

School Improvement Plan - 2011-2012

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Medora Elementary School (3095)

Medora Community School Corp

Medora, 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

Medora 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

- Ben Cobb - Community Representative (Business)
- Dan Johnson - School Counselor
- Brad McCammon - Administrator
- Luanne McCammon - Teacher
- John Reed - Administrator
- Debbie Sidwell - Teacher
- Amanda Wayman - Parent/Guardian

Strategy Chairs

- Rita Bennett
- Melinda Deaton
- Adam Disque
- Bridgett Disque
- John Reed
- Marty Young

Community Council

- Pam Breeden - parent and community organization
- Charlotte Brewer - grandparent of a jr. high and high school student.
- Jessica Cobb - Parent and foster parent of 6 elementary students.
- Debbie Davis - community member
- Josh Deering - clergy

- Tim Gill - clergy/parent of a 6th grade male
- Larry Osborn - Business/Grandparent
- Rebecca Starr - Youth service organization- Girls Inc.
- Amanda Wayman - parent
- Andy Wayman - community organization
- Dennis Wayman - School Board Member

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:

a comprehensive educational foundation in order to achieve success. This foundation is built on a clean, safe, environment with each student's basic needs being met at home and at school. They deserve excellent role models and quality leaders who encourage students to reach high levels of achievement. They deserve a variety of assessment methods based on their individual learning styles. They deserve guidance in making positive choices in all aspects of their lives. Students deserve respect and trust through the use of consistent rules with encouragement and feedback. They deserve real life experiences that are enjoyable, educational, cultural, and will prepare them to contribute as responsible citizens of their community.

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 have positive attitudes and act as ideal role models, displaying high moral values, and a drug-free, law-abiding life style. Parents provide a stable, nurturing home life and actively engage in regular constructive communication with both the student and teacher. A safe and caring environment is provided where consistent consequences are applied. Encouraging and courteous adults treat every student as a capable individual. A quality curriculum is taught utilizing a variety of instructional and assessment techniques that address all students's learning styles. Teachers collaborate regularly to ensure the curriculum is aligned and grade level benchmarks are taught. All adults in our community are totally committed to the improvement of the school through participation in educational and enrichment activities. All adults emphasize high expectations and goal setting for everyone, and celebrate those successes.

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

come to school regularly with a positive attitude, being well-rested and prepared for the school day. Students approach learning with an open mind and are motivated to successfully complete all assignments in order to meet their educational goals. They confidently accept challenges and independently work to their ability without fear of ridicule. Good citizenship and a sense of community are demonstrated by all students in order to achieve success and develop high self-esteem. Students treat everyone with respect, accept responsibility for their actions, and demonstrate mature behavior. Students show pride in their school and community by remaining drug-free and striving to be leaders and role models. They pursue continuing education in their efforts to become successful adults.

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

- % of students who pass all ISTEP Tests: 100%
- % of students who earn all A's in Math, English, and Science: 100%
- % of students who master grade level standards: 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.

3rd -6th grade boys - Average Percent Passing ISTEP Language Arts (seat data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	57%	60%	59%	62%		65%		68%		71%		100%

3rd-6th grade students - who pass ISTEP Language Arts (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	66%	69%	71%	74%		77%		80%		83%		100%

All Test Takers - Pass IREAD-3

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

Students in Grades 3-6 - Average Percent Passing ISTEP Writing (Process, Application)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	63%	66%	67%	70%		73%		76%		79%		100%

Students with I.E.P.s - Average Percent Passing ISTEP Language Arts (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
49%	44%	47%	40%	43%		46%		49%		52%		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... Reading Assessment

We are concerned that... Reading Communication to Parents

We are concerned that... Lack of Parent Involvement

No parent volunteers for the Volunteer Tutoring Strategy for 2008-2009. The number of students in each classroom with unsigned planners or incomplete or incorrect homework. The parents of struggling learners are reluctant to visit the school.

We are concerned that... The behavior of students in the school interferes with other students' ability to learn.

2008-2009 survey: 62% of community members, 66% of faculty members, and 57% of students agreed that the behavior of others interfered in a student's ability to learn.

We are concerned that... Fewer than 90% of our students will pass the IREAD-3 assessment.

ISTEP Language Arts scores

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Behavior Modification

K-6 teachers will use collaboration time to create a comprehensive RTI Behavior Plan to be used in the K-6 classrooms. Teachers will create a list of specific behaviors that interfere with the learning environment, negatively affect the school climate, or threaten student well-being. The plan will include consequences for listed behaviors and procedures in a 3 tiered model following the RTI process.

