

School Improvement Plan - 2012-2013

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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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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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
- Cynthia Cavanaugh - Community Representative (Business)
- Diana Heard - Teacher
- Lou Ann Keeling - Teacher
- Staci Pittman - Parent/Guardian
- Sandi Quinton - Administrator
- Claudette Renfro - Administrator
- Stacey Will - Teacher
- Kelly Wright - Teacher

Strategy Chairs

- Corrine Boncek
- Erica Edgar
- Diana Heard
- Teni Helmberger
- Heather McAninch
- Lindsay Reinking
- Stacey Will
- Kelly Wright

Community Council

- Cynthia Cavanaugh - Community Member
- Connie Chapman - Youth Organization-Boy Scouts
- Brandy Coak - Parent of 1st grader
- Shelly Coram - Parent of 5th grader and 8th grader
- Shirley Hoy - Community
- Staci Pittman - Community Member / Parent of Kindergarten student
- Sandi Quinton - corporation
- Brent Smith - Small Business
- Lyndsi Smith - corporation
- 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 a part of a school where they are accepted, valued, and respected for who they are. All students deserve to be engaged and challenged through a culture of high expectations and rigorous curriculum that is differentiated to meet their individual needs. Students deserve a clear and consistent environment that promotes lifelong learning and the life principles of: be kind, be clean, be safe, work hard, and fix your mistakes.

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 work to make students feel accepted and valued. They will treat students with respect and model a caring and positive attitude. Adults will build healthy relationships with students and serve as positive role models in their lives. All adults will engage and challenge students with high expectations and rigorous curriculum that is differentiated to meet the needs of all students. All adults have clear expectations for students and follow the school principles and procedures.

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

Students value themselves by making responsible decisions and taking an active part in their education. They will arrive to school on time each day prepared to learn. Students will engage in healthy relationships with staff and other students. Students will know when and how to ask for help, they will support each other, and show good teamwork skills. Students will actively participate in classroom instruction and work hard to be successful. Students will have knowledge of their own strengths and weakness in order to set goals for themselves. Students will display a positive attitude toward school, adults, and other students. Students will know the expectations expected of them and follow our school principles.

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

- % of students who pass ELA ISTEP+ or IMAST: 100%
- % of students who pass MATH ISTEP+ or IMAST: 100%
- % of students who read on or above grade level: 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	48%	53%	68%	70%		75%		80%		85%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	54%	59%	61%	64%		69%		74%		79%		100%

3rd Grade - Passing ISTEP+ ELA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80%	83%	74%	85%		87%		90%		93%		100%

3rd Grade Students - Passing ISTEP+ Math

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%	81%	61%	70%		75%		80%		85%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64%	67%	62%	70%		73%		76%		81%		100%

3rd Graders - Students passing IREAD3

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	n/a		n/a									

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%	60%	52%	63%		66%		69%		74%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	45%	50%	39%	55%		60%		65%		70%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66%	69%	89%	91%		93%		95%		97%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	NA	45%	72%	75%		80%		85%		90%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Teachers use data to guide instruction in their classrooms.

Through surveys and discussion, we recognize that while we are constantly assessing, teachers don't always alter their instruction to match the results of the assessment.

We are concerned that... Staff behaviors do not always support positive student behaviors--more teaching, modeling, and recognition is needed.

Force Field data shows all students are not feeling safe at school, many students do not speak up in class to ask questions, and some student report their teachers are unhappy. Walk-thrus around the building show classrooms have a varying amount of community built up between staff and students. Behavior referrals to the office often cite disrespect, talking back, refusing to follow instructions, and defiance as the cause of the write-up.

We are concerned that... Co-teaching situations vary from room to room and continues to need to be a focus

Teacher surveys and building walk-thrus show that co-teachers are being used in a variety of ways. Teacher mention needing more training to make the model more effective for students.

We are concerned that... Teachers implenting 1:1 technology in their classrooms next year.

Our school will be one of two 1:1 technology elementaries in the district. Staff will recieve training and be expected to embed the technology into their classroom and instruction a high percentage of the time.

We are concerned that... Teachers need support with differentiating their instruction.

Teachers are voicing struggles in knowing how to differentiate instruction to meet the needs of all students in their classrooms. District training is being done around differentiating and unit planning. This will continue next year.

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

There has been awareness throughout the district about our lack of curriculum for teachers to follow. This year teachers did start to use some of the curriculum maps provided by the DOE but work has now begun on writing our own district maps. Teachers will begin to think in terms of planning units based around standards to be taught.

We are concerned that... Teachers are struggling with phonics and word study in their classrooms.

Data from observations of students in reading, writing, and word study workshops. Data from Star Early Literacy Testing.

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. Teacher surveys and discussions don't always match what is seen around the building.

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

G. Attendance

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

Behavior Strategy-PBIS

Staff and students will be trained in and implement a school-wide Positive Behavioral Interventions and Support (PBIS) system beginning in August and continuing through the school year. The PBIS system will include staff member training, student training, teaching appropriate student behaviors, and implementing a system of positive rewards for appropriate student behavior.

