

School Improvement Plan - 2013-2014

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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:



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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
- Indiana Rules and Regulations

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

- Amy Dechert - Parent/Guardian
- Diane Hamilton - Teacher
- Charley Hinkle - Administrator
- Lou Ann Keeling - Teacher
- Monelle Moon - Teacher
- Debra Root - Community
- Dave Siefers - Community
- La Shaya Williams - Teacher
- Kim Wynkoop - School

Strategy Chairs

- Diane Hamilton
- Charley Hinkle
- Lou Ann Keeling
- Monelle Moon
- Kim Wynkoop

Community Council

- Dusty Brown - Community
- Amy Dechert - Parent
- Brent Dechert - Community
- Minda Douglas - Higher Education

- Heath Keeling - Business, parent of second grade student, fifth grade student, paid lunch, caucasian
- Stephanie McClelland - Community
- Bill Menges - Community
- Debra Root - Parent
- Carol Trine - Business
- Rebecca Vent - Community, parent of third grader
- Chris Wendt - Parent

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:

to be surrounded by adults, who believe in them, support them, and have high expectations for their success at school regardless of outside environmental influences. We believe students deserve parents who understand the importance of education. Students deserve to be actively involved and engaged through instruction that includes the arts. We believe that all students deserve to learn at a rigorous (challenging) level and experience success at school. We believe all students deserve to safely make mistakes and learn from them. We believe all students deserve teachers who are positive, well-trained, enthusiastic role models and who implement a variety of teaching strategies to engage students through the arts to lead to success in the real world. We believe all students deserve parents who are actively involved in their child's education both at school and home. We believe all students who need extra help and time to experience success deserve to be given extra time and help. We believe that every child deserves rich educational and career guidance in order to develop their artistic talents, a healthy, positive self-image, personal management, productive team building skills, and a positive outlook toward continuing their education and working, leading to their understanding that the world is theirs. We believe that all students deserve to have dreams and guidance fulfilling their dreams.

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

All teachers, parents, and community members place a high value on education and the arts. They are advocates for a meaningful education. They actively communicate these expectations to all students through several one-on-one discussions each year. To ensure that all students learn, adults provide a safe and caring environment at school and at home. All teachers are enthusiastic about their jobs, are well-prepared with current educational research and practices, using the arts, and are prepared for every class. Teachers present enriched, differentiated instruction through accessible integrated arts that is challenging and is accompanied by extra help and time for students who need additional experiences in order to achieve success. Teachers use a variety of instructional and assessment methods to address different learning styles that allow students to express their learning through various art forms, as well as in more traditional forms. Teachers involve students in research-based activities, as well as problem solving activities, in which they can apply and retain newly acquired content. Adults are proactive in dealing with student behaviors, minimizing issues through engaging lessons and instruction. Adults provide meaningful consequences when students misbehave and opportunities to practice good decision making through positive choices in lieu of all punitive consequences. Parents are actively involved with their children's education by communicating with teachers on a regular basis. Community partners provide links with the arts community, industry, businesses, and charities that provide opportunity to connect with the real world.

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

are enthusiastic about coming to school and experience tremendous success, taking responsibility for much of their own learning. They show pride in their school and community. All students are highly engaged in their learning and the arts. Students listen intently as the teacher adds new content and actively work in small groups or independently to solve real-world problems, requiring them to apply learned information. Students demonstrate mastery of content in a variety of manners including projects, formal and informal presentations, informances (informal/formal presentations), and verbal and non-verbal assessments. All students are able to transfer learning across disciplines and from the classroom to the real world. All students understand expectations, accept challenges, show motivation, and put forth an admirable effort into their education. All students display appropriate behavior and accept responsibility for their actions, demonstrating respect for all. All students demonstrate good citizenship and team-building skills by displaying core values of honesty, integrity, and respect that will lead to a satisfying future.

