

School Improvement Plan - 2011-2012

Generated on September 8, 2011 at 8:45 AM

Sand Creek Elementary Sch (3349)

Jennings County Schools

North Vernon, 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

Sand Creek Elementary Sch

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- 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

- Tammy Bates - Teacher
- Angie Dowell - Teacher
- Chris Ertel - Community Representative (Business)
- Patty Ertel - Administrator
- Elizabeth Lane - School Counselor
- Kristi Morris - Teacher
- Susie Webster - Teacher

Strategy Chairs

- Lynn Acton
- Leonard Collett
- Angie Dowell
- Donna Eaton
- Patty Ertel
- Melissa Giddens
- Kate Gray
- Elizabeth Lane
- Corey Layton
- Melissa Patterson
- Susie Webster

Community Council

- Nichol Brooks - Parent
- David Cheatham - Community
- Patrick Dickerson - Business
- Chris Ertel - Business
- Daniel Fox - Kiwanis
- Bill Lane - Parent
- Sondra Wagers - Girl Scout Leader
- James Webster - Police Chief and Parent
- Susie Webster - Reading Coach
- Rhonda Wettrick - Parent

Vision Statement

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

We believe all students deserve:

to receive high quality, engaging instruction provided in a safe environment that is conducive to student learning. We believe all students deserve the opportunity and encouragement to succeed, and to pursue higher education. We further believe that all students deserve adequate resources and additional academic support as needed, in order to master grade appropriate benchmarks and Indiana Academic Standards.

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

hold high expectations of students in order to prepare them for the future, participate in after school activities and conferences, provide differentiated as well as research based instruction to meet the needs of all students, provide engaging work and lessons for students, and employ a variety of materials and strategies to reach all students.

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

are engaged, motivated life long learners who value education and accept responsibility for their actions and learning.

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

- % of students who pass ISTEP Language Arts: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass Acuity Math: 100%
- % of students who pass Acuity Language Arts: 100%
- % of students who meet benchmark in mCLASS Reading: 100%
- % of students who meet benchmark in mCLASS Math: 100%
- % of students who earn all A's in Math, English, Scoical Studies, and Science: 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.

All Students Grade 3 - Passing 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	
na	na	na	na	na		90%		90%		90%		100%

All Students Grades 3-6 - Passing Math Problem Solving on ISTEP

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	
83%	76%	78%	89%	91%		93%		95%		97%		100%

All Students Grades 3-6 - Passing Reading Comprehension on ISTEP

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%	71%	73%	82%	84%		86%		88%		90%		100%

Students Grades 3-6 Special Education - 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	
36%	53.3	55%	54.5%	57%		59%		61%		63%		100%

Students in Grades 3rd - 5th Grade - Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

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	
			46%	48%		50%		52%		54%		100%

Students in Grades Kindergarten - Second - Meeting End of the Year School Benchmark: Oral Reading Accuracy and Comprehension

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	
	56%	58%	67%	69%		71%		73%		75%		

Students participating in SES - % passing Math ISTEP

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	20%	28		35		42		48		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... students need a safe learning environment

*78% of students in grades 3-6 feel safe at school. *62% of all students say that other students bother them and this interferes with their learning. *60% of faculty say the behaviors in their classroom interferes with other students' ability to learn. *41% of our students say they have a personal problem that interfere with their school work and 100% of the staff agree.

We are concerned that... parents need to be kept informed weekly of their child's current attendance status (days missed).

Our attendance percentage last year was 95.4% which indicates that we are too close to the state average (95%) needed to meet AYP. Current weekly attendance percentage continues to hover around 95%, which concerns us that we may not meet AYP in that cell without high energy strategies.

We are concerned that... students need incentives for attendance

Our attendance percentage last year was 95.4% which indicates that we are too close to the state average (95%) needed to meet AYP. Current weekly attendance percentage continues to hover around 95%, which concerns us that we may not meet AYP in that cell without high energy strategies.

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

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

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

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

Attendance

The attendance policy, as listed in the student handbook, will be reviewed with students quarterly, published in the parent newsletter, agenda, and enforced by the administration. During class meetings it will be clearly stated that students are expected to attend school, and that there is a direct correlation between attendance and mastery of academic standards. Exemplary attendance will be recognized by the school and public communities. Teachers will notify parents of at-risk attendance students (habitual offenders) when 5 absences have occurred. These notifications will be in the format of a telephone call or a written documentation.