Impact Level: High Impact - Inside

Focus: General

Instructional Focus - 1:1 Technology

Pettit Park will become a 1:1 Technology school. Each student will have their own personal computing device for use during the school day. This will be tablet devices for grades K-2 and laptops for grades 3-5. Teachers will work to daily incorporate technology as an instructional tool. Students' personal computing devices will be utilized for student learning, skills practice, assessment, communication, and projects. Teachers will take part in on-going professional development as well as the services of district and building level technology coaches to strengthen the use of technology in their classrooms.

Impact Level: High Impact - Inside

Focus: General

Instructional Strategy: Co-Teaching

General education classrooms will be paired up special education teachers and specialists based on teacher and student needs. Teachers will collaborate and work together to plan instruction and assessment for the classroom in order to best meet the needs of all students.

Impact Level: High Impact - Inside

Focus: General

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, embedding of 1:1 technology, as well as teacher and administrator concerns. This will include daily, differentiated reading, writing, and math workshops in all classrooms. It will also include the embedded use of technology both in teacher and student work throughout the school day. Teachers will be held accountable through lesson plans, coaching sessions, walk-thrus, and evaluations.

Impact Level: High Impact - Inside

Focus: General

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 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. Assessments will include district-wide assessments as well as school and classroom on-going assessments. Teachers will work together to develop pre and post assessments to align with units being taught in order to differentiate instruction for student needs. Data from school assessments (Fountas & Pinnell) will be recorded and graphed on class analysis charts and kept in teacher data folders as well as on school data wall. Assessment data will be standards-based and include ISTEP+, Acuity, Fountas & Pinnell, and Writing Prompts. Student progress toward mastering grade level standards will be monitored and reported to parents.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Communication

School Webmaster, along with principal and staff, will keep school website updated with events, dates, announcements, and other information for families and community. All students 1-5 will use school planners for daily communication between school and home. Stickers and fliers will be sent home as needed and the School Messenger Phone System will be used as needed to keep families informed.

Impact Level: Low Impact

Focus: Specific

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. There will be also be at least two technology nights in which students and staff highlight work being done with the 1:1 technology. 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: High Impact - Outside

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

B. Educator Training - Parent Involvement

During our fall staff meetings, 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

As a part of our parent literacy nights, information will be available for parents with children younger than kindergarten age. This may 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. Information for preschool parents will also be periodically displayed on our parent information wall.

Impact Level: Low Impact

Focus: Specific

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 open house night, post it on our parent bulletin board, and link it on our 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: Instructional Strategy- UDDI

Teachers will be trained on and begin using the principles of Universal Design for Differentiated Instruction (UDDI) throughout the school year. Teachers will take part in on-going professional development and collaborate in grade level teams to begin to write differentiated units of study based on the UDDI design.

Impact Level: High Impact - Inside

Focus: Specific

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

Teachers will work together to develop and teach units of study using the UDDI framework based on the district vertical and horizontal curriculum maps. These maps use the Common Core English Language Arts and Math standards and Indiana State Standards for Science and Social Studies. Teachers will work to differentiate these units to meet the needs of all students. 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. Teachers will pre and post assess students on skills and units, as well as use frequent informal ongoing assessments to guide instruction. Teachers will discuss and analyze the data in their team meetings to see how students are progressing and talk about ways to move all students to higher levels of mastery.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

Teachers actively encourage perfect attendance and stress the importance of being at school. The school will reward students for perfect and great (less than 3 absences) attendance at award programs throughout the year. Teachers will report attendance daily in Power School. Students and parents will receive 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: Phonics and Word Study Instruction

Teachers in grades K-3 will incorporate phonics instruction into their daily reading and word study block. Grades K-1 teachers will use Daily Phonics Practice (blue and yellow books) as well as resources from Zoo Phonics, Phonics & Friends, and Fontas & Pinnell Phonics. Grades 2-3 teachers will continue to use Phonics & Friends and Fontas & Pinnell Phonics. Grades 4-5 teachers will use phonics instruction as needed for individual students and will provide in-depth word study for all students based on Greek and Latin roots, utilize developmentally appropriate spelling principles, and address individual student needs. Teachers will include instruction and practice on word study skills, patterns, and principles from the Common Core English Language Arts standards.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy: Reading-Comprehension

Teachers will implement daily Reading workshops in their classrooms for a minimum of 90 uninterrupted minutes. Teachers will include daily mini lessons focused on comprehension, thinking skills, and reading strategies. Mini lessons will be guided by district curriculum maps based on the Common Core English Language Areas Standards as well as the needs of students. Small group and/or individual differentiated instruction will be done daily as students also engage in extended independent reading time as well as literacy stations, buddy reading, reading with technology, and reading response. Students will be given adequate time to share their learning and progress with other students as well as their teachers. Teachers who are co-teaching during the 90 minute reading block or who have additional assistance during this time will work with each other to use the combined resources and manpower to best meet the needs of students.

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 including reading, writing, and math workshops, differentiated instruction and UDDI unit planning, use of technology and 1:1 student computing, as well as general building instructional concerns and best practices. 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 - Inside

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 - Inside

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1)review teacher qualifications annually; 2)assign only highly qualified teachers to low achieving students; and 3)encourage our highly qualified teachers to stay 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 - Inside

Focus: Specific

L. Student Transition: Elementary to Middle School

To better prepare students for the transition from 5th grade to 6th grade, 5th grade students will be visited by staff and students from the middle school in the spring of their 5th grade year. 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: Specific

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 (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:

Focus:

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:

Focus:

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:

Focus:

U. Focused Student Group: Free and Reduced 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. The most 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 - Outside

Focus: Specific

W. Timely Additional Assistance: Homework Club/Tech Time

Staff will provide after school homework help for students four days a week throughout the year. This activity will be used to help students with understanding concepts, improving homework completion, and providing additional instructional support to students. Open Tech Time will also be provided at this time for students to do additional work on their 1:1 technology devices. This extra help time will be covered by a combination of staff members and volunteers.

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+, 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 - Outside

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

Evidence of instructional best practices being implemented in classrooms

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a				

% of teachers engaging in explicit instruction with differentiation

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Required Strategies

A. Parent Involvement: Literacy Services-Parent Workshops

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90%	95%		100%	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
88%	93%		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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
N/A	75%		90%	

I. Focused Academic Area: Schoolwide Reform Strategy: Reading-Comprehension

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

U. Focused Student Group: Free and Reduced Students

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%				

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.

Behavior Strategy-PBIS

Aug 1, 2012: Introduce staff to PBIS **Person:** Kelly and PBIS committee
Aug 8, 2012: Information available to parents and students about PBIS at back to school open house **Person:** Staff
Aug 9, 2012: Begin introducing students to PBIS values and expectations **Person:** Staff
Aug 9, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Aug 16, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Aug 23, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Aug 30, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Sep 6, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Sep 13, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Sep 20, 2012: Training for students and staff on what positive behaviors look like. **Person:** Staff
Sep 27, 2012: Goal to have PBIS up and going **Person:** Staff
Oct 1, 2012: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Oct 1, 2012: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Nov 1, 2012: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Nov 1, 2012: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Dec 1, 2012: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Dec 1, 2012: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Jan 1, 2013: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Jan 1, 2013: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Feb 1, 2013: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Feb 1, 2013: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Mar 1, 2013: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Mar 1, 2013: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
Apr 1, 2013: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
Apr 1, 2013: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni
May 1, 2013: Continued review and discussion with students about positive behaviors **Person:** Classroom teachers
May 1, 2013: Ongoing training for staff and students in PBIS strategies **Person:** Kelly/Teni

Encourage Rigorous Curriculum

Apr 24, 2012: Vertical Curriculum plan developed by district teams for ELA, Math, Science, and Social Studies **Person:** Kelly/Heather and district teams
Apr 25, 2012: Vertical Alignment by district teams of curriculum **Person:** Kelly/Heather
May 29, 2012: Intro to teachers for Curriculum Loft Program for sharing curriculum resources **Person:** District
May 30, 2012: Overview at summer PD to teachers of IB Unit Planner and UDDI Unit Planner **Person:** District PD team
May 30, 2012: Work in Grade level teams to begin gathering resources and thinking about units of study that align with curriculum maps **Person:** Teachers
May 31, 2012: Continued work in grade level teams for entering resources into Curriculum Loft **Person:** Teachers
Jun 1, 2012: Continued work in grade level teams for entering resources into Curriculum Loft **Person:** Teachers
Aug 1, 2012: Building Level Training begins on UDDI, which will guide the units written and taught that align with curriculum maps **Person:** UDDI Teacher Leaders
Aug 1, 2012: Introduction to staff of the concept of UDDI. **Person:** Diana Heard
Aug 7, 2012: Make sure all teachers have a copy of the current district curriculum maps and know how to access resources from Curriculum Loft **Person:** Teacher Leaders

Aug 7, 2012: Refresher and Follow up training on Curriculum loft **Person:** District Tech Coach

Aug 13, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Aug 20, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Aug 27, 2012: Grade Level Collaboration for planning units that align to maps **Person:** Teachers

Aug 27, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Sep 3, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Sep 6, 2012: Presentation of the overview of UDDI. **Person:** Diana Heard

Sep 10, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Sep 10, 2012: UDDI- Step 1-Desired Results/Outcomes **Person:** Diana Heard

Sep 17, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Sep 24, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Sep 24, 2012: UDDI-Step 1 -Desired Results/Outcomes **Person:** Diana Heard

Oct 1, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Oct 8, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Oct 8, 2012: UDDI Step 2 -Barriers **Person:** Diana Heard

Oct 15, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Oct 22, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Oct 22, 2012: UDDI Step 2 Barriers **Person:** Diana Heard

Oct 29, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Nov 5, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Nov 5, 2012: UDDI Step 3-Sequential Activities **Person:** Diana Heard

Nov 12, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Nov 12, 2012: UDDI Step 3-Sequential Activities **Person:** Diana Heard

Nov 16, 2012: Goal of having teachers trained in UDDI Unit Planner so they can write and implement a 1st unit based on standard for the end of 1st semester from the curriculum maps **Person:** Teachers and Teacher Leaders

Nov 19, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Nov 19, 2012: UDDI-Unit Planning **Person:** Diana Heard

Nov 26, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

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

Dec 3, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Dec 10, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Dec 17, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Dec 17, 2012: Teachers will meet to reflect on their 1st implemented unit. From this discussion, more trainings, book studies, professional development, and coaching will be implemented **Person:** Teachers and Teacher Leaders

Dec 17, 2012: UDDI-Unit Planning **Person:** Diana Heard

Dec 24, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Dec 31, 2012: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Jan 7, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Jan 7, 2013: Teachers will continue to develop units using the UDDI framework and based on the curriculum maps that will be taught 2nd semester **Person:** Teachers and Teacher Leaders

Jan 14, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Jan 21, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Jan 21, 2013: UDDI-Unit Planning **Person:** Diana Heard

Jan 28, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Feb 4, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Feb 11, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Feb 18, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Feb 18, 2013: UDDI-Unit Planning **Person:** Diana Heard

Feb 25, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Mar 4, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Mar 11, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Mar 18, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Mar 18, 2013: UDDI-Unit Planning **Person:** Diana Heard

Mar 25, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Apr 1, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Apr 8, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Apr 15, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Apr 15, 2013: UDDI-Unit Planning **Person:** Diana Heard

Apr 22, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

Apr 29, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

May 6, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

May 13, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

May 20, 2013: Teachers will collaborate with grade level teams, special education co-teachers, and building instructional coach to plan instruction based on the district curriculum maps **Person:** Teachers and Teacher Leaders

May 20, 2013: UDDI-Unit Planning **Person:** Diana Heard

Jun 30, 2013: Collect spring data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks.
Person:

Focused Academic Area

Aug 7, 2012: Review components of 90 min reading block **Person:** Kelly

Aug 9, 2012: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Aug 13, 2012: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Aug 13, 2012: Training on Phonics curriculum **Person:** Stacey Will

Aug 20, 2012: Informal phonics assessment **Person:** Stacey Will, K-2 Classroom Teachers

Aug 20, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Aug 27, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Sept 3, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Sep 10, 2012: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Sep 10, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Sep 13, 2012: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Sep 17, 2012: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Sep 17, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Sep 24, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Oct 1, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Oct 8, 2012: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Oct 8, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Oct 11, 2012: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Oct 15, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Oct 17, 2012: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Oct 22, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Oct 29, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Nov 5, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Nov 8, 2012: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Nov 12, 2012: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Nov 12, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Nov 17, 2012: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Nov 19, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Nov 26, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Nov 30, 2012: Collect fall data: % of teachers who use guided reading and running records to drive instruction **Person:**

Dec 3, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Dec 10, 2012: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Dec 10, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Dec 13, 2012: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Dec 17, 2012: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Dec 17, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Dec 24, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Dec 31, 2012: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Jan 7, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Jan 10, 2013: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Jan 14, 2013: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Jan 14, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Jan 17, 2013: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Jan 21, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Jan 28, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Feb 4, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Feb 11, 2013: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Feb 11, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Feb 14, 2013: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Feb 17, 2013: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Feb 18, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Feb 25, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Mar 4, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Mar 11, 2013: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Mar 11, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Mar 14, 2013: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Mar 17, 2013: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Mar 18, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Mar 25, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Apr 1, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Apr 8, 2013: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

Apr 8, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Apr 11, 2013: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

Apr 15, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Apr 17, 2013: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

Apr 22, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Apr 29, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

May 6, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

May 9, 2013: Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and district literacy coaches **Person:** Kelly

May 13, 2013: Follow-up at Grade Level Meetings for teachers to share how Reading Workshop is going and any concerns they have **Person:** Kelly

May 13, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

May 17, 2013: Assess/Evaluate progress of phonics curriculum. **Person:** Stacey Will, Classroom Teachers K-5

May 20, 2013: Walk-thrus during 90 minute reading block **Person:** Kelly and Teni

Jun 30, 2013: Collect spring data: % of teachers who use guided reading and running records to drive instruction **Person:**

Focused Student Group

Sep 1, 2012: Identify students struggling in reading based on Fountas and Pinnell **Person:** Teachers

Sep 1, 2012: Train staff on LLI and other intervention materials **Person:** Kelly

Sep 1, 2012: Work on schedule for LLI and other intervention groups to meet based on student need and staffing **Person:** Kelly/Teni

Sep 10, 2012: Goal to begin intervention groups **Person:** Interventionists

Oct 19, 2012: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

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

Nov 30, 2012: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

Jan 11, 2013: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

Feb 22, 2013: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

Apr 5, 2013: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

May 17, 2013: Review data and student progress to make changes to groups and interventions **Person:** Teni/Kelly/Teachers

Jun 30, 2013: Collect spring data: % of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom **Person:**

Instructional Focus - 1:1 Technology

Apr 11, 2012: Book Study on Technology Tools for Classroom **Person:** Carol Lutz

Apr 18, 2012: Book Study on Technology Tools for Classroom **Person:** Carol Lutz

Apr 25, 2012: Book Study on Technology Tools for Classroom **Person:** Carol Lutz

May 2, 2012: Book Study on Technology Tools for Classroom **Person:** Carol Lutz

May 9, 2012: Book Study on Technology Tools for Classroom **Person:** Carol Lutz

Jun 4, 2012: Beginning PD for 1:1 Technology **Person:** District/Kelly

Aug 1, 2012: Training for staff and intro of new tech equipment **Person:** Kelly/Teni

Aug 10, 2012: 1:1 computing devices introduced in classrooms and assigned to kids **Person:** Kelly and Teachers

Aug 20, 2012: Goal to have all students have earned their digital drivers license as described by district **Person:** Kelly and Teachers

Sep 3, 2012: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers

Oct 1, 2012: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers

Nov 5, 2012: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers

Dec 3, 2012: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers

Jan 7, 2013: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers
Feb 4, 2013: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers
Mar 4, 2013: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers
Apr 1, 2013: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers
May 6, 2013: Ongoing Professional Development for Teachers on 1:1 implementation **Person:** Kelly/District Trainers

Instructional Strategy: Co-Teaching

Jul 30, 2012: Finalize Classlists and pair up teachers for co-teachers **Person:** Teni/Kelly/Diana
Aug 7, 2012: Make sure all teachers know their co-teaching partners **Person:** Teni
Aug 20, 2012: Continued training on co-teaching implementation **Person:** Kelly/Diana
Sep 1, 2012: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Sep 20, 2012: Continued training on co-teaching implementation **Person:** Kelly/Diana
Oct 1, 2012: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Oct 20, 2012: Continued training on co-teaching implementation **Person:** Kelly/Diana
Nov 1, 2012: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Nov 20, 2012: Continued training on co-teaching implementation **Person:** Kelly/Diana
Dec 1, 2012: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Dec 20, 2012: Continued training on co-teaching implementation **Person:** Kelly/Diana
Jan 1, 2013: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Jan 20, 2013: Continued training on co-teaching implementation **Person:** Kelly/Diana
Feb 1, 2013: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Feb 20, 2013: Continued training on co-teaching implementation **Person:** Kelly/Diana
Mar 1, 2013: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Mar 20, 2013: Continued training on co-teaching implementation **Person:** Kelly/Diana
Apr 1, 2013: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers
Apr 20, 2013: Continued training on co-teaching implementation **Person:** Kelly/Diana
May 1, 2013: On-going collaboration between co-teachers for planning, evaluation, and sharing at Grade Level meetings and/or collaboration time. **Person:** Teachers

Parent Involvement

Aug 8, 2012: Open House/Back to School Night **Person:** Teni/Kelly
Sep 11, 2012: Community Council Meeting 1 **Person:** Kelly
Sep 11, 2012: Fall Book Bingo **Person:** Kelly
Sep 21, 2012: Gather staff volunteer to form a committee and begin planning for Family Workshop Night **Person:** Kelly/Teni/Diana
Oct 8, 2012: Finalize plans for Family Workshop Night **Person:** Committee
Oct 11, 2012: Family Literacy Workshop Night **Person:** Kelly and committee
Nov 13, 2012: Community Council Meeting 2 **Person:** Kelly
Nov 13, 2012: Technology Night **Person:** Kelly
Nov 30, 2012: Collect fall data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:**
Nov 30, 2012: Collect fall data: % of parents who report viewing the school as a partner in raising and educating their children **Person:**
Dec 19, 2012: Fall Parent Survey **Person:** Teachers
Dec 19, 2012: Holiday Family Night **Person:** Kelly/Diana
Jan 17, 2013: Book Bingo **Person:** Kelly
Jan 18, 2013: Gather staff volunteers and begin planning for Family Workshop Night **Person:** Kelly/Teni/Diana
Feb 7, 2013: One Book One School Intro to Staff and getting ideas **Person:** Kelly
Feb 8, 2013: Finalize plans for Family Workshop Night **Person:** Committee
Feb 12, 2013: Community Council Meeting 3 **Person:** Kelly
Feb 12, 2013: Family Literacy Workshop Night **Person:** Kelly and committee

Feb 14, 2013: One Book One School Kick-Off **Person:** Kelly
Mar 13, 2013: One Book One School Finale Event **Person:** Kelly
Apr 18, 2013: Technology Night **Person:** Kelly
Apr 24, 2013: Spring Parent Survey **Person:** Kelly
Apr 24, 2013: Spring Parent Survey **Person:** Teachers
Jun 30, 2013: Collect spring data: % of Parents who feel knowledgeable about helping their children be successful in school.
Person:
Jun 30, 2013: Collect spring data: % of parents who report viewing the school as a partner in raising and educating their children
Person:
Dec 19, 2013: Fall Parent Survey **Person:** Kelly

Schoolwide Reform Strategy: Instruction Accountability

Jul 26, 2012: Reviewing of InSAI plan, district strategic plan, and building expectation lists **Person:** Teni/Kelly
Aug 1, 2012: Passing out of building expectation lists to all teachers **Person:** Kelly/Teni
Aug 7, 2012: Follow up with expectation lists and completing of survey for resources and assistance needed by teachers **Person:** Kelly
Aug 9, 2012: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Aug 14, 2012: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Aug 20, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Aug 27, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Sep 3, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Sep 9, 2012: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Sep 10, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Sep 11, 2012: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Sep 17, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Sep 24, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Oct 1, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Oct 8, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Oct 9, 2012: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Oct 9, 2012: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Oct 15, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Oct 22, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Oct 29, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Nov 5, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Nov 9, 2012: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Nov 12, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Nov 13, 2012: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Nov 19, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Nov 23, 2012: Book Study-1st semester based on teacher and building needs **Person:** Kelly
Nov 26, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Nov 30, 2012: Collect fall data: % of teachers engaging in explicit instruction with differentiation **Person:**
Nov 30, 2012: Collect fall data: Evidence of instructional best practices being implemented in classrooms **Person:**
Dec 3, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Dec 9, 2012: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Dec 10, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Dec 11, 2012: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Dec 17, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Dec 24, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Dec 31, 2012: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Jan 7, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Jan 8, 2013: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Jan 9, 2013: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Jan 14, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Jan 21, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Jan 28, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Feb 4, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Feb 9, 2013: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Feb 11, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Feb 12, 2013: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers

Feb 18, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Feb 25, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Mar 4, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Mar 9, 2013: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Mar 11, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Mar 12, 2013: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Mar 18, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Mar 25, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Apr 1, 2013: Book Study-1st semester based on teacher and building needs **Person:** Kelly
Apr 1, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Apr 8, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Apr 9, 2013: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
Apr 9, 2013: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
Apr 15, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Apr 22, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Apr 29, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
May 6, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
May 9, 2013: Ongoing coaching with building instructional coach in instruction and technology **Person:** Kelly
May 13, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
May 14, 2013: On-going collaboration in grade level teams **Person:** Kelly/Teni/teachers
May 20, 2013: Principal and Building Coach Walk thrus **Person:** Kelly/Teni
Jun 30, 2013: Collect spring data: % of teachers engaging in explicit instruction with differentiation **Person:**
Jun 30, 2013: Collect spring data: Evidence of instructional best practices being implemented in classrooms **Person:**

Student Transition

Apr 8, 2012: Contact made with Middle Schools to set up date for visit from Middle School Representatives **Person:** 5th grade teachers
Apr 24, 2012: District wide Kindergarten Round up **Person:** Kindergarten Teachers
Aug 8, 2012: Kindergarten Kamp for kindergarten teachers to meet with kindergarten students and families **Person:** Kindergarten teachers
Nov 30, 2012: Collect fall data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:**
May 15, 2013: Middle School Representatives will visit Pettit Park and meet with 5th graders to give them information about middle school **Person:** 5th grade teachers and Middle School Team
May 20, 2013: Teachers will hold discussions in their class about middle school focused on opportunities, questions, and concerns students have **Person:** 5th grade teachers
Jun 30, 2013: Collect spring data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:**

Teachers Included in Assessment Decisions

Aug 24, 2012: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Sep 3, 2012: Teachers use Fountas and Pinnell to Benchmark students **Person:** Teachers
Sep 11, 2012: InSAI FF and CC meetings #1 **Person:** Kelly
Sep 28, 2012: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Oct 26, 2012: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Nov 3, 2012: InSAI FF and CC meetings #2 **Person:** Kelly
Nov 23, 2012: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Dec 20, 2012: Teachers use Fountas and Pinnell to Benchmark students **Person:** Teachers
Dec 28, 2012: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Jan 25, 2013: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Feb 5, 2013: InSAI FF and CC meetings #3 **Person:** Kelly
Feb 22, 2013: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Mar 22, 2013: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
Apr 26, 2013: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly
May 16, 2013: Teachers use Fountas and Pinnell to Benchmark students **Person:** Teachers
May 24, 2013: Teachers meet in Grade Level Meetings to discuss student data **Person:** Teachers/Teni/Kelly

Timely Additional Assistance

Aug 1, 2012: Introduction to staff the overview of the Homework/Tech Club. **Person:** Heather McAninch

Aug 7, 2012: Introduce plan for the Homework/Tech Club and recruit teachers to volunteer for the first semester. **Person:** Heather McAninch

Aug 8, 2012: Arrange flex time for adult supervision for Homework/Tech Club **Person:** Teni Helmberger

Aug 15, 2012: Send survey home to parents to get their thoughts about Homework/Tech Club. **Person:** Heather McAninch

Sep 4, 2012: Collect Fountas/Pinnell reading levels. **Person:** Diana Heard, All Classroom Teachers

Sep 10, 2012: Implementation of Homework/Tech Club **Person:** Heather McAninch

Sep 10, 2012: Students reading below grade level are considered for timely additional assistance. **Person:** Diana Heard, Title 1 Teacher (TBA)

Sep 24, 2012: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Oct 1, 2012: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Oct 24, 2012: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Nov 12, 2012: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Nov 24, 2012: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Nov 30, 2012: Collect fall data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:**

Dec 24, 2012: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Dec 24, 2012: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Jan 24, 2013: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Feb 4, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Feb 24, 2013: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Mar 18, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Mar 24, 2013: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Apr 24, 2013: Assess/Evaluate Effectiveness and needs of Homework/Tech Club **Person:** Heather McAninch

Apr 29, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard

Jun 30, 2013: Collect spring data: % of teachers and interventionists who believe that all students can master grade level standards. **Person:**

Professional Development Summary

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

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

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

Behavior Strategy-PBIS

Introduce staff to PBIS

Brief Description: Give an overview of what PBIS is and begin conversations about developing our values and expectations for students and adults.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: School Budget

Does this activity occur during the school day? No

Instructional Focus - 1:1 Technology

Beginning PD for 1:1 Technology

Brief Description: Two days will be devoted to teachers learning about 1:1 technology at Pettit Park. This will include the background, logistics, hardware, and some how-tos. Part of this is being done by out of district trainers and part is by our own tech crew. The remaining days offer different workshops for teachers to take to refine their technology skills.

Intended Participants: Teachers, Administrators

Date: Jun 4, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation

Funding: District

Does this activity occur during the school day? No

Book Study on Technology Tools for Classroom

Brief Description: A group of teachers joined with teachers from another elementary school to participate in a Book Study of 30 Technology Tools.

Intended Participants: Teachers

Dates: Apr 11, 2012; Apr 18, 2012; Apr 25, 2012; May 2, 2012; May 9, 2012

Activity Purpose: Information, Skill Building

Activity Format: Study Group

Funding: School PD funds

Does this activity occur during the school day? No

Ongoing Professional Development for Teachers on 1:1 implementation

Brief Description: Teachers will have on-going training on 1:1 devices, software, and instructional strategies related to 1:1 technology. Some trainings will be by district trainers and others will be by our in-house Technology coach.

Intended Participants: Teachers, Administrators

Dates: Sep 3, 2012; Oct 1, 2012; Nov 5, 2012; Dec 3, 2012; Jan 7, 2013; Feb 4, 2013; Mar 4, 2013; Apr 1, 2013; May 6, 2013

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

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

Funding: School Budget

Does this activity occur during the school day? Yes

Training for staff and intro of new tech equipment

Brief Description: Part of our staff summer retreat will focus on the 1:1 technology initiative.

Intended Participants: Teachers, Administrators

Date: Aug 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: School Budget

Does this activity occur during the school day? No

Instructional Strategy: Co-Teaching

Continued training on co-teaching implementation

Brief Description: Teachers will work with Teacher Leaders to continue to learn more about co-teaching and strengthen our implementation. This will take place at staff meeting, grade level meetings, and during collaboration times.

Intended Participants: Teachers

Dates: Aug 20, 2012; Sep 20, 2012; Oct 20, 2012; Nov 20, 2012; Dec 20, 2012; Jan 20, 2013; Feb 20, 2013; Mar 20, 2013; Apr 20, 2013

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Study Group, Peer Coaching, Professional Reading

Funding: School Budget

Does this activity occur during the school day? Yes

Schoolwide Reform Strategy: Instruction Accountability

Book Study-1st semester based on teacher and building needs

Brief Description: Teachers will have the opportunity to participate in after school book study based on instructional strategies and building/teacher needs.

Intended Participants: Teachers

Date: Nov 23, 2012

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

Activity Format: Study Group

Funding: School Budget/Title 1

Does this activity occur during the school day? No

Book Study-1st semester based on teacher and building needs

Brief Description: Teachers will have the opportunity to participate in after school book study based on instructional strategies and building/teacher needs.

Intended Participants: Teachers

Date: Apr 1, 2013

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

Activity Format: Study Group

Funding: School Budget/Title 1

Does this activity occur during the school day? No

Ongoing coaching with building instructional coach in instruction and technology

Brief Description: Each teacher will work with the building coach to meet their own needs and goals. This coaching may include discussion, sharing, modeling, planning, resource sharing, and feedback. Each teacher will be at their other pace, but working towards our building goals.

Intended Participants: Teachers

Dates: Aug 9, 2012; Sep 9, 2012; Oct 9, 2012; Nov 9, 2012; Dec 9, 2012; Jan 9, 2013; Feb 9, 2013; Mar 9, 2013; Apr 9, 2013; May 9, 2013

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

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: School Budget/Title 1

Does this activity occur during the school day? Yes

Teachers Included in Assessment Decisions

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 Involvement: Plan, Review & Improve Schoolwide Plan

F. Encourage Rigorous Curriculum: Instructional Strategy- UDDI

Introduction to staff of the concept of UDDI.

Brief Description: Ice breakers, activities and presentation describing the overview of UDDI.

Intended Participants: Teachers

Date: Aug 1, 2012

Activity Purpose: Information

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? No

Presentation of the overview of UDDI.

Brief Description: Explain to staff the three components of UDDI.

Intended Participants: Teachers

Date: Sep 6, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? Yes

UDDI Step 2 -Barriers

Brief Description: Reflection on what a barrier is within the educational setting.

Intended Participants: Teachers, Counselors

Date: Oct 8, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Reflective Writing

Funding: NA

Does this activity occur during the school day? Yes

UDDI Step 2 Barriers

Brief Description: After being given time to reflect on what a barrier is, staff will return to this meeting to brainstorm barriers they have found within their classroom setting and with students.

Intended Participants: Teachers, Counselors

Date: Oct 22, 2012

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

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? Yes

UDDI Step 3-Sequential Activities

Brief Description: Teachers will learn how to map out sequential activities that lead to their daily lesson plans.

Intended Participants: Teachers

Date: Nov 5, 2012

Activity Purpose: Information, Skill Building

Activity Format:

Funding: NA

Does this activity occur during the school day? Yes

UDDI Step 3-Sequential Activities

Brief Description: Teachers will be given time with their grade level team to work on and plan units of study to be implemented second semester.

Intended Participants: Teachers

Date: Nov 12, 2012

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

Activity Format: Study Group, Peer Coaching, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

UDDI- Step 1-Desired Results/Outcomes

Brief Description: Present to staff Step 1 (Desired Results/Outcomes)

Intended Participants: Teachers

Date: Sep 10, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? Yes

UDDI-Step 1 -Desired Results/Outcomes

Brief Description: Continuation of overview of Step 1 of UDDI format (Desired Results/Outcomes).

Intended Participants: Teachers

Date: Sep 24, 2012

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

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? Yes

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

Building Level Training begins on UDDI, which will guide the units written and taught that align with

Brief Description: Review of UDDI unit planner and more detailed work on the purpose behind differentiating instruction while still follow curriculum maps.

Intended Participants: Teachers

Date: Aug 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: School Budget

Does this activity occur during the school day? No

Overview at summer PD to teachers of IB Unit Planner and UDDI Unit Planner

Brief Description: Teachers were introduced to the IB unit planners used in IB elementaries and the UDDI unit planner that will be used in all other buildings. They were shown examples and given some discussion time.

Intended Participants: Teachers

Date: May 30, 2012

Activity Purpose: Information

Activity Format: Presentation

Funding: District PD Budget

Does this activity occur during the school day? No

Vertical Alignment by district teams of curriculum

Brief Description: Summer professional development trained teachers on Curriculum Loft. Teachers then spent time with grade level teams entering resources and beginning to plan units of study.

Intended Participants: Teachers

Date: Apr 25, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

I. Focused Academic Area: Schoolwide Reform Strategy: Phonics and Word Study Instruction

Training on Phonics curriculum

Brief Description: Teachers will be informed and trained on how to use phonics curriculum during their grade level meetings.

Intended Participants: Teachers

Date: Aug 13, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Reading-Comprehension

Ongoing coaching (sharing, professional development, modeling, feedback) provided by building and di

Brief Description: Literacy Coaches will be providing on-going professional development for all teachers. This may look different for each teacher depending on their needs. Opportunities will include training at grade level meetings, afterschool professional development, one-on-one coaching and modeling, etc.

Intended Participants: Teachers

Dates: Aug 9, 2012; Sep 13, 2012; Oct 11, 2012; Nov 8, 2012; Dec 13, 2012; Jan 10, 2013; Feb 14, 2013; Mar 14, 2013; Apr 11, 2013; May 9, 2013

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

Activity Format: Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving

Funding: School Budget/Title 1

Does this activity occur during the school day? Yes

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

L. Student Transition: Early Childhood-Kindergarten

No professional development is needed for this strategy.

L. Student Transition: Elementary to Middle School

U. Focused Student Group: Free and Reduced Students

No professional development is needed for this strategy.

W. Timely Additional Assistance: Homework Club/Tech Time

No professional development is needed for this strategy.

W. Timely Additional Assistance: Targeted Small Group Intervention

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... Teachers use data to guide instruction in their classrooms.

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

Strategies to Impact This Concern:

- Teachers Included in Assessment Decisions

We are concerned that... Staff behaviors do not always support positive student behaviors--more teaching, modeling, and recognition is needed.

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:

- Behavior Strategy-PBIS

We are concerned that... Co-teaching situations vary from room to room and continues to need to be a focus

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

Strategies to Impact This Concern:

- Instructional Strategy: Co-Teaching

We are concerned that... Teachers implenting 1:1 technology in their classrooms next year.

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

Strategies to Impact This Concern:

- Instructional Focus - 1:1 Technology
- Schoolwide Reform Strategy: Instruction Accountability
- J. Instruction by Highly Qualified Teachers: On-Going Professional Development

We are concerned that... Teachers need support with differentiating their 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 -- Passing ISTEP+ Math
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3
- 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: Instructional Strategy- UDDI
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Teaching Core Standards with Curriculum Maps
- J. Instruction by Highly Qualified Teachers: On-Going Professional Development

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 -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3
- 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
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps

We are concerned that... Teachers are struggling with phonics and word study in their classrooms.

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 Graders -- Students passing IREAD3
- 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:

- I. Focused Academic Area: Schoolwide Reform Strategy: Phonics and Word Study Instruction

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 -- 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
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Teaching Core Standards with Curriculum Maps
- I. Focused Academic Area: Schoolwide Reform Strategy: Reading-Comprehension
- J. Instruction by Highly Qualified Teachers: On-Going Professional Development

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 -- 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: Parent Involvement: Plan, Review & Improve Schoolwide Plan
- A. Parent Involvement: Home and School Connection Activities
- A. Parent Involvement: Communication
- 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:

- 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 -- Passing ISTEP+ Math
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3

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

G. Attendance (IN Rules)

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:

- G. Attendance

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 -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3
- 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: Reading-Comprehension
- I. Focused Academic Area: Schoolwide Reform Strategy: Phonics and Word Study Instruction

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:

- 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
- 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:

- 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:

- 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 -- Passing ISTEP+ Math
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3
- 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: Free and Reduced 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 -- Passing ISTEP+ Math
- 3rd grade students -- Reading at or above grade level on spring Fountas/Pinnell Benchmark Reading Assessment
- 3rd Graders -- Students passing IREAD3
- 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: Homework Club/Tech Time
- W. Timely Additional Assistance: Targeted Small Group Intervention

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	The school Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, incentives /awards programs to recognize great school 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>Accuity grades (3-5) Online assessment for Language Arts and Math. Pre-Post tests at the beginning of each 9 weeks.</p> <p>Star (K-5) Reading and Math 3 times a year. Also, used for progress monitoring anytime through the year.</p> <p>Fountas and Pinnell Reading Benchmarks (K-5) Reading assessment beginning and end of year.</p> <p>I-Read (3) grade only Paper pencil reading test, given in March.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	NA
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	N/A

Continuous Improvement Timeline

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

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