

School Improvement Plan - 2011-2012

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Brownstown Elementary School (3129)

Brownstown Cnt Com Sch Corp

Brownstown, 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

Brownstown 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
- Title I - Targeted Assistance School
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

- Shauni Brown - Parent/Guardian
- Tiffany Bruce - Teacher
- Rachel Johnson - Teacher
- Debbie Kowalik - Teacher
- Marsha Marshall - Teacher
- Tina McClure - Teacher
- Tom McCool - Administrator
- Jane Meadows - Teacher
- Sharon Pottschmidt - Teacher
- Jill Sommers - School Counselor
- Rich Swartwood - Community Representative (Business)

Strategy Chairs

- Tiffany Bruce
- Lora Hackman
- Rachel Johnson
- Debbie Kowalik
- Marsha Marshall
- Anna Marie Martin
- Tina McClure
- Tom McCool
- Jane Meadows
- Jill Sommers

Community Council

- Karen Alexander - Federal Agency
- Arann Banks - Parent
- Randy Bobb - School Board Member/Community
- Margo Brewer - Community
- Klent Brown - Business
- Ron Cornett - Government Official
- Ben Durr - Business
- Donna Garvey - Parent
- Dr. Gillespie - Community
- Doug Hanner - Business
- Susan Horton - Parent
- Mike Kloppenburg - Parent of military bound student
- Marc Lahrman - Community
- Barbara Martin - Parent
- Marvin Maupin - Community
- Lindsey McKain - Community
- Helen Nolting - Journalist/Media Specialist
- Michelle Owens - community
- Linda Pelfrey - Parent
- Jordyn Pendleton - Student
- Robin Perry - Parent
- Glen Pullen - Parent
- Karyn Rumph - Community
- Matt Savage - Parent
- Mary Ann Spray - Community/School Board Member
- Jim Weesner Jr. - Business
- Brian Wheeler - Business

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 treated equally and impartially in a safe environment. We believe all students deserve to be loved, praised, and respected. We believe all students deserve to feel a sense of belonging in their home, school, and community. We believe all students deserve caring, qualified teachers who are innovative in their teaching strategies. We believe all students deserve teachers who challenge them and have high expectations for their success in school. We believe all students deserve to have support staff in our school that are experts in their respective disciplines to provide additional knowledge to assist teachers, parents, and students. We believe all students deserve a classroom that is conducive to learning, with appropriate class size and noise level for optimum learning. We believe all students deserve a school that is structured and has consistent discipline and consequences. We believe all students deserve to possess the right tools to use to learn and be successful. We believe all students deserve to have parents who care and are involved and informed in the educational process. We believe all students deserve equal education with differentiated instruction at all academic levels. We believe all students deserve a community willing to invest in their educational future.

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

All teachers, support staff, parents, and community members are committed to the students' success and recognize their own responsibility in the educational process. All adults will lead by example as positive role models. They will communicate this through interest and involvement in student learning by being positive, energetic, enthusiastic and having a sense of humor while providing an environment which is caring and nurturing. In this environment, students will be provided with their personal needs such as food, clothing, shelter, and basic health needs. All adults will be friendly, respectful, and empathetic. They will be good listeners and will provide positive reinforcement and treat all children equally. All adults will be excited and enthusiastic with a passion for life long learning. All adults will have high expectations and challenge all children, yet be realistic and flexible when necessary. All adults will be problem solvers and encourage children to also "think outside the box." All adults will inspire an educational environment that produces self-directed learners who are empowered to succeed in life.

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

will be enthusiastic about school and excited and interested in what they are learning. Students will be rested, ready, and prepared for school. Students will be clean and dressed appropriately. Their homework will be complete and correct. They will be responsible, cooperative, attentive, and highly engaged. Students will have respect for themselves and others. They will feel important and know what they say matters. Students will be problem solvers and be able to apply what they have learned to real life situations. Students will be confident and self-motivated. They will be polite and considerate, displaying good manners towards others and obeying all school rules. Students will achieve and maintain good grades and attendance. Students will have hopes and dreams for the future and will become active, productive citizens in their community and the global society.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are reading at grade level: 100%
- % of students who are on grade level for math: 100%
- % of students who are writing at or above grade level: 100%
- % of students who are at or above grade level in all subject areas: 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, 4th and 5th grade students - % of students passing the language arts section of the last testing of the Acuity Test