Impact Level: High Impact - Outside

Focus: Specific

Reading Leadership Team

1) A Reading Leadership Team will be established which is comprised of primary and intermediate classroom teacher representatives, a reading intervention teacher, a special education teacher, and the Principal. 2) The team will be established with the input of the Sand Creek Elementary School Improvement Team. 3) This team will be developed in the Spring of 2011. 4) This team will meet monthly during the 2011-2012 school year to learn about the 6 components of the Indiana K-6 Reading Framework and develop 2012-2013 Indiana Reading Plan for our school. Team representatives will share monthly at collaborative meetings.

Impact Level: High Impact - Outside

Focus: Specific

Safe and Disciplined Learning Environment: Guidance Lessons

The guidance counselor at Sand Creek Elementary will continue to have monthly classroom lessons focusing on character development. She will also continue to have small group lessons and individualized lessons dependent on the needs of students.

Impact Level: High Impact - Inside

Focus: General

Safe and Disciplines Learning Environment--Bullying

The guidance counselor at Sand Creek Elementary will conduct lessons on bullying for students in grades 4-6 in September, October, and November.

Impact Level: High Impact - Outside

Focus: General

Tier 1 Core Reading

Sand Creek Elementary Teachers in K-3 will implement an uninterrupted 90 minute reading block that will focus on the five foundational components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Kdg. teachers will utilize the Scott Foresman basal series, while 1-3 will utilize MacMillan/McGraw-Hill basal series, which are both scientifically research-based basal series that have been approved by the Department of Education. Instructional time during the 90 minute reading block will include whole class and small group differentiated instruction and literacy stations. Sand Creek Elementary Teachers in grades 4-6 will implement 90 minutes of core reading instruction that will focus on the following essential reading elements: phonics/advanced word study, fluency, vocabulary, comprehension, and motivation. Teachers in grades 4-6 will utilize MacMillan/McGraw-Hill basal series, which is a scientifically research-based basal series that has been approved by the Department of Education. Instruction at this level will occur both as a discrete subject and within content-area subjects and be in the form of whole class, small group, and literacy stations. Teachers at all levels will progress monitor using recommendations and available resources from the Indiana K-6 Reading Framework to ensure mastery of grade level standards which will provide data for both additional practice for fluency and reteaching for those students showing deficits, as well as, enrichment for those students performing well above grade level standards. This data will be used by teachers in monthly grade level meetings to identify students that need additional instruction at both the Tier 2 and 3 levels.

Impact Level: High Impact - Inside

Focus: Specific

Wellness

Sand Creek Elementary will continue to follow the district wellness plan.

Impact Level: Low Impact

Focus: General

Required Strategies

A. Parent Involvement: Combating Parent Apathy

The Sand Creek Staff will provide parents/guardians opportunities to learn how to help their child with homework and increase knowledge of Indiana Academic Standards. These sessions will also help parents to understand school assessments and how to monitor their child's progress. Parents/guardians will be invited to the school to attend events at various times throughout the year. We will offer activities at school and in community locations such as the local library and CSL community center. These parent opportunities will be offered both during the day and evenings.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training - Parent Involvement

During parent/teacher conferences Title 1 staff will provide parents with resources or tools to assist parents in working with their child at home.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Title I staff will meet with the parents of each preschool age child during spring kindergarten round-up and provide results of kindergarten readiness screening. They will also provide resources and tools to use in an effort to prepare their child for school. Sand Creek Title I staff will hold "Little Cyclone Night" for students entering kindergarten. Math and language arts activities will be completed by families along with distribution of parent resources.

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website

Sand Creek Elementary will make parents aware of the parent information resource center website: www.fscp.org on the weekly school newsletter.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Teacher K-6 will identify high ability students by using the Kingore observational inventory, results from DIBELS/Reading 3D, ISTEP 3-6, SAGES 2, and GATES assessments each 9 weeks. Teachers will use supplemental materials and differentiated instruction to encourage the high ability students to surpass their grade level work. Teachers will attend high ability and differentiated instruction professional development during staff meetings throughout the school year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Impact Level:

Focus:

I. Focused Academic Area: Mathematics

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Mathematics teachers will instruct daily in one 30 minute session using a multi-tiered, small group approach providing interventions, remediation, and/or extensions in addition to the core math time. *Special education is targeted assistance group* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Reading teachers will provide concrete meta-cognitive and comprehension skills and strategies that develop strategic thinkers during whole group and small group instruction. *Special education is targeted assistance group* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all highly qualified teachers and

paraprofessionals by informing parents through the Parent's Right To Know letter which is found in the student handbook. Sand Creek Elementary school will also create or maintain a list of all teachers in the building and indicate whether or not each teacher holds a valid Indiana teaching license. If non-highly qualified teachers exist in the school, a letter will be sent home to parents letting them know this information.

