

School Improvement Plan - 2011-2012

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Pettit Park School (2993)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Pettit Park School

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

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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Corrine Boncek - School Counselor
- Diana Heard - Teacher
- Lou Ann Keeling - Teacher
- Sara Pyle - Parent/Guardian
- Claudette Renfro - Administrator
- Brent Smith - Community Representative (Business)
- Stacey Will - Teacher
- Kelly Wright - Teacher

Strategy Chairs

- Corrine Boncek
- Elizabeth Brown
- Leaynn Dalton
- Erica Edgar
- LaShanna Fuller
- Dawn Harvey
- Diana Heard
- Heather McAninch
- Claudette Renfro
- Stacey Will
- Kelly Wright

Community Council

- Connie Chapman - Youth Organization-Boy Scouts
- Robert Holz - Parent of 2nd grader, 4th grade LD student, and middle school student
- Amy Lucas - Parent of paid status 4th grader and preschool student
- Jim Lucas - Parent of paid student
- Sandi Quinton - corporation
- Brent Smith - Small Business
- Lyndsi Smith - corporation
- Janet Stephenson - Community
- Cierra Wisner-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 Aâs and Bâs on report card: 100%

Academic Goals

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

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

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

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

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

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

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

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61%		48%	53%		58%		63%		68%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%		54%	59%		64%		69%		74%		100%

3rd Grade - Passing ISTEP+ ELA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	54%		80%	83%		86%		89%		92%		100%

3rd Grade Students - Mastering Reading Comprehension on Spring ISTEP+

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			74%	80%		85%		90%		95%		100%

3rd Grade Students - Passing ISTEP+ Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%		78%	81%		84%		87%		90%		100%

3rd grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%		64%	67%		70%		73%		76%		100%

4th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%		57%	60%		63%		66%		69%		100%

5th grade students - Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%		45%	50%		55%		60%		65%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%		66%	69%		74%		79%		84%		100%

Special Education Students - Pass ISTEP+ or IMAST English/LA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34.6%	40%	NA	45%		50%		55%		60%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... All 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.

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 Star Early Literacy Testing.

We are concerned that... Teachers do not have a scope and sequence plan to follow to help guide their language arts instruction.

This was discovered through conversations and discussions with staff new to our building, staff new to certain grade levels, and throughout the district.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

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

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student 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

Schoolwide Reform Strategy:Instruction Accountability

Each teacher will follow grade level and district 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, coaching sessions, and evaluations.

Impact Level: High Impact - Inside

Focus: General

Schoolwide Reform Strategy:Phonics Instruction

Teachers in grades K-2 will incorporate phonics instruction with their daily reading and word study block. Grades 3-5 will continue with phonics instruction as needed for individual students; teachers will provide indepth word study for all students.

Impact Level: High Impact - Inside

Focus: Specific

Teachers Included in Assessment Decisions

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

Impact Level: Low Impact

Focus: General

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. These activities include Book Bingo and One Book One School events that help educate parents on the importance of reading and home literacy. Also included are a fall open house and 2 parent conference days in which teachers will talk directly with parents about academic standards, expectations, and student progress.

Impact Level: Low Impact

Focus: General

A. Parent Involvement: Literacy Services-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. During first and second semester, staff will hold a Reading Night for students and families in the evening. Staff will model how to enrich reading time with children at home. Parents will learn how to help their children at home with reading, including how to monitor their progress. Parents will have opportunities to discuss reading strategies with staff. Parents will be able to make items needed for this enrichment time to have at home. We will send home a follow up survey to determine effectiveness of the Reading Night as well as to find out what type of follow up assistance would be beneficial.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent Involvement: Plan, Review & Improve Schoolwide Plan

Parents will be involved in the planning, review and improvement of the Schoolwide Plan during family/community/staff meetings to be held during the Fall and Spring semesters. During the Fall meeting, the current plan will be reviewed while during the Spring meeting, the plan will be revised and improved for the following school year. Parents will have an opportunity to review the plan prior to the Fall meeting. The current Schoolwide Plan will be posted on the school website and sent home. Surveys will be sent to parents to collect input about the plan from those that cannot attend the meetings. Moreover, parents will be asked to evaluate the effectiveness of the parent involvement activity by completing surveys at the end of the activity.

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: Low Impact

Focus: General

B. Educator Training - Parent Involvement

During our fall staff meeting, teachers will learn how to understand the value and utility of parental contributions, the importance of having parents involved in school activities, how to effectively communicate and work with parents as partners, how to encourage parents to become more involved in the school community and how to implement and coordinate parent programs that build ties between the parents and the schools.