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

- % of students who pass ISTEP English in grades 3-5: 100%
- % of students who pass ISTEP Math in grades 3-5: 100%
- % of students who score at grade level on Fountas and Pinnell Reading Assessment: 100%
- % of students who score on or above grade level on Envision Math Assessment: 100%
- % of students who score Tier 3 or 4 on Acuity Math in grades 3-5: 100%
- % of students who score at Tier 3 or 4 on Acuity Language Arts in grades 3-5: 100%
- % of students who master writing applications on spring Simple 6: 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.

4th grade - Reading at or above level on Fountas/Pinell (spring)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
				80		85		90		95		100

5th grade - Reading at or above level on Fountas/Pinell (spring)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
				80		85		90		95		100

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

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

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

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

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

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

Grade 3 students - reading at or above grade level on Fountas/Pinell (spring)

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

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

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

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

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

Targeted Title I Students - Passing Simple 6 Writing (4 or higher)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
				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... students feel they don't use computers/technology daily while at school.

Data from grades 4,5 FFSS shows students don't use computers daily. Use of Waterford Early Learning system in K,1, and 2 is now in place. Grades 3,4,and 5 now use computers for Acuity Diagnostic Testing and daily practice and reinforcement on standards.

We are concerned that... Teachers are all using Curriculum Loft and using this resource to drive instruction.

Although the majority of parents and students feel the curriculum is appropriate we wish to target those not understanding grade level curriculum.

We are concerned that... Based on current data number sense is emphasized in all grades

Data collected from math benchmarking shows students performing lower in this area of math than all others.

We are concerned that... Students who begin more than a year behind in this area need to make gains of more that one year to reach grade level pe

Targeted Title 1 students are making gains in this area, but still are scoring lower than non-Title students.

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:

Required Strategies

F. Encourage Rigorous Curriculum

All K-6 teachers will use state created curriculum maps and Kokomo Center Curriculum Loft scope and sequence guides to develop 6-9 week units of study using core standards for English/LA and Math. These units will be developed during regular meetings and will be implemented throughout the school year. All teachers will continue to develop and teach these units of study (lessons) via an accessible integrated arts approach while focusing on Learning Targets, core standards, skills, content, big ideas, essential questions, and vocabulary. Teachers will ensure that what they teach is aligned with the Learning Targets taught by other teachers at their grade levels throughout the district. Units of study will be aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Teachers will meet in grade level, cross grade level, and content area teams to determine what resources they will use to help them best teach the content on the curriculum map and to discuss how it gets enacted through our integrated arts approach. To determine student needs, students will be pre and post tested on the Acuity Diagnostic Curriculum Map Aligned tests. Teachers will meet in grade level, cross grade level, and content area teams to study and analyze the student test results based on what was taught. Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs through an integrated arts delivery system.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Teachers actively encourage perfect attendance, and the school rewards students who receive perfect attendance through the awards program. Teachers report attendance daily via Power School. Students and parents will be contacted with an attendance update every midterm and 9 week period. Continued unexcused absences will be referred to the School Attendance Monitor for investigation. Our policy includes sending letters and holding meetings with parents and if need be further legal action.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Number Sense

This strategy increases the quality in a Focused Academic Area: Number Sense, an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and the Community Council selected this strategy for implementation next year. All K-6 teachers will use manipulatives for a hands-on approach to Number Sense. All teachers will establish routines using Calendar math, 100's charts, Math Stations, Pearson/Envision Math and/or Marcy Cook activities daily. All teachers will use an accessible integrated arts curriculum delivery system for math. Workshops and/or materials will be provided to teachers as needed. Currently all classroom teachers are

scheduled to attend Kathy Richardson's Math Workshop June 3,4,and 5. 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 students needs changed; 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 beginning of next school year and 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