Impact Level: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

To ensure that all of our students are taught by highly qualified paraprofessionals, we will 1) hire only highly qualified paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, A list of paraprofessionals is available at the JCSC Central Office which includes the following: how the paraprofessional became highly qualified and if they are not highly qualified, guidelines will be provided on how to become highly qualified. Also, we will make parents aware of the school's progress in employing all highly qualified paraprofessionals by informing parents through the Parent's Right To Know letter which is found in the student handbook.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by scheduling common, collaborative time, providing professional development opportunities, and state of the art technology.

Jennings County Schools has selected the Schlechty Center for Leadership in School Reform as Standard-Bearer District-Wide Model as the basis for accreditation for meeting the requirements of Public Law 221.

Impact Level: High Impact - Inside

Focus: General

L. Student Transition: Transition from Pre-K to Kindergarten

Sand Creek Elementary Title I staff will provide monthly workshops at Sand Creek Elementary during the school day. These workshops will provide parents with literacy activities including: phonemic awareness, alphabetic principle, and print concepts in an effort to better prepare their children for kindergarten. The Pre-K students will be taught literacy skills, Sand Creek Elementary procedures, and classroom expectations. Students of the local Head Start program and local preschools are invited to attend these workshops. Staff will also provide information to preschools and Head Start for preparing students for kindergarten.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

Sand Creek Teachers Grades 3-6 will send home Acuity Reading and Math assessment data and text reading benchmark assessment data 3 times throughout the year. ISTEP results will be sent to parents in May 2011. Grades K-2 will send home mClass Reading and Math results 3 times throughout the year.

Impact Level: Low Impact

Focus: General

N. Parent Notice - School in Improvement

Sand Creek Elementary did meet AYP for two consecutive years. Due to not meeting AYP 2008-2009 and 2009-10 we will notify parents on May 16, 2011 that we are still in school improvement until the results of the 2010-2011 ISTEP results are received from the state. This letter will inform parents that our school did not meet AYP. It will specify the responsibilities of the school, LEA, and SEA, and it will outline the options of choice and supplemental educational services. A school transfer request form will be attached.

Impact Level: High Impact - Outside

Focus: General

O. Extended Learning Activities: Afternoon Rocks

Sand Creek will work in collaboration with the Decatur County YMCA to host Afternoon Rocks from fall break to Christmas break. It will occur each evening Monday through Friday for a period of 2 1/2 hours each night. The YMCA staff will rotate students through centers that focus on three aspects of student success. These include tutoring and homework help, physical education, and self esteem.

Impact Level: High Impact - Outside

Focus: Specific

P. Teacher Mentoring Program

The School Board shall provide professional staff members a program of orientation, assistance, and support during the mentor period of employment in the Corporation. All staff members will participate in corporation wide professional development from the Schlechty Center for Leadership in School Reform on August 11, 2011. Sand Creek Elementary teachers will also receive mentoring and resources from our Literacy Coach throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

Q. School-Parent Involvement Policy

Sand Creek Title 1 staff members will send a copy of the Sand Creek Parent Involvement policy to parents of all students during the first month of school. During the school year Title 1 staff and a parent representative will review and revise the policy. The parent involvement policy will include the components listed on the DOE School Parent Involvement Policy Checklist.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

Sand Creek Elementary will distribute the Parent Right to Know letter to all students during the first week of the school year. The letter will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist. The letter will be printed in the student hand book that each child receives during the first week of school. New students enrolling throughout the school year will receive the handbook when they enroll. Parents will be required to sign a paper stating they have read the Parent Right to Know letter. If parents do not sign the paper, an individual Parent Right to Know letter will be sent home with the child for review and signature of the parent. If the second attempt fails to provide a parent signature of receipt then individual copies will be mailed the the parents.

