

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 13:48:19**

### **Wallace Elementary School (3005)**

**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](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Reviewer Guide . . . . . 4
- Who Wrote this School Improvement Plan? . . . . . 5
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Areas of Concern . . . . . 10
- Strategies . . . . . 11
- Professional Development . . . . . 12
- Relationship Report -- Areas of Concern / Strategies / Data Targets . . . . . 14
- Force Field Excerpt . . . . . 16
- To-Do List . . . . . 17
- Continuous Improvement Timeline . . . . . 25

# School Improvement Plan Introduction

Wallace Elementary School

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

- Indiana Student Achievement Institute
- PL221

## **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-Marking**

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Angie Banush - Teacher
- Steven Bizjak - Teacher
- Sharon Hahn - Administrator
- Lou Ann Keeling - Teacher
- Jeff Kuczera - Community Representative (Business)
- Tiffany Myers - Teacher
- Mary White - Teacher

## Strategy Chairs

- Allison Brewster
- Sharon Hahn
- John Lamberson
- Vicky Martin
- Karen Tarkington
- Mary White

## Community Council

- Mike Banush - Detective
- Jeff Fischer
- Mike Hemmrich - Marketing
- Heath Keeling - contractor
- Scott Kern - Chief
- Pam Kuczera - Part-time religious Ed.
- John Ladd - Dentist
- Bill Menges - Judge
- Pat Robertson - Engineer
- Stacy Stone - Head Start Teacher
- Tina Stone - registrar
- Carol Trine - small business owner
- Tom Trine - small business owner

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:**

AT Wallace ALL Students  
• Will master core skills (power standards)  
• Can learn  
• Can succeed  
• Should be safe and healthy  
• Will be engaged learners  
• Will be challenged  
• Will be loved and supported  
• Will have family and community support and involvement  
• Will have highly qualified, motivated, and enthusiastic teachers  
• Will be motivated students  
• Will be healthy  
• Will have role models  
• Will be enthusiastic learners  
• Deserve a safe environment  
• Deserve quality time with teachers  
• Should have high expectations  
• Deserve a caring and loving home!  
• Deserve caring and sensitive teachers  
• Need parent involvement for their educational success

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

Ideal Teacher - nice -no yelling/screaming - positive compliments - listen to students ideas - don't be lazy in front of students - movies to learn from - less worksheets

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

Ideal student - responsible -do projects -organized -wants homework - pays attention - doesn't cheat -stays in school -successful - goes to class -obeys teacher -no attitude

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

- % of students who 3-5 pass ISTEP English: 100%
- % of students who 3-5 pass ISTEP Math: 100%
- % of students who K on or above level on spring IRDA: 100%
- % of students who 1st on or above level on spring IRDA: 100%
- % of students who 2nd on or above level on spring IRDA: 100%
- % of students who 3rd on or above level on spring STAR: 100%
- % of students who 4th on or above level on spring STAR: 100%
- % of students who 5th on or above level on spring STAR: 100%
- % of students who special ed pass ISTEP English: 100%
- % of students who special ed pass ISTEP Math: 100%
- % of students who k master writing applications on spring Simple 6: 100%
- % of students who 1st master writing application spring Simple 6: 100%
- % of students who 2nd master writing applications spring Simple 6: 100%
- % of students who 3rd master writing applications spring Simple 6: 100%
- % of students who 4th master writing application spring Simple 6: 100%
- % of students who 5th master writing applications spring Simple 6: 100%
- % of students who free/reduce lunch pass ISTEP English: 100%
- % of students who free/reduce lunch pass ISTEP Math: 100%

# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

## 1st grade students - at or above grade level on IRDA (spring)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					72%	75%			78%		80%	100

## 2nd grade students - at or above grade level on IRDA (spring)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					60%	63%			66%		69%	100%

## Free and Reduced Lunch Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			71%	74%		77%		80%		83%		100%

## Free and Reduced Lunch Students - Passing ISTEP English/Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66%	69%		72%		75%		78%		100%

## Grade 3 Students - passing ISTEP writing applications (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73%		74%		80%	82%		84%		86%		100%

**Grade 3 students - reading at or above grade level on STAR Reading (spring)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			48%	52%		55%		58%		61%		100%