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. The newsletter may also include information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

We will inform parents about the Indiana Parent Information and Resource Center (PIRC) at www.fscp.org. We will pass this information out at our back to school night, post it on our parent bulletin board, and advertise it on our monthly newsletter. A link to the Indiana Partnership Center website(www.fscp.org) will be added to our school website. The purpose of this website is to empower parents about their rights and responsibilities pertaining to their children's education by providing parent-focused workshops that are scheduled by schools, community groups, or parent groups, providing education-related information and resource materials, including information about the state (PL221) and federal (No Child Left Behind) accountability laws, and by helping schools develop parent engagement strategies that provide opportunities for parents to become decision-makers in their children's school, resources for school improvement, and mentors to others.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps

Math and English Language Arts teachers will develop and teach 9 week units of study (lessons) aligned with the state curriculum maps (Learning Targets-core standards, skills & content, big ideas, essential questions, vocabulary). Teachers will ensure that what they teach is aligned with the Learning Targets taught by other teachers at their grade levels and in their content areas, and aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Teachers will meet in grade level and content area teams to determine what resources they will use that will help them best teach the content on the map and to discuss how the curriculum gets enacted. Students will be pre and post tested on the Acuity Diagnostic Curriculum Map Aligned tests to determine student needs. Teachers will meet in grade level and content area teams to study and analyze the student test results based on what they taught. Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs. Teachers will follow the district guidelines along with grade level scope and sequence plans for all subject areas. Teachers will discuss curriculum, data, and progress during weekly grade level team meetings.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

Teachers actively encourage perfect attendance and stress the importance of being at school. The school rewards students for perfect and great (less than 3 absences) attendance at award programs throughout the year. Teachers report attendance daily in Powerschool. Students and parents received an attendance update with every midterm and 9 week report card. Continued unexcused absences will be referred to the School Attendance Monitor (social worker) for investigation. Our policy includes sending letters and holding meetings with parents and if need be further legal action.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

Teachers will model comprehension and critical thinking strategies in their daily reading and math workshops. As part of the mini-lessons during Reading and Math Workshops, all K-5 teachers will teach and model grade level standards-based reading and math strategies and skills (with a focus on comprehension). Students will receive differentiated instruction matched to student need. The classroom teacher will have individual conferences with each student weekly to review progress. During sharing and reflection, students will have time to talk about what they are learning. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; and 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers, we will 1) hire only highly qualified teachers; 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, and 3) make sure that our low-achieving students are taught by highly qualified professionals. In addition, we will make parents aware of the school's progress in employing highly qualified teachers and professionals by communicating with them during meetings and parent conferences, and through newsletters, the school website and specific notification letters as needed. Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). All teachers will be assigned to areas in which they are certified to teach. Currently, all teachers are highly qualified. If non-highly qualified teachers were to exist in the school, the instructional facilitator would provide professional development activities to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements.

Impact Level: Low Impact

Focus: General

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

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

Impact Level: High Impact - Outside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

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

Impact Level: High Impact - Outside

Focus: General

K. Attracting Highly Qualified Teachers

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

Impact Level: Low Impact

Focus: General

L. Student Transition: Early Childhood-Kindergarten

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, to explain expectations to parents, to discuss the Kindergarten curriculum and program, to meet the teachers, to visit the classroom, and to 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. Kindergarten teachers will contact Head Start, other local preschools and families of preschool students to invite them to a collaborative informational meeting prior to the start of school to discuss the Kindergarten curriculum and program . We will work with staff at Head Start during the school year to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level standards, skills and expectations needed by preschool students to be ready for Kindergarten. 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.

Impact Level: High Impact - Outside

Focus: General

L. Student Transition: Elementary to Middle School

To better prepare students for the transition from 5th grade to 6th grade, 5th grade students will visit the middle school in the spring of their 5th grade year. They will meet the administrators, counselor and 6th grade team, visit classrooms, tour the building, learn about expectations, procedures, courses, and extra curricular opportunities. Middle schools will hold a back to school event prior to the start of 6th grade to give families an opportunity to meet the staff, tour the building and receive information about the school policies, procedures, curriculum, and activities for families.

Impact Level: Low Impact

Focus: General

M. Parent Notice - Assessment Results

Individual reports of student performance on ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Parents will also be given information about how to access their children's test results online at the IDOE Parent Network website. Other individual assessment results from district benchmark assessments (STAR, Acuity, Fountas & Pinnell) will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet the teacher and/or principal to further discuss student performance on these assessments.

Impact Level: Low Impact

Focus: General

Q. School-Parent Involvement Policy

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

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

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

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

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 and during parent conferences. Moreover, it is mailed to all parents.

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. 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. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and

the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: At-risk Students

General education teachers and special education teachers will work together to differentiate instruction for students at risk of not meeting grade level standards during core academic instructional time. Teachers will use district assessments to identify students who are in need of interventions. At risk students will receive additional 20- 30 minutes per day of small group intensive literacy instruction that focuses on improving vocabulary, phonemic awareness, phonics, fluency and comprehension as well as writing skills. Progress will be monitored with work samples, informal reading assessments, and writing prompts; data will be analyzed and linked to modifications in instruction. Each student will set reading and writing goals for the school year and record his/her progress on data charts. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) strategy data will help us determine the degree to which the adults changed their practices; 2) force field data will help us determine the degree to which student needs changed; and 3) achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