Impact Level: Low Impact

Focus: General

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

Sand Creek Elementary will send a letter notifying parents in a timely manner if a non highly qualified substitute teacher will be teaching in a classroom for four or more consecutive weeks.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Sand Creek Elementary Title I staff will send a school parent compact to each student the first month of school. During the school year Title 1 staff and a parent representative will meet to review and revise the school-parent compact. The compact will include all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Title I staff will conduct an annual parent meeting three times during the first month of school. All parents will be invited to attend this meeting. The meetings will be held at daytime and evenings to accommodate parent schedules. One meeting will be offered at the CSL community center. During the meeting, parents will be informed of the school's participation in Title 1 and the requirements of the program as well as the parents' right to be involved in the program. An agenda and a parent sign in sheet for the meetings will be kept for monitoring purposes.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Special Education - Language Arts

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3)

They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Reading teachers will provide concrete meta-cognitive and comprehension skills and strategies that develop strategic thinkers during whole group and small group instruction. The majority of special education students will receive these meta-cognitive lessons in addition to their special education minutes. Special education teachers will receive school-wide language arts professional development. *See Focused Academic Area: Reading Comprehension* Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

If Sand Creek Elementary does not meet AYP 2010-2011 school year the following will occur: LEA will arrange a meeting for peer review of the SIP 45 days after approval of the plan. Principal will select as peer reviewers teachers and administrator from Brush Creek Elementary School to review the SIP. Reviewers will complete the peer review process per state guidelines. The LEA will work with Sand Creek to make necessary revisions, respond to any feedback and approve the SIP. Followup will be done by the LEA to determine if the approved plan is being implemented. Documentation will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: General

X. Graduation Plan

The Sand Creek School counselor will help 6th grade students create a graduation plan. This plan will include a statement of the student's intent to graduate from high school and a student acknowledgment of the importance of good citizenship, school attendance, and good study habits. These plans will be created by the end of May. A copy of each student's plan will be placed in their permanent file.

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

F. Encourage Rigorous Curriculum

% of KOI folders completed each semester

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

Collect list of possible strategies / interventions that could be used for enrichment

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

Teacher surveys turned in each 9 weeks stating which strategies / interventions were used, which were successful, and any professional development needed.

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	

I. Focused Academic Area: Mathematics

Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis.

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	

I. Focused Academic Area: Reading Comprehension

% of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through)

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
93%	100%		100%	

L. Student Transition: Transition from Pre-K to Kindergarten

% of responses on parent surveys that found the provided information useful

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%				

U. Focused Student Group: Special Education - Language Arts

% of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
93%	100%		100%	

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.

Annual Parent Meeting

Aug 12, 2011: Set dates **Person:** Title 1 Staff
Aug 12, 2011: Update slideshow **Person:** Angie Dowell
Aug 19, 2011: Create Flyer **Person:** Carol Hadley
Aug 22, 2011: Distribute Flyer to all students **Person:** Classroom Teachers
Sep 6, 2011: Purchase supplies for the evening **Person:** Susie Webster
Sep 8, 2011: Set up for the Activity **Person:** Title 1 Staff

Attendance

Aug 15, 2011: Attendance Letters to Parents Per JCSC Policy **Person:** Sue Sporleader
Aug 22, 2011: Attendance Wheel **Person:** Classroom Teacher/ Patty Ertel
Aug 23, 2011: Create notification logs and labels **Person:** Leonard Collett
Oct 15, 2011: Attendance Brochure **Person:** Leonard Collett/Donna Kreutzjans
Oct 17, 2011: Attendance Certificates **Person:** Office Staff
Oct 17, 2011: Collect Nine Weeks Attendance % **Person:** Office Staff
Dec 19, 2011: Collect Nine Weeks Attendance % **Person:** Office Staff
Jan 5, 2012: Attendance Brochure **Person:** Leonard Collett/Donna Kreutzjans
Jan 15, 2012: Semester Attendance Party **Person:** Leonard Collett
Feb 20, 2012: Collect Nine Weeks Attendance % **Person:** Office Staff
Apr 23, 2012: Collect Nine Weeks Attendance % **Person:** Office Staff
May 15, 2012: Semester Attendance Party **Person:** Leonard Collett
May 18, 2012: Collect notification logs **Person:** Patty Ertel

Educator Training - Parent Involvement

Oct 1, 2011: Print K-3/4-6 parent resources and tools prior to parent teacher conferences **Person:** Carol Hadley
Oct 17, 2011: Set up a table of parent resources and tools for parents to visit at parent teacher conferences **Person:** Susie Webster

