

School Improvement Plan - 2010-2011

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Pettit Park School (2993)

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

Pettit Park School

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

- Indiana Student Achievement Institute
- 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-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Lisa Cooper - Parent/Guardian
- Diana Heard - Teacher
- Cathy Radke - Teacher
- Claudette Renfro - Administrator
- Doug Vaughn - Community Representative (Business)
- Stacey Will - Teacher
- Kelly Wright - Teacher

Strategy Chairs

- Bridget Clemons
- Leaynn Dalton
- Aaron Eastom
- Erica Edgar
- LaShanna Fuller
- Diana Heard
- Heather McAninch
- Claudette Renfro
- Stacey Will
- Kelly Wright

Community Council

- Connie Chapman - Youth Organization-Boy Scouts
- Kirk Daniels - Business
- Michelle Lynn Davis - Parent of life skill student
- Mike Gaines - Business
- Robert Holz - Parent of 2nd grader, 4th grade LD student, and middle school student
- Karon Lancaster - Parent of 2nd grader, 3rd grader, and middle school student, african american students
- Amy Lucas - Parent of paid status 4th grader and preschool student
- Amy Miller - Parents of Life Skill student
- Bryan Miller - Parent of Life Skill student
- Staci Pittman - Community
- Kim Priest - Parent of middle and high school students; paraprofessional of special ed students
- Maura Reed - Parent of Kindergarten and 1st grade student, free/reduced status, african american students
- John Rudy - Community
- Ted Schuck - retired teacher, principal, school board member
- Brent Smith - Small Business
- Janet Stephenson - Past teacher, Public Library employee
- Doug Vaughn
- Cierra Wisher-Williams - Head Start Teacher

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:

All students deserve to be healthy by having their basic needs met. All students deserve to be safe by being accepted, valued and respected for who they are, and by providing a structured environment with clear expectations. All students deserve to be supported with the adequate time and resources that will ensure success. All students deserve to be engaged and challenged through a culture of high expectations and rigorous curriculum. Students deserve a clear and consistent environment that promotes lifelong learning with teachers and paraprofessionals who are well trained.

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

All adults will provide a healthy support system that ensures basic needs are met, act as positive role models, and provide a loving and caring attitude. All adults will provide a safe environment by valuing each individual student and providing a respectful, structured environment free from threat with clear expectations. All adults will support students with a positive attitude that will meet individual student needs through time and resources. They will also encourage student effort and celebrate successes. All adults will engage and challenge students by providing a culture of high expectations, being well trained, promote lifelong learning with a rigorous curriculum that will prepare students for the real world and/or college.

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

Students value themselves by making responsible, healthy decisions. They will arrive to school on time each day prepared to learn. Students display appropriate behaviors, peaceful problem solving, accept responsibility for their actions, and respect themselves and others in order to keep everyone safe. Students will know when and how to ask for help, they will support each other, and show good teamwork skills. Students will come to school ready and excited to learn, actively participate in classroom instruction, work collaboratively with peers, and will take pride in their work. Students will have knowledge of their own strengths and weakness in order to set goals for themselves. They will be confident in their abilities and take risks to actively pursue new learning. Students will display a positive attitude toward school, adults, and other students. Students will know the expectations expected of them and strive to reach the highest level of achievement.

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

- % of students who pass ELA ISTEP+: 100%
- % of students who pass MATH ISTEP+: 100%
- % of students who make progress on ISTAR ELA: 100%
- % of students who make progress on ISTAR MATH: 100%
- % of students who read on or above grade level: 100%
- % of students who make A's and B's on report card: 100%
- % of students who pass IRDA: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

1st grade girls - Master Vocabulary on IRDA Spring 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	
			13%	50%		60%		75%		90%		100%

1st grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
			61%	80%		85%		90%		95%		100%

2nd grade males - Master Reading Comprehension on IRDA Spring 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	
			20%	55%		75%		85%		90%		100%

2nd grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
			60%	75%		85%		95%		98%		100%

3rd grade students - Master Reading Comprehension 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	
	59%		66%	70%		76%		86%		96%		100%

3rd grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
			72%	75%		80%		85%		90%		100%

4th grade students - Master Reading Comprehension 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	
	83%		61%	73%		83%		93%		95%		100%

4th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
			68%	75%		85%		95%		98%		100%

5th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
		70%	56%	70%		80%		90%		95%		100%

Kindergarten - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading 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	
			83%	85%		90%		95%		98%		100%

Special Education Students - Pass ISTEP English/LA (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	
60%	71%	65%	50%	70%		75%		80%		90%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... 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.

We are concerned that... Students are struggling with phonics and phonemic awareness in primary grades

Data from observations of students in reading, writing, and word study workshops. Data from IRDA testing for grades K-1.

We are concerned that... All strategies are not being implemented with fidelity throughout the school

Student and teacher surveys and data show discrepancies between what is being expected and what is actually being implemented.

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

Instruction Accountability

Each teacher will follow grade level expectations for instruction on a daily basis. These expectations will be determined based on student needs, standards, balanced comprehensive literacy and math instruction, as well as teacher and administrator concerns. Teachers will be held accountable through lesson plans, walk-throughs, coaching sessions, and evaluations.

Impact Level: High Impact - Inside

Focus: General

Phonics Instruction

Teachers in grades K-3 will implement the Phonic and Friends Program along with the Fountas and Pinnell Phonics Lessons on a daily basis.

Impact Level: High Impact - Inside

Focus: Specific

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: General

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: Specific

Required Strategies

A. Parent Involvement: Home and School Connection Activities

Pettit Park will host a variety of activities throughout the school year designed to promote parent involvement and a connection between a student's home and school life. These activities will give families an opportunity to become involved in what is happening at school and give staff an opportunity to interact with families on a regular basis.