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 - Outside

Focus: General

W. Timely Additional Assistance: Targeted Small Group Intervention

Grade level teacher teams, along with resource teachers and paraprofessionals, will work together to provide small group instruction to students (in addition to regular classroom instruction) 3-4 times a week during a set time. Instruction will be focused on a specific skill, strategy, or standard. Students will either receive remediation work, at grade level work, or extension work for the targeted topic. All students will be assessed to determine levels of proficiency (ISTEP+, STAR, Acuity, Fountas & Pinnell). The teachers will identify students that are at least a year below grade level in reading. Students that have not mastered grade level standards will receive an additional 20-30 minutes per day of small group targeted intervention instruction by support staff that focuses on individual needs for improving vocabulary, phonemic awareness, phonics, comprehension and fluency as well as writing skills/strategies. Lessons will be differentiated by support staff based upon skill level, learning style and grade level. We will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. Progress will be monitored with work samples and informal reading assessments; data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year and record his/her progress on data charts. Students will share data charts with parents during student led conferences. The timely additional assistance will be coordinated with the Response to Instruction process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions.

Impact Level: High Impact - Inside

Focus: General

Strategy Data

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

Local Strategies

Schoolwide Reform Strategy: Instruction Accountability

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
56%	75%		100%	

% of teachers engaging in explicit instruction with differentiation

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
61%	75%		100%	

Required Strategies

A. Parent Involvement: Literacy Services-Parent Workshops

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
99%	100%		100%	

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
96%	100%		100%	

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps

% of teachers reporting they have met the curriculum pacing guides for each nine weeks.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
79%	100%		100%	

L. Student Transition: Early Childhood-Kindergarten

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

U. Focused Student Group: At-risk Students

% of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

W. Timely Additional Assistance: Homework Lab

% of teachers feeling homework lab effective

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
84.6	100%		100%	

% of students turning in homework

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100%		100%	

W. Timely Additional Assistance: Targeted Small Group Intervention

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66%	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.

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks.

Person: Elizabeth Brown

Aug 9, 2011: Pass out curriculum maps to all teachers at staff meeting. **Person:** Kelly Wright

Aug 19, 2011: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to meet the needs of all students. **Person:** Claudette Renfro

Aug 29, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Sep 5, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Sep 12, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Sep 13, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Sep 16, 2011: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to meet the needs of all students. **Person:** Claudette Renfro

Sep 19, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Sep 20, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Sep 26, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Sep 27, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Oct 3, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Oct 4, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Oct 7, 2011: At the end of each 9 weeks, teachers will record on a checklist standards met according to the curriculum mapping. Teachers will turn in checklist at a grade level meeting to discuss. Checklists will be used to tally up a percent of teachers who have met **Person:** Kelly Wright

Oct 10, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Oct 11, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Oct 14, 2011: Students will be assessed with the Acuity Diagnostic Assessment to see how they are progressing on grade level standards **Person:** Teachers

Oct 17, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Oct 18, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Oct 21, 2011: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to meet the needs of all students. **Person:** Claudette Renfro

Oct 24, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Oct 25, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Oct 31, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Nov 1, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Nov 7, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Nov 8, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Nov 14, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Nov 15, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Nov 18, 2011: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Nov 21, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Nov 22, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Nov 28, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Nov 29, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Nov 30, 2011: Collect fall data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks. **Person:** Elizabeth Brown

Dec 5, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Dec 6, 2011: Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom. **Person:** Kelly Wright

Dec 12, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Dec 16, 2011: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Dec 16, 2011: Students will be assessed with the Acuity Diagnostic Assessment to see how they are progressing on grade level standards **Person:** Teachers

Dec 19, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Dec 26, 2011: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 2, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 9, 2012: At the end of each 9 weeks, teachers will record on a checklist standards met according to the curriculum mapping. Teachers will turn in checklist at a grade level meeting to discuss. Checklists will be used to tally up a percent of teachers who have met **Person:** Kelly Wright

Jan 9, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 10, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Jan 16, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 17, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Jan 20, 2012: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Jan 23, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 24, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Jan 30, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jan 31, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Feb 6, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Feb 7, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Feb 13, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Feb 14, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Feb 17, 2012: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Feb 20, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Feb 21, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Feb 27, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Feb 28, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Mar 5, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Mar 6, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Mar 9, 2012: At the end of each 9 weeks, teachers will record on a checklist standards met according to the curriculum mapping. Teachers will turn in checklist at a grade level meeting to discuss. Checklists will be used to tally up a percent of teachers who have met **Person:** Kelly Wright

Mar 12, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Mar 13, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Mar 16, 2012: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Mar 16, 2012: Students will be assessed with the Acuity Diagnostic Assessment to see how they are progressing on grade level standards **Person:** Teachers

Mar 19, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Mar 20, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Mar 26, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Mar 27, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Apr 2, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Apr 3, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Apr 9, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Apr 10, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Apr 16, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Apr 17, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Apr 20, 2012: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

Apr 23, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Apr 24, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