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: Collect list of possible strategies / interventions that could be used for enrichment **Person:** Melissa Patterson
Apr 1, 2011: Collect baseline data: Teacher surveys turned in each 9 weeks stating which strategies / interventions were used, which were successful, and any professional development needed. **Person:**
Sep 20, 2011: Differentiated Instruction **Person:** Melissa Patterson
Oct 21, 2011: Teacher Implementation Survey **Person:** Melissa Patterson
Nov 20, 2011: Complete KOI folders **Person:** Classroom Teachers
Nov 22, 2011: Differentiated Instruction **Person:** Melissa Patterson
Nov 30, 2011: Collect fall data: % of KOI folders completed each semester **Person:** Melissa Patterson
Nov 30, 2011: Collect fall data: Collect list of possible strategies / interventions that could be used for enrichment **Person:** Melissa Patterson, Gretchen Hughes, Pamela Eggeman
Nov 30, 2011: Collect fall data: Teacher surveys turned in each 9 weeks stating which strategies / interventions were used, which were successful, and any professional development needed. **Person:**

Dec 23, 2011: Teacher Implementation Survey **Person:** Melissa Patterson
Jan 24, 2012: Differentiated Instruction **Person:** Melissa Patterson
Feb 24, 2012: Teacher Implementation Survey **Person:** Melissa Patterson
Mar 27, 2012: Differentiated Instruction **Person:** Melissa Patterson
Apr 30, 2012: Collect a list of possible strategies / interventions that will be used for enrichment **Person:** Melissa Patterson, Gretchen Hughes, Pamela Eggeman
Apr 30, 2012: Survey **Person:** Melissa Patterson, Gretchen Hughes, Pamela Eggeman
May 2, 2012: Complete KOI folders **Person:** Classroom Teacher
May 20, 2012: High Ability Conference **Person:** Melissa Patterson
May 20, 2012: Teacher Implementation Survey **Person:** Melissa Patterson
Jun 30, 2012: Collect spring data: % of KOI folders completed each semester **Person:** Melissa Patterson
Jun 30, 2012: Collect spring data: Collect list of possible strategies / interventions that could be used for enrichment **Person:** Melissa Patterson
Jun 30, 2012: Collect spring data: Teacher surveys turned in each 9 weeks stating which strategies / interventions were used, which were successful, and any professional development needed. **Person:** Melissa Patterson

Extended Learning Activities

Nov 7, 2011: Sign up information letter sent home **Person:** Corey Layton
Nov 14, 2011: Compile list of students attending **Person:** Corey Layton
Nov 18, 2011: Send home confirmation letters **Person:** Corey Layton
Nov 28, 2011: Afternoon Rocks **Person:** Patty Ertel
Nov 28, 2011: Schedule provided to teachers of Students and Room involved **Person:** Corey Layton
Nov 29, 2011: Afternoon Rocks **Person:** Patty Ertel
Nov 30, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 1, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 2, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 5, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 6, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 7, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 8, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 9, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 12, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 13, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 14, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 15, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 16, 2011: Afternoon Rocks **Person:** Patty Ertel
Dec 16, 2011: Student Evaluation Survey **Person:** Corey Layton

Focused Academic Area

May 2, 2011: Collect 10-11 actual data: % of teachers that implemented concrete meta-cognitive and comprehension skills and strategies in their classroom **Person:** Tammy Bates and Abi Greathouse
May 6, 2011: Order 3 additional Primary Comprehension Tool Kits and 4 additional Comprehension Tool Kits **Person:** Susie Webster
Aug 15, 2011: Acuity Instructional Resources Training **Person:** Kristi Morris
Aug 23, 2011: 2011-2012 Indiana State Math Standards **Person:** Kristi Morris
Aug 30, 2011: Pass out Primary/Intermediate Comprehension Strategy Reflection form **Person:** Bates/McKinley
Aug 30, 2011: Pending Grant Funding: Inservice on how to use the One School, One Book titles to introduce language of selected monthly strategy to be introduced **Person:** Bates/Webster
Sep 1, 2011: Grade levels will continue to use folders and binders throughout the year as implemented in the 2010-2011 school year. **Person:** Classroom Teachers
Sep 1, 2011: Teachers in grades 3-6 will use Acuity's Instructional Resources for instructional and assessment purposes. **Person:** Teachers in grades 3-6
Sep 2, 2011: Pending Grant Funding: Order One School One Book titles that will be used to enhance the introduction of each comprehension strategy on a monthly schedule **Person:** Bates/Webster
Sep 9, 2011: Pending Grant Funding: Pass out book to introduce metacognition **Person:** Bates/Webster
Sep 12, 2011: Teachers will read the One School, One Book Title in order to introduce or enhance the selected comprehension strategy of the month (pending funding). **Person:** Classroom Teachers