Impact Level: Low Impact

Focus: General

A. Parent Involvement: Parent Newsletter

Principal and Parent Liaison will publish a monthly newsletter to inform parents of past and future school events, educate parents about their child's academics, and offer suggestions for parents to help their children be successful in school.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent Workshops

Parent Workshop Nights will be held once each semester. The workshop nights will include whole group sessions as well as smaller break out sessions. Sessions will be designed to educate parents on parenting techniques, academic activities to use at home, school/community resources available, strategies used at school, and understanding a child's progress.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

A training will be provided by our parent involvement person to teachers at a staff meeting in August about the importance of interacting with parents and promoting parental involvement.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs

The Parent Liaison will send copies of the Pettit Newsletters featuring parent resources, things to work on at home, and upcoming events to the Parent Enrichment Manager at Head Start. The newsletters will include skills to work on with younger children to prepare them for school/kindergarten.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

We will inform parents about the Indiana Parent Information and Resource Center (PIRC) at www.fscp.org. We will pass this information out at our back to school night, post it on our parent bulletin board, and advertise it on our monthly newsletter.

Impact Level: Low Impact

Focus: General

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

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.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Guided Reading

Teachers will continue to implement reading workshop daily in their classroom using the elements of Balanced Literacy. This will include daily mini lessons and guided reading at all grade levels. Teachers will implement guided reading in order to work with students at their instructional level. Teachers will give more direct instruction to the students reading below grade level.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

A list will be maintained by the principal showing whether or not each teacher holds a valid Indiana teaching license. The list will also include a record of how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). If non-highly qualified teachers exist in the school, they will be assisted in attaining highly qualified status.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

The Kokomo Center Schools Human Resource Department, Title I Director and the school principal work together to interview and hire high quality teachers in schools with the greatest need. Interviews and informational programs are conducted throughout the state at universities and colleges with high quality education programs. An online application system provides easy access to high quality teachers throughout the country. During the hiring process, only high quality teachers are selected after extensive interviews, contacts with references, and reviews of academic records. The Public Relations Department has developed a brochure to attract high quality staff. The KCS district website provides valuable information for recruiting high quality staff. Individual school websites promote community relations and provide information to attract high quality staff. School and district newsletters attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program attracts high quality staff. Extensive technology training and systems attract high quality staff.

Impact Level: Low Impact

Focus: General

L. Early Childhood Transition

The corporation will be holding a district wide kindergarten round up in the spring. Kindergarten students and parents will be receiving an informational kindergarten DVD. Kindergarten teachers will provide a Kindergarten Kamp before the beginning of the school year. This time will be used to help students and parents feel more comfortable about the upcoming year. It will be used to explain expectations to parents, meet the teachers, visit the classroom, and address questions or concerns that the parents may have. We will reach out to local area pre-schools by contacting them directly and sending flyers to ensure that we are reaching all possible new students and ensure making the transition into kindergarten easier.

Impact Level: High Impact - Outside

Focus: General

M. Parent Notice - Assessment Results

Parents will be mailed assessment information and a copy of assessment scores in parent friendly language provided by teachers as it becomes available throughout the year.

Impact Level: Low Impact

Focus: General

Q. School-Parent Involvement Policy

Staff will continue to use our Title 1 parent involvement policy that is provided by the district at registration. All parents will receive a copy upon registration. Each year, this plan will be reviewed at our annual Title 1 meeting to see if changes need to be made. The Parent Involvement Policy will include the following components listed on the DOE School Parent Involvement Policy Checklist (<http://www.doe.state.in.us/Title1/cycle2information.html>)

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. This letter informs parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teacher. 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 is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. If at any time during the coming school year, a student is taught for four or more consecutive weeks by a teacher that is not highly qualified, parents will be notified by the school.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

The school has developed a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the State's student academic achievement standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students in the registration packet.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

The annual parent meeting will be held at the beginning of each school year. This meeting will be held at two different times to ensure that all parents will be able to attend. One meeting is held during the day and the other is held in the evening before one of our more popular parent-involvement activities. During the meeting, parents will be informed of the 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, ISTEP+ results, and given a time to voice their concerns, questions and/or comments. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Special Education

Special Education Students will be mainstreamed into general education classrooms for all areas of instruction and provided differentiated instruction throughout the year. Teachers of students with learning disabilities and mild disabilities will go into the general education classroom to co-teach, support learning, and will pull out students for additional instruction when necessary. We believe that the special education students need to be taught with the same high expectations as the general education students.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Homework Lab

Staff will provide a homework lab after school for students four days a week throughout the year. This time will be used to help students with understanding concepts, improving homework completion, and providing additional instructional support to students.

Impact Level: High Impact - Inside

Focus: General

W. Timely Additional Assistance: Small Group Intervention

Teacher assistants (paraprofessionals) will work with small groups of students who are not mastering grade level academic standards during the school day. This instruction will be in addition to the instruction taking place in the classroom.

Impact Level: High Impact - Outside

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.

Local Strategies

Instruction Accountability

% of teachers who align instruction across grade levels--based on principal walk thrus and teacher surveys

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
73%	100%		100%	

% of teachers who increase time on task--based on principal walk-thrus and teacher surveys

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
40%	100%		100%	

Required Strategies

A. Parent Involvement: Parent Workshops

% of Parents who feel knowledgeable about helping their children be successful in school.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
71%	90%		100%	

% of parents who report viewing the school as a partner in raising and educating their children

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
86%	90%		100%	

I. Focused Academic Area: Guided Reading

% of teachers who use guided reading and running records to drive 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%		100%	

L. Early Childhood Transition

% of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp).

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

U. Focused Student Group: Special Education

% of teachers who indicate that they feel positively about the inclusion of special needs students in their classrooms in all activities and 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
80%	100%		100%	

W. Timely Additional Assistance: Homework Lab

% of teachers feeling homework lab effective

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	100%		100%	

% of students turning in homework

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%	

W. Timely Additional Assistance: Small Group Intervention

% of teachers and interventionists who believe that all students can master grade level standards.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	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.