I. Focused Academic Area: Vocabulary Development

This strategy increases the quality of instruction in Vocabulary Development, an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and the Community Council selected this strategy for implementation next year. All teachers will implement the Simple 6 process of studying interesting/challenging vocabulary. Three new words will be introduced on the first day of every week, and for the remainder of the week, daily classroom activities will take place in order for students to begin understanding and using various vocabulary in their reading and writing development. 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 students needs changed; 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. All staff are attending a three day workshop at the Kennedy Center in Washington D.C. at the end of June this summer. During this workshop staff will participate in trainings designed to assist them in teaching new vocabulary and Tier 2 and 3 vocabulary through an integrated arts model for instructional delivery.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Comprehension of grade level text

All teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies used by proficient readers to all students in the classroom through the use of mini-lessons and integrated through read alouds, readers' theaters, discussions, guided reading, independent reading, conferencing, visual arts, dramatic arts, musical arts, and related arts. This strategy will include all students and will impact free and reduced lunch students and Targeted Title 1 students to a greater degree. Staff will participate in a two day workshop with Dr. Arthur Hockman and Tim Hubbard, Butler University professors, during the summer. These work sessions will focus on the above activities utilizing an accessible integrated arts format.

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.

Required Strategies

F. Encourage Rigorous Curriculum

All teachers will post lessons and activities that they implement in the classroom on Curriculum Loft.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	100%		100%	

G. Attendance

Student attendance percentages

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
96%	97%		97%	

Percent of teachers who report that they daily encourage student attendance

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

I. Focused Academic Area: Number Sense

Percent of teachers who implement math lessons that focus on number sense and problem solving.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	90%		95%	

I. Focused Academic Area: Vocabulary Development

Percent of teachers who use data to drive vocabulary instruction with all student groups.

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: Comprehension of grade level text

Percent of teachers who implement lessons and activities that focus on raising student reading levels.

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%	

Percent of staff who differentiate reading instruction for targeted students.

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

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.

Attendance

Apr 1, 2013: Collect baseline data: Percent of teachers who report that they daily encourage student attendance **Person:** Kym Wyncoop

Apr 1, 2013: Collect baseline data: Student attendance percentages **Person:** Kym Wyncoop

Aug 6, 2013: General Info Meetings **Person:** Kym Wyncoop

Aug 10, 2013: Daily encourage students to have perfect attendance **Person:** All Teachers

Aug 12, 2013: Attendance Monitoring **Person:** Kym Wyncoop

Sep 10, 2013: Daily encourage students to have perfect attendance **Person:** All Teachers

Oct 8, 2013: Attendance Monitoring **Person:** Kym Wyncoop

Oct 10, 2013: Daily encourage students to have perfect attendance **Person:** All Teachers

Nov 10, 2013: Daily encourage students to have perfect attendance **Person:** All Teachers

Nov 30, 2013: Collect fall data: Percent of teachers who report that they daily encourage student attendance **Person:** Kym Wyncoop

Nov 30, 2013: Collect fall data: Student attendance percentages **Person:** Kym Wyncoop

Dec 10, 2013: Attendance Monitoring **Person:** Kym Wyncoop

Dec 10, 2013: Daily encourage students to have perfect attendance **Person:** All Teachers

Jan 10, 2014: Daily encourage students to have perfect attendance **Person:** All Teachers

Feb 10, 2014: Daily encourage students to have perfect attendance **Person:** All Teachers

Feb 11, 2014: Attendance Monitoring **Person:** Kym Wyncoop

Mar 10, 2014: Daily encourage students to have perfect attendance **Person:** All Teachers

Apr 10, 2014: Daily encourage students to have perfect attendance **Person:** All Teachers

Apr 15, 2014: Attendance Monitoring **Person:** Kym Wyncoop

May 10, 2014: Daily encourage students to have perfect attendance **Person:** All Teachers

Jun 30, 2014: Collect spring data: Percent of teachers who report that they daily encourage student attendance **Person:** Kym Wyncoop

Jun 30, 2014: Collect spring data: Student attendance percentages **Person:** Kym Wyncoop

