

# School Improvement Plan - 2010-2011

Generated on May 24, 2010 at 2:39 PM

## 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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 12
- Strategy Data . . . . . 16
- To-Do List . . . . . 19
- Professional Development Summary . . . . . 29
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 36
- Force Field Excerpt . . . . . 42
- Continuous Improvement Timeline . . . . . 43

# 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](http://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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<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 &amp; 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.          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.          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.          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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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