Early Childhood Transition

- ✓ **Apr 22, 2010:** District wide Kindergarten Round up for all possible incoming kindergarteners in Kokomo **Person:** District Kindergarten Round up Committee
- May 14, 2010:** Create a craft and gather necessary materials for Kindergarten Kamp **Person:** Andrea Bowlby
- May 15, 2010:** Create a schedule of events for Kindergarten Kamp **Person:** Erica Edgar
- May 15, 2010:** Create parent and student handout to pass out at Kindergarten Kamp **Person:** Erica Edgar, Andrea Bowlby
- May 21, 2010:** Create a parent survey for parents who attend Kindergarten Kamp **Person:** Erica Edgar
- May 22, 2010:** Call local businesses for donations for Kindergarten Kamp **Person:** Andrea Bowlby
- May 22, 2010:** Create flyer for Kindergarten Kamp to give to local pre-schools **Person:** Andrea Bowlby
- May 28, 2010:** Create invitations and reminders for Kindergarten Kamp **Person:** Erica Edgar
- Jun 1, 2010:** Purchase supplies for Kindergarten Kamp **Person:** Andrea Bowlby, Erica Edgar
- Jul 12, 2010:** Send invitations and reminders to Pettit Park families for Kindergarten Kamp **Person:** Erica Edgar
- Aug 9, 2010:** Decorate for Kindergarten Kamp **Person:** Andrea Bowlby, Erica Edgar
- Aug 10, 2010:** Conduct Kindergarten Kamp for families of incoming kindergarteners **Person:** Kindergarten Teachers
- Nov 30, 2010:** Collect fall data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar
- Jun 30, 2011:** Collect spring data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar

Educator Training for Parent Involvement

- Aug 10, 2010:** Back to School Staff Meeting-- **Person:** Kelly and Task Force
- Aug 16, 2010:** Professional Resources **Person:** Kelly and Task Force
- Aug 16, 2010:** Staff Meeting Follow-up- Parent Involvement Person will work with any staff members who need additional support in this area. **Person:** Kelly
- Oct 18, 2010:** Staff Meeting Follow-up- Parent Involvement Person will work with any staff members who need additional support in this area. **Person:** Kelly
- Dec 20, 2010:** Staff Meeting Follow-up- Parent Involvement Person will work with any staff members who need additional support in this area. **Person:** Kelly
- Feb 21, 2011:** Staff Meeting Follow-up- Parent Involvement Person will work with any staff members who need additional support in this area. **Person:** Kelly
- Apr 25, 2011:** Staff Meeting Follow-up- Parent Involvement Person will work with any staff members who need additional support in this area. **Person:** Kelly

Encourage Rigorous Curriculum

- Aug 20, 2010:** KCS Current Curriculum **Person:** District Chair
- Sep 5, 2010:** Curriculum Articulation **Person:** District Chair
- Sep 20, 2010:** Common Core State Standards 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 and 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 17, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- ✓ **Mar 24, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- ✓ **Mar 31, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- Apr 1, 2010:** Collect baseline data: % of teachers who use guided reading and running records to drive instruction **Person:** Lashanna Fuller
- ✓ **Apr 7, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- ✓ **Apr 14, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- Apr 21, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- Apr 28, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- May 5, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- May 12, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- May 19, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- May 26, 2010:** The Next Step in Guided Reading (Jan Richardson) Book Study **Person:** Kelly Wright
- Aug 11, 2010:** The Next Step in Guided Reading (Jan Richardson) review **Person:** Kelly Wright
- Aug 16, 2010:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Sep 15, 2010:** DRA **Person:** Lashanna Fuller
- Sep 15, 2010:** Guided Reading Records Update **Person:** Claudette Renfro
- Sep 15, 2010:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Sep 16, 2010:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Oct 15, 2010:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Oct 16, 2010:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Oct 20, 2010:** Guided Reading Records Update **Person:** Claudette Renfro
- Nov 15, 2010:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Nov 16, 2010:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Nov 17, 2010:** Guided Reading Records Update **Person:** Claudette Renfro
- Nov 30, 2010:** Collect fall data: % of teachers who use guided reading and running records to drive instruction **Person:** Lashanna Fuller
- Dec 15, 2010:** DRA **Person:** Lashanna Fuller
- Dec 15, 2010:** Guided Reading Records Update **Person:** Claudette Renfro
- Dec 15, 2010:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Dec 16, 2010:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Jan 15, 2011:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Jan 16, 2011:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Jan 19, 2011:** Guided Reading Records Update **Person:** Claudette Renfro
- Feb 15, 2011:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Feb 16, 2011:** Guided Reading Records Update **Person:** Claudette Renfro
- Feb 16, 2011:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Mar 15, 2011:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Mar 16, 2011:** Guided Reading Records Update **Person:** Claudette Renfro
- Mar 16, 2011:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright
- Apr 15, 2011:** Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright
- Apr 16, 2011:** New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright

Apr 20, 2011: Guided Reading Records Update **Person:** Claudette Renfro

May 15, 2011: DRA **Person:** Lashanna Fuller

May 15, 2011: Teachers will implement guided reading during their daily reading workshops. Coaches will be available for any teachers needing assistance. **Person:** LaShanna Fuller/Kelly Wright

May 16, 2011: New teachers and those not able to attend the previous book study will receive resources and coaching on guided reading **Person:** LaShanna Fuller/Kelly Wright

Jun 30, 2011: Collect spring data: % of teachers who use guided reading and running records to drive instruction **Person:** Lashanna Fuller

Focused Student Group

✓ **Apr 13, 2010:** A Differentiated Instruction Workshop for Special Education Teachers K-12 to prepare Special Education Teachers for changing roles in Kudos and RTI Framework. **Person:** Glenda Hott and Barb Ross DOE Reps