Apr 30, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

May 1, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

May 7, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

May 8, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

May 14, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

May 15, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

May 18, 2012: At the end of each 9 weeks, teachers will record on a checklist standards met according to the curriculum mapping. Teachers will turn in checklist at a grade level meeting to discuss. Checklists will be used to tally up a percent of teachers who have met **Person:** Kelly Wright

May 18, 2012: Every month teachers will devote one grade level meeting to looking at the curriculum maps, sharing resources for the upcoming units, and sharing differentiation techniques to the meet the needs of all students. **Person:** Claudette Renfro

May 18, 2012: Students will be assessed with the Acuity Diagnostic Assessment to see how they are progressing on grade level standards **Person:** Teachers

May 21, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

May 22, 2012: Teachers will be encouraged to attend a book study focusing on differentiated content area instruction during language arts blocks in the classroom. **Person:** Kelly Wright

May 28, 2012: Principal carries out walk-throughs to check that curriculum standards are being met. **Person:** Claudette Renfro

Jun 30, 2012: Collect spring data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks. **Person:** Elizabeth Brown

Focused Academic Area

Aug 11, 2011: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 . **Person:** Classroom Teachers

Aug 15, 2011: Please see Strategy F: Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Teaching Core Standards with Curriculum Maps **Person:** Claudette

Sep 1, 2011: Starting first semester, teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Sep 11, 2011: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Sep 15, 2011: Hold individual conferences with students **Person:** Classroom Teachers

Oct 1, 2011: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Oct 11, 2011: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Oct 15, 2011: Hold individual conferences with students **Person:** Classroom Teachers

Nov 1, 2011: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Nov 11, 2011: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Nov 15, 2011: Hold individual conferences with students **Person:** Classroom Teachers

Nov 30, 2011: Collect fall data: % of teachers who use guided reading and running records to drive instruction **Person:** LaShanna Fuller

Dec 1, 2011: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Dec 11, 2011: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Dec 15, 2011: Hold individual conferences with students **Person:** Classroom Teachers

Jan 1, 2012: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Jan 11, 2012: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Jan 15, 2012: Hold individual conferences with students **Person:** Classroom Teachers

Feb 1, 2012: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Feb 11, 2012: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Feb 15, 2012: Hold individual conferences with students **Person:** Classroom Teachers

Mar 1, 2012: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Mar 11, 2012: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Mar 15, 2012: Hold individual conferences with students **Person:** Classroom Teachers

Apr 1, 2012: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

Apr 11, 2012: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

Apr 15, 2012: Hold individual conferences with students **Person:** Classroom Teachers

May 1, 2012: Teachers will participate in a book study focused on comprehension. **Person:** Classroom Teachers and Literacy Coach

May 11, 2012: Teachers will implement strategies learned through professional development book studies that included Comprehension Connections and Debbie Diller's Math Workstations Independent Learning You Can Count On K-2 **Person:** Classroom Teachers

May 15, 2012: Hold individual conferences with students **Person:** Classroom Teachers

Jun 30, 2012: Collect spring data: % of teachers who use guided reading and running records to drive instruction **Person:** LaShanna Fuller

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom **Person:** Leaynn Dalton

Aug 9, 2011: Organization Day **Person:** Claudette Renfro

Aug 9, 2011: Survey Teachers on their comfort level on differentiating for students in their rooms and on what services, support, and resources they need. **Person:** Leaynn Dalton

Aug 19, 2011: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Sep 12, 2011: Special Education and General Classroom teachers will collect reading levels **Person:** Teachers

Sep 15, 2011: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Sep 16, 2011: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Sep 19, 2011: Collaboration **Person:** Claudette Renfro

Sep 20, 2011: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Oct 6, 2011: Guest Speaker -IU Staff **Person:** Claudette Renfro

Oct 15, 2011: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Oct 19, 2011: Collaboration **Person:** Claudette Renfro

Oct 20, 2011: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Oct 21, 2011: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Nov 14, 2011: Special Education and General Classroom teachers will collect reading levels **Person:** Teachers

Nov 15, 2011: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Nov 18, 2011: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Nov 19, 2011: Collaboration **Person:** Claudette Renfro

Nov 20, 2011: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Nov 30, 2011: Collect fall data: % of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom **Person:** Leaynn Dalton

Dec 15, 2011: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Dec 16, 2011: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Dec 19, 2011: Collaboration **Person:** Claudette Renfro

Dec 20, 2011: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Jan 15, 2012: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Jan 16, 2012: Special Education and General Classroom teachers will collect reading levels **Person:** Teachers

Jan 19, 2012: Collaboration **Person:** Claudette Renfro

Jan 20, 2012: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Jan 20, 2012: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Feb 15, 2012: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Feb 17, 2012: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Feb 19, 2012: Collaboration **Person:** Claudette Renfro

Feb 20, 2012: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Mar 15, 2012: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Mar 16, 2012: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Mar 19, 2012: Collaboration **Person:** Claudette Renfro

Mar 19, 2012: Special Education and General Classroom teachers will collect reading levels **Person:** Teachers

Mar 20, 2012: Teachers will place at risk students in groups for additional help. **Person:** Teachers