Sep 28, 2011: During collaboration time, primary teachers will view and discuss the professional development DVD that accompanies the Primary Comprehension Tool Kit **Person:** Patty Ertel

Oct 10, 2011: Pending Grant Funding: Pass out book title to introduce schema/making connections comprehension strategy **Person:** Bates/Webster

Oct 26, 2011: During collaboration time, primary teachers will view and discuss the professional development DVD that accompanies the Primary Comprehension Tool Kit **Person:** Patty Ertel

Nov 3, 2011: Grade levels will continue to use folders and binders throughout the year as implemented in the 2010-2011 school year. **Person:** Classroom Teachers

Nov 3, 2011: Teachers in grades 3-6 will use Acuity's Instructional Resources for instructional and assessment purposes. **Person:** Teachers in grades 3-6

Nov 14, 2011: Pending Grant Funding: Pass out book title to introduce questioning comprehension strategy **Person:** Bates/Webster

Nov 23, 2011: During collaboration time, primary teachers will view and discuss the professional development DVD that accompanies the Primary Comprehension Tool Kit **Person:** Patty Ertel

Nov 30, 2011: Collect fall data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Bates/McKinley

Nov 30, 2011: Collect fall data: Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis. **Person:** Lynn Acton

Dec 5, 2011: Pending Grant Funding: Pass out book title to introduce visualizing strategy **Person:** Bates/Webster

Dec 16, 2011: By December classroom teachers will turn in 3 comprehension data forms by December **Person:** Bates/McKinley

Jan 5, 2012: Grade levels will continue to use folders and binders throughout the year as implemented in the 2010-2011 school year. **Person:** Classroom Teachers

Jan 5, 2012: Teachers in grades 3-6 will use Acuity's Instructional Resources for instructional and assessment purposes. **Person:** Teachers in grades 3-6

Jan 9, 2012: Pending Grant Funding: Pass out book introducing inferring comprehension strategy **Person:** Bates/Webster

Feb 8, 2012: Pending Grant Funding: Pass out book to introduce determining importance comprehension strategy **Person:** Bates/Webster

Mar 5, 2012: Pending Grant Funding: Pass out book to introduce synthesizing/summarizing comprehension strategy **Person:** Bates/Webster

Mar 8, 2012: Grade levels will continue to use folders and binders throughout the year as implemented in the 2010-2011 school year. **Person:** Classroom Teachers

Mar 8, 2012: Teachers in grades 3-6 will use Acuity's Instructional Resources for instructional and assessment purposes. **Person:** Teachers in grades 3-6

May 10, 2012: Grade levels will continue to use folders and binders throughout the year as implemented in the 2010-2011 school year. **Person:** Classroom Teachers

May 10, 2012: Teachers in grades 3-6 will use Acuity's Instructional Resources for instructional and assessment purposes. **Person:** Teachers in grades 3-6

May 11, 2012: By May, classroom teachers will turn in 3 comprehension data reflection forms for second semester **Person:** Bates/McKinley

Jun 30, 2012: Collect spring data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Bates/McKinley

Jun 30, 2012: Collect spring data: Percent of teachers using Math Minutes, Rocket Math, Problem Solver, Marcy Cook, Accelerated Math and ISTEP Applied Skills problems on a regular basis. **Person:** Lynn Acton

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. **Person:**

May 10, 2011: Collect spring data **Person:** Bates/McKinley

Aug 30, 2011: Pass out primary/intermediate comprehension strategy reflection forms **Person:** Tammy Bates/Deb McKinley

Nov 30, 2011: Collect fall data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. **Person:**

Nov 30, 2011: Collect fall data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. (walk-through) **Person:** Bates/McKinley

Dec 16, 2011: By December classroom teachers will turn in 3 comprehension data forms by December **Person:** Bates/McKinley

May 11, 2012: By May, classroom teachers will turn in 3 comprehension data reflection forms for second semester **Person:** Bates/McKinley

Jun 30, 2012: Collect spring data: % of teachers implementing concrete meta-cognitive and comprehension skills and strategies in their classroom. **Person:**

Graduation Plan

Feb 6, 2012: Print graduation plan off learnmoreindiana.org **Person:** Elizabeth Lane
Apr 23, 2012: Complete graduation plan with 6th grade students **Person:** Elizabeth Lane
May 9, 2012: Copy grade plans: 1 sent home, 1 to JCMS Counselors **Person:** Elizabeth Lane

Parent Involvement

Aug 25, 2011: Grade level teams come up with ideas, make brochure or flyer for resources and how to use at home, and match them to the core standards they address **Person:** K-2 Classroom Teachers
Aug 26, 2011: Turn K-2 ideas to Tammy Bates **Person:** K-2 Classroom Teachers
Aug 29, 2011: Begin ordering and locating materials for Make It Take It **Person:** Tammy Bates
Sep 13, 2011: Set up and present activities **Person:** Tammy Bates
Oct 14, 2011: Create parent letter of flyer for event/Give to Donna to copy and distribute to teachers **Person:** Julie Colley
Oct 14, 2011: Create Brochure with list of educational websites **Person:** Julie Colley
Oct 17, 2011: Classroom teachers send home Parent Letter or flyer with students **Person:** Classroom Teachers
Oct 21, 2011: Schedule volunteers for event including the technology portion **Person:** Penny Clark
Oct 26, 2011: Create reminder flyer to send home/Give to Donna to copy and distribute to classroom teachers **Person:** Penny Clark
Nov 1, 2011: Locate needed materials **Person:** Penny Royse
Nov 1, 2011: Send home reminder flyers **Person:** Classroom Teachers
Nov 3, 2011: Set up "Game Night" and have parents complete survey **Person:** Penny Royse
Jan 27, 2012: Create volunteer sheet and sign-in **Person:** Chystal Henry
Jan 27, 2012: Find "Story Map" **Person:** Penny Clark
Feb 3, 2012: Select movie **Person:** Patty Ertel
Feb 8, 2012: Create flyer for "Movie Night" **Person:** Jonathan Stoner
Feb 9, 2012: Give "Movie Night" flyer to Donna to copy and distribute **Person:** Jonathan Stoner
Feb 13, 2012: Make arrangements for refreshments **Person:** Penny Royse
Feb 13, 2012: Send home "Movie Night" flyer home with students **Person:** Classroom Teachers
Feb 24, 2012: Set up "Movie Night" **Person:** Jonathan Stoner
Apr 19, 2012: Create flyer to send home to parent for "Web Resources" **Person:** Jonathan Stoner
Apr 20, 2012: Give Donna a flyer to copy and distribute to classroom teachers **Person:** Jonathan Stoner
Apr 23, 2012: Send home flyer for Summer Web Resources **Person:** Classroom Teachers
May 1, 2012: Begin creating and gathering resource information **Person:** Julie Colley
May 15, 2012: Summer Web Resources for Learning **Person:** Julie Colley

Parent Right-to-Know Letter - Qualifications

Aug 15, 2011: Distribute JCS Handbook or elementary folders to each student **Person:** Classroom Teacher
Aug 31, 2011: Collect signed papers stating parents have read handbook or elementary folder **Person:** Classroom Teacher
Sep 2, 2011: Copy Parent Right to Know letters **Person:** Angie Dowell
Sep 6, 2011: Send copy of Parent Right to Know Letters to students who did not return a signed paper **Person:** Angie Dowell
Sep 9, 2011: Collect signed Parent Right to Know letters **Person:** Classroom teachers
Sep 12, 2011: Mail copy of Parent right to Know letters to parents who did not return signed copy **Person:** Angie Dowell

Reading Leadership Team

Apr 15, 2011: Establish members of Reading Plan Leadership Team **Person:** Steering Team
Apr 21, 2011: Download, copy, distribute copies of IN Reading Framework **Person:** Susie Webster
Jun 9, 2011: Schedule monthly meetings for the first Tuesday of every month at 1:30. **Person:** Patty Ertel
Aug 10, 2011: Schedule monthly meetings for the first Tuesday of every month at 1:30. **Person:** Patty Ertel
Aug 20, 2011: Provide coverage for monthly Leadership Team meetings **Person:** Patty Ertel
Sep 6, 2011: Establish roles/responsibilities for each team member. **Person:** Tami Williams
Sep 6, 2011: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Sep 10, 2011: Create agendas for monthly meetings **Person:** Susie Webster
Sep 10, 2011: Make available Assessment Data **Person:** Patty Ertel
Sep 12, 2011: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework **Person:** Reading Leadership Team Member
Oct 4, 2011: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Oct 10, 2011: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework **Person:** Reading Leadership Team Members