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	
na	na	na	na	75	69.3	78		80		82		100

4th Grade Students - % of students passing the ISTEP Science

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	70	81	81	83	90	85		87		89		100

All Students - % of students passing ISTEP Language Arts

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	
82	74	84	77.2	86	78.6	88		90		92		100

All Students - % of students passing ISTEP Math

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	
89	80	90	90.1	92	89	94		96		98		100

All Students - % of students passing the Literary Response and Analysis portion of the ISTEP Test

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	
81	74	83	76	85	79.3	87		89		91		100

All Students - % of students passing writing portion of ISTEP test.

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	
	75	75	79.2	77	80.6	80		82		84		100

All Students (126 days) - ISTEP PL221 Category Placement Performance

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	
86	78.3	88	82.9	90	85.9	92		94		96		100

Free/Reduced Students - % of students passing ISTEP Language Arts

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	
70	60	75	74.7	77	74.3	79		81		83		100

K, 1st and 2nd grade students - % of students passing the last testing of the reading section of DIBELS

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	
na	na	na	na	75	65.7	78		80		82		100

Males - % of students passing ISTEP Language Arts

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	
80	72	83	74.7	85	73.3	87		89		91		100

Special Education Students - % of students passing ISTEP Language Arts

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	
52	36	54	46	56	52	58		60		62		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... We need to do a better job of informing our parents about resources available at our school

30% of parents don't know tutoring is available at school or at the off sites in the community. We need to do a better job of informing our parents about resources available at our school. The resources include things for their themselves and their children.

We are concerned that... We need something in place to address students being tardy

Our school attendance is in the high 90's but we can always do a better job informing parents of the importance of sending their children to school everyday. We do have a problem with students being tardy - we need something in place to address this situation - some of the students are late less then 5 or 10 minutes.

We are concerned that... Teachers are not being able to meet with the grade levels below and above them.

Teachers had a concern of not being able to meet with the grade levels below and above them. We used to have four 1/2 day professional development days throughout the school year but these days were removed this year. We have grade level meetings throughout the school year from 3:10 to 3:30.

We are concerned that... Students have a hard time working because others are bothering them

68% of students strongly agree that they have a had time working because others are bothering them. K-2 students understand the importance of behaving in school. - 98% Agree or strongly agree

We are concerned that... Special Education students do not have high expectations to continue education after high school

*Continue Education after high school (3rd, 4th, and 5th grade) 63% of students agree 82% of parents agree 38% of Community agree 56% of males and 72% of females 22% of special education students do not know if they are going to master the Indiana State Standards. Of our 3rd through 5th grade special need students - 58% strongly agree and 29%

agree they expect to pass the ISTEP test.

We are concerned that... No reading remediation after 1st grade.

Students need support/resource teacher beyond 1st grade. Students need extra time/help to be successful - 40% of parents disagree/don't know if their child is receiving extra help or extra time.

We are concerned that... Lack of time for teaching science.

Do the teachers have enough time to teach science because of the time constraints in the day? Do we give extra help/time in science? - 35% of 5th grade females don't think they are getting extra time on assignments. Are the textbooks too academic for the kids? Not enough "real life" science applications - 32% of community didn't know Students in K-5 don't know that we are teaching academic standards. _ 48% of our students in K-5.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

L. Student Transition

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

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

Reading Assessment

Brownstown Elementary teachers will administer a variety of reading assessments to our students in grades K-5. All of the students will be given STAR Reading. Students in grades K-2 will be given DIBELS and students in 3-5 will be given Acuity. Students in K-3 will be given the IRead tests in the spring of the year. All of the data collected will be used to develop strategies for these students to help with their reading through our (SAT)-Student Assistance Team- committee for RTI.