**Grade 4 students - passing ISTEP writing applications (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%		82%		83%	85%		87%		89%		100%

**Grade 4 Students - reading at or above grade level on STAR (spring)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			47%	50%		53%		56%		59%		100%

**Grade 5 students - passing ISTEP writing applications (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	81%		83%		85%	86%		88%		90%		100%

**Grade 5 students - reading at or above grade level on STAR (spring)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57%	60%		63%		66%		69%		100%

**Kindergarten Students - at or above grade level on the IRDA (spring)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					27%	30%		33%		36%		100%



**Special Education Students - Passing ISTEP English/Language Arts (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55%	60%		63%		66%		69%		100

**Special Education Students - Passing ISTEP Math (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			74%	80%		83%		86%		88%		100

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

### **Concern: Create Welcoming Learning Environment**

29% of KG-2 students do not ask questions when they do not understand something. Students do not participate in class activities and discussions.

### **Concern: Increase Communication**

Parents and students do not feel aware of standards and expectations.

### **Concern: Progress Monitoring and Data Driven Instruction**

There is a lack of continuity for monitoring student progress. Staff does not use assessment data to plan instruction.

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **U. Focused Student Group**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Local Strategies

### **Environment - Creating one conducive to learning —**

Wallace Elementary will be working on ways to make the school and classroom environments more conducive to learning. This process will begin with a staff presentation on brain compatible research. This presentation will include information about how the brain is affected by the environment of the school and the classroom. The presentation will be followed by two surveys about the environment of Wallace Elementary. The results of each will be tallied and shared with the staff.

### **Parent Involvement: Data Information Folders —**

All Wallace students will have data folders with teacher-selected information as a parent/teacher communication tool during the 2009-2010 school year. Folders will be sent home daily or weekly based on teachers discretion. There will be a sign-off sheet for parents each time parents review folder.

### **PK-12 Assessment Alignment —**

PK-12 formative and summative assessments for reading, writing and mathematics will be reviewed and selected by KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs. Staff will use assessment data to drive instruction and to monitor student progress. The district will coordinate the assessment alignment process which will begin in 2009-10 with reading and writing and continue in 2010-11 with mathematics.

## Required Strategies

### **F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation —**

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies, and English/language arts. KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs will prepare curriculum frameworks and pacing guides for each content area. The district will coordinate the curriculum articulation process which will begin in 2009-10 as part of the textbook adoption process for mathematics and science. Curriculum articulation for English/language arts and social studies will continue during 2010-2011.

### **I. Focused Academic Area: Simple Six —**

All teachers will implement Simple Six techniques during writing instruction during the 2009-2010 school year.

### **U. Focused Student Group: Three Tier Instruction —**

All staff will make a visit to Hawthorn Elementary School (Warren Township) during the 2009-2010 school year to observe and learn how three tier instruction and data driven instruction can impact the reading achievement of special education students and students on free and reduced lunch.

# Professional Development

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

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

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

## Environment - Creating one conducive to learning

Professional Development Activity	Funding	Activity Purpose
<i>Presentation on how the Environment Affects Learning</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Allison Brewster and/or helper will give a presentation to the Wallace Elementary Staff over Brain compatible research and the affects of the school and classroom environments.	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Learning Environment Strategies</i>	Source: Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Allison Brewster and/or helper will create a handout of strategy suggestions based on Wallace Elementary's weaknesses that are documented from the parent survey.	Teachers Parents	Professional Reading Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Discussions of the Classroom Learning Environment</i>	Source: Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Allison Brewster, along with Wallace Elementary Staff, will conduct a teacher discussion in December about the environment of Wallace Elementary first semester. Teacher will be given the chance to share what has increased positive learning environment in their classrooms and what are some ideas about new things to try.	Teachers Counselors Administrators	Presentation/Workshop Study Group

## Parent Involvement: Data Information Folders

Professional Development Activity	Funding	Activity Purpose
<i>Inform teachers in regard to using data folders</i>	Source: School Supply Fund Amount: \$2 per student	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
During a staff meeting teachers will be informed of data information folders. A sample student folder will be shared with teachers and expectations for use will be discussed.	Teachers Administrators Parents Students	Talk to Presentation/Workshop

