** Classroom Teachers

Dec 20, 2010: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

Dec 22, 2010: Update students serviced using STAR Reading Screening Report Urgent Intervention List. **Person:** Julie Cusick

Jan 1, 2011: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Jan 25, 2011: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

Feb 1, 2011: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Feb 25, 2011: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

Mar 1, 2011: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Mar 25, 2011: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

Apr 1, 2011: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

Apr 25, 2011: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

May 1, 2011: Year long small flexible guided reading groups will meet for 30 minutes of instruction. Teachers will use running records and/or anecdotal records for progress monitoring to provide data for student movement between groups and/or dismissal from groups. **Person:** Title 1 teachers

May 25, 2011: Collect data on numbers of students referred vs serviced **Person:** Melissa Kidwell

May 30, 2011: % of students who were serviced and are reading 1/2 year above entrance reading level. **Person:** Julie Cusick

Professional Development Summary

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

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

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

Foster Positive Parent/School Relationships

Provide professional development in a staff meeting for new staff members to discuss the Parent/Teac

Brief Description: There will be a staff meeting at the beginning of the new school year. At the staff meeting a member of the discipline team will have a presentation to introduce the Parent/Teacher forms we have been using to Foster positive parent feedback. The forms will be shown to the new staff members and an explanation on how to use the forms will be given.

Intended Participants: Teachers, Counselors

Date: Aug 13, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

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

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

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

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: NA

Does this activity occur during the school day? Yes

Schoolwide Reform Strategy-5 Step Discipline Process

Professional Development over 5 step program

Brief Description: A presentation will be made (possibly during a staff meeting) on how the 5-step program works. Consistency of use and consequences will be discussed.

Intended Participants: Teachers, Counselors

Date: Aug 13, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? Yes

A. Parent Involvement: Literacy Services-Reading Night

No professional development is needed for this strategy.

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

Curriculum Articulation

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

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

Explain the prompt and scoring at teacher orientation meeting

Brief Description: The components and implementation of the Math prompt will be discussed and explained before beginning instruction.

Intended Participants:

Date: Aug 20, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

Book Study

Brief Description: Interested staff will meet before or after school to discuss professional books.

Intended Participants: Teachers, Administrators

Dates: Oct 31, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011; Apr 1, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Study Group, Professional Reading

Funding: Professional Development Funds

Does this activity occur during the school day? No

Peer coaching for new LPE teachers.

Brief Description: Current staff members will coach new LPE staff member.

Intended Participants: Teachers

Date: Sep 30, 2010

Activity Purpose: Information

Activity Format: Peer Coaching

Funding: \$0.00

Does this activity occur during the school day? Yes

Present FIT Strategy to LPE Staff

Brief Description: Task force will present to LPE Staff on procedures and guidelines for FIT.

Intended Participants: Teachers

Date: Aug 31, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Reading Strategy Coaching

Brief Description: Title I Staff will coach and present interested staff on effective reading strategies to help struggling readers.

Intended Participants: Teachers

Dates: Oct 31, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011; Apr 1, 2011

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

Activity Format: Presentation, Peer Coaching

Funding: N/A

Does this activity occur during the school day? No

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

Provide materials for new staff members

Brief Description: Dawn Wysong will check with staff members new to the building to see if they have necessary Simple Six books and materials.

Intended Participants: Teachers

Date: Aug 30, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Writing Coach /designee will model Simple Six lesson in each classroom one time per year

Brief Description: Writing Coach /designee will model one Simple Six lesson in each classroom at least one time per year

Intended Participants: Teachers

Date: May 30, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

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

1st semester book study to strengthen student vocabulary.

Brief Description: 1st semester book study: "Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck. We will meet 6 - 8 times during 1st semester.

Intended Participants: Teachers

Date: Dec 30, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Study Group, Professional Reading

Funding: NA

Does this activity occur during the school day? No

Analyze spring PD surveys to determine year long PD

Brief Description: Team of grade level teachers and Title 1 will analyze the results of the spring surveys to identify and schedule requested PD for 2010-11 school year, ie: book studies, demonstrations, coaching, and grade level teaming.

Intended Participants: Teachers, Administrators

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Demonstrate research based literacy strategies during the 2010-11 school year.

Brief Description: During the 2010-11 school year, LPE IF and District Facilitators will schedule demonstrations of researched based literacy strategies, along with follow-up activities, as requested by teachers.

Intended Participants: Teachers

Date: Sep 30, 2010

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

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

Funding: NA

Does this activity occur during the school day? No

L. Early Childhood Transition

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Special Education Students

Staff Meeting focusing on Special Education Students

Brief Description: Teachers will receive information on current research, practices, strategies, etc. to help strengthen academic lessons and assessment of students.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Information

Activity Format: Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: Small Group Literacy Instruction

No professional development is needed for this strategy.

W. Timely Additional Assistance: Student Mentoring-Project 30

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... Student Discipline

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- Foster Positive Parent/School Relationships
- Schoolwide Reform Strategy-5 Step Discipline Process
- W. Timely Additional Assistance: Student Mentoring-Project 30

We are concerned that... Mastery of Standards

Data Targets Influenced by This Concern:

- All students grade 3 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 4 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 5 -- Master Writing Applications on ISTEP (seat data)
- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Schoolwide Reform Strategy-Summer Reading Program
- I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

We are concerned that... Progress monitoring & Data Driven Instruction

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions
- I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction
- I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- PK-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation
- I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Foster Positive Parent/School Relationships
- A. Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Literacy Services-Reading Night

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All students grade 3 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment

- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

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:

- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

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

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students 1st Grade -- Performing at Grade Level on STAR Math
- All Students 2nd Grade -- Performing at Grade Level on STAR Math
- All Students 3rd Grade -- Passing Math Applications Problem Solving on ISTEP Applied Skills
- All Students 4th Grade -- Passing Mathematics Applications Problem Solving ISTEP Applied Skills
- All Students 5th Grade -- Passing Mathematics Applications Problem Solving ISTEP Applied Skills
- All Students Grade 1 -- Reading at or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All students grade 3 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA
- All Students Kindergarten -- Performing at Grade Level on STAR Math

Strategies to Impact This Concern:

- I. Focused Academic Area: Schoolwide Reform Strategy for Mathematics/Problem Solving
- I. Focused Academic Area: Schoolwide Reform Strategy- Grade Level Reading Instruction
- I. Focused Academic Area: Schoolwide Reform Strategy-Simple 6 Writing

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

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

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- Transition to Middle School
- L. Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Student Mentoring-Project 30
- W. Timely Additional Assistance: Small Group Literacy Instruction

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	The Principal's Office
<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. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity: Grades 3-5 assessing standards in Math, Reading, Science and Social Studies. Gives a predictive assessment for the ISTEP.</p> <p>STAR Reading: Grades 3-5 used to determine reading levels</p> <p>STAR Math: Grades 1-5 used to determine grade level Math levels.</p> <p>IRDA: Grades K-2 used to assess Reading/LA skills</p> <p>DRA: Grades K-2 used to determine reading levels</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> -InSAI Expectations Assessment -InSAI Curriculum Assessment -InSAI Instruction Assessment -InSAI Classroom Assessment -InSAI Extra Help Assessment -InSAI Guidance Assessment -InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Title I, Title II, Special Education, Student Services, Informational Services

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year