Encourage Rigorous Curriculum

Apr 1, 2013: Collect baseline data: All teachers will post lessons and activities that they implement in the classroom on Curriculum Loft. **Person:** All Staff

Aug 6, 2013: PD on use of curriculum loft **Person:** L. Williams

Aug 9, 2013: General Staff meeting **Person:** C. Hinkle

Aug 9, 2013: Review of Curriculum Loft uses **Person:** L. Keeling

Aug 10, 2013: Teachers will implement.... **Person:** C. Hinkle

Oct 8, 2013: PD on use of curriculum loft **Person:** L. Williams

Nov 30, 2013: Collect fall data: All teachers will post lessons and activities that they implement in the classroom on Curriculum Loft. **Person:** All Staff

Dec 10, 2013: PD on use of curriculum loft **Person:** L. Williams

Feb 11, 2014: PD on use of curriculum loft **Person:** L. Williams

Apr 15, 2014: PD on use of curriculum loft **Person:** L. Williams

Jun 30, 2014: Collect spring data: All teachers will post lessons and activities that they implement in the classroom on Curriculum Loft. **Person:** C. Hinkle

Focused Academic Area

Apr 1, 2013: Collect baseline data: Percent of teachers who implement math lessons that focus on number sense and problem solving. **Person:** Monelle Moon

Apr 1, 2013: Collect baseline data: Percent of teachers who use data to drive vocabulary instruction with all student groups. **Person:** C. Hinkle

May 29, 2013: Kathy Davidson Workshop **Person:** D. Irwin

May 31, 2013: Butler IA Training on Problem Solving **Person:** C. Hinkle

Jun 1, 2013: Using IA data **Person:** C. Hinkle

Jun 24, 2013: Kennedy Center Workshop **Person:** C. Hinkle

Aug 6, 2013: Administer Assessments **Person:** Classroom Teachers

Aug 6, 2013: General Meeting with all staff **Person:** C. Hinkle

Aug 6, 2013: Monitoring of progress three times per school year minimum. **Person:** C. Hinkle

Aug 6, 2013: Review of all vocabulary data **Person:** C. Hinkle

Aug 6, 2013: Training on Assessments for vocabulary **Person:** D. Irwin

Aug 9, 2013: General Meeting of explanation **Person:** C. Hinkle

Aug 10, 2013: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Sep 10, 2013: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Sep 11, 2013: Butler Training on IA and Lang Arts **Person:** C. Hinkle

Oct 8, 2013: Administer Assessments **Person:** Classroom Teachers

Oct 8, 2013: Review of all vocabulary data **Person:** C. Hinkle

Oct 8, 2013: Training on Assessments for vocabulary **Person:** D. Irwin

Oct 10, 2013: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Nov 10, 2013: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Nov 30, 2013: Collect fall data: Percent of teachers who implement math lessons that focus on number sense and problem solving. **Person:** Monelle Moon

Nov 30, 2013: Collect fall data: Percent of teachers who use data to drive vocabulary instruction with all student groups. **Person:** C. Hinkle

Dec 10, 2013: Administer Assessments **Person:** Classroom Teachers

Dec 10, 2013: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Dec 10, 2013: Review of all vocabulary data **Person:** C. Hinkle

Dec 10, 2013: Training on Assessments for vocabulary **Person:** D. Irwin

Jan 10, 2014: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Feb 10, 2014: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Feb 11, 2014: Administer Assessments **Person:** Classroom Teachers

Feb 11, 2014: Review of all vocabulary data **Person:** C. Hinkle

Feb 11, 2014: Training on Assessments for vocabulary **Person:** D. Irwin

Mar 10, 2014: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Apr 10, 2014: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Apr 15, 2014: Administer Assessments **Person:** Classroom Teachers

Apr 15, 2014: Review of all vocabulary data **Person:** C. Hinkle

Apr 15, 2014: Training on Assessments for vocabulary **Person:** D. Irwin

May 10, 2014: Daily teachers will use an accessible integrated arts curriculum delivery system for math **Person:** All Teachers