Impact Level: High Impact - Inside

Focus: Specific

Safe and Disciplined Learning Environment

The students who display positive behavior will receive a special treat and will be recognized with an award during the nine week recognition awards program. This incentive program will encourage students in 1-5 to exhibit good behavior. This is exemplified by students who do not earn a detention in the nine-week period of time.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Back to School Celebration

We will hold a Back to School Celebration in conjunction with our Open House on Thursday, August 11, 2011 from 6 to 8 p.m. The information fair will take place in the B.E.S. gym with the purpose of informing parents of community organizations and services as well as providing opportunities for parent involvement and family support services. Teachers will be in their classrooms to meet their students and their families. Book rental and lunch money can be paid.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Jump Start to School Success

Jump Start to School Success is a two-week Kindergarten program that will begin in August. During the morning program, licensed, experienced teachers will focus on developing school readiness skills (separation from parent, following directions, classroom behavior, etc.) and basic skills (counting, colors, shapes, letters, etc.). The program will provide social interaction for both children and their parents and will introduce the Kindergarten structure, assisting in the transition to the full-day instruction. Jump Start to School Success also provides an opportunity to introduce and promote "Family Literacy." Parents and siblings will be encouraged to join their children in activities designed to improve both child and adult literacy.

Impact Level: High Impact - Inside

Focus: General

B. Educator Training - Parent Involvement

All the grade levels will have a professional development meeting which will happen once each semester. The meeting will last for 60 minutes. This meeting will cover the chapter in the book entitled *Improving Your Elementary School* by Leslie Walker Wilson pertaining to 'The Role of the Parent or Family'. Each of the chapters in this unique book was written expressly for each major stakeholder group in your school, tailored to their varied needs and experiences. Each chapter contains a set of inter-related practical activities so that each group focuses on the same goals and supports the others.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

A DVD for incoming Kindergarten Students will be developed by the local schools and The Jackson County United Way. This DVD will discuss 13 standards that each incoming Kindergarten student's parent should be aware of before Kindergarten begins. This DVD will be produced and be ready to view for parents of incoming preschool students in April. The school will also inform the parents of participating in the summer reading program provided by our local library. We send out fliers to all the parents to inform of this program and we will also put this information in our school's newsletter.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

The school will create literacy links and parent resources on our school's website. We will also include the website of the Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org. We will make parents aware of this resource by putting the information in our school's hand book and in our weekly newsletters. The resources will be added to our school's website by Mrs. Barbie Tabor and will be completed by June 2010.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Title One Resource Room

The Title One Resource Room will support reviewed learning and skill building activities for students in kindergarten through 5th grade. Kindergarten, 1st grade, and 2nd grade students will be identified for the resource room by using DIBELS/mClass. Students in grades 3, 4 and 5 will be identified for reading remediation using ACUITY. The resource teacher will be using the Voyager Reading program with these students. The Title One Resource Room will take place during the regular school day and will be located in the Title One Classroom. The students will receive a minimum of 30 minutes of daily of Tier 3 instruction.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: Inform and reward our students' perfect attendance

It is the goal of Brownstown Elementary to achieve 100% attendance. To reach this goal we inform our students and parents in a variety of different ways. Our school secretary posts our daily attendance for all to see. This is posted on the "Attendance Board" outside our school's office. Our secretary also includes our weekly attendance rate in our weekly newsletters. We also award each student who has 100% attendance each 9 weeks with a special treat. Our principal obtains this treat for the students.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Daily Oral Science

All teachers will use the Daily Oral Science program to explore and expose scientific principles at all grade levels.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Language Arts

All the staff at Brownstown Elementary will receive training in higher level questioning and lesson planning. The researched based questioning format will be Bloom's Taxonomy. We will be bringing in a staff development consultant for the Higher Level Unit Design. She will train all staff members on August 31st and September 1st. The teachers will be taught how to develop higher level questioning in their classrooms and this level of questioning will occur daily in their classrooms.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Recovery for 1st Grade Students

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The first round students (the incoming first graders) are recommended by the kindergarten teachers and the second round are recommended by the first grade teachers. The Reading Recovery will be administered by our three Reading Recovery teachers. This will be taught in a daily 30 minute lesson for 12 to 20 weeks. This instruction will be in addition to the regular reading instruction.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Tier 1 Core Reading

All teachers in grades K-5 will implement the Four Blocks, research-based literacy model, during their daily 90 minute uninterrupted reading time.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

All public school elementary teachers employed by a local educational agency (Brownstown Central Community School Corporation) who teach a core academic subject must meet the "highly qualified" status by the end of the 2005-2006 school year (which in Indiana is June 30, 2006). All teachers fill out a Highly Qualified Checklist and this was due by June 30, 2006 and all new teachers have to fill out a checklist by the first teacher day of the school year - August 16, 2010. The corporation will also maintain a list of all of our teachers that hold a valid Indiana teaching license. The list will indicate how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). The school will assist a non-highly qualified teacher in meeting the highly qualified teacher requirements.