Impact Level: High Impact - Inside

Focus: Specific

In-School Remediation

4-6 grade teachers will select high ability students to provide academic support to enable lower ability K-6 students to be successful in rigorous academic lessons. K-6 teachers will select struggling learners who do not have IEP's to participate in the program. Tutoring will occur two times a week from 8:40-9:00. The general education teachers will provide materials for tutoring sessions.

Impact Level: High Impact - Inside

Focus: General

Parent Involvement

Parents will be invited to an informational open house in August. At least once each nine weeks they will be invited to school for a special activity, such as Open House, a Christmas program, open gym, movie night, etc. Teachers will discuss possible topics of interest to parents that can be shared with the parents at some events.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Academy of Reading

K-6 teachers will utilize the Academy of Reading program to assess students, create self-paced activities based on the state standards, and have on-going progress monitoring to achieve predetermined bench marks. Each classroom will use the program 2-3 times weekly for approximately 30 min. each session.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

The elementary secretary will reward students with perfect attendance every nine weeks. She will use fundraiser funds to purchase the prizes.

Impact Level: High Impact - Outside

Focus: Specific

I. Focused Academic Area: 6+ 1 Traits for Writing

All classroom teachers will implement 6+1 traits for writing in their curriculum. 1-6 grade teachers will use mini lessons based on the individual traits. 3-6 teachers will use ISTEP writing rubrics to assess student performance. Students will self-assess their writing for quality by using the same rubric. Teachers will provide support and or extra help for students during their weekly individual writing conferences.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Study Buddies

K-6 students with IEP's will be tutored two times each week from 8:40-9:00 by peer tutors from grades 4-6. 4-6 grade teachers will select and train student tutors. The resource room and general education teachers will provide materials for the tutoring sessions.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

All 6th graders will create and complete the Learn More Indiana Graduation Plan folders. This plan includes a statement of the student's intent to graduate from high school and acknowledgements of the importance of good citizenship, school attendance and diligent study habits. The plan will be a part of each student's permanent school record.

Impact Level: Low Impact

Focus: Specific

Strategy Data

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

Local Strategies

Behavior Modification

Percentage of teachers who are consistent in procedures for handling discipline, and focus on specific student behaviors that we want to change.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		100	

Required Strategies

F. Encourage Rigorous Curriculum: Academy of Reading

Percent of teachers who correctly identify students in need of enrichment or remediation activities.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	80		90	

I. Focused Academic Area: 6+ 1 Traits for Writing

Percentage of teachers who grade student writing with a rubric.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
67	90		100	

Percentage of teachers bringing students' writing samples to collaboration each nine weeks.

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

U. Focused Student Group: Study Buddies

The percentage of teachers sending their students with materials to tutoring sessions.

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

The percentage of IEP students with positive self assessments.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
89	95		98	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Behavior Modification

Mar 18, 2011: Collaboration **Person:** K-6 teachers

Mar 31, 2011: Collaborate to **Person:** K-6 teachers

Mar 31, 2011: Collaboration **Person:** K-6 teachers

Apr 1, 2011: Collect baseline data: Percentage of teachers who are consistent in procedures for handling discipline, and focus on specific student behaviors that we want to change. **Person:** John Reed

Apr 7, 2011: Collaborate to **Person:** K-6 teachers

Apr 7, 2011: Collaboration **Person:** K-6 teachers

Apr 7, 2011: Collaboration **Person:** Rita Bennett

Aug 12, 2011: Provide parents with weekly reports of student behavior. **Person:** K-6 teachers

Aug 12, 2011: Reward students weekly with an extra recess and treat for good behavior **Person:** K-6 teachers

Aug 12, 2011: Track daily behavior offenses in the classroom. **Person:** K-6 teachers

Aug 12, 2011: Use the Harmony program to record discipline referrals in Tier 2 and 3 for the office. **Person:** K-6 teachers

Nov 30, 2011: Collect fall data: Percentage of teachers who are consistent in procedures for handling discipline, and focus on specific student behaviors that we want to change. **Person:** John Reed

Jun 30, 2012: Collect spring data: Percentage of teachers who are consistent in procedures for handling discipline, and focus on specific student behaviors that we want to change. **Person:** John Reed