Jun 30, 2014: Collect spring data: Percent of teachers who implement math lessons that focus on number sense and problem solving. **Person:** Monelle Moon

Jun 30, 2014: Collect spring data: Percent of teachers who use data to drive vocabulary instruction with all student groups. **Person:** C. Hinkle

Focused Student Group

Apr 1, 2013: Collect baseline data: Percent of staff who differentiate reading instruction for targeted students. **Person:** C. Hinkle

Apr 1, 2013: Collect baseline data: Percent of teachers who implement lessons and activities that focus on raising student reading levels. **Person:** C. Hinkle

Jun 3, 2013: Int. Arts Data use **Person:** C. Hinkle

Jun 3, 2013: Project Based Learning **Person:** D. Irwin

Jun 25, 2013: Kennedy Center Workshop **Person:** C. Hinkle

Aug 6, 2013: Training and planning sessions on reading assessments and their use by teachers. **Person:** C. Hinkle

Aug 7, 2013: Individual meetings to discuss reading progress **Person:** C. Hinkle

Aug 10, 2013: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers

Sep 10, 2013: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Sep 11, 2013: Butler Training on Math and Lang Arts **Person:** C. Hinkle
Oct 8, 2013: Training and planning sessions on reading assessments and their use by teachers. **Person:** C. Hinkle
Oct 9, 2013: Individual meetings to discuss reading progress **Person:** C. Hinkle
Oct 10, 2013: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Nov 10, 2013: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Nov 30, 2013: Collect fall data: Percent of staff who differentiate reading instruction for targeted students. **Person:** C. Hinkle
Nov 30, 2013: Collect fall data: Percent of teachers who implement lessons and activities that focus on raising student reading levels. **Person:** C. Hinkle
Dec 10, 2013: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Dec 10, 2013: Training and planning sessions on reading assessments and their use by teachers. **Person:** C. Hinkle
Dec 11, 2013: Individual meetings to discuss reading progress **Person:** C. Hinkle
Jan 10, 2014: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Feb 10, 2014: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Feb 11, 2014: Training and planning sessions on reading assessments and their use by teachers. **Person:** C. Hinkle
Feb 12, 2014: Individual meetings to discuss reading progress **Person:** C. Hinkle
Mar 10, 2014: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Apr 10, 2014: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Apr 15, 2014: Training and planning sessions on reading assessments and their use by teachers. **Person:** C. Hinkle
Apr 16, 2014: Individual meetings to discuss reading progress **Person:** C. Hinkle
May 10, 2014: Daily teachers will model, scaffold, prompt, and reinforce use of the comprehension strategies **Person:** All Teachers
Jun 30, 2014: Collect spring data: Percent of staff who differentiate reading instruction for targeted students. **Person:** C. Hinkle
Jun 30, 2014: Collect spring data: Percent of teachers who implement lessons and activities that focus on raising student reading levels. **Person:** C. Hinkle

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.

F. Encourage Rigorous Curriculum

PD on use of curriculum loft

Brief Description: Mrs. Williams will present the uses of the program to all staff and regularly monitor usage based on number of activities added to the program.

Intended Participants: Teachers, Administrators

Dates: Aug 6, 2013; Oct 8, 2013; Dec 10, 2013; Feb 11, 2014; Apr 15, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Peer Coaching

Funding: local funds

Does this activity occur during the school day? Yes

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Number Sense

Butler IA Training on Problem Solving

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: May 31, 2013

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

Kathy Davidson Workshop

Brief Description: This workshop will focus on developing and understanding number concepts.