Apr 15, 2012: General education teachers, special education teachers, and instructional facilitator will meet to identify at risk students based on reading levels, class room assessments, and district assessments. **Person:** Teachers

Apr 19, 2012: Collaboration **Person:** Claudette Renfro

Apr 20, 2012: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

Apr 20, 2012: Teachers will place at risk students in groups for additional help. **Person:** Teachers

May 18, 2012: Special Education and General Classroom teachers will debrief during Grade level meeting time **Person:** Teachers

May 19, 2012: Collaboration **Person:** Claudette Renfro

May 21, 2012: Special Education and General Classroom teachers will collect reading levels **Person:** Teachers

Jun 30, 2012: Collect spring data: % of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom **Person:** Leaynn Dalton

Parent Involvement

Jun 15, 2011: Assemble committee and begin plans for Back to School Cookout **Person:** Kelly

Aug 1, 2011: Finalize plans and delegate final tasks for Back to School Cookout **Person:** Kelly

Aug 10, 2011: Back to School Cookout for students and families **Person:** Kelly

Aug 15, 2011: Send Home August Newsletter **Person:** Claudette

Aug 25, 2011: Open House **Person:** Claudette
Sep 1, 2011: Organize a committee for Book Bingo **Person:** Kelly/Claudette
Sep 1, 2011: Recruit volunteers and ideas for Fall Parent Workshop **Person:** Kelly
Sep 1, 2011: Recruit volunteers and ideas for fall parent workshop **Person:** Kelly
Sep 1, 2011: Send September Newsletter **Person:** Claudette
Sep 8, 2011: Recruit staff helpers for Book Bingo **Person:** Committee
Sep 15, 2011: Finalize planning, create handouts and survey for Fall Parent Workshop **Person:** Kelly
Sep 22, 2011: Fall Book Bingo **Person:** Committee
Sep 29, 2011: Fall Parent Workshop **Person:** Kelly
Sep 29, 2011: Fall Parent Workshop Night **Person:** Kelly
Nov 1, 2011: Select a book for One Book One School **Person:** Kelly/Stacey
Nov 1, 2011: Send November Newsletter **Person:** Claudette
Nov 30, 2011: Collect fall data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly
Nov 30, 2011: Collect fall data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly
Dec 1, 2011: Send December Newsletter **Person:** Claudette
Jan 9, 2012: Send January Newsletter **Person:** Claudette
Jan 13, 2012: Meet and plan One Book One School Activities **Person:** Kelly/Stacey
Jan 27, 2012: Pass out One Book One School Info to Staff **Person:** Kelly/Stacey
Feb 1, 2012: Send February Newsletter **Person:** Claudette
Feb 2, 2012: Book Bingo **Person:** Committee
Feb 2, 2012: Recruit volunteers and ideas for spring parent workshop **Person:** Kelly
Feb 2, 2012: Recruit volunteers and ideas for spring parent workshop **Person:** Kelly
Feb 6, 2012: Kick-off One Book One School **Person:** Kelly/Stacey
Feb 16, 2012: Finalize planning, create handouts and survey for spring Parent Workshop **Person:** Kelly
Feb 23, 2012: Spring Parent Workshop **Person:** Kelly
Feb 23, 2012: Spring Parent Workshop Night **Person:** Kelly
Mar 1, 2012: Send March Newsletter **Person:** Claudette
Mar 15, 2012: One Book One School Evening Event **Person:** Kelly/Stacey
Apr 1, 2012: Send April Newsletter **Person:** Claudette
May 1, 2012: Send May Newsletter **Person:** Claudette
Jun 30, 2012: Collect spring data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly
Jun 30, 2012: Collect spring data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly

Schoolwide Reform Strategy: Instruction Accountability

Jan 5, 2011: Teachers will update the reading level charts and picture boards every nine weeks **Person:** Teachers
Apr 1, 2011: Collect baseline data: % of teachers engaging in explicit instruction with differentiation **Person:** Claudette Renfro
Aug 9, 2011: 90 Minute Reading Block Review **Person:** Claudette Renfro
Aug 9, 2011: Introduce and discuss with staff the grade level expectations for school and district **Person:** Kelly/Claudette
Aug 9, 2011: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro
Aug 9, 2011: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro
Sep 1, 2011: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro
Sep 1, 2011: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro
Sep 5, 2011: K-3 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:** Teachers
Sep 5, 2011: Teachers will update the reading level charts and picture boards every nine weeks **Person:** Teachers
Oct 1, 2011: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro
Oct 1, 2011: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro
Oct 5, 2011: K-3 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:** Teachers
Nov 1, 2011: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro
Nov 1, 2011: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro
Nov 5, 2011: K-3 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:** Teachers
Nov 5, 2011: Teachers will update the reading level charts and picture boards every nine weeks **Person:** Teachers
Nov 30, 2011: Collect fall data: % of teachers engaging in explicit instruction with differentiation **Person:** Claudette Renfro

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

Dec 1, 2011: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

Dec 1, 2011: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Dec 5, 2011: K-3 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:** Teachers