## I. Focused Academic Area: Simple Six

Professional Development Activity	Funding	Activity Purpose
<i>Introduce/Review Simple Six Writing</i>	Source: professional development Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will meet to review simple six, support each other, and provide feedback.	Teachers Students	Talk to Presentation/Workshop Peer Coaching

## U. Focused Student Group: Three Tier Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Visit Hawthorne Elementary</i>	Source: Professional Development Grant Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Teachers will visit Hawthorn Elementary to observe Three Tiered Instruction to gain a clear understanding of how this technique can impact the reading achievement of special education students and students on free and reduced lunch.	Teachers	Networking/Site Visit

# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### Concern: Create Welcoming Learning Environment

#### Data Targets Influenced by This Concern:

- 1st grade students -- at or above grade level on IRDA (spring)
- Grade 3 Students -- passing ISTEP writing applications (seat data)
- Grade 4 students -- passing ISTEP writing applications (seat data)
- Grade 4 Students -- reading at or above grade level on STAR (spring)
- Grade 5 students -- passing ISTEP writing applications (seat data)
- Grade 5 students -- reading at or above grade level on STAR (spring)
- Kindergarten Students -- at or above grade level on the IRDA (spring)

#### Strategies to Impact This Concern:

- Environment - Creating one conducive to learning

### Concern: Increase Communication

#### Data Targets Influenced by This Concern:

- 1st grade students -- at or above grade level on IRDA (spring)
- 2nd grade students -- at or above grade level on IRDA (spring)
- Grade 3 Students -- passing ISTEP writing applications (seat data)
- Grade 3 students -- reading at or above grade level on STAR Reading (spring)
- Grade 4 students -- passing ISTEP writing applications (seat data)
- Grade 4 Students -- reading at or above grade level on STAR (spring)
- Grade 5 students -- passing ISTEP writing applications (seat data)
- Grade 5 students -- reading at or above grade level on STAR (spring)
- Kindergarten Students -- at or above grade level on the IRDA (spring)

#### Strategies to Impact This Concern:

- Parent Involvement: Data Information Folders

### Concern: Progress Monitoring and Data Driven Instruction

#### Data Targets Influenced by This Concern:

- Grade 3 Students -- passing ISTEP writing applications (seat data)
- Grade 4 students -- passing ISTEP writing applications (seat data)
- Grade 5 students -- passing ISTEP writing applications (seat data)

#### Strategies to Impact This Concern:

- PK-12 Assessment Alignment
- F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- 1st grade students -- at or above grade level on IRDA (spring)
- 2nd grade students -- at or above grade level on IRDA (spring)
- Grade 3 students -- reading at or above grade level on STAR Reading (spring)
- Grade 4 Students -- reading at or above grade level on STAR (spring)
- Grade 5 students -- reading at or above grade level on STAR (spring)
- Kindergarten Students -- at or above grade level on the IRDA (spring)

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation

### I. Focused Academic Area (PL221)

#### Data Targets Influenced by This Concern:

- 1st grade students -- at or above grade level on IRDA (spring)
- 2nd grade students -- at or above grade level on IRDA (spring)
- Grade 3 Students -- passing ISTEP writing applications (seat data)
- Grade 3 students -- reading at or above grade level on STAR Reading (spring)
- Grade 4 students -- passing ISTEP writing applications (seat data)
- Grade 4 Students -- reading at or above grade level on STAR (spring)
- Grade 5 students -- passing ISTEP writing applications (seat data)
- Grade 5 students -- reading at or above grade level on STAR (spring)
- Kindergarten Students -- at or above grade level on the IRDA (spring)

#### Strategies to Impact This Concern:

- I. Focused Academic Area: Simple Six

### U. Focused Student Group (PL221)

#### Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Passing ISTEP Math (AYP)
- Free and Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Special Education Students -- Passing ISTEP English/Language Arts (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

#### Strategies to Impact This Concern:

- U. Focused Student Group: Three Tier Instruction

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Kokomo-Center Schools pacing guides and checklists are located in classrooms	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes. ISTEP is given to students in third through fifth grades. IRDA (Indiana Reading Diagnostic Assessment) is given to students in kindergarten through second grades.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2



# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Environment - Creating one conducive to learning

**Aug 1, 2009:** Research information about how the brain is affected by the learning environment  
**Person:** Allison Brewster and/or helper  
**Activity:** Presentation Prep

**Aug 1, 2009:** Study of brain compatible research information for presentation  
**Person:** Allison Brewster and/or helper  
**Activity:** Presentation Prep

**Aug 25, 2009:** Create handouts for teachers to be given during the presentation  
**Person:** Allison Brewster and/or helper  
**Activity:** Presentation Prep

**Aug 28, 2009:** Prepare a checklist for classroom visits that evaluates learning environment  
**Person:** Sharon Hahn/Principal  
**Activity:** Classroom Learning Environment Observation

**Aug 28, 2009:** Encourage Teachers to create a classroom environment conducive to learning  
**Person:** Allison Brewster and/or helper  
**Activity:** Presentation on how the Environment Affects Learning

**Aug 28, 2009:** Give presentation on brain compatible research on how environment affects students  
**Person:** Allison Brewster and/or helper  
**Activity:** Presentation on how the Environment Affects Learning

**Sep 14, 2009:** The principal will conduct classroom walk throughs and will look for two things: 1. a classroom environment conducive to learning 2. evidence that the learning environment strategies are being implemented in the classroom.  
**Person:** Principal/ Sharon Hahn  
**Activity:** Classroom Learning Environment Observation

**Oct 1, 2009:** Create 15 to 20 question survey about the school environment  
**Person:** Allison Brewster and/or helper  
**Activity:** Parent Survey

**Oct 20, 2009:** Send survey home for parents to complete  
**Person:** Allison Brewster and/or helper  
**Activity:** Parent Survey

**Oct 30, 2009:** Survey results will be tallied and e-mailed to teachers.  
**Person:** Allison Brewster and/or helper  
**Activity:** Parent Survey

**Nov 10, 2009:** Based upon areas of weakness in the learning environment survey given to parents--research strategies to help teachers over come the areas of weakness  
**Person:** Allison Brewster and/or helper  
**Activity:** Learning Environment Strategies

**Nov 16, 2009:** The principal will conduct classroom walk throughs and will look for two things: 1. a classroom environment conducive to learning 2. evidence that the learning environment strategies are being implemented in the classroom.  
**Person:** Principal/ Sharon Hahn  
**Activity:** Classroom Learning Environment Observation

**Nov 20, 2009:** Create handouts for teachers of strategies researched

**Person:** Allison Brewster and/or helper

**Activity:** Learning Environment Strategies

**Nov 20, 2009:** Strategies will be shared with staff to help them overcome the areas of weakness identified by the parent survey of the school environment.

**Person:** Allison Brewster and/or helper

**Activity:** Learning Environment Strategies

**Dec 18, 2009:** Teachers will engage in discussion of the learning environment of their classrooms, sharing strengths and weaknesses. Teachers will also share ideas with each other on how to improve the learning environment in their classrooms

**Person:** Allison Brewster/helper

**Activity:** Teacher Discussions of the Classroom Learning Environment

**Jan 18, 2010:** The principal will conduct classroom walk throughs and will look for two things: 1. a classroom environment conducive to learning 2. evidence that the learning environment strategies are being implemented in the classroom.

**Person:** Principal/ Sharon Hahn

**Activity:** Classroom Learning Environment Observation

**Mar 1, 2010:** Create 15 to 20 question survey about the school environment will be sent home for parents

**Person:** Allison Brewster and/or helper

**Activity:** Parent Survey

**Mar 20, 2010:** Send survey home for parents to complete

**Person:** Allison Brewster and/or helper

**Activity:** Parent Survey

**Mar 22, 2010:** The principal will conduct classroom walk throughs and will look for two things: 1. a classroom environment conducive to learning 2. evidence that the learning environment strategies are being implemented in the classroom.

**Person:** Principal/ Sharon Hahn

**Activity:** Classroom Learning Environment Observation

**Mar 30, 2010:** Survey results will be tallied and e-mailed to teachers.

**Person:** Allison Brewster and/or helper

**Activity:** Parent Survey

**Apr 1, 2010:** Based upon areas of weakness in the learning environment survey given to parents--research strategies to help teachers overcome the areas of weakness

**Person:** Allison Brewster and/or helper

**Activity:** Learning Environment Strategies

**Apr 20, 2010:** Create handouts for teachers of strategies researched

**Person:** Allison Brewster and/or helper

**Activity:** Learning Environment Strategies

**Apr 20, 2010:** Strategies will be shared with staff to help them overcome the areas of weakness identified by the parent survey of the school environment.

**Person:** Allison Brewster and/or helper

**Activity:** Learning Environment Strategies

## **Focused Academic Area**

**Mar 30, 2009:** Hand out books and materials

**Person:** John Lamberson

**Activity:** Introduce/Review Simple Six Writing

**Mar 30, 2009:** Show class analysis charts

**Person:** John Lamberson

**Activity:** Produce data showing that has worked in the past

- Mar 31, 2009:** Discuss with staff/E-Mail  
**Person:** John Lamberson  
**Activity:** Introduce/Review Simple Six Writing
- Aug 31, 2009:** Handout books/materials  
**Person:** John Lamberson  
**Activity:** Share Information about Simple Six
- Aug 31, 2009:** Introduce/Refresh with staff/Send E-Mail  
**Person:** John Lamberson  
**Activity:** Share Information about Simple Six
- Sep 1, 2009:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Sep 1, 2009:** Teachers will work together to create and share writing prompts  
**Person:** Teachers  
**Activity:** Writing Prompts
- Sep 15, 2009:** Teachers use data from student writing to drive instruction  
**Person:** Teachers  
**Activity:** Analyzis of Simple Six
- Sep 15, 2009:** Teachers will regularly analyze student writing using the simple six rubric  
**Person:** Teachers  
**Activity:** Analyzis of Simple Six
- Sep 15, 2009:** Determine % of teachers who implement the Simple Six Writing Program  
**Person:** John Lamberson  
**Activity:** Collect baseline data
- Oct 1, 2009:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Oct 1, 2009:** Teachers will work together to create and share writing prompts  
**Person:** Teachers  
**Activity:** Writing Prompts
- Oct 15, 2009:** Teachers use data from student writing to drive instruction  
**Person:** Teachers  
**Activity:** Analyzis of Simple Six
- Oct 15, 2009:** Teachers will regularly analyze student writing using the simple six rubric  
**Person:** Teachers  
**Activity:** Analyzis of Simple Six
- Nov 1, 2009:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Nov 1, 2009:** Teachers will work together to create and share writing prompts  
**Person:** Teachers  
**Activity:** Writing Prompts
- Nov 15, 2009:** Teachers use data from student writing to drive instruction  
**Person:** Teachers  
**Activity:** Analyzis of Simple Six

**Nov 15, 2009:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Dec 1, 2009:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**Dec 1, 2009:** set up peer coaching or grade-level coaching for those who are struggling

**Person:** John Lamberson

**Activity:** simple six presentation

**Dec 1, 2009:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**Dec 15, 2009:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Dec 15, 2009:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Dec 15, 2009:** Determine % of teachers who implement the Simple Six Writing Program

**Person:** John Lamberson

**Activity:** Collect first semester/trimester follow up data

**Jan 1, 2010:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**Jan 1, 2010:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**Jan 15, 2010:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Jan 15, 2010:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Feb 1, 2010:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**Feb 1, 2010:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**Feb 15, 2010:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Feb 15, 2010:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Mar 1, 2010:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**Mar 1, 2010:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**Mar 15, 2010:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Mar 15, 2010:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Apr 1, 2010:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**Apr 1, 2010:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**Apr 15, 2010:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**Apr 15, 2010:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**May 1, 2010:** Teachers will meet in regular grade level meetings to share the challenges and successes of implementing Simple Six

**Person:** Teachers

**Activity:** Grade Level Meetings

**May 1, 2010:** Teachers will work together to create and share writing prompts

**Person:** Teachers

**Activity:** Writing Prompts

**May 15, 2010:** Teachers use data from student writing to drive instruction

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**May 15, 2010:** Teachers will regularly analyze student writing using the simple six rubric

**Person:** Teachers

**Activity:** Analyzis of Simple Six

**May 15, 2010:** Determine % of teachers who implement the Simple Six Writing Program

**Person:** John Lamberson

**Activity:** Collect final semester/trimester follow up data

## Focused Student Group

**Aug 18, 2009:** Arrange for the staff to visit Hawthorn Elementary School

**Person:** Karen Tarkington

**Activity:** Visit Hawthorne Elementary

**Oct 30, 2009:** Selected Teachers will visit Hawthorne Elementary to observe how they implement 3 Tier instructional techniques