Intended Participants: Teachers, Administrators

Date: May 29, 2013

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: local funds

Does this activity occur during the school day? No

I. Focused Academic Area: Vocabulary Development

Butler Training on IA and Lang Arts

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators

Date: Sep 11, 2013

Activity Purpose:

Activity Format: Presentation, Workshop

Funding:

Does this activity occur during the school day? No

Kennedy Center Workshop

Brief Description: All classroom teachers will attend a 4 day workshop on implementing instruction through an integrated arts approach.

Intended Participants: Teachers

Date: Jun 24, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding: local funds

Does this activity occur during the school day? No

Training on Assessments for vocabulary

Brief Description: Staff will be trained and/or retrained on F/P, Waterford, Acuity, by school personnel.

Intended Participants: Teachers, Administrators

Dates: Aug 6, 2013; Oct 8, 2013; Dec 10, 2013; Feb 11, 2014; Apr 15, 2014

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Peer Coaching

Funding: local funds

Does this activity occur during the school day? Yes

U. Focused Student Group: Comprehension of grade level text

Butler Training on Math and Lang Arts

Brief Description: Training provided by Butler University education department specifically on integrated arts in all content areas.

Intended Participants: Teachers, Administrators

Date: Sep 11, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Workshop

Funding: local funds

Does this activity occur during the school day? Yes

Kennedy Center Workshop

Brief Description: Training in integrated arts math and reading at the Kennedy Center for Performing Arts.

Intended Participants: Teachers

Date: Jun 25, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Workshop

Funding: local funds

Does this activity occur during the school day? No

Training and planning sessions on reading assessments and their use by teachers.

Brief Description: Training and review on the reading assessments and their use with students to drive instruction.

Intended Participants: Teachers, Administrators

Dates: Aug 6, 2013; Oct 8, 2013; Dec 10, 2013; Feb 11, 2014; Apr 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding: local funds

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... students feel they don't use computers/technology daily while at school.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

We are concerned that... Teachers are all using Curriculum Loft and using this resource to drive instruction.

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)
- Targeted Title I Students -- Passing Simple 6 Writing (4 or higher)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Vocabulary Development

We are concerned that... Based on current data number sense is emphasized in all grades

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Vocabulary Development

We are concerned that... Students who begin more than a year behind in this area need to make gains of more that one year to reach grade level pe

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)
- Targeted Title I Students -- Passing Simple 6 Writing (4 or higher)

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary Development

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 4th grade -- Reading at or above level on Fountas/Pinell (spring)
- 5th grade -- Reading at or above level on Fountas/Pinell (spring)
- Grade 3 Students -- passing ISTEP writing applications (seat data)
- Grade 3 students -- reading at or above grade level on Fountas/Pinell (spring)
- Grade 4 students -- passing ISTEP writing applications (seat data)
- Grade 5 students -- passing ISTEP writing applications (seat data)
- Targeted Title I Students -- Passing Simple 6 Writing (4 or higher)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

G. Attendance (IN Rules)

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)
- Targeted Title I Students -- Passing Simple 6 Writing (4 or higher)

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

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)
- 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:

- I. Focused Academic Area: Vocabulary Development
- I. Focused Academic Area: Number Sense

U. Focused Student Group (IN Rules)

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)
- Targeted Title I Students -- Passing Simple 6 Writing (4 or higher)

Strategies to Impact This Concern:

- U. Focused Student Group: Comprehension of grade level text

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?	kokomoschools.com
<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?	Our current attendance rate is 96%. Activities for next year will continue to center around providing an accessible integrated arts curriculum, use of our school counselor to support attendance, recognition of students with attendance rates 95% or higher each grading period.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity - online prescriptive diagnostic testing for grades 3,4,5 that includes reading, math, science, and social studies.</p> <p>Fountis and Pinell Reading Assessment- for grades K-5 that is given at least three times per year and is used to determine reading levels.</p> <p>Envision Math by Pearson - we use the end of unit assessments in grades K-5 to monitor progress.</p> <p>Simple 6 Writing is used in grades K-5 to monitor student progress in writing, based on a 6 point rubric.</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
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 2015-2016 school year