Impact Level: Low Impact

Focus: Specific

J2. Instruction by Highly Qualified Paraprofessionals.

All public school paraprofessionals employed by a local educational agency (Brownstown Central Community School Corporation) must have the "highly qualified" status. The corporation will also maintain a list of all of our highly qualified paraprofessionals. The corporation will only highly qualified paraprofessional.

Impact Level: High Impact - Inside

Focus: Specific

L. Student Transition

A DVD for incoming Kindergarten Students will be developed by the local schools and The Jackson County United Way. This DVD will discuss 13 standards that each incoming Kindergarten student's parent should be aware of before Kindergarten begins. This DVD will be produced and be ready to view for parents of incoming preschool students in April.

Impact Level: High Impact - Outside

Focus: General

N. Parent Notice - School in Improvement

All parents of students in grades kindergarten through 4th grade will receive a letter containing important information about why Brownstown Elementary is in school improvement. The letter will include all of the responsibilities of the school, LEA and SEA. The letter will also contain information about school choice and free tutoring. Mrs. Zabel and Mr. McCool will mail out the letters on June 5, 2010 and the parents will have to notify the school if they want to transfer.

Impact Level: Low Impact

Focus: General

O. Extended Learning Activities

Students at Brownstown Elementary are eligible for free reading and math tutoring. The students are eligible if they receive free/reduced price lunch and if they did not pass the ISTEP+ test. The tutoring will occur after school or on the weekends at the school. The providers of the tutoring will be picked in the fall from a list developed by the Indiana Department of Education.

Impact Level: High Impact - Outside

Focus: Specific

P. Teacher Mentoring Program: Mentor and Modeling Reading Strategies

Our Title One Teacher/Reading Specialist will be a resource for our staff in helping with our struggling readers. This teacher will be able to mentor and model for other teachers on developing strategies on how to close the achievement gap for these students. This mentoring and modeling will take place throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

All teachers of each grade level will have monthly study group meetings throughout the school year to discuss a book entitled Four-Blocks Literacy Model written by Dr. Patricia Cunningham and Dorothy Hall.

Impact Level: High Impact - Inside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

All parents and guardians will receive a letter (that is mailed and the receipts will be kept for proof) from Mr. Bane, our Superintendent. The letter informs the parents of their right to know the professional qualifications of their child's classroom teacher.

Impact Level: Low Impact

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

A letter will be sent home from the school to notify the student's parents that their child has been taught four or more consecutive weeks by a teacher that is not highly qualified. Mr. McCool will send out the letters from the school office and this will happen after four weeks of the child being taught by a teacher that is not highly qualified.

Impact Level: High Impact - Inside

Focus: General

S. School-Parent Compact

Through a process that includes teachers, families, students and community representatives, the committee at Brownstown Elementary has developed roles and responsibilities that are included in the Brownstown Elementary School-Parent Compact. The School-Parent Compact includes all of the components described on the DOE School-Parent Compact Checklist. Each child's parent or guardian receives a copy of the compact and is asked to sign the compact during the parent meeting. The meeting occurs in October and the parents are invited to review the compact in the spring to review and provide suggestions for improvement of the compact.

Impact Level: High Impact - Inside

Focus: General

T. Annual Parent Meeting

An annual meeting will be held each year in which all parents of Title One students are invited to and encouraged to attend. Mr. McCool, the Title One administrator, will organize this meeting. The following items will be covered in the meeting that will take place in the fall at flexible times for the parents: inform parents of the schools participation in Title One, explain the requirement of having the meeting, explain the right of the parents to be involved, provide a copy of the Parental Involvement Policy for review and provide for written feedback from the parents. An agenda and parent sign-in sheet will be kept for each meeting. These items will be kept for DOE monitoring purposes.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Special Need Students

Teachers will monitor the special need students' progress in writing throughout the school year. We have also developed an inclusion classrooms for 3rd, 4th and 5th grades. After monitoring the students' writing scores the teachers will re-introduce "The Simple Six" writing procedure because writing can always be refined to become better. The "Simple Six" writing procedure includes: sticking to the topic, logical order, interesting words, different sentence patterns, descriptive sentences and audience.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

Margaret R. Brown Elementary School (3135) in Seymour, Indiana is a school that was successful in meeting AYP. Margaret R. Brown has significantly higher academic performance in math and language arts with their 4th and 5th grade special education students. The school will do a "Peer review" of our school improvement plan during the first week of June, 2011. The faculty will state that the plan meets the NCLB requirements for school improvement and includes the ten statutory components.

Impact Level: High Impact - Outside

Focus: General

Strategy Data

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

Required Strategies

I. Focused Academic Area: Tier 1 Core Reading

Percentage of teachers who implement the Four Block methodology fully

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50	100		100	

L. Student Transition

We will give the parents a survey on the day of their child's pre-kindergarten testing date and see how many parents think their children know the 13 standards.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	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.

Encourage Rigorous Curriculum

May 31, 2011: Order Voyager Reading Program - get funding from school's PTO **Person:** Tom McCool

Aug 10, 2011: Set up schedule for "Title One Teacher" to implement new program **Person:** Tom McCool

Aug 17, 2011: Getting Teachers informed about new reading program **Person:** Tom McCool

Focused Academic Area

Apr 1, 2011: Collect baseline data: Percentage of teachers who implement the Four Block methodology fully **Person:**

Aug 31, 2011: Higher Level Questioning and Lesson Planning Training **Person:** Tom McCool

Sep 1, 2011: Second Day of training of Higher Level Unit Design **Person:** Tom McCool

Sep 8, 2011: Refresher Course, Four Block Training **Person:** Tom McCool

Sep 10, 2011: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Sep 10, 2011: Teachers will implement the Four Block methodology **Person:** Teachers

Oct 8, 2011: Refresher Course, Four Block Training **Person:** Tom McCool

Oct 10, 2011: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Oct 10, 2011: Teachers will implement the Four Block methodology **Person:** Teachers

Nov 8, 2011: Refresher Course, Four Block Training **Person:** Tom McCool

Nov 10, 2011: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Nov 10, 2011: Teachers will implement the Four Block methodology **Person:** Teachers

Nov 30, 2011: Collect fall data: Percentage of teachers who implement the Four Block methodology fully **Person:**

Dec 8, 2011: Refresher Course, Four Block Training **Person:** Tom McCool

Dec 10, 2011: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Dec 10, 2011: Teachers will implement the Four Block methodology **Person:** Teachers

Jan 8, 2012: Refresher Course, Four Block Training **Person:** Tom McCool

Jan 10, 2012: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Jan 10, 2012: Teachers will implement the Four Block methodology **Person:** Teachers

Feb 8, 2012: Refresher Course, Four Block Training **Person:** Tom McCool

Feb 10, 2012: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Feb 10, 2012: Teachers will implement the Four Block methodology **Person:** Teachers

Mar 8, 2012: Refresher Course, Four Block Training **Person:** Tom McCool

Mar 10, 2012: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Mar 10, 2012: Teachers will implement the Four Block methodology **Person:** Teachers

Apr 8, 2012: Refresher Course, Four Block Training **Person:** Tom McCool

Apr 10, 2012: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

Apr 10, 2012: Teachers will implement the Four Block methodology **Person:** Teachers

May 8, 2012: Refresher Course, Four Block Training **Person:** Tom McCool

May 10, 2012: Teachers will develop higher level questioning and use this level of questioning daily in their classrooms **Person:** Teachers

May 10, 2012: Teachers will implement the Four Block methodology **Person:** Teachers

Jun 30, 2012: Collect spring data: Percentage of teachers who implement the Four Block methodology fully **Person:**