Nov 1, 2011: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Nov 14, 2011: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Dec 6, 2011: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Dec 12, 2011: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Jan 3, 2012: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Jan 9, 2012: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Feb 7, 2012: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Feb 13, 2012: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Mar 6, 2012: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Mar 12, 2012: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Apr 3, 2012: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
Apr 9, 2012: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
May 1, 2012: Leadership Team Meeting at 1:30. **Person:** Abi Greathouse
May 14, 2012: Leadership team members will report to colleagues regarding the expectations of the Indiana Reading Framework
Person: Reading Leadership Team Members
Jun 1, 2012: Submit completed IN Reading Plan for 2012-2013 **Person:** Tammy Bates

Safe and Disciplines Learning Environment--Bullying

Aug 31, 2011: Make additional "School Rules Against Bullying" posters for school hallways and classrooms **Person:** Elizabeth Lane
Aug 31, 2011: Positive Climate Guidance Lesson **Person:** Elizabeth Lane
Sep 30, 2011: Bullying Lesson 1, grades 4-6 **Person:** Elizabeth Lane
Oct 31, 2011: Bullying Lesson 2, grades 4-6 **Person:** Elizabeth Lane
Nov 30, 2011: Bullying Lesson 3, grades 4-6 **Person:** Elizabeth Lane
Dec 20, 2011: Bullying Final Activity, 4-6 **Person:** Elizabeth Lane

School-Parent Compact

Jun 1, 2011: Print School-Parent Compact **Person:** Angie Dowell
Aug 11, 2011: Copy School-Parent compact **Person:** Office Staff
Aug 15, 2011: Distribute Parent School Compact to each student **Person:** Classroom Teachers
Aug 31, 2011: Collect Parent-School Compacts **Person:** Classroom Teachers
Sep 6, 2011: Redistribute School-Parent Compacts to students who did not return signed copy **Person:** Angie Dowell

School-Parent Involvement Policy

Jun 1, 2011: Print Parent Involvement Policy **Person:** Angie Dowell
Aug 11, 2011: Copy Parent Involvement Policy for each student **Person:** Office Staff
Aug 15, 2011: Distribute Parent Involvement Policy **Person:** Classroom teachers
Aug 31, 2011: Collect Parent Involvement Policy **Person:** Classroom teachers
Sep 6, 2011: Redistribute Policies to students who did not return signed copy **Person:** Angie Dowell

Student Transition

Jul 2, 2011: Create presentation board to display info about Little Cyclone program **Person:** Melissa Giddens
Sep 15, 2011: K-Readiness "Little Cyclones Night" for pre-K students **Person:** Title I staff
Oct 20, 2011: K-Readiness Workshop **Person:** Title I staff
Nov 17, 2011: K-Readiness Workshop **Person:** Title I staff
Nov 30, 2011: Collect fall data: % of responses on parent surveys that found the provided information useful **Person:**
Dec 15, 2011: K-Readiness Workshop **Person:** Title I staff
Jan 19, 2012: K-Readiness Workshop **Person:** Title I staff
Feb 16, 2012: K-Readiness Workshop **Person:** Title I staff

Mar 15, 2012: Kindergarten Round-up **Person:** Title I staff, K teachers
Apr 19, 2012: K-Readiness Workshop **Person:** Title I staff
May 17, 2012: "Little Cyclone Night" for pre-K students **Person:** K teachers
Jun 30, 2012: Collect spring data: % of responses on parent surveys that found the provided information useful **Person:**

Teacher Mentoring Program

Aug 11, 2011: Corporation wide professional development **Person:** Kendall Wildey, Patty Ertel, Donna Eaton

Tier 1 Core Reading

May 6, 2011: Obtain basal series inventory sheets including all resources from JCSC Central Office **Person:** Susie Webster
May 10, 2011: Purchase additional Comprehension Toolkits **Person:** Susie Webster
May 13, 2011: Pass out inventory sheets for classroