

School Improvement Plan - 2013-2014

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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
- Indiana Rules and Regulations
- Title I - Schoolwide
- Focus

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
- Julie Cusick - Teacher
- Sandi Ednie - Teacher
- Sharon Hahn - Administrator
- Dortha Irwin - Administrator
- Denise Kincaid - Parent/Guardian
- Tammy LaDue - Teacher
- Brent Smith - Community Representative
- Lyndsi Smith - Teacher
- Tammy Tickfer - Administrator
- Kim WynKoop - School Counselor

Strategy Chairs

- Kaylen Anthony
- Heather Baden
- Marcy Brown
- Julie Cusick
- Julie Cusick
- Sharon Hahn
- Tammy LaDue
- Lyndsi Smith
- Tammy Tickfer
- Kim WynKoop

Community Council

- Brook Cleaver - parent
- Amanda Federspill - parent, community
- Mike Federspill - parent, community, college
- Jane Hayes - parent
- Dorthea Irwin - Administrator
- Denise Kincaid - Parent
- Robert Mason - Business
- Kristy McNeil - Parent
- Tammy Norman - Parent
- Charles Perkins - Step Parent
- Danielle Rule - Business and Parent
- Barbara Schten - School
- Brent Smith - parent, local business
- Lyndsi Smith - educator
- Doug Vaughn - Community Leader
- Jaime Verlee - parent, community

Vision Statement

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

We believe all students deserve:

a healthy and safe environment where they are respected for their individuality. We believe all students deserve to be engaged and challenged with instruction that is student-driven, differentiated, involves global awareness, foreign language, transdisciplinary teaching and character education. 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 the school community have high expectations for student success and are advocates for student's rights for a successful education. Parents, guardians, and community stakeholders regularly attend school functions, student-led conferences, etc. and provide a supportive learning environment at home. Parents and teachers effectively 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 services for 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 in a global society.

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 perform at grade level on ACUITY: 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 3-5 Students - Mastering Number Sense on ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66%	72%		75%		78%		80%		100%

Free/Reduced Lunch Students - Passing ISTEP+ English/LA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	69	70	66	70		73		76		79		100

K-5 students - Reading on or Above Grade Level (Fountas & Pinnell)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	65%	75%		80%		83%		85%		100%

Special Education Students - Passing ISTEP Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62%	55	62	69	74		79		82		85		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... all staff is not using data to its full potential to drive instruction.

As we develop our 6 units of study for our International curriculum, we need to ensure that all decisions are research-based and data driven. A recent study of our staff has indicated that not all staff are comfortable and/or knowledgeable with the use of local and state data in assessing student needs.

We are concerned that... Parent Involvement

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

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

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

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

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

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

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

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

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

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

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Teacher Mentoring Program

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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

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: High Impact - Inside

Focus: General

Educator Training - 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

Extended Learning Activities

This strategy increases the quality in an academic area where our free/reduced lunch students achieve at a lower level in comparison to their performance in other academic areas. Students that are reading below grade level will be provided extended learning reading time. Progress of their growth will be monitored with STAR and Fountas & Pinnell Benchmark System. Students will receive daily intensive interventions in small flexible guided reading groups that focus on specific skill needs (phonics, phonemic awareness, fluency, vocabulary, and or comprehension). Additional Title I support will be provided for the students in the lowest percentile of each classroom. Students reading below grade level will be provided extended learning reading time. Progress of their growth will be monitored with STAR and Fountas & Pinnell Benchmark System. Students will receive daily intensive interventions in small flexible guided reading groups that focus on specific skill needs (phonics, phonemic awareness, fluency, vocabulary, and or comprehension).

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each paraprofessional meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. These requirements include having a minimum of 48 credit hours of university credit, or an associate's degree from college, or successfully completing/passing the Parapro Test. When working with students, paraprofessionals are directly supervised a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.

Impact Level: High Impact - Inside

Focus: General

Instruction by Highly Qualified Teachers

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: High Impact - Inside

Focus: General

Instruction by Highly Qualified Teachers

Ongoing support will be provided to staff to reduce teacher turnover and to improve teacher quality. Teachers, paraprofessionals and the principal will participate in monthly staff training sessions led by the Instructional 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

Outreach to Preschool Parent Involvement Programs

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: Low Impact

Focus: Specific

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

Parent Involvement

Teachers will meet with parents in the fall to discuss the International Baccalaureate (IB) curriculum and expectations. Students and parents will develop an understanding of the IB learner profile. The IB curriculum prepares students for the changing world; students experience real-world projects with a global focus. Students will study English, a foreign language, math, science, writing, history, art and music. Students will become active and compassionate learners who understand other people and cultures. Students will use technology to interact with people from around the globe. The IB curriculum develops knowledgeable and caring students who work to create a better and more peaceful world.

Impact Level: Low Impact

Focus: General

Parent Involvement

A Reading Night will be held during the fall and spring semesters. We will have a book bingo in the fall and an author or guest speaker in the spring. During the spring reading night, grade level stations will be set up to teach parents how to help their children at home with reading. 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 Spring session to evaluate the effectiveness of the reading nights as well as to find out what type of follow up assistance would be beneficial.

Impact Level: Low Impact

Focus: General

Parent Involvement

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: Specific

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

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. At this time, all teachers are highly qualified.

Impact Level: Low Impact

Focus: General

Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter, informing parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on 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

Policies & Practices Concerning Core Academic Subjects

The school has developed policies and procedures to ensure all students will be successful in reading, writing and mathematics by creating a comprehensive process of program assessment and interventions. The most vital component to our quest for more effective teaching and learning in our school is our InSAI Title I School Improvement planning process. All teachers participate on InSAI schoolwide planning committees that meet in grade level and cross grade level committees to determine the use of academic assessments in order to provide information on, and to improve, the achievement of students as well as the overall instructional program. Teachers identify key error patterns on the assessments to modify instructional strategies. The SWP plan is updated with essential performance data throughout the school year. Annual benchmarks within the plan specify key instructional and intervention strategies which are based on best practice and are derived from our students' needs as determined on ISTEP+ and other school performance data. Data charts for Reading, Writing and Math show the progression of key instruction/intervention strategies as well as professional development, parent involvement, and technology strategies. The InSAI steering committee as well as grade level teams have identified all racial, ethnic, language-minority, cultural, exceptional learning and socioeconomic sub groups in our population. We have defined and integrated culturally appropriate strategies for increasing their learning opportunities thereby improving the performance of each group. This committee as well as the grade level teams has also defined where additional professional development is needed to increase the cultural competency in our school's environment; this is reviewed each year. Students identified as not meeting academic achievement standards are provided with specific interventions designed to meet their needs through individual and small group instruction. Ongoing assessments determine if students' needs have been met. Title I staff provide additional assistance for students with small group instruction in the classroom or with individual tutoring. Summer reading time is provided for students not meeting academic standards on ISTEP+. Remediation activities are provided throughout the school year for students not meeting academic standards on local assessments. Staff is aware of and addresses the needs of the lowest achieving students by meeting collaboratively in grade level teams on a weekly basis to share and analyze student work, including formal and informal assessment data. Based upon key errors, students are provided intensive instruction aligned with specific needs to improve achievement. Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the school's teaching and learning program, both directly and indirectly. Our school implements policies and practices that have an impact on classrooms, including those that build the school infrastructure, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals. The school has developed additional policies and practices that have a more direct effect on student achievement, including the choice of instructional programs and materials, the use of instructional time, and the improved use of assessment results. Decisions about the specific policies and practices to be implemented are based on a thoughtful review and analysis of the individual school's needs. The school improvement plan demonstrates that the school will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics. Included among these strategies, as appropriate, are additional learning activities for students that take place before school, after school, and during the summer. Scientifically based research provides a standard by which the principal and teachers critically evaluate instructional strategies and programs that are available and choose those with the greatest likelihood of producing positive results for our students.

Impact Level: High Impact - Inside

Focus: General

School, LEA and SEA Responsibilities

School Responsibilities under School Improvement: The school will develop a required two-year plan that addresses the academic issues that caused it to be identified for school improvement. The plan will focus on improving the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The principal will facilitate, monitor and evaluate the school improvement process through ongoing staff observations, staff development activities, staff collaboration, and schoolwide planning meetings. Staff will participate in schoolwide planning meetings, staff development, grade level and cross grade level collaboration, data analysis, and peer coaching and mentoring to improve student learning. District Responsibilities under School Improvement: KCS will ensure that public school choice is provided for children whose parents wish to transfer them from the school identified for improvement; and ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. KCS will assist the school that does not make adequate progress toward meeting established student academic achievement targets and review the effectiveness of each school's actions and activities that are supported by Title I Part A funds, including parental involvement and professional development. KCS will use the annual review of school progress primarily to determine (1) if a school has made adequate progress toward all students meeting or exceeding the State's student academic achievement standards by 2013-14, and (2) if a school has narrowed the achievement gap. Kokomo-Center Schools' mission focuses on continuous improvement that impacts all students' achievement in the district. A strategic plan for the district was developed in December 1999 and has been reviewed and

revised annually. The plan includes goals for integrating technical resources into the curriculum, increasing accountability for administrators and educational staff to improve student performance, providing ongoing staff development, promoting high quality educational opportunities and instruction for all students, improving the school environment for safety, climate, diversity and parent involvement, and working cooperatively with the entire school community to build relationships that foster student learning. The district works collaboratively with individual schools to align Title I/PL221 school goals with district goals, to provide technical assistance in implementing school plans and to coordinate activities among schools. The district is committed to working closely with the school staff and parents to implement reform strategies by removing barriers and fostering a climate of change, flexibility and community. The school district is continuing the process of aligning our Language Arts and Mathematics curriculum with state standards across all grade levels and has assisted schools with developing specific learning objectives, resources, technology, lessons, and activities aligned with state standards. On-going professional development and training for specific strategies are provided to teachers in schools through technical assistance at the school, district workshops, professional materials, summer workshops and other training opportunities. These activities are coordinated with the schools' plans so that teachers are not being asked to do one thing by the district and another thing by their school. Dr. Dawn McGrath and Dorothea Irwin have expertise in data analysis and will provide support for the school reform projects by meeting with the principal on a monthly basis to review progress and assist with problem solving strategies. They also have expertise in working with special needs and will provide support to teachers and the principal through monthly consultations. Gerri Smalling, Business Director-Mrs. Smalling has expertise in fiscal accountability and will help school teams develop and monitor budgets and by preparing fiscal reports. Cynthia Evans, Director of Student Services- Mrs. Evans has expertise in working with students in poverty and will provide support to teachers and the principal through monthly consultations. State Responsibilities Under School Improvement: A State must use a portion of its reserved Title I Part A funds to create and maintain a statewide system of intensive and sustained support and improvement designed to increase the opportunity for all students and schools to meet the State's academic content and achievement standards. The specific technical assistance responsibilities of the SEA are (1) to reserve and allocate Title I Part A funds for school improvement activities; and (2) to create and sustain a statewide system of support that provides technical assistance to schools identified for improvement. To establish the required statewide system of support and improvement, the SEA must: • Establish school support teams. The purpose of these teams is to work in schools throughout the State that are in corrective action status, school improvement status, or otherwise in need of support and assistance. The SEA must provide these teams with all of the support it deems necessary to ensure their effectiveness. • Designate and use distinguished teachers and principals. The SEA must choose these participants from Title I schools that have been especially successful in improving academic achievement. • Devise additional approaches. The SEA must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under ESEA, or other providers of technical assistance. The school support team has one primary responsibility: assisting the school in strengthening its instructional program to improve student achievement. Specifically, the school support team must: • Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance; • Collaborate with school staff, LEA staff, and parents to design, implement, and monitor a meaningful and realistic school improvement plan that can be expected to help the school meet its improvement goals if implemented; • Monitor the implementation of the school improvement plan and request additional assistance from the LEA or the SEA that either the school or the support team needs; and • Provide feedback at least twice a year to the LEA, and to the SEA when appropriate, about the effectiveness of the personnel assigned to the school. The team must also identify outstanding teachers and principals. Clearly the overall charge of the support team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective support team members will possess the knowledge, skills, experience, and interpersonal skills that will enable them to address and counter the chronic problems that are symptomatic of low-performing schools. The SEA gathers, analyzes, and maintains student academic assessment data, guaranteeing consistency in the application of accountability provisions across all LEAs and schools. The SEA is also charged with providing schools and LEAs with effective technical assistance, thus creating a platform for disseminating and reinforcing the use of effective, research-based instructional strategies and practices. Finally, the SEA fulfills an oversight function by monitoring the activities of LEAs with schools in improvement, corrective action, or restructuring status and making an annual judgment about whether or not the LEA itself is fulfilling its responsibilities and making adequate progress. The LEA has primary responsibility for assisting its schools that do not make adequate progress toward meeting established student academic achievement targets. However, if the LEA does not carry out its responsibilities in this area, the SEA must take the actions it determines to be appropriate, in compliance with State law concerning school governance. Technical Assistance: External Technical Assistance will be provided to this school by Sandi Quinton, Title I Director and Jamyce Banks, external consultant. The State Title I Office provides Technical Assistance through workshops, consultations, documents, and other resources. Technical assistance for a school identified for improvement focuses on strengthening and improving the school's instructional program. It helps the school address the issues that caused it to make inadequate progress for two consecutive years. KCS ensures that the school in need of improvement receives technical assistance based on scientifically based research in three areas: • Data analysis: KCS helps the school to analyze results from the State assessment system and other relevant examples of student work. KCS teaches school staff how to use these data to identify and solve problems in instruction; to strengthen parental involvement and professional development; and to fulfill other responsibilities that are defined in the school improvement plan. • Identification and implementation of strategies: KCS helps the school choose effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to their implementation. The chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement. • Budget analysis: reallocating resources

to support improved student achievement is crucial to the successful implementation of the initiatives contained in the No Child Left Behind Act. KCS provides the school in improvement with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from school improvement status. In all three of these areas, KCS has the opportunity to support thoughtful analysis and capacity building at the local level, both of which will not only help schools to improve, but will also help them to sustain their improvements over time. Schools in need of improvement are more likely to be in need of individualized assistance comprised of strategies and interventions that recognize and address their unique challenges. KCS aligns its assistance with the school improvement plan being developed by the school. Both the school improvement plan and the KCS assistance plan are based on a close analysis of the school's demographic and achievement data, such as on subgroup performance, and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable KCS to target more accurately available resources to address identified deficiencies. The goals, objectives, and action steps that result from the comprehensive analysis realistically address the school's needs and systematically move it toward improvement. Involving teachers, school administrators, and parents in this planning and decision-making is crucial to its successful design and implementation.

Impact Level: Low Impact

Focus: General

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

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

Student 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. 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: Low Impact

Focus: Specific

Teacher Mentoring Program

Full time teaching and learning coach will provide support to teachers in the following ways: Before and after school book studies Classroom demonstrations Obtaining resources Data collection and analysis Bi-monthly grade level meetings Individual support as needed

Impact Level: High Impact - Inside

Focus: Specific

Teachers Included in Assessment Decisions: Analyzing Data

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, F&P, Math Computation Assessments and/or Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

Impact Level: High Impact - Inside

Focus: General

Timely Additional Assistance - Bridges Mentor Program

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 a community based program called Project 30 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.

Impact Level: High Impact - Outside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum

Teachers will develop lessons aligned with the standards. Students will be pre and post tested on the Acuity Diagnostic Curriculum Aligned tests to determine student needs. Based upon their performance on the Acuity pretest, students will receive differentiated daily instruction in small flexible groups on reading/language arts grade level standards. Students that have not mastered the standards on the post-test will be eligible for will be provided additional intervention time in an Acuity Lab.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Teachers actively encourage perfect attendance, and the school rewards students who receive perfect attendance through the awards program. Teachers report attendance daily via Power School. Students and parents will be contacted with an attendance update every midterm and 9 week period. Continued unexcused absences will be referred to the School Attendance Monitor/Social Worker for investigation. Our policy included sending letters and holding meetings with parents, and if need be, further legal action.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Addition and Subtraction Computation Concepts

Staff will focus on addition/subtraction computation concepts that are appropriate for the standards at their particular grade level. In grades K-2 this will include basic concepts of addition/subtraction. Grades 3-5 will build on those concepts and apply them using decimals, fractions and mixed numbers. Teachers will develop and administer student benchmark assessments to be given the beginning of September, January, and May. Administrators will monitor instruction and assessments.

Impact Level: High Impact - Inside

Focus: Specific

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 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

Strategy Data

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

Required Strategies

U. Focused Student Group: Special Education Students

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

To-Do List

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

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

Encourage Rigorous Curriculum

Aug 28, 2013: Monthly Grade Level Collaboration - PD Focus **Person:** Lyndsi Smith

Aug 29, 2013: Monthly Grade Level Collaboraton - Data Focus **Person:** Tammy Tickfer

Extended Learning Activities

Sep 1, 2013: Banchmark All K-5 Students **Person:** Marcy Brown/New Title I Teacher (will assist classroom teachers)

Sep 8, 2013: Identify Students In Need of Intervention and Create Intervention Schedules **Person:** Marcy Brown/New Title I Teacher

Sep 8, 2013: Train New Paras in LLI **Person:** Marcy Brown/Lindsay Smith

Oct 15, 2013: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Nov 15, 2013: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Dec 15, 2013: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Jan 15, 2014: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Feb 15, 2014: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Mar 15, 2014: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Apr 15, 2014: Monitor Student Progress - Running Records **Person:** Title I Teachers and Instructional Paraprofessionals

Apr 30, 2014: Benchmark all K-5 Students **Person:** Marcy Brown/New Title I Teacher (will assist classroom teachers)

Focused Academic Area

Jan 15, 2013: Administer Second Benchmark **Person:** K-5 Teachers

Jan 30, 2013: Report Benchmark Scores to Principal **Person:** K-5 Teachers

May 15, 2013: Administer Final Benchmark **Person:** K-5 Teachers

May 30, 2013: Analyze Data and Evaluate Effectiveness of Strategy **Person:** K-5 Teachers

Jun 6, 2013: Math Workshop **Person:** Dorthea Irwin

Aug 31, 2013: Review Standards/Develop Benchmark **Person:** Marcy Brown

Sep 15, 2013: Administer First Benchmark **Person:** K-5 Teachers

Sep 30, 2013: Report Benchmark Scores to Principal **Person:** K-5 Teachers

Focused Student Group

Sep 15, 2013: Special Ed and Gen Ed Teachers Set Individual Reading and Writing Goals with Students **Person:** Kaylen Anthony

Oct 15, 2013: Progress Monitoring **Person:** Kaylen Anthony

Nov 30, 2013: Collect fall data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person:** Kaylen Anthony

Jun 30, 2014: Collect spring data: % of teachers providing 30 minutes per day of small group intensive literacy instruction **Person:** Kaylen Anthony

Instruction by Highly Qualified Teachers

Sep 29, 2013: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Oct 29, 2013: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Nov 29, 2013: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Dec 29, 2013: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Jan 29, 2014: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Mar 1, 2014: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Apr 1, 2014: Monthly PD Grade Level Meetings **Person:** Lyndsi Smith

Parent Involvement

Sep 15, 2013: Title I Team Meets to Plan for Book Bingo **Person:** Julie Cusick

Oct 15, 2013: Leadership Team Meets to Plan Author Night **Person:** Sharon Hahn

Teacher Mentoring Program

Aug 29, 2013: Literacy Team Collaboration Meetings **Person:** Lyndsi Smith

Teachers Included in Assessment Decisions: Analyzing Data

Aug 29, 2013: Monthly Data Grade Level Collaboration **Person:** Sharon Hahn/Lyndsi Smith

Timely Additional Assistance - Bridges Mentor Program

May 20, 2013: Spring Mentor Celebration **Person:** Debbie Johnson

Sep 29, 2013: Students Selected and Mentors Scheduled **Person:** Kim Wynkoop

Dec 21, 2013: Winter Mentor Celebration **Person:** Debbie Johnson

Professional Development Summary

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

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

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

Extended Learning Activities

No professional development is needed for this strategy.

Instruction by Highly Qualified Teachers

Monthly PD Grade Level Meetings

Brief Description: Monthly PD Grade Level Meetings

Intended Participants: Teachers

Dates: Sep 29, 2013; Oct 29, 2013; Nov 29, 2013; Dec 29, 2013; Jan 29, 2014; Mar 1, 2014; Apr 1, 2014

Activity Purpose: Information, Skill Building

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Parent Involvement

No professional development is needed for this strategy.

Teacher Mentoring Program

No professional development is needed for this strategy.

Teachers Included in Assessment Decisions: Analyzing Data

Monthly Data Grade Level Collaboration

Brief Description: Monthly Data Grade Level Collaboration

Intended Participants: Teachers

Date: Aug 29, 2013

Activity Purpose: Information

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Timely Additional Assistance - Bridges Mentor Program

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum

Monthly Grade Level Collaboration - PD Focus

Brief Description: Monthly Grade Level Collaboration - PD Focus

Intended Participants: Teachers

Date: Aug 28, 2013

Activity Purpose: Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Addition and Subtraction Computation Concepts

Math Workshop

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

Intended Participants: Teachers

Date: Jun 6, 2013

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

U. Focused Student Group: Special Education Students

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... all staff is not using data to its full potential to drive instruction.

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Policies & Practices Concerning Core Academic Subjects
- Teacher Mentoring Program
- Teachers Included in Assessment Decisions: Analyzing Data
- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Addition and Subtraction Computation Concepts
- U. Focused Student Group: Special Education Students

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- Annual Parent Meeting
- Parent Involvement
- Parent Involvement
- Parent Involvement
- School-Parent Compact
- School-Parent Involvement Policy
- Student Transition

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- Parent Information Resource Center Website

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

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Teacher Mentoring Program

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

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- Student Transition

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

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

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP+ English/LA

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Teacher Mentoring Program

Data Targets Influenced by This Concern:

- All 3-5 Students -- Mastering Number Sense on ISTEP

Strategies to Impact This Concern:

- Teacher Mentoring Program

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All 3-5 Students -- Mastering Number Sense on ISTEP

Strategies to Impact This Concern:

- Parent Involvement
- School, LEA and SEA Responsibilities
- Teacher Mentoring Program
- F. Encourage Rigorous Curriculum

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- K-5 students -- Reading on or Above Grade Level (Fountas & Pinnell)

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All 3-5 Students -- Mastering Number Sense on ISTEP

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Policies & Practices Concerning Core Academic Subjects
- I. Focused Academic Area: Addition and Subtraction Computation Concepts

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.
- Timely Additional Assistance - Bridges Mentor Program
- U. Focused Student Group: Special Education Students

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?	POI Boards, Curriculum Loft, LPE Shared Drive
<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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. We work very hard to ensure our students are at school. Our social worker meets with parents of any student who has an attendance concern.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Fountas and Pinnell Benchmark Assessment System--an assessment that gives information regarding student reading levels including fluency, errors and self correction analysis, and comprehension. Acuity--an assessment for students in grades 3-5 that predicts how well students will perform on the ELA and Math portions of ISTEP+.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Acuity, Fountas and Pinnell Benchmark Assessment, ISTEP+, and ongoing classroom formative and summative assessments.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Lafayette Park Elementary coordinates funding sources and chooses not to coordinate funds.

Continuous Improvement Timeline

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

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