Focused Student Group

Sep 10, 2011: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

Sep 17, 2011: Teachers in all grades (1-5) will be turning in three writing scores on their students using the Simple Six grading. First writing scores are due in school office by September 17, 2011. **Person:** Tom McCool

Oct 22, 2011: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

Dec 3, 2011: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

Jan 14, 2012: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

Jan 28, 2012: Teachers in all grades (1-5) will be turning in three writing scores on their students using the Simple Six grading. Second writing scores are due in school office by January 28, 2012. **Person:** Tom McCool

Feb 25, 2012: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

Apr 7, 2012: Teachers will work with special education students to develop writing skills using Simple Six **Person:** Teachers

May 6, 2012: Teachers in all grades (1-5) will be turning in three writing scores on their students using the Simple Six grading. The third writing scores are due in school office by May 6, 2012. **Person:** Tom McCool

Parent Involvement

Jul 26, 2011: Back to School Letters will be mailed **Person:** Judy Zabel

Reading Assessment

Sep 15, 2011: 3, 4 and 5 will be given ACUITY **Person:** Trent Shelton

Sep 16, 2011: S.A.T. will develop strategies for teachers to use to help the identified students **Person:** S.A.T.

Sep 16, 2011: S.A.T. will use the data collected to identify students needing reading assistance **Person:** S.A.T.

Oct 10, 2011: DIBELS will be given to K,1 and 2nd grade **Person:** Kathy Rudolph

Oct 16, 2011: S.A.T. will develop strategies for teachers to use to help the identified students **Person:** S.A.T.

Oct 16, 2011: S.A.T. will use the data collected to identify students needing reading assistance **Person:** S.A.T.

Nov 15, 2011: 3, 4 and 5 will be given ACUITY **Person:** Trent Shelton

Nov 16, 2011: S.A.T. will develop strategies for teachers to use to help the identified students **Person:** S.A.T.

Nov 16, 2011: S.A.T. will use the data collected to identify students needing reading assistance **Person:** S.A.T.

Dec 15, 2011: DIBELS will be given to K, 1 and 2nd grade **Person:** Kathy Rudolph

Dec 16, 2011: S.A.T. will develop strategies for teachers to use to help the identified students **Person:** S.A.T.

Dec 16, 2011: S.A.T. will use the data collected to identify students needing reading assistance **Person:** S.A.T.

Apr 16, 2012: S.A.T. will develop strategies for teachers to use to help the identified students **Person:** S.A.T.

Apr 20, 2012: DIBELS will be given to K,1 and 2nd grade **Person:** Kathy Rudolph

Apr 24, 2012: Students in grades K, 1st, 2nd and 3rd will be given the IREAD test **Person:** Tom McCool

Apr 25, 2012: S.A.T. will use the data collected to identify students needing reading assistance **Person:** S.A.T.

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.

Reading Assessment

No professional development is needed for this strategy.

A. Parent Involvement: Back to School Celebration

No professional development is needed for this strategy.

A. Parent Involvement: Jump Start to School Success

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Title One Resource Room

No professional development is needed for this strategy.

I. Focused Academic Area: Language Arts

Higher Level Questioning and Lesson Planning Training

Brief Description: Teachers will have training on developing higher level questioning and lesson planning

Intended Participants: Teachers, Administrators

Date: Aug 31, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: High Ability Grant

Does this activity occur during the school day? Yes

Second Day of training of Higher Level Unit Design

Brief Description: Teachers will have a second day of Higher Level of Unit Design

Intended Participants: Teachers, Administrators

Date: Sep 1, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: High Ability Grant

Does this activity occur during the school day? Yes

I. Focused Academic Area: Tier 1 Core Reading

Refresher Course, Four Block Training

Brief Description: Teachers will review their Four Block Books in grade level meetings with Mr. McCool from 3:10 to 3:30

Intended Participants: Teachers, Administrators

Dates: Sep 8, 2011; Oct 8, 2011; Nov 8, 2011; Dec 8, 2011; Jan 8, 2012; Feb 8, 2012; Mar 8, 2012; Apr 8, 2012; May 8, 2012

Activity Purpose: Refinement

Activity Format: Study Group

Funding:

Does this activity occur during the school day? Yes

L. Student Transition

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Mentor and Modeling Reading Strategies

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

No professional development is needed for this strategy.

U. Focused Student Group: Special Need Students

No professional development is needed for this strategy.

V. Peer Review for SIP

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... We need to do a better job of informing our parents about resources available at our school

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement
- A. Parent Involvement: Back to School Celebration
- L. Student Transition

We are concerned that... We need something in place to address students being tardy

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- G. Attendance: Inform and reward our students' perfect attendance
- A. Parent Involvement: Back to School Celebration
- A. Parent Involvement: Jump Start to School Success

We are concerned that... Teachers are not being able to meet with the grade levels below and above them.

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing ISTEP Math

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement
- P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

We are concerned that... Students have a hard time working because others are bothering them

Data Targets Influenced by This Concern:

- Males -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment

We are concerned that... Special Education students do not have high expectations to continue education after high school

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Special Need Students

We are concerned that... No reading remediation after 1st grade.

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- Reading Assessment
- F. Encourage Rigorous Curriculum: Title One Resource Room
- I. Focused Academic Area: Tier 1 Core Reading
- I. Focused Academic Area: Reading Recovery for 1st Grade Students
- P. Teacher Mentoring Program: Mentor and Modeling Reading Strategies

We are concerned that... Lack of time for teaching science.

Data Targets Influenced by This Concern:

- 4th Grade Students -- % of students passing the ISTEP Science
- All Students -- % of students passing ISTEP Math
- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- I. Focused Academic Area: Daily Oral Science

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- A. Parent Involvement: Back to School Celebration
- A. Parent Involvement: Jump Start to School Success

B. Educator Training - Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing ISTEP Math

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- Males -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test
- All Students -- % of students passing writing portion of ISTEP test.
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Title One Resource Room

I. Focused Academic Area (IN Rules, TAS)**Data Targets Influenced by This Concern:**

- 3rd, 4th and 5th grade students -- % of students passing the language arts section of the last testing of the Acuity Test
- All Students -- % of students passing writing portion of ISTEP test.
- Free/Reduced Students -- % of students passing ISTEP Language Arts
- K, 1st and 2nd grade students -- % of students passing the last testing of the reading section of DIBELS

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Recovery for 1st Grade Students
- I. Focused Academic Area: Daily Oral Science
- I. Focused Academic Area: Tier 1 Core Reading
- I. Focused Academic Area: Language Arts

J. Instruction by Highly Qualified Teachers (TAS)**Data Targets Influenced by This Concern:**

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (TAS)**Data Targets Influenced by This Concern:**

- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

L. Student Transition (TAS)**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- L. Student Transition

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing ISTEP Math

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- 4th Grade Students -- % of students passing the ISTEP Science

Strategies to Impact This Concern:

- O. Extended Learning Activities
- A. Parent Involvement: Jump Start to School Success

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test
- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Mentor and Modeling Reading Strategies
- P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

R1. Parent Right-to-Know Letter - Qualifications (TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (TAS)

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, TAS)

Data Targets Influenced by This Concern:

- 3rd, 4th and 5th grade students -- % of students passing the language arts section of the last testing of the Acuity Test
- Free/Reduced Students -- % of students passing ISTEP Language Arts
- K, 1st and 2nd grade students -- % of students passing the last testing of the reading section of DIBELS

Strategies to Impact This Concern:

- U. Focused Student Group: Special Need Students

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- V. Peer Review for SIP

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?	A copy of our school's curriculum is located in our school's office.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>STAR Reading is a norm-referenced test that uses computer-adaptive technology that adjusts the difficulty of each question based on the students' previous answers. It tests reading comprehension. STAR Math is a reliable, valid, and efficient achievement-level progress-monitoring assessment of general math achievement.</p> <p>We also give diagnostic assessments in K-2 which is DIBELS/mCLASS and in 3-5 it is called Acuity.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>STAR Reading, STAR Math, DIBELS/mClass, Classroom Grades, Teacher Observations, Brigance Test, Acuity Test</p>
G. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Yes

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 2012-2013 school year