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: Percent of teachers who correctly identify students in need of enrichment or remediation activities. **Person:** Bridget Disque

Apr 21, 2011: Inservice Training **Person:** John Reed

May 5, 2011: Inservice Training **Person:** John Reed

Sep 15, 2011: Inservice Training **Person:** John Reed

Sep 29, 2011: Create a schedule of when each classroom will use the program. **Person:** K-6 teachers

Sep 29, 2011: Inservice Training **Person:** John Reed

Oct 7, 2011: Implement the program in each classroom 2-3 times weekly for approximately 30 minutes. **Person:** K-6 teachers

Oct 7, 2011: Use data to determine which students will qualify for enrichment activities. **Person:** K-6 teachers

Oct 14, 2011: Provide enrichment or remediation activities weekly for identified students. **Person:** Bridget Disque

Nov 30, 2011: Collect fall data: Percent of teachers who correctly identify students in need of enrichment or remediation activities. **Person:** Bridget Disque

Jun 30, 2012: Collect spring data: Percent of teachers who correctly identify students in need of enrichment or remediation activities. **Person:** Bridget Disque

Focused Academic Area

Apr 1, 2011: Collect baseline data: Percentage of teachers bringing students' writing samples to collaboration each nine weeks. **Person:**

Apr 1, 2011: Collect baseline data: Percentage of teachers who grade student writing with a rubric. **Person:** Adam Disque

Aug 12, 2011: Use "Evan Moor Daily 6-Trait Writing" lessons in each classroom. **Person:** 1-6 teachers

Sep 24, 2011: Collaboration **Person:** 1-6 teachers

Sep 24, 2011: Discuss with peers during collaboration any questions concerning grading 6 Trait Writing. **Person:** 1-6 teachers

Nov 26, 2011: Collaboration **Person:** 1-6 teachers

Nov 26, 2011: Discuss with peers during collaboration any questions concerning grading 6 Trait Writing. **Person:** 1-6 teachers

Nov 30, 2011: Collect fall data: Percentage of teachers bringing students' writing samples to collaboration each nine weeks.

Person:

Nov 30, 2011: Collect fall data: Percentage of teachers who grade student writing with a rubric. **Person:** Adam Disque

Jan 28, 2012: Collaboration **Person:** 1-6 teachers

Jan 28, 2012: Discuss with peers during collaboration any questions concerning grading 6 Trait Writing. **Person:** 1-6 teachers

Mar 31, 2012: Collaboration **Person:** 1-6 teachers

Mar 31, 2012: Discuss with peers during collaboration any questions concerning grading 6 Trait Writing. **Person:** 1-6 teachers

Jun 30, 2012: Collect spring data: Percentage of teachers bringing students' writing samples to collaboration each nine weeks.

Person:

Jun 30, 2012: Collect spring data: Percentage of teachers who grade student writing with a rubric. **Person:** Adam Disque

Focused Student Group

Sep 4, 2011: Choose responsible students to be peer tutors. **Person:** 4-6 teachers

Sep 4, 2011: Distribute parent permission slips to all student tutors and students with I.E.P.'s. **Person:** Bridget Disque

Sep 4, 2011: Get a list of students with I.E.P.'s from the resource room teacher. **Person:** Bridget Disque

Sep 16, 2011: Prepare materials for I.E.P. student participating in tutoring. **Person:** classroom teacher

Sep 16, 2011: Prepare student folders and extra materials (flash cards, chalkboards, pencils, erasers, etc.) **Person:** Bridget Disque

Sep 18, 2011: Group the student tutors and students with I.E.P.'s **Person:** Bridget Disque and Julia Knott

Sep 18, 2011: Provide tutors with information folders containing strategies and resources to use with their child. **Person:** Bridget Disque

Sep 18, 2011: Student tutors will meet for "Buddy Training" by grade level. **Person:** Bridget Disque

Sep 22, 2011: Students with I.E.P.'s and their Study Buddies will meet every Tuesday and Wednesday from 8:40-9:00. **Person:** Bridget Disque

Sep 23, 2011: Provide and distribute treats to students at each tutoring session attended. **Person:** Bridget Disque

Nov 30, 2011: Collect fall data: The percentage of IEP students with positive self assessments. **Person:** Bridget Disque

Nov 30, 2011: Collect fall data: The percentage of teachers sending their students with materials to tutoring sessions. **Person:** Bridget Disque

Jun 30, 2012: Collect spring data: The percentage of IEP students with positive self assessments. **Person:** Bridget Disque

Jun 30, 2012: Collect spring data: The percentage of teachers sending their students with materials to tutoring sessions. **Person:** Bridget Disque

Graduation Plan

Mar 31, 2011: Obtain graduation folders from LearnMore Indiana. **Person:**

Apr 7, 2011: Establish date for 6th grade reception **Person:** Marty Young

May 1, 2011: Send invitations for the reception which also provide information on the graduation plan. **Person:** Marty Young

May 12, 2011: Explain information about the plan and folders with the 6th grade students. **Person:** Marty Young

May 12, 2011: Obtain refreshments for the reception. **Person:** Ruth Beesley

May 12, 2011: Provide refreshments **Person:** Ruth Beesley

May 13, 2011: Hold 6th grade reception and have administrators share information about the plans and get parent signatures. **Person:** Marty Young

Mar 31, 2012: Obtain graduation folders from LearnMore Indiana. **Person:** Marty Young

Apr 7, 2012: Establish date for 6th grade reception **Person:** Marty Young

May 1, 2012: Send invitations for the reception which also provide information on the graduation plan. **Person:** Marty Young

May 12, 2012: Explain information about the plan and folders with the 6th grade students. **Person:** m

May 12, 2012: Obtain refreshments for the reception. **Person:** Ruth Beesley

May 12, 2012: Provide refreshments **Person:** Ruth Beesley

May 13, 2012: Hold 6th grade reception and have administrators share information about the plans and get parent signatures. **Person:** Marty Young

In-School Remediation

Sep 4, 2011: Choose responsible high ability 4-6 grade students to be peer tutors. **Person:** 4th-6th grade teachers

Sep 4, 2011: Distribute parent permission slips to all participants. **Person:** Bridget Disque

Sep 4, 2011: Get a list of lower ability students from each K-6 classroom teacher. **Person:** Bridget Disque

Sep 16, 2011: Prepare materials for students who will be tutored. **Person:** classroom teachers

Sep 16, 2011: Prepare student folders and extra materials (flash cards, chalkboards, pencils, erasers, etc.) **Person:** Bridget Disque

Sep 18, 2011: Group the student tutors and students in need of tutoring. **Person:** Bridget Disque

Sep 18, 2011: Provide tutors with information folders containing strategies and resources to use with their child. **Person:** Bridget Disque

Sep 22, 2011: Students and tutors will meet every Tuesday and Wednesday from 8:40-9:00. **Person:** Bridget Disque

Sep 23, 2011: Provide and distribute treats to students at each tutoring session. **Person:** Bridget Disque

Parent Involvement

Aug 12, 2011: Prepare classrooms for a Meet and Greet Open House. **Person:** k-6 teachers

Oct 8, 2011: Check the school calendar and set dates for each event. **Person:** Marty Young

Oct 8, 2011: Teachers will collaborate to discuss topics and issues to share with parents at each event. **Person:** k-6 teachers

Dec 6, 2011: Invite parents to the elementary Christmas program, directed by the music teacher, by using "School Reach". **Person:** Melinda Deaton

Dec 6, 2011: Reward the class with the greatest number of parents in attendance. **Person:** Marty Young

Mar 15, 2012: Invite parents to movie night through the "School Reach" automated phone system. **Person:** Melinda Deaton

Mar 17, 2012: Prepare refreshments for movie night. **Person:** Marty Young

Mar 17, 2012: Select movie and prepare room for viewing. **Person:** Marty Young

Mar 20, 2012: Reward the class with the greatest number of parents in attendance. **Person:** Marty Young

May 5, 2012: Invite parents to Open Gym/Game Night via "School Reach". **Person:** Melinda Deaton

May 11, 2012: Prepare games. **Person:** Marty Young

May 13, 2012: Reward the class with the greatest number of parents in attendance. **Person:** Marty Young

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

Behavior Modification

Collaborate to

Brief Description: Identify misbehaviors which occur in and out of the classroom, at recess and in the cafeteria.

Intended Participants: Teachers, Administrators

Date: Mar 31, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

Collaborate to

Brief Description: Rank the behaviors according to severity and place in Tier 1, Tier 2 or Tier 3.

Intended Participants: Teachers, Administrators

Date: Apr 7, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

Collaboration

Brief Description: Identify misbehaviors which occur in and out of the classroom, at recess and in the cafeteria.

Intended Participants: Teachers, Administrators

Date: Mar 18, 2011

Activity Purpose: Feedback/Support, Refinement
Activity Format: Collaborative Problem Solving
Funding: none
Does this activity occur during the school day? Yes

Collaboration

Brief Description: Rank the behaviors according to severity and place in Tier 1, Tier 2 or Tier 3.
Intended Participants: Teachers, Administrators
Date: Mar 31, 2011
Activity Purpose: Feedback/Support, Refinement
Activity Format: Collaborative Problem Solving
Funding: none
Does this activity occur during the school day? Yes

Collaboration

Brief Description: Determine the consequences for each Tier.
Intended Participants: Teachers, Administrators
Date: Apr 7, 2011
Activity Purpose: Feedback/Support, Refinement
Activity Format: Collaborative Problem Solving
Funding: none
Does this activity occur during the school day? Yes

Collaboration

Brief Description: Teachers were informed on ways to use the Harmony program to track behavior and send referrals to the office.
Intended Participants: Teachers, Administrators
Date: Apr 7, 2011
Activity Purpose: Information
Activity Format: Presentation
Funding: none
Does this activity occur during the school day? Yes

In-School Remediation

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Academy of Reading

Inservice Training

Brief Description: Representatives from Academy of Reading will instruct teachers on the use of the program and assessments.

Intended Participants: Teachers, Administrators

Date: Apr 21, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: grants

Does this activity occur during the school day? Yes

Inservice Training

Brief Description: Representatives from Academy of Reading will instruct teachers on the use of the program and assessments.

Intended Participants: Teachers, Administrators

Date: May 5, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: grants

Does this activity occur during the school day? Yes

Inservice Training

Brief Description: Representatives from Academy of Reading will instruct teachers on the use of the program and assessments.

Intended Participants: Teachers, Administrators

Date: Sep 15, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: grants

Does this activity occur during the school day? Yes

Inservice Training

Brief Description: Representatives from Academy of Reading will instruct teachers on the use of the program and assessments.

Intended Participants: Teachers, Administrators

Date: Sep 29, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: grants

Does this activity occur during the school day? Yes

I. Focused Academic Area: 6+ 1 Traits for Writing

Collaboration

Brief Description: Teachers will use this time to grade and discuss student writing samples and compare rubric scores.

Intended Participants: Teachers

Dates: Sep 24, 2011; Nov 26, 2011; Jan 28, 2012; Mar 31, 2012

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding: none

Does this activity occur during the school day? Yes

U. Focused Student Group: Study Buddies

No professional development is needed for this strategy.

X. Graduation Plan

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

We are concerned that... Lack of Parent Involvement

Data Targets Influenced by This Concern:

- 3rd -6th grade boys -- Average Percent Passing ISTEP Language Arts (seat data)
- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Parent Involvement

We are concerned that... The behavior of students in the school interferes with other students' ability to learn.

Data Targets Influenced by This Concern:

- 3rd-6th grade students -- who pass ISTEP Language Arts (AYP)
- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Behavior Modification
- In-School Remediation

We are concerned that... Fewer than 90% of our students will pass the IREAD-3 assessment.

Data Targets Influenced by This Concern:

- All Test Takers -- Pass IREAD-3

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Academy of Reading

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 3rd-6th grade students -- who pass ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Academy of Reading

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- Students in Grades 3-6 -- Average Percent Passing ISTEP Writing (Process, Application)

Strategies to Impact This Concern:

- I. Focused Academic Area: 6+ 1 Traits for Writing

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 3rd -6th grade boys -- Average Percent Passing ISTEP Language Arts (seat data)
- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Study Buddies

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 3rd-6th grade students -- who pass ISTEP Language Arts (AYP)
- All Test Takers -- Pass IREAD-3

Strategies to Impact This Concern:

- X. Graduation Plan

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?	Superintendent's office, elementary principal's office, and every elementary classroom.
<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 attendance rate to date is 94.9%. This allows students to participate in classroom discussions, remediation, and conferencing with teachers. Active learning takes place when students are present.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Terra Nova is given to 2nd graders to prepare them for ISTEP. It includes math, language arts, science and social studies assessments. STAR reading and math tests assess the reading and math performance of 1st-6th graders at least two times each year. Accuity is used in grades 3-6 to assess language arts, math, science and social studies.

Continuous Improvement Timeline

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

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