**Person:** Karen Tarkington

**Activity:** Visit Hawthorne Elementary

**Nov 15, 2009:** After teachers have visited Hawthorn Elementary they will meet to discuss their observations of 3 Tier Instruction

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**Dec 15, 2009:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**Jan 15, 2010:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**Feb 15, 2010:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**Mar 15, 2010:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**Apr 15, 2010:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

**May 15, 2010:** Teachers will meet to discuss ideas about how to implement 3 Tier Instruction at Wallace.

**Person:** Sharon Hahn and Karen Tarkington

**Activity:** Follow-up Meetings Monthly

## Parent Involvement: Data Information Folders

**May 15, 2009:** Contact Kokomo Center Schools bookstore for folder prices

**Person:** Vicky Martin

**Activity:** Parent Folders for Each Student

**May 22, 2009:** Order Folders

**Person:** Glenda Saylor

**Activity:** Parent Folders for Each Student

**Jul 27, 2009:** Send a letter home to parents during school registration with information about new folder system

**Person:** Sharon Hahn

**Activity:** Inform Parents of Classroom Folders

**Aug 10, 2009:** Share sample folder with teachers.

**Person:** Vicky Martin

**Activity:** Inform teachers in regard to using data folders

**Aug 10, 2009:** Distribute Folders to teachers

**Person:** Glenda Saylor

**Activity:** Parent Folders for Each Student

- Aug 11, 2009:** During open house share information about folders with parents  
**Person:** Sharon Hahn  
**Activity:** Inform Parents of Classroom Folders
- Aug 13, 2009:** Classroom teachers will prepare one folder for each student in their class.  
**Person:** Individual classroom teachers  
**Activity:** Parent Folders for Each Student
- Aug 14, 2009:** During the first week of school classroom teachers will explain the folder system to students  
**Person:** Individual classroom teachers  
**Activity:** Inform students of the Classroom Folders
- Aug 14, 2009:** Each day/week teachers will send home folders filled with classroom information and a parent sign-off sheet  
**Person:** Individual classroom teachers  
**Activity:** Parent Folders for Each Student
- Aug 25, 2009:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events
- Sep 1, 2009:** Determine % of parents who sign off that they have received the data folder with assignments, etc. (minimum weekly)  
**Person:** Classroom Teachers report to the principal  
**Activity:** Collect baseline data
- Sep 1, 2009:** Determine % of teachers who use the data folder to send home assignments to parents (minimum weekly)  
**Person:** Classroom Teachers  
**Activity:** Collect baseline data
- Sep 25, 2009:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events
- Oct 9, 2009:** School principal will discuss the situation with teachers.  
**Person:** Sharon Hahn  
**Activity:** Assistance for teachers not sending folders home
- Oct 25, 2009:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events
- Nov 25, 2009:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events
- Dec 15, 2009:** Determine % of parents who sign off that they have received the data folder with assignments, etc. (minimum weekly)  
**Person:** Classroom Teachers report to the principal  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Determine % of teachers who use the data folder to send home assignments to parents (minimum weekly)  
**Person:** Classroom Teachers  
**Activity:** Collect first semester/trimester follow up data
- Dec 25, 2009:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events
- Jan 25, 2010:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events

**Feb 25, 2010:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events

**Mar 25, 2010:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events

**Apr 25, 2010:** Creating Calendar to be sent home in parent folder  
**Person:** Glenda Saylor  
**Activity:** Monthly Calendar of Wallace School and PTO Events

**May 15, 2010:** Determine % of parents who sign off that they have received the data folder with assignments, etc. (minimum weekly)

**Person:** Classroom Teachers report to the principals  
**Activity:** Collect final semester/trimester follow up data

**May 15, 2010:** Determine % of teachers who use the data folder to send home assignments to parents (minimum weekly)

**Person:** Classroom Teachers  
**Activity:** Collect final semester/trimester follow up data



## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u>	New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
	Session 5:		
Feb 3	Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	1st Fri. in April: All submissions due online Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)