✓ **Apr 15, 2010:** A differentiated Instruction workshop for Special Education Teachers K-12 to prepare Special Education Teachers for changing roles in Kudos ;and RTI Framework **Person:** Glenda Hott and Barb Ross DOE Reps

May 3, 2010: Develop and Write teacher surveys **Person:** Leaynn Dalton

May 3, 2010: Kudos and RTI Training **Person:** Kristen Bilkey

May 10, 2010: Kudos and RTI Training **Person:** Kristan Bilkey

May 11, 2010: Distribute surveys to Regular Ed Teachers during grade level meeting. **Person:** Leaynn Dalton

May 18, 2010: Collect Surveys and create a baseline data for next year. **Person:** Leaynn DALton

Aug 10, 2010: Time will be given on the first day of school for discussion of expectations of co-teaching review and RTI model for all children **Person:** Leaynn Dalton

Aug 17, 2010: Resource Materials **Person:** Leaynn Dalton

Aug 24, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings. Notes will be turned into Mrs. Renfro. **Person:** Teachers Participating in co-teaching and RTI model.

Aug 24, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings. Notes will be turned into Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Sep 2, 2010: Guest Speaker **Person:** Kristan Bilkey

Sep 7, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings. Notes will be turned into Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Sep 21, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings Notes will be turned into Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Oct 5, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings. Notes will be turned into Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Oct 19, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Nov 2, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Nov 16, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Nov 30, 2010: Collect fall data: % of teachers who indicate that they feel positively about the inclusion of special needs students in their classrooms in all activities and instruction. **Person:** Leaynn Dalton

Nov 30, 2010: Distribute surveys to General Education Teachers at grade level meetings to gather data on what is working in General Education classroom **Person:** Leaynn Dalton

Dec 7, 2010: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Dec 14, 2010: Surveys collect and first semester data posted for implementation of inclusion of special needs students in the regular ed classroom and feedback on RTI model for all students **Person:** Leaynn Dalton

Jan 4, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers Participating in co-teaching and RTI model.

Jan 18, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Feb 1, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Feb 15, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Mar 1, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Mar 15, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what is not and what needs to be improved. Notes will be turned into Mrs. Renfro **Person:** Teachers participating in co-teaching and RTI model

Mar 29, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model.

Apr 12, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** teachers participating in co-teaching and RTI model

Apr 26, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

May 10, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

May 17, 2011: Teachers participating in inclusion of special needs students will debrief bi-weekly during grade level meetings to discuss what is working and what needs to be done differently. Notes will be taken and given to Mrs. Renfro. **Person:** Teachers participating in co-teaching and RTI model

Jun 30, 2011: Collect spring data: % of teachers who indicate that they feel positively about the inclusion of special needs students in their classrooms in all activities and instruction. **Person:** Leaynn Dalton

Instruction Accountability

May 20, 2010: Review and make any necessary changes to the Grade Level Expectations documents **Person:** Claudette/Kelly

May 28, 2010: Pass out finalized Grade Level Expectations documents to all teachers **Person:** Kelly

Aug 10, 2010: Review Grade Level Expectations with teachers at staff meeting **Person:** Claudette/Kelly

Aug 11, 2010: Coaching will be provided throughout the year to assist teachers in meeting the expectations **Person:** Kelly

Aug 20, 2010: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Sep 1, 2010: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Sep 10, 2010: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Sep 20, 2010: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Oct 1, 2010: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Oct 8, 2010: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Oct 15, 2010: Teachers will be sure to update their reading level charts and picture boards as needed. Charts and boards must be double checked at the end of each grading period. **Person:** All Teachers

Oct 20, 2010: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Nov 1, 2010: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Nov 12, 2010: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Nov 20, 2010: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Nov 30, 2010: Collect fall data: % of teachers who align instruction across grade levels--based on principal walk thrus and teacher surveys **Person:** Claudette Renfro

Nov 30, 2010: Collect fall data: % of teachers who increase time on task--based on principal walk-thrus and teacher surveys **Person:** Claudette Renfro

Dec 1, 2010: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Dec 10, 2010: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Dec 17, 2010: Teachers will be sure to update their reading level charts and picture boards as needed. Charts and boards must be double checked at the end of each grading period. **Person:** All Teachers

Dec 20, 2010: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Jan 1, 2011: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Jan 14, 2011: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Jan 20, 2011: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Feb 1, 2011: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Feb 11, 2011: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Feb 18, 2011: Teachers will be sure to update their reading level charts and picture boards as needed. Charts and boards must be double checked at the end of each grading period. **Person:** All Teachers

Feb 20, 2011: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Mar 1, 2011: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Mar 11, 2011: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Mar 20, 2011: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Apr 1, 2011: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

Apr 8, 2011: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

Apr 20, 2011: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Apr 22, 2011: Teachers will be sure to update their reading level charts and picture boards as needed. Charts and boards must be double checked at the end of each grading period. **Person:** All Teachers

May 1, 2011: K-2 teachers will maintain a writing sample board in the hallway outside their classrooms. The board will be updated with new writing samples at the beginning of each month. **Person:** K-2 Teachers

May 13, 2011: Lessons plans will be reviewed periodically for instruction and expectations. They will be reviewed by the principal a minimum of twice a month. They will be viewed at the end of a week for the previous week. **Person:** Principal

May 20, 2011: Walk throughs will be conducted by principal and instructional facilitator a minimum of once a month. Feedback status will be shared with teachers via email or conferencing. **Person:** Principal/Instructional Facilitator

Jun 30, 2011: Collect spring data: % of teachers who align instruction across grade levels--based on principal walk thrus and teacher surveys **Person:** Claudette Renfro

Jun 30, 2011: Collect spring data: % of teachers who increase time on task--based on principal walk-thrus and teacher surveys **Person:** Claudette Renfro

Outreach to Preschool Parent Involvement Programs

Aug 10, 2010: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica

Sep 1, 2010: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica

Sep 15, 2010: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica

Oct 1, 2010: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica

Oct 15, 2010: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica

Oct 27, 2010: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica

Nov 15, 2010: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica

Dec 1, 2010: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica

Dec 15, 2010: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica
Jan 5, 2011: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica
Jan 15, 2011: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica
Feb 2, 2011: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica
Feb 15, 2011: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica
Mar 2, 2011: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica
Mar 15, 2011: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica
Apr 1, 2011: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica
Apr 15, 2011: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica
Apr 28, 2011: Meet to discuss "Tips of the Month" for children younger than school age to include in the monthly newsletter. **Person:** Kelly/Erica
May 15, 2011: Send Newsletter to Parent Enrichment Manager at Head Start **Person:** Kelly/Erica

Parent Information Resource Center Website

May 28, 2010: Include link the Parent Resource Website on the School's website **Person:** Kelly
Aug 1, 2010: Post Parent Resource Website information on Parent information board **Person:** Kelly
Aug 10, 2010: Prepare handout to pass out at Back to School night to promote the Parent Resource Website **Person:** Kelly
Aug 16, 2010: Print web address to Parent Resource Website in Pettit's Newsletter. **Person:** Kelly
Sep 1, 2010: Post Parent Resource Website information on Parent information board **Person:** Kelly
Oct 1, 2010: Post Parent Resource Website information on Parent information board **Person:** Kelly
Oct 4, 2010: Print web address to Parent Resource Website in Pettit's Newsletter. **Person:** Kelly
Nov 1, 2010: Post Parent Resource Website information on Parent information board **Person:** Kelly
Dec 1, 2010: Post Parent Resource Website information on Parent information board **Person:** Kelly
Dec 6, 2010: Print web address to Parent Resource Website in Pettit's Newsletter. **Person:** Kelly
Jan 1, 2011: Post Parent Resource Website information on Parent information board **Person:** Kelly
Feb 1, 2011: Post Parent Resource Website information on Parent information board **Person:** Kelly
Feb 7, 2011: Print web address to Parent Resource Website in Pettit's Newsletter. **Person:** Kelly
Mar 1, 2011: Post Parent Resource Website information on Parent information board **Person:** Kelly
Apr 1, 2011: Post Parent Resource Website information on Parent information board **Person:** Kelly
Apr 11, 2011: Print web address to Parent Resource Website in Pettit's Newsletter. **Person:** Kelly
May 1, 2011: Post Parent Resource Website information on Parent information board **Person:** Kelly

Parent Involvement

✓ **Apr 1, 2010:** Collect baseline data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly
✓ **Apr 1, 2010:** Collect baseline data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly
May 28, 2010: Organizational Meeting to make initial plans for Back to School Night in August. Divide task among staff members helping out. **Person:** Kelly
Jun 1, 2010: One Book One School-Meet to research possible books, look into funding, etc **Person:** Kelly/Stacey
Aug 2, 2010: Prepare for Back to School night. **Person:** Task Force
Aug 9, 2010: Meet to finalize booths and activities for Back to School Night. **Person:** Task Force
Aug 10, 2010: Back to School Night--Event to welcome back all families to Pettit Park. **Person:** Kelly
Aug 11, 2010: Recruit staff helpers for the Parent Workshop Task Force **Person:** Kelly
Aug 16, 2010: Send first notice of Parent Workshop Night in August school newsletter **Person:** Kelly
Aug 16, 2010: Send home August Newsletter **Person:** Kelly/Claudette
Aug 24, 2010: Parent Workshop Task Force Meeting to brainstorm ideas and activities for the first Parent Workshop Night. Divide up task between members for the different areas needed: Primary Sessions, Intermediate Sessions, Child Care Activities, Food, Prizes, Break- **Person:** Kelly
Sep 2, 2010: Recruit staff and organize Book Bingo Committee **Person:** Kelly
Sep 2, 2010: Recruit staff helpers come up with One Book One School activities and projects **Person:** Kelly/Stacey
Sep 7, 2010: Follow up Task Force meeting to check on everyone's progress and see what is left to get done. **Person:** Kelly
Sep 7, 2010: Send home September Newsletter **Person:** Kelly/Claudette

Sep 7, 2010: Send second notice of Parent Workshop Night in September school newsletter **Person:** Kelly

Sep 8, 2010: Prep materials, gather resources, contact community resources for the Workshop Night **Person:** All Task Force Members

Sep 20, 2010: Send flier home about Parent Workshop Night **Person:** Kelly

Sep 21, 2010: Task Force meeting to work on preparations for the Workshop Night. Put out a staff sign-up to see who is all available. Develop a survey to be handed out at the end of the Workshop night. **Person:** Kelly

Sep 23, 2010: Fall Book Bingo Night **Person:** Book Bingo Committee

Sep 27, 2010: Send reminder sticker home about Parent Workshop Night **Person:** Kelly

Sep 29, 2010: Send out Phone Messenger alert about Parent Workshop Night **Person:** Jon Serra

Sep 29, 2010: Send Phone Messenger alert about Parent Workshop Night **Person:** Jon Serra

Sep 30, 2010: Hand out parent surveys to those who attended Parent Workshop Night **Person:** Session leaders

Sep 30, 2010: Hand out survey at the end of Workshop Night to gather parent's opinions of effectiveness and ideas for second semester Workshop Night **Person:** Kelly

Sep 30, 2010: Hold Parent Workshop Night **Person:** Kelly

Oct 4, 2010: Make resources from the Parent Workshop Night available to those who were unable to attend via school website, parent information board, and parent resource area. **Person:** Kelly

Oct 4, 2010: Send home October Newsletter **Person:** Kelly/Claudette

Oct 7, 2010: One Book One School--Present activities and books to staff **Person:** Kelly/Stacey

Oct 22, 2010: Hand out One Book One School books and papers to parents at conferences **Person:** All Teachers

Oct 25, 2010: Implement daily trivia and vocabulary activities related to section of the book the whole school has read. **Person:** One Book One School Task Force

Nov 1, 2010: Implement daily trivia and vocabulary activities related to section of the book the whole school has read. **Person:** One Book One School Task Force

Nov 1, 2010: Send home November Newsletter **Person:** Kelly/Claudette

Nov 8, 2010: Implement daily trivia and vocabulary activities related to section of the book the whole school has read. **Person:** One Book One School Task Force

Nov 15, 2010: Implement daily trivia and vocabulary activities related to section of the book the whole school has read. **Person:** One Book One School Task Force

Nov 17, 2010: One Book One School Evening Event **Person:** Task Force

Nov 30, 2010: Collect fall data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly

Nov 30, 2010: Collect fall data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly

Dec 6, 2010: Send home December Newsletter **Person:** Kelly/Claudette

Jan 10, 2011: Send first notice of 2nd Semester Parent Workshop Night in January school newsletter. **Person:** Kelly

Jan 10, 2011: Send home January Newsletter **Person:** Kelly/Claudette

Jan 11, 2011: Parent Workshop Task Force Meeting to brainstorm ideas and activities for the second Parent Workshop Night. Divide up tasks between members for the different areas needed: Primary Sessions, Intermediate Sessions, Child Care Activities, Food, Prizes, Bre **Person:** Kelly

Jan 25, 2011: Follow up Task Force meeting to check on everyone's progress and see what is left to get done. **Person:** Kelly

Jan 26, 2011: Prep materials, gather resources, contact community resources for the Workshop Night **Person:** All Task Force Members

Feb 4, 2011: Spring Book Bingo Night **Person:** Book Bingo Committee

Feb 7, 2011: Send home February Newsletter **Person:** Kelly/Claudette

Feb 7, 2011: Send home second notice of Parent Workshop Night in February Newsletter **Person:** Kelly

Feb 8, 2011: Task Force Meeting to finalize plans. **Person:** Kelly

Feb 9, 2011: Send flier home about Parent Workshop Night **Person:** Kelly

Feb 14, 2011: Send home sticker reminder about Parent Workshop Night **Person:** Kelly

Feb 17, 2011: Hand out surveys to parents who attended the Workshop Night **Person:** Kelly

Feb 17, 2011: Hold Parent Workshop Night **Person:** Kelly

Feb 22, 2011: Make resource from Parent Workshop Night available through school website, parent information boards, and parent resource area. **Person:** Kelly

Mar 7, 2011: Send home March Newsletter **Person:** Kelly/Claudette

Apr 11, 2011: Send home April Newsletter **Person:** Kelly/Claudette

May 2, 2011: Send home May Newsletter **Person:** Kelly/Claudette

Jun 30, 2011: Collect spring data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly

Jun 30, 2011: Collect spring data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly

Phonics Instruction

May 11, 2010: Curriculum Alignment **Person:** K-3 Teachers
Aug 27, 2010: Interventionist Training for Phonics and Friends Program **Person:** Kelly Wright
Aug 27, 2010: Teacher Training for Phonics and Friends Program **Person:** Bridget Clemons
Sep 6, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Sep 13, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Sep 15, 2010: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Sep 20, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Sep 20, 2010: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Sep 27, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Oct 4, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Oct 8, 2010: Curriculum Alignment **Person:** K-3 Teachers
Oct 11, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Oct 15, 2010: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Oct 18, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Oct 20, 2010: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Oct 25, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Nov 1, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Nov 8, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Nov 15, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Nov 15, 2010: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Nov 20, 2010: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Nov 22, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Nov 29, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Dec 6, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Dec 13, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Dec 15, 2010: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Dec 20, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Dec 20, 2010: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Dec 27, 2010: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Jan 3, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Jan 10, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Jan 15, 2011: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Jan 17, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Jan 20, 2011: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Jan 24, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Jan 31, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Feb 7, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Feb 14, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Feb 15, 2011: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Feb 20, 2011: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Feb 21, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Feb 28, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Mar 7, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Mar 14, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Mar 15, 2011: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Mar 20, 2011: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Mar 21, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Mar 28, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Apr 4, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Apr 11, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Apr 15, 2011: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
Apr 18, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
Apr 20, 2011: Teacher Support/Progress Monitoring **Person:** Bridget Clemons
Apr 25, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
May 2, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
May 9, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers
May 15, 2011: Monthly Kindergarten-3rd Grade Meeting **Person:** Bridget Clemons
May 16, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers

May 23, 2011: Implement New Phonics and Friends Lesson **Person:** K-3 Teachers

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
Mar 7, 2011: Analyze Assessment Results **Person:** District Chair
Mar 18, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive 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:** Stacey Will
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 24, 2011: Assess all PK-12 Students **Person:** District Chair

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:** Diana Heard

Aug 10, 2010: Set up announcements on school messenger system to advertise for volunteers **Person:** McAninch / Serra

Aug 30, 2010: Collect Baseline Data--We will count the number of homework assignments not returned. **Person:** McAninch/Serra

Aug 30, 2010: Identify funding location for paid staff **Person:** Principal (Renfro?)

Aug 30, 2010: Identify HW lab location with minimal distractions **Person:** Principal (Renfro?)

Aug 30, 2010: Identify Staff Responsible for HW Lab **Person:** Principal (Renfro?)

Aug 30, 2010: Identify volunteer criteria **Person:** McAninch/Serra

Aug 30, 2010: Send home parent and student homework survey **Person:** McAninch/Serra

Aug 31, 2010: Interventionist training **Person:** Kelly Wright

Sep 1, 2010: Determine how many students will be eligible to receive homework lab services based on the number of volunteers **Person:** McAninch / Serra

Sep 1, 2010: Determine schedule for homework lab based staff/volunteers **Person:** McAninch/Serra

Sep 1, 2010: Identify advertising methods **Person:** McAninch/Serra

Sep 1, 2010: Identify criteria for student referral **Person:** McAninch/Serra

Sep 1, 2010: Identify expectations for student behavior **Person:** McAninch/Serra

Sep 1, 2010: Identify student tasks to finish if work is finished before pickup time **Person:** McAninch/Serra

Sep 10, 2010: Collect reading levels and place on principal's board. **Person:** Diana Heard

Sep 28, 2010: Collect teacher recommendations for those students not meeting grade level standards **Person:** Diana Heard and Kelly Wright

Oct 1, 2010: Design schedule with general education teachers with their input as to when students are taken out of their classroom. **Person:** Diana Heard and Kelly Wright

Oct 4, 2010: District Training **Person:** Diana Heard

Oct 15, 2010: Assign small groups of students (not making progress meeting standards) to interventionists depending on the number of students/interventionists and priority of academic need. **Person:** Diana Heard and Kelly Wright

Oct 15, 2010: Collect and analyze Acuity scores. **Person:** Diana Heard and Kelly Wright

Oct 26, 2010: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Nov 23, 2010: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Nov 30, 2010: Collect fall data: % of students turning in homework **Person:** McAninch / Serra

Nov 30, 2010: Collect fall data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:** Diana Heard

Nov 30, 2010: Collect fall data: % of teachers feeling homework lab effective **Person:** McAninch / Serra

Dec 17, 2010: Reevaluate homework lab scheduling, volunteers, staffing, and procedures and make any necessary changes for second semester. **Person:** McAninch/Serra

Dec 20, 2010: Collect Fall Data--Survey of % of teachers who feel homework lab is effective. **Person:** McAninch/Serra

Dec 20, 2010: Collect Fall Data-Count the number of homework assignments not returned. **Person:** McAninch/Serra

Dec 28, 2010: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Jan 25, 2011: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Feb 22, 2011: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Mar 22, 2011: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

Apr 26, 2011: Instructional coordinator will meet with interventionist to debrief on small group interventions. **Person:** Kelly Wright and Diana Heard

May 1, 2011: Collect Spring Data--% of students turning in homework **Person:** McAninch/Serra

May 1, 2011: Collect Spring Data--Survey of % of teachers who feel homework lab is effective. **Person:** McAninch/Serra

Jun 30, 2011: Collect spring data: % of students turning in homework **Person:** McAninch / Serra

Jun 30, 2011: Collect spring data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:** Diana Heard

Jun 30, 2011: Collect spring data: % of teachers feeling homework lab effective **Person:** McAninch / Serra

Professional Development Summary

NO STRATEGIES ARE PRESENTLY ASSIGNED

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.

Instruction Accountability

Coaching will be provided throughout the year to assist teachers in meeting the expectations

Brief Description: One on one and/or small group coaching sessions will provided by the building and district level instructional facilitators to assist teachers needed more information or resources about areas of the expectations.

Intended Participants: Teachers

Date: Aug 11, 2010

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

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

Funding: none needed

Does this activity occur during the school day? Yes

Review Grade Level Expectations with teachers at staff meeting

Brief Description: Principal and Instructional Facilitator will go over the grade level expectations at the opening day staff meeting. Teachers will receive a copy to keep and also sign a copy to show they are aware of the expectations.

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: None needed

Does this activity occur during the school day? Yes

Phonics Instruction

Curriculum Alignment

Brief Description: Kindergarten-3rd grade teachers will meet to align phonics lessons of Fountas and Pinnell phonics series with Phonics and Friends phonics lessons. Teachers will plan phonics lessons for the first nine weeks of the 2010-2011 school year.

Intended Participants: Teachers, Administrators

Date: May 11, 2010

Activity Purpose:

Activity Format: Study Group, Collaborative Problem Solving, Other

Funding: none

Does this activity occur during the school day? Yes

Curriculum Alignment

Brief Description: Kindergarten-3rd grade teachers will meet to align phonics lessons of Fountas and Pinnell phonics series with Phonics and Friends phonics lessons. Teachers will plan phonics lessons for the rest of the 2010-2011 school year.

Intended Participants: Teachers, Administrators

Date: Oct 8, 2010

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

Interventionist Training for Phonics and Friends Program

Brief Description: Interventionists will be provided with training for the Phonics and Friends program. They will be given schedules, expectations, and record keeping forms for tracking student progress.

Intended Participants: Other

Date: Aug 27, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

Teacher Training for Phonics and Friends Program

Brief Description: Teachers will be provided with an overview training and ideas for implementation of the Phonics and Friends phonics program.

Intended Participants: Teachers, Other

Date: Aug 27, 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

Date: Oct 15, 2010

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: N/A

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: N/A

Does this activity occur during the school day? Yes

A. Parent Involvement: Home and School Connection Activities

No professional development is needed for this strategy.

A. Parent Involvement: Parent Newsletter

No professional development is needed for this strategy.

A. Parent Involvement: Parent Workshops

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

Back to School Staff Meeting--

Brief Description: Presentation to staff on the importance of interacting with parents and promoting parental involvement. Task force will give suggestions and resources staff members may wish to utilize to promote positive interactions between parents

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: None needed

Does this activity occur during the school day? Yes

Professional Resources

Brief Description: A section will be set up in the teacher book room for any staff members to have access to resources and information about working with parents. Pettit's instructional facilitator and parent involvement person will be available for any teachers needing or wanting additional follow up throughout the year.

Intended Participants: Teachers

Date: Aug 16, 2010

Activity Purpose: Information

Activity Format: Talk to, Action Research

Funding: None needed

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

E. Parent Information Resource Center Website

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

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

I. Focused Academic Area: Guided Reading

The Next Step in Guided Reading (Jan Richardson) Book Study

Brief Description: Teachers will read and discuss Jan Richardson's book, The Next Step In Guided Reading, in preparation for the 2010-2011 school year's Focused Academic Area.

Intended Participants: Teachers, Administrators

Dates: Mar 17, 2010; Mar 24, 2010; Mar 31, 2010; Apr 7, 2010; Apr 14, 2010; Apr 21, 2010; Apr 28, 2010; May 5, 2010; May 12, 2010; May 19, 2010; May 26, 2010

Activity Purpose:

Activity Format: Study Group

Funding: Title 1

Does this activity occur during the school day? No

L. Early Childhood Transition

No professional development is needed for this strategy.

U. Focused Student Group: Special Education

A differentiated Instruction workshop for Special Education Teachers K-12 to prepare Special Educati

Brief Description: Special education teachers will attend a two part workshop to receive new information on how they will be servicing student next school year.

Intended Participants: Teachers, Administrators, Other

Date: Apr 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Site Visit

Funding: none needed

Does this activity occur during the school day? Yes

A Differentiated Instruction Workshop for Special Education Teachers K-12 to prepare Special Educati

Brief Description: Special education teachers will attend a two part workshop to receive new information on how they will be servicing student next school year.

Intended Participants: Teachers, Administrators

Date: Apr 13, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Site Visit

Funding: None needed

Does this activity occur during the school day? Yes

Guest Speaker

Brief Description: District RTI facilitator will present to staff the RTI model that the corporation is working on for all students.

Intended Participants: Teachers, Administrators

Date: Sep 2, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: none needed

Does this activity occur during the school day? Yes

Kudos and RTI Training

Brief Description: Kudos and RTI framework provided to Special Education and General Education Teachers. This district framework will layout how students with will serviced next year.

Intended Participants: Teachers

Date: May 3, 2010

Activity Purpose: Information

Activity Format: Talk to, Collaborative Problem Solving

Funding: None needed

Does this activity occur during the school day? No

Kudos and RTI Training

Brief Description: Special Education and teachers K-12 will meet to discuss RTI training within the general education classroom for next year.

Intended Participants: Teachers, Administrators

Date: May 10, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: none needed

Does this activity occur during the school day? Yes

Resource Materials

Brief Description: Resource books will be made available to teachers in Teachers book room for reference on Co-teaching. Introduction to resources available will be made at grade level meeting.

Intended Participants: Teachers

Date: Aug 17, 2010

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading

Funding: none needed

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: Homework Lab

No professional development is needed for this strategy.

W. Timely Additional Assistance: Small Group Intervention

District Training

Brief Description: Interventionist will be trained by the district coaches on school curriculum, strategies to implement, and ideas for small group instruction.

Intended Participants: Other

Date: Oct 4, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Interventionist training

Brief Description: Interventionists will be trained by instructional facilitator at Pettit Park on curriculum, strategies, and small group instruction.

Intended Participants: Other

Date: Aug 31, 2010

Activity Purpose: Information, Refinement

Activity Format:

Funding: none

Does this activity occur during the school day? Yes

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... 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

We are concerned that... Students are struggling with phonics and phonemic awareness in primary grades

Data Targets Influenced by This Concern:

- 1st grade girls -- Master Vocabulary on IRDA Spring Assessment
- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade males -- Master Reading Comprehension on IRDA Spring Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Phonics Instruction

We are concerned that... All strategies are not being implemented with fidelity throughout the school

Data Targets Influenced by This Concern:

- 1st grade girls -- Master Vocabulary on IRDA Spring Assessment
- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade males -- Master Reading Comprehension on IRDA Spring Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)

- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Instruction Accountability

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 1st grade girls -- Master Vocabulary on IRDA Spring Assessment
- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade males -- Master Reading Comprehension on IRDA Spring Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website
- A. Parent Involvement: Home and School Connection Activities
- A. Parent Involvement: Parent Workshops
- A. Parent Involvement: Parent Newsletter
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

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:

- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 1st grade girls -- Master Vocabulary on IRDA Spring Assessment
- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade males -- Master Reading Comprehension on IRDA Spring Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Instruction Accountability
- Phonics Instruction
- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum
- I. Focused Academic Area: Guided Reading

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Instruction Accountability
- I. Focused Academic Area: Guided Reading

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

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:

- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

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:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Instruction Accountability
- U. Focused Student Group: Special Education

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 1st grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 2nd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd grade students -- Master Reading Comprehension on ISTEP (seat data)
- 4th grade students -- Master Reading Comprehension on ISTEP (seat data)
- 5th grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Small Group Intervention
- W. Timely Additional Assistance: Homework Lab

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>They are located in the teacher's professional books, Book Room.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>There are none that we want to waive.</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Fountas & Pinnell Benchmark Assessments System 1(Primary) and 2 (Intermediate) This assessment is an individual reading levels for each student at our school. This assessment is given 3 times during the year, Sept. Jan. and May.</p> <p>Acuity is a comprehensive assessment solution that delivers formative and interim assessments to help target instruction and effectively impact student achievement, grades 3-5. , Sept., Nov., and Feb.</p> <p>Indiana Reading Diagnostic Assessment only Kindergarten, 1st, and 2nd grades. This test is a Language Arts assessment, coving many areas in Language Arts. This test is given three times per year, Sept. Jan. and May.</p> <p>Schoolwide Writing Prompt, this writing prompt is given to all students.</p>
<p>D. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	
<p>E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>We do not consolidate programs, we coordinate funds.</p>

Continuous Improvement Timeline

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

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