Jan 10, 2012: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

Jan 10, 2012: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Jan 15, 2012: K-3 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:** Teachers

Feb 1, 2012: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

Feb 1, 2012: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Feb 5, 2012: K-3 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:** Teachers

Mar 1, 2012: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

Mar 1, 2012: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Mar 5, 2012: K-3 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:** Teachers

Mar 5, 2012: Teachers will update the reading level charts and picture boards every nine weeks **Person:** Teachers

Apr 1, 2012: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

Apr 1, 2012: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Apr 5, 2012: K-3 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:** Teachers

Apr 5, 2012: Teachers will update the reading level charts and picture boards every nine weeks **Person:** Teachers

May 1, 2012: Lesson plans will be reviewed periodically for explicit instructions aligned with standards **Person:** Claudette Renfro

May 1, 2012: Walk throughs will be conducted by principal and instructional facilitator once a month **Person:** Claudette Renfro

Jun 30, 2012: Collect spring data: % of teachers engaging in explicit instruction with differentiation **Person:** Claudette Renfro

Jun 30, 2012: Collect spring data: % of teachers who increase time on task--based on principal walk-thrus and teacher surveys
Person: Claudette Renfro

Schoolwide Reform Strategy:Phonics Instruction

Aug 9, 2011: Introduce to the teachers at grade level meeting the Phonics and Friends Curriculum. **Person:** Stacey Will/Kelly Wright

Aug 15, 2011: In Aug. each teacher will implement the pre-test from Phonics and Friends to each student in their class. **Person:** Classroom teacher

Sep 2, 2011: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Oct 7, 2011: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Nov 4, 2011: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Dec 2, 2011: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Jan 6, 2012: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Feb 3, 2012: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Mar 2, 2012: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

Apr 6, 2012: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

May 4, 2012: Debrief once a month at teacher's meetings how they are implementing the Phonics and Friends during the 90 minute Reading Block. **Person:** Stacey Will/Kelly Wright

May 4, 2012: In May each teacher will implement the Post test using Phonics and Friends to each student in their class. **Person:** Classroom teacher

Student Transition

Apr 19, 2011: Corporation Kindergarten Round Up-Kindergarten Teachers work with Head Start Teachers to implement a district wide kindergarten round up. **Person:** District

May 13, 2011: Headstart Testing--All headstart students are tested so information can be shared with kindergarten teachers prior to the fall. **Person:** district

May 31, 2011: Print and hand out flyers about Kindergarten Kamp to local area pre-schools. **Person:** Erica Edgar, Stacey Kaiser

Jul 12, 2011: Print and send reminders for Kindergarten Kamp. **Person:** Erica Edgar

Aug 5, 2011: Copy student and parent handout for Kindergarten Kamp and decorate for Kindergarten Kamp **Person:** Erica Edgar

Aug 5, 2011: Gather necessary materials for crafts for Kindergarten Kamp. **Person:** Stacey Kaiser

Aug 9, 2011: Conduct Kindergarten Kamp for parents and kindergarten students. **Person:** Erica Edgar, Stacey Kaiser

Nov 30, 2011: Collect fall data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar

Jun 30, 2012: Collect spring data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar

Timely Additional Assistance

Apr 11, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Apr 18, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Apr 25, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

May 2, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

May 9, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

May 16, 2011: Create Master Schedule for 2011-2012 **Person:** Claudette Renfro

May 16, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

May 19, 2011: Implement Survey for Baseline **Person:** Diana Heard

May 23, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

May 30, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Aug 9, 2011: Implement Fall Survey **Person:** Diana Heard

Aug 15, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Aug 22, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Aug 22, 2011: Professional Development for implementing "FIT" model. **Person:** Diana Heard

Aug 29, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Aug 30, 2011: Identify Staff Responsible for HW Lab **Person:** Principal (Renfro)

Sep 1, 2011: Identify HW lab location with minimal distractions **Person:** McAninch / Serra

Sep 5, 2011: Grade Level Team Meetings to prepare plans for 2011-2012. **Person:** Teachers

Sep 8, 2011: Identify criteria for student referral **Person:** McAninch / Serra

Sep 8, 2011: Identify dismissal procedures, student tasks to finish if work is finished before pickup time **Person:** McAninch / Serra

Sep 8, 2011: Identify funding location for any paid staff **Person:** Principal (Renfro)

Sep 8, 2011: Set up Certified Staff HW lab sign-up **Person:** McAninch / Serra

Sep 12, 2011: Collect Reading Levels **Person:** Teachers

Sep 12, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Sep 12, 2011: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers

Sep 12, 2011: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers

Sep 15, 2011: Identify expectations for student behavior **Person:** McAninch / Serra

Sep 19, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Sep 22, 2011: Set up announcements on school messenger system to solicit parent volunteers **Person:** Serra

Sep 26, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Sep 26, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Oct 3, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Oct 10, 2011: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers

Oct 17, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Oct 21, 2011: Collect Acuity Scores **Person:** Diana Heard

Oct 24, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Oct 31, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Nov 7, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Nov 14, 2011: Collect Reading Levels **Person:** Teachers

Nov 14, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers

Nov 14, 2011: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers

Nov 21, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers
Nov 28, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers
Nov 30, 2011: Collect fall data: % of students turning in homework **Person:** McAninch
Nov 30, 2011: Collect fall data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:** Diana Heard
Nov 30, 2011: Collect fall data: % of teachers feeling homework lab effective **Person:** McAninch
Dec 5, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers
Dec 12, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers
Dec 12, 2011: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers
Dec 15, 2011: Reevaluate homework lab scheduling, volunteers, staffing, and procedures and make any necessary changes for second semester. **Person:** McAninch / Serra
Dec 19, 2011: Grade Level implementation of the "Fit" Model **Person:** Teachers
Dec 23, 2011: Collect Acuity Scores **Person:** Teachers
Jan 9, 2012: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers
Jan 16, 2012: Collect Reading Levels **Person:** Teachers
Jan 16, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Jan 23, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Jan 30, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Feb 6, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Feb 13, 2012: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers
Feb 20, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Feb 24, 2012: Collect Acuity Scores **Person:** Teachers
Feb 27, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Mar 5, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Mar 12, 2012: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers
Mar 19, 2012: Collect Reading Levels **Person:** Teachers
Mar 19, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Mar 26, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Apr 2, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Apr 9, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Apr 13, 2012: Implement Spring Survey **Person:** Diana Heard
Apr 16, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Apr 23, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Apr 27, 2012: Collect Acuity Scores **Person:** Teachers
Apr 30, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
May 1, 2012: Reevaluate homework lab scheduling, volunteers, staffing, and procedures and make any necessary changes for 2012-2013 **Person:** McAninch / Serra
May 7, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
May 14, 2012: Grade Level Meetings to look at and change focus strategy according to test data. **Person:** Teachers
May 21, 2012: Collect Reading Levels **Person:** Teachers
May 21, 2012: Grade Level implementation of the "Fit" Model **Person:** Teachers
Jun 30, 2012: Collect spring data: % of students turning in homework **Person:** McAninch
Jun 30, 2012: Collect spring data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:** Diana Heard
Jun 30, 2012: Collect spring data: % of teachers feeling homework lab effective **Person:** McAninch

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

Schoolwide Reform Strategy: Instruction Accountability

90 Minute Reading Block Review

Brief Description: Review expectations for Reading Plan - 90 minutes Reading Block with teachers

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 9, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding: NA

Does this activity occur during the school day? Yes

Introduce and discuss with staff the grade level expectations for school and district

Brief Description: Each teacher will receive a copy of the grade level expectations for the school and district. The Instructional Facilitator will go over these expectations with staff and survey staff on their needs for further professional development. Additional professional development will be provided to all teachers during grade level meetings. Teachers will also have the opportunity to participate in additional PD during after school book studies.

Intended Participants: Teachers

Date: Aug 9, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: None needed

Does this activity occur during the school day? Yes

Schoolwide Reform Strategy:Phonics Instruction

Introduce to the teachers at grade level meeting the Phonics and Friends Curriculum.

Brief Description: Teachers will receive the phonics materials and an overview will be presented about the materials available. Teachers will see the assessment components and then work in grade level groups to further discuss the resources and how they should be used.

Intended Participants: Teachers

Date: Aug 9, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: None needed

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: Literacy Services-Parent Workshops

No professional development is needed for this strategy.

A. Parent Involvement: Parent Newsletter

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Teaching Core Standards with Curriculum Maps

Teachers will be encouraged to attend a book study focusing on differentiated content area instructi

Brief Description: This activity will be a book study focusing on differentiated math. Teachers will be able to read, share ideas and create materials to take back and use in their language arts workshops with the focus on integrating content areas.

Intended Participants: Teachers

Dates: Jan 10, 2012; Jan 17, 2012; Jan 24, 2012; Jan 31, 2012; Feb 7, 2012; Feb 14, 2012; Feb 21, 2012; Feb 28, 2012; Mar 6, 2012; Mar 13, 2012; Mar 20, 2012; Mar 27, 2012; Apr 3, 2012; Apr 10, 2012; Apr 17, 2012; Apr 24, 2012; May 1, 2012; May 8, 2012; May 15, 2012; May 22, 2012

Activity Purpose: Information, Skill Building

Activity Format: Study Group

Funding: Title I

Does this activity occur during the school day? No

Teachers will be encouraged to attend a book study focusing on differentiated math in the classroom.

Brief Description: This activity will be a book study focusing on differentiated math. Teachers will be able to read, share ideas and create materials to take back and use in their math workshops.

Intended Participants: Teachers

Dates: Sep 13, 2011; Sep 20, 2011; Sep 27, 2011; Oct 4, 2011; Oct 11, 2011; Oct 18, 2011; Oct 25, 2011; Nov 1, 2011; Nov 8, 2011; Nov 15, 2011; Nov 22, 2011; Nov 29, 2011; Dec 6, 2011

Activity Purpose: Information, Skill Building

Activity Format: Study Group

Funding: Professional Development Budget

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

Please see Strategy F: Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Stand

Brief Description: Professional Development for Schoolwide Reform Strategy: Comprehension in Reading and Math will be in conjunction with Strategy F: Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps

Intended Participants: Teachers

Date: Aug 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Study Group

Funding: Professional Development Budget

Does this activity occur during the school day? No

L. Student Transition: Early Childhood-Kindergarten

No professional development is needed for this strategy.

U. Focused Student Group: At-risk Students

Collaboration

Brief Description: Literacy coach and Principal will debrief with staff during grade level meetings information from IU team on progress of implementing and identifying the differentiated instruction of at risk students and special needs grouping within the classroom.

Intended Participants: Teachers, Administrators

Dates: Sep 19, 2011; Oct 19, 2011; Nov 19, 2011; Dec 19, 2011; Jan 19, 2012; Feb 19, 2012; Mar 19, 2012; Apr 19, 2012; May 19, 2012

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving, Site Visit

Funding: Grant

Does this activity occur during the school day? Yes

Guest Speaker -IU Staff

Brief Description: Someone from IU team to present to staff strategies to implement RTI model in building.

Intended Participants: Teachers, Administrators

Date: Oct 6, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation, Action Research, Site Visit

Funding: Grant

Does this activity occur during the school day? Yes

Organization Day

Brief Description: During staff meetings Mrs. Renfro will communicate with staff the functions of the IU team in our building. Staff will be informed when Fountas and Pinnel leveling will be due and reading board in Mrs. Renfro updated.

Intended Participants: Teachers, Administrators

Date: Aug 9, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: N/A

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: Targeted Small Group Intervention

Professional Development for implementing "FIT" model.

Brief Description: Teachers will be trained on how to implement the "FIT" model. They will learn how to identify student areas of concerns, how to pre/post test, and how to look at one skill and differentiate it for struggling, on level, and above level learners.

Intended Participants: Teachers

Date: Aug 22, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: None needed

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

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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 3rd Grade Students -- Passing ISTEP+ Math
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- Schoolwide Reform Strategy:Instruction Accountability
- I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

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

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
- Kindergarten -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- Schoolwide Reform Strategy:Phonics Instruction

We are concerned that... Teachers do not have a scope and sequence plan to follow to help guide their language arts instruction.

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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps

Required Areas of Concern

A. Parent Involvement (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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 3rd Grade Students -- Passing ISTEP+ Math
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- A. Parent Involvement: Home and School Connection Activities
- A. Parent Involvement: Parent Newsletter
- A. Parent Involvement: Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Literacy Services-Parent Workshops

B. Educator Training - Parent Involvement (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:

- Teachers Included in Assessment Decisions
- B. Educator Training - 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 -- 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:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, 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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 3rd Grade Students -- Passing ISTEP+ Math
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- Schoolwide Reform Strategy: Instruction Accountability
- G. Attendance
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps
- I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

I. Focused Academic Area (IN Rules, 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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- Schoolwide Reform Strategy: Instruction Accountability
- I. Focused Academic Area: Schoolwide Reform Strategy: Comprehension in Reading and Math

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
- 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+ or IMAST English/LA

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.
- J. Instruction by Highly Qualified Teachers
- J. Instruction by Highly Qualified Teachers: On-Going Professional Development

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

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
- 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. Student 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. Student Transition: Early Childhood-Kindergarten
- L. Student Transition: Elementary to Middle School

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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 3rd Grade Students -- Passing ISTEP+ Math

- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

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 -- 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:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (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:

- R1. Parent Right-to-Know Letter - Qualifications

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

- 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
- 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:

- S. School-Parent Compact

T. Annual Parent Meeting (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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, 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
- 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+ or IMAST English/LA

Strategies to Impact This Concern:

- Schoolwide Reform Strategy: Instruction Accountability
- U. Focused Student Group: At-risk Students

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 -- Passing ISTEP+ ELA
- 3rd Grade Students -- Mastering Reading Comprehension on Spring ISTEP+
- 3rd Grade Students -- Passing ISTEP+ Math
- 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
- Special Education Students -- Pass ISTEP+ or IMAST English/LA

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Targeted 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.

A. Where is the public copy of your school's curriculum located?	Online and in the office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	There are none that we wish to waive
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, we are 95%+ in attendance rate. Incentives programs to promote good attendance.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Reading Levels-Fountas and Pinnell Benchmark kits (K-5)</p> <p>Acuity-Online assessment grade 3-5 aligned with standards and ISTEP, given 3 times a year as an ISTEP predictor and used as an instrucion review tool between assessments</p> <p>Star Reading-grade 3-5, test for reading grade equivalence, shows areas of weakness</p> <p>Star Early Literacy-Grades K-2, test for reading readiness and shows skills that are missing</p> <p>Star Math-Grade 1-5, gives an over math level and shows weaknesses</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Parent and teacher surveys and professional conversations at grade level meetings.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Not applicable, we have always been school-wide and therefore we service all students.

Continuous Improvement Timeline

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

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