

School Improvement Plan - 2013-2014

Generated on May 24, 2013 at 2:14 PM

Pettit Park School (2993)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

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



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

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 13
- Strategy Data 20
- To-Do List 23
- Professional Development Summary 29
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 34
- Force Field Excerpt 43
- Continuous Improvement Timeline 44

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)
- Mindy Conaway - Teacher
- Diana Heard - Teacher
- Tenicia Helmberger - Administrator
- Dorthea Irwin - Administrator
- Staci Pittman - Parent/Guardian
- Stacey Will - Teacher
- Kelly Wright - Teacher

Strategy Chairs

- Corrine Boncek
- Mindy Conaway
- Erica Edgar
- Diana Heard
- Teni Helmberger
- Lindsay Parks
- Lindsay Reinking
- Stacey Will
- Kelly Wright

Community Council

- Cynthia Cavanaugh - Community Member
- Connie Chapman - Youth Organization-Boy Scouts
- Tabatha Elrod - Parent
- Ingrid Gaither - Community
- Shirley Hoy - Community
- Dorthea Irwin - corporation
- Marcia Jewsborg - Community Member
- Lindsey Jones - Community/Parent
- Tara Kingsley - Community Member
- Staci Pittman - Parent/Community

Vision Statement

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

We believe all students deserve:

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53%	68%	70%	61%	75%		80%		85%		90%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59%	61%	64%	53%	69%		74%		79%		82%		100%

3rd Grade - Passing ISTEP+ ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	74%	85%	59.4%	65%		70%		75%		80%		100%

3rd Grade Students - Passing ISTEP+ Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	61%	70%	65.6%	75%		80%		85%		90%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67%	62%	70%	39%	73%		76%		81%		84%		100%

3rd Graders - Students passing IREAD3

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	n/a		64.9%	70%		75%		80%		85%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	52%	63%	81%	66%		69%		74%		79%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	39%	55%	41%	60%		65%		70%		75%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69%	89%	91%	50%	70%		75%		80%		85%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	72%	75%	82%	80%		85%		90%		95%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

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

Student and teacher surveys and data show discrepancies between what is being expected and what is actually being implemented. Teacher surveys and discussions don't always match what is seen around the building.

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... 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. Data from this years (2012-13) PBIS show that referrals are going down and staff climate survey shows our school climate is moving up.

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 continue to think in terms of planning units based around standards to be taught which include differentiation.

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

Beginning 2012-13 our school became fully implemented 1:1 technology in the classrooms. All teachers are utilizing technology on a daily bases. Walk throughs show this hasn't fully impacted our instruction. We will receive professional development for technology instruction.

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 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... Parent Involvement

Title 1 requiried- Survey shows that we are not reaching all parents. A limited amount of parents are involved on a consistent basis.

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

Title 1 required

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

title 1 required

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

Title One requirement

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

Title One requirement

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

We are concerned that... Attracting Highly Qualified Teachers

Title One requirement

We are concerned that... Student Transition

Title One requirements

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

Title 1 required

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

Title One requirement

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

title 1 required

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

Title One requirement

We are concerned that... School-Parent Compact

Title 1 rerquired

We are concerned that... Annual Parent Meeting

Title 1 required

We are concerned that... Timely Additional Assistance

Title One requirement

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Annual Parent Meeting

The annual parent meeting will be held at the beginning of each school year. This meeting will be held at two different times to ensure that all parents will be able to attend. One meeting is held during the day and the other is held in the evening. During the meeting, parents will be informed of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs, ISTEP+ results, and given a time to voice their concerns, questions and/or comments. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.

Impact Level: Low Impact

Focus: General

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: High Impact - Inside

Focus: General

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

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. This initial training will be followed up with a session in Grade Level Meetings.

Impact Level: Low Impact

Focus: General

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

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: High Impact - Inside

Focus: General

Instruction by Highly Qualified Teachers-ongoing 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 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 Coaches who will model, mentor, coach, team teach and observe strategies being implemented.

Impact Level: High Impact - Inside

Focus: General

Instructional Focus - 1:1 Technology

Pettit Park is a 1:1 Technology school. Each student has 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. Time will be allotted for planning at an agreed upon time (i.e. specials block, before school prep time, after school, grade level meetings).

Impact Level: High Impact - Inside

Focus: General

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 displayed on our parent information wall.

Impact Level: Low Impact

Focus: General

Parent Information Resource Center Website

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

Parent Involvement - School 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 back to school/neighborhood bash, a fall open house and a parent conference day in which teachers will talk directly with parents about academic standards, expectations, and student progress.

Impact Level: Low Impact

Focus: General

Parent Involvement - 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

Parent Involvement - 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

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 classrooms will maintain a website for parents using Blackboard. 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. Periodic newsletters will be compiled by principal and staff. These will be sent with students and available on the website

Impact Level: Low Impact

Focus: General

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 Fountas & Pinnel 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

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

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

Impact Level: Low Impact

Focus: General

Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. This letter informs parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teacher. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

Impact Level: Low Impact

Focus: General

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

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

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

Student Transition

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. The corporation will be holding a district wide kindergarten round up in the spring. The corporation will send out flyers and do a radio advertisement for kindergarten roundup 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.

Impact Level: Low Impact

Focus: Specific

Student Transition - 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

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

Timely Additional Assistance - Small Group Instruction

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 - Inside

Focus: General

Timely Additional Assistance-After-school

A community based after-school program is offered by a partnership between Kokomo Center Schools and local community groups. Our neighborhood site is Columbian School. Homework help is offered at this site, as well as other academic remediation and extension activities. We strongly encourage our students to take part in this free program.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Instructional Strategy- UDDI

Teachers will continue to be trained and continue 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 write and implement 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: Specific

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: Phonics and Word Study

For this strategy all grade levels will be doing Phonemic Awareness study (K-2), or Word Studies (3-5). The K-2 will use Fontas and Pinnell Phonics and Daily Phonemic Awareness skills practice. The (3-5) will use Words Their Way, word studies. These phonemic studies will occur daily for each grade level. The whole school will be studying a word of the week for additional vocabulary study. We will differentiate these vocabulary words by choosing one primary level word one week, then an intermediate word the next week. We will be generating these words from our phonics studies from the primary and intermediate levels. Also, we will link this to a internet site to be used in all classrooms. Teachers will support the vocabulary by doing additional activities in their classrooms.

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

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 - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Parent Involvement - Workshops

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

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

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

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

Schoolwide Reform Strategy: Instruction Accountability

Evidence of instructional best practices being implemented in classrooms

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				
75	100		100	

% of teachers engaging in explicit instruction with differentiation

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

Student Transition

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

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

Required Strategies

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

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

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75				

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 6, 2013: PBIS staff member training **Person:** Mindy Conaway
Aug 6, 2013: Survey asking staff of concerns or issues **Person:** Mindy Conaway
Aug 12, 2013: Student instruction on PBIS **Person:** Mindy Conaway
Aug 13, 2013: Implementing a system of positive rewards for appropriate student behavior **Person:** Mindy Conaway
Nov 25, 2013: Change positive rewards system to keep things "fresh". **Person:** Mindy Conaway
Jan 6, 2014: Refresher meeting on PBIS strategies **Person:** Mindy Conaway
Jan 6, 2014: Staff survey **Person:** Mindy Conaway
Jan 10, 2014: Student Survey **Person:** Mindy Conaway
Mar 7, 2014: Change positive rewards system to keep things "fresh". **Person:** Mindy Conaway
May 16, 2014: Student Survey **Person:** Mindy Conaway
May 23, 2014: Staff survey **Person:** Mindy Conaway

Encourage Rigorous Curriculum

Mar 15, 2013: Teachers use the ideas of UDDI to plan differentiated units **Person:** Teachers
May 15, 2013: Teachers use the ideas of UDDI to plan differentiated units **Person:** Teachers
Aug 6, 2013: Provide teachers with district curriculum map **Person:** Kelly
Aug 6, 2013: Review principles of UDDI with staff **Person:** Kelly/Diana
Aug 6, 2013: share resources developed in Curriculum Loft for teachers to use when building plans. **Person:** Kelly/diana
Aug 22, 2013: Plan units and share in Curriculum loft **Person:** Teachers
Aug 30, 2013: support, modeling, and coaching by building coach-ongoing **Person:** Kelly
Sep 5, 2013: Staff Meeting with Differentiation focus **Person:** Kelly/diana
Sep 20, 2013: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** Kelly/Diana
Sep 20, 2013: Ongoing team collaboration in grade level meetings. **Person:** Teachers
Oct 10, 2013: Teachers use the ideas of UDDI to plan differentiated units **Person:** Teachers
Oct 20, 2013: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Oct 24, 2013: Plan units and share in Curriculum loft **Person:** Teachers
Nov 20, 2013: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Nov 30, 2013: Collect fall data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks. **Person:** Kelly
Dec 15, 2013: Teachers use the ideas of UDDI to plan differentiated units **Person:** Teachers
Dec 20, 2013: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Dec 26, 2013: Plan units and share in Curriculum loft **Person:** Teachers
Jan 20, 2014: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Feb 20, 2014: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Feb 27, 2014: Plan units and share in Curriculum loft **Person:** Teachers
Mar 20, 2014: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Apr 20, 2014: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
May 1, 2014: Plan units and share in Curriculum loft **Person:** Teachers
May 20, 2014: Ongoing support offered through grade level meetings and building teacher leaders. **Person:** kelly/diana
Jun 30, 2014: Collect spring data: % of teachers reporting they have met the curriculum pacing guides for each nine weeks. **Person:** Kelly

Focused Academic Area

Aug 6, 2013: Review the 90 minute reading block procedures for any new and returning teachers, K-5. **Person:** Stacey Will

Aug 10, 2013: Select School Wide Vocabulary focus words **Person:** Committee

Aug 15, 2013: Make sure all grade level teachers have word study materials **Person:** Committee

Aug 19, 2013: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Sep 1, 2013: Promote School wide vocabulary and strategies **Person:** Teachers

Sep 9, 2013: Comprehension Connection Book Study **Person:** All teachers/Literacy Coach

Sep 15, 2013: Ongoing support **Person:** Stacey/Kelly

Sep 16, 2013: Comprehension Connection Book Study **Person:** All teachers/Literacy Coach

Sep 19, 2013: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Sep 23, 2013: Comprehension Connection Book Study **Person:** All teachers/Literacy Coach

Sep 30, 2013: Comprehension Connection Book Study **Person:** All teachers/Literacy Coach

Oct 1, 2013: Ongoing support from Literacy Coach on 90 minute reading block strategies and mini lessons. **Person:** Literacy Coach

Oct 1, 2013: Promote School wide vocabulary and strategies **Person:** Teachers

Oct 7, 2013: Comprehension Connection Book Study **Person:** All teachers/Literacy Coach

Oct 19, 2013: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Nov 1, 2013: Promote School wide vocabulary and strategies **Person:** Teachers

Nov 19, 2013: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Nov 30, 2013: Collect fall data: % of teachers who use guided reading and running records to drive instruction **Person:** Stacey Will

Dec 1, 2013: Promote School wide vocabulary and strategies **Person:** Teachers

Dec 3, 2013: Ongoing support from Literacy Coach on 90 minute reading block strategies and mini lessons. **Person:** Literacy Coach

Dec 19, 2013: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Jan 1, 2014: Promote School wide vocabulary and strategies **Person:** Teachers

Jan 19, 2014: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Feb 1, 2014: Promote School wide vocabulary and strategies **Person:** Teachers

Feb 4, 2014: Ongoing support from Literacy Coach on 90 minute reading block strategies and mini lessons. **Person:** Literacy Coach

Feb 19, 2014: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Mar 1, 2014: Promote School wide vocabulary and strategies **Person:** Teachers

Mar 19, 2014: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Apr 1, 2014: Promote School wide vocabulary and strategies **Person:** Teachers

Apr 8, 2014: Ongoing support from Literacy Coach on 90 minute reading block strategies and mini lessons. **Person:** Literacy Coach

Apr 19, 2014: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

May 1, 2014: Promote School wide vocabulary and strategies **Person:** Teachers

May 19, 2014: Focus on Word Study and check in on strategies in Grade Level Meetings **Person:** Stacey and Committee

Jun 30, 2014: Collect spring data: % of teachers who use guided reading and running records to drive instruction **Person:** Stacey Will

Focused Student Group

Sep 3, 2013: Collect reading levels and work on schedules for small intervention groups to meet based on student needs and staffing. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway, and all classroom teachers

Sep 9, 2013: Goal to begin intervention groups. **Person:** Interventionists

Sep 9, 2013: Identify students reading below grade level based on Fountas and Pinnell to be considered for timely additional assistance. **Person:** All Teachers

Sep 30, 2013: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Oct 30, 2013: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Nov 22, 2013: Collect fall data; percentage of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom. **Person:** All Teachers, Kelly Wright

Nov 30, 2013: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Dec 30, 2013: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Jan 30, 2014: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Mar 2, 2014: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

Apr 2, 2014: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

May 2, 2014: Review data and student progress to make changes to groups and interventions. **Person:** All Teachers

May 16, 2014: Collect spring data: percentage of teachers who report that they feel knowledgeable enough to differentiate instruction for all learners in their classroom. **Person:** All Teachers, Kelly Wright

Instruction by Highly Qualified Teachers-ongoing development

Aug 6, 2013: Intro to staff of expectations and pd opportunities **Person:** Kelly
Aug 6, 2013: Survey of staff needs **Person:** Kelly
Aug 19, 2013: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Sep 16, 2013: Fall Book Study **Person:** Kelly
Sep 19, 2013: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Sep 23, 2013: Fall Book Study **Person:** Kelly
Sep 30, 2013: Fall Book Study **Person:** Kelly
Oct 7, 2013: Fall Book Study **Person:** Kelly
Oct 14, 2013: Fall Book Study **Person:** Kelly
Oct 19, 2013: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Oct 21, 2013: Fall Book Study **Person:** Kelly
Oct 28, 2013: Fall Book Study **Person:** Kelly
Nov 4, 2013: Fall Book Study **Person:** Kelly
Nov 11, 2013: Fall Book Study **Person:** Kelly
Nov 18, 2013: Fall Book Study **Person:** Kelly
Nov 19, 2013: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Dec 19, 2013: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Jan 19, 2014: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Jan 27, 2014: Spring Book Study **Person:** Kelly
Feb 3, 2014: Spring Book Study **Person:** Kelly
Feb 10, 2014: Spring Book Study **Person:** Kelly
Feb 17, 2014: Spring Book Study **Person:** Kelly
Feb 19, 2014: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Feb 24, 2014: Spring Book Study **Person:** Kelly
Mar 3, 2014: Spring Book Study **Person:** Kelly
Mar 10, 2014: Spring Book Study **Person:** Kelly
Mar 17, 2014: Spring Book Study **Person:** Kelly
Mar 19, 2014: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
Mar 24, 2014: Spring Book Study **Person:** Kelly
Mar 31, 2014: Spring Book Study **Person:** Kelly
Apr 19, 2014: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly
May 19, 2014: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology **Person:** Kelly

Instructional Focus - 1:1 Technology

✓ **Aug 6, 2013:** Summer PD weeks with Technology Focus **Person:** District Trainers
✓ **Aug 6, 2013:** survey of technology needs **Person:** Kelly
✓ **Aug 8, 2013:** Teacher along with building coach will teach student lessons focused on Digital Driver's License **Person:** Kelly and Teachers
✓ **Aug 12, 2013:** Bulding technology coach will work individually with teachers to implement 1:1 in classrooms **Person:** Kelly
✓ **Aug 26, 2013:** Student Tech Team is implement to assit with technology needs (SWAT Team) **Person:** Kelly
✓ **Sep 16, 2013:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Oct 14, 2013:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Nov 18, 2013:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Dec 9, 2013:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Dec 16, 2013:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Jan 13, 2014:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Feb 10, 2014:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Mar 10, 2014:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **Apr 14, 2014:** Technology Focus at Grade Level Meetings **Person:** Kelly
✓ **May 12, 2014:** Technology Focus at Grade Level Meetings **Person:** Kelly

Instructional Strategy: Co-Teaching

Jul 31, 2013: Finalize class lists and pair up teachers for co-teaching teams. **Person:** Teni/Diana/Lindsay
Aug 6, 2013: Make sure all teachers know their co-teaching partners and schedules. **Person:** Teni/Diana/Lindsay
Aug 21, 2013: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay

Sep 21, 2013: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Oct 21, 2013: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Nov 21, 2013: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Dec 21, 2013: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Jan 21, 2014: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Feb 21, 2014: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Mar 21, 2014: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
Apr 21, 2014: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay
May 21, 2014: Debrief at grade level meeting on progress of the co-teaching model at Pettit Park Elementary. **Person:** Teni/Diana/Lindsay

Parent Involvement - School Activities

Jan 14, 2013: Winter Book Bingo **Person:** Kelly, Diana, Teni
Mar 3, 2013: One Book One School Kick-off **Person:** Staff
Mar 25, 2013: One Book One School Finale Event **Person:** Staff
May 2, 2013: End of Year Family Event **Person:** Staff
Aug 6, 2013: Recruit teachers to serve on family activity committee **Person:** Teni
Aug 10, 2013: Back to school Neighborhood Block Party and Open House **Person:** Teni, Kelly, Diana, Community Partners
Sep 17, 2013: Fall Book Bingo **Person:** Kelly, Diana, Teni
Oct 18, 2013: Parent Conferences **Person:** Teachers
Dec 17, 2013: Holiday Family Fun Night **Person:** Staff

Parent Involvement - Schoolwide Plan

Sep 17, 2013: INSAI community Council **Person:** Mindy Conaway
Dec 17, 2013: INSAI community council **Person:** Mindy Conaway
Mar 18, 2014: INSAI community council **Person:** Mindy Conaway

Parent Involvement - Workshops

Nov 5, 2013: Parent Workshop **Person:** Mindy Conaway
Nov 30, 2013: Collect fall data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly Wright
Nov 30, 2013: Collect fall data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly Wright
Feb 11, 2014: Parent Workshop **Person:** Mindy Conaway
Jun 30, 2014: Collect spring data: % of Parents who feel knowledgeable about helping their children be successful in school. **Person:** Kelly Wright
Jun 30, 2014: Collect spring data: % of parents who report viewing the school as a partner in raising and educating their children **Person:** Kelly Wright

Schoolwide Reform Strategy: Instruction Accountability

May 23, 2013: Teachers will work in Grade Level Teams to develop building expectation lists. District expectations will be incorporated into the lists. **Person:** Teni/Kelly
Aug 6, 2013: Expectations documents will be distributed to all staff. **Person:** Kelly
Aug 6, 2013: Teachers will complete a beginning of year survey to show areas they wish to have resources/support/development for. **Person:** Kelly
Aug 20, 2013: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Aug 20, 2013: Ongoing Coach provided by building coach on an as needed basis for teachers. **Person:** Kelly

Sep 11, 2013: Walk Thru with expectation checklist **Person:** Teni Helmberger

Sep 20, 2013: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Oct 20, 2013: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Oct 23, 2013: Walk Thru with expectation checklist **Person:** Teni Helmberger

Nov 20, 2013: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Nov 30, 2013: Collect fall data: % of teachers engaging in explicit instruction with differentiation **Person:** Teni Helmberger

Nov 30, 2013: Collect fall data: Evidence of instructional best practices being implemented in classrooms **Person:** Teni Helmberger

Dec 4, 2013: Walk Thru with expectation checklist **Person:** Teni Helmberger

Dec 20, 2013: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Jan 15, 2014: Walk Thru with expectation checklist **Person:** Teni Helmberger

Jan 20, 2014: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Feb 20, 2014: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Feb 26, 2014: Walk Thru with expectation checklist **Person:** Teni Helmberger

Mar 20, 2014: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Apr 9, 2014: Walk Thru with expectation checklist **Person:** Teni Helmberger

Apr 20, 2014: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

May 20, 2014: Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Technology. **Person:** Teni/kelly

Jun 30, 2014: Collect spring data: % of teachers engaging in explicit instruction with differentiation **Person:** Teni Helmberger

Jun 30, 2014: Collect spring data: Evidence of instructional best practices being implemented in classrooms **Person:** Teni Helmberger

Student Transition

Jul 19, 2013: Gather and copy packets for parents **Person:** Erica Edgar

Jul 19, 2013: Gather craft and supplies **Person:** Erica Edgar

Jul 19, 2013: Make and copy flyer to give out at registration about "Kindercamp" **Person:** Erica Edgar

Nov 30, 2013: Collect fall data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar

Apr 30, 2014: Collect spring data: % of parents who indicate that they have a clear understanding of Kindergarten expectations (following Kindergarten Kamp). **Person:** Erica Edgar

Student Transition - Middle School

May 5, 2014: School Visit - Bon Air Middle School of Technology **Person:** Lindsay Reinking

Teachers Included in Assessment Decisions

Aug 19, 2013: focus on assessment data **Person:** Teni Helmberger

Aug 26, 2013: focus on assessment data **Person:** Teni Helmberger

Aug 30, 2013: update data wall **Person:** Teachers

Sep 2, 2013: focus on assessment data **Person:** Teni Helmberger

Sep 9, 2013: focus on assessment data **Person:** Teni Helmberger

Sep 16, 2013: focus on assessment data **Person:** Teni Helmberger

Sep 23, 2013: focus on assessment data **Person:** Teni Helmberger

Sep 30, 2013: focus on assessment data **Person:** Teni Helmberger

Sep 30, 2013: update data wall **Person:** Teachers

Oct 7, 2013: focus on assessment data **Person:** Teni Helmberger

Oct 14, 2013: focus on assessment data **Person:** Teni Helmberger

Oct 21, 2013: focus on assessment data **Person:** Teni Helmberger

Oct 28, 2013: focus on assessment data **Person:** Teni Helmberger
Oct 30, 2013: update data wall **Person:** Teachers
Nov 4, 2013: focus on assessment data **Person:** Teni Helmberger
Nov 11, 2013: focus on assessment data **Person:** Teni Helmberger
Nov 18, 2013: focus on assessment data **Person:** Teni Helmberger
Nov 25, 2013: focus on assessment data **Person:** Teni Helmberger
Nov 30, 2013: update data wall **Person:** Teachers
Dec 2, 2013: focus on assessment data **Person:** Teni Helmberger
Dec 9, 2013: focus on assessment data **Person:** Teni Helmberger
Dec 16, 2013: focus on assessment data **Person:** Teni Helmberger
Dec 23, 2013: focus on assessment data **Person:** Teni Helmberger
Dec 30, 2013: focus on assessment data **Person:** Teni Helmberger
Dec 30, 2013: update data wall **Person:** Teachers
Jan 6, 2014: focus on assessment data **Person:** Teni Helmberger
Jan 13, 2014: focus on assessment data **Person:** Teni Helmberger
Jan 20, 2014: focus on assessment data **Person:** Teni Helmberger
Jan 27, 2014: focus on assessment data **Person:** Teni Helmberger
Jan 30, 2014: update data wall **Person:** Teachers
Feb 3, 2014: focus on assessment data **Person:** Teni Helmberger
Feb 10, 2014: focus on assessment data **Person:** Teni Helmberger
Feb 17, 2014: focus on assessment data **Person:** Teni Helmberger
Feb 24, 2014: focus on assessment data **Person:** Teni Helmberger
Mar 2, 2014: update data wall **Person:** Teachers
Mar 3, 2014: focus on assessment data **Person:** Teni Helmberger
Mar 10, 2014: focus on assessment data **Person:** Teni Helmberger
Mar 17, 2014: focus on assessment data **Person:** Teni Helmberger
Mar 24, 2014: focus on assessment data **Person:** Teni Helmberger
Mar 31, 2014: focus on assessment data **Person:** Teni Helmberger
Apr 2, 2014: update data wall **Person:** Teachers
Apr 7, 2014: focus on assessment data **Person:** Teni Helmberger
Apr 14, 2014: focus on assessment data **Person:** Teni Helmberger
May 2, 2014: update data wall **Person:** Teachers

Timely Additional Assistance - Small Group Instruction

Sep 3, 2013: Collect Fountas/Pinnell reading levels. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Sep 9, 2013: Students reading below grade level are considered for timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Sep 30, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Oct 30, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Nov 30, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Dec 30, 2013: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Jan 30, 2014: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Mar 2, 2014: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
Apr 2, 2014: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers
May 2, 2014: Assess/Evaluate progress of students receiving timely additional assistance. **Person:** Diana Heard, Lindsay Parks, Mindy Conaway and all classroom teachers

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

PBIS staff member training

Brief Description: Training staff on positive reinforcement.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 6, 2013

Activity Purpose: Skill Building

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Refresher meeting on PBIS strategies

Brief Description: Refresher meeting with staff on positive reinforcement.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 6, 2014

Activity Purpose: Refinement

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Instruction by Highly Qualified Teachers-ongoing development

Fall Book Study

Brief Description: Teachers will participate in weekly book study focused on curricular or instructional needs. (Technology, Reading, Writing, or Math)

Intended Participants: Teachers

Dates: Sep 16, 2013; Sep 23, 2013; Sep 30, 2013; Oct 7, 2013; Oct 14, 2013; Oct 21, 2013; Oct 28, 2013; Nov 4, 2013; Nov 11, 2013; Nov 18, 2013

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading, Collaborative Problem Solving

Funding: Title 1/School funds

Does this activity occur during the school day? No

Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology

Brief Description: Pd Focus at Grade level Meetings related to reading, writing, math, common core, or technology

Intended Participants: Teachers

Dates: Aug 19, 2013; Sep 19, 2013; Oct 19, 2013; Nov 19, 2013; Dec 19, 2013; Jan 19, 2014; Feb 19, 2014; Mar 19, 2014; Apr 19, 2014; May 19, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Spring Book Study

Brief Description: Teachers will participate in weekly book study focused on curricular or instructional needs. (Technology, Reading, Writing, or Math)

Intended Participants: Teachers

Dates: Jan 27, 2014; Feb 3, 2014; Feb 10, 2014; Feb 17, 2014; Feb 24, 2014; Mar 3, 2014; Mar 10, 2014; Mar 17, 2014; Mar 24, 2014; Mar 31, 2014

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading

Funding: Title 1/School Funds

Does this activity occur during the school day? No

Instructional Focus - 1:1 Technology

Summer PD weeks with Technology Focus

Brief Description: All teachers have the opportunity to attend 2 week so of summer professional development. one week is dedicated to 1:1 technology and the other week offers a variety of topics to meet teacher needs.

Intended Participants: Teachers, Administrators

Date: Aug 6, 2013

Activity Purpose:

Activity Format: Presentation

Funding: district

Does this activity occur during the school day? No

Instructional Strategy: Co-Teaching

No professional development is needed for this strategy.

Parent Involvement - School Activities

No professional development is needed for this strategy.

Parent Involvement - Schoolwide Plan

No professional development is needed for this strategy.

Parent Involvement - Workshops

No professional development is needed for this strategy.

Schoolwide Reform Strategy: Instruction Accountability

Monthly Grade Level Meeting focus on curriculum and instructional areas: Reading, Writing, Math, Tec

Brief Description: Teachers will participate in Grade Level meetings that focus on Instruction and Curriculum. Meetings will include professional readings, video, discussion, collaboration, and problem solving.

Intended Participants:

Dates: Aug 20, 2013; Sep 20, 2013; Oct 20, 2013; Nov 20, 2013; Dec 20, 2013; Jan 20, 2014; Feb 20, 2014; Mar 20, 2014; Apr 20, 2014; May 20, 2014

Activity Purpose:

Activity Format: Presentation, Professional Reading, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Ongoing Coach provided by building coach on an as needed basis for teachers.

Brief Description: Building Instructional Coach will work with teachers individually to determine goals and areas of growth. coach will provide resources, model, co-teacher, observe, and provide feedback as needed.

Intended Participants: Teachers

Date: Aug 20, 2013

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

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Student Transition

No professional development is needed for this strategy.

Student Transition - Middle School

No professional development is needed for this strategy.

Teachers Included in Assessment Decisions

No professional development is needed for this strategy.

Timely Additional Assistance - Small Group Instruction

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Instructional Strategy- UDDI

Ongoing support offered through grade level meetings and building teacher leaders.

Brief Description: Grade Level teachers will work together to build units. Teacher leaders will provide resources, assistance, and support at grade level meetings and as needed.

Intended Participants: Teachers

Date: Sep 20, 2013

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

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

Funding:

Does this activity occur during the school day? Yes

Ongoing support offered through grade level meetings and building teacher leaders.

Brief Description: Teachers will work in grade level teams with teacher leaders to build units. teacher leaders will provide resources and support as needed.

Intended Participants: Teachers

Dates: Oct 20, 2013; Nov 20, 2013; Dec 20, 2013; Jan 20, 2014; Feb 20, 2014; Mar 20, 2014; Apr 20, 2014; May 20, 2014

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

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

Funding:

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

I. Focused Academic Area: Phonics and Word Study

Ongoing support

Brief Description: Ongoing support will be provided at weekly grade level meetings. Building coach will also provide coaching and resources to teachers as needed.

Intended Participants: Teachers

Date: Sep 15, 2013

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

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: none needed

Does this activity occur during the school day? Yes

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

Comprehension Connection Book Study

Brief Description: This book study will be taken place during our weekly grade level meetings.

Intended Participants: Teachers

Dates: Sep 9, 2013; Sep 16, 2013; Sep 23, 2013; Sep 30, 2013; Oct 7, 2013

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Professional Reading

Funding: Title 1

Does this activity occur during the school day? Yes

U. Focused Student Group: Free and Reduced Students

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... All 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:

- Instruction by Highly Qualified Teachers-ongoing development
- 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

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... 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... 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 -- 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

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:

- Instruction by Highly Qualified Teachers-ongoing development
- Instructional Focus - 1:1 Technology
- Schoolwide Reform Strategy: Instruction Accountability

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:

- Instruction by Highly Qualified Teachers-ongoing development
- Instructional Strategy: Co-Teaching
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Teaching Core Standards with Curriculum Maps
- F. Encourage Rigorous Curriculum: Instructional Strategy- UDDI

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:

- Instruction by Highly Qualified Teachers-ongoing development
- Instructional Strategy: Co-Teaching
- Teachers Included in Assessment Decisions

We are concerned that... Parent Involvement

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:

- Annual Parent Meeting
- Parent Involvement - School Activities
- Parent Involvement - Schoolwide Plan
- Parent Involvement - Workshops
- Parent Involvement-Communication

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

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:

- Educator Training - Parent Involvement
- Parent Involvement-Communication

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

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:

- Outreach to Preschool Parent Involvement Programs

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

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:

- Parent Information Resource Center Website

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

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:

- Instruction by Highly Qualified Teachers
- Instruction by Highly Qualified Teachers-ongoing development
- Instructional Strategy: Co-Teaching

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

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:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

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:

- Attracting Highly Qualified Teachers

We are concerned that... Student Transition

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:

- Student Transition
- Student Transition - Middle School

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

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:

- Parent Notice - Assessment Results

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

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:

- School-Parent Involvement Policy

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

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:

- Parent Right-to-Know Letter - Qualifications

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

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:

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

We are concerned that... School-Parent Compact

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:

- School-Parent Compact

We are concerned that... Annual Parent Meeting**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:

- Annual Parent Meeting

We are concerned that... Timely Additional Assistance**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:

- Timely Additional Assistance - Small Group Instruction
- Timely Additional Assistance-After-school

Required Areas of Concern**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:

- Instruction by Highly Qualified Teachers-ongoing development
- Schoolwide Reform Strategy: Instruction Accountability
- F. Encourage Rigorous Curriculum: Instructional Strategy- UDDI
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy:Teaching Core Standards with Curriculum Maps

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 -- 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

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:

- Instruction by Highly Qualified Teachers-ongoing development
- Instructional Strategy: Co-Teaching
- Schoolwide Reform Strategy: Instruction Accountability
- I. Focused Academic Area: Schoolwide Reform Strategy: Reading-Comprehension
- I. Focused Academic Area: Phonics and Word Study

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 -- 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
- U. Focused Student Group: Free and Reduced Students

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	We do not have a public version other than state and common core standards. Our teachers are working with curriculum through Curriculum loft.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. We will continue to award perfect and great attendace each 9 weeks. We will continue to work with families with excessive absences and tardies.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Fountas and Pinnell Reading Benchmark-all students are tested beginning and end of year. They are progress monitored as needed.</p> <p>Acuity Predictive-3rd-5th grades are tested online 3 times a year.</p> <p>School-side writing prompts-given by all teachers and scored using simple 6 rubric four times a year.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	We use parent, staff, and student surveys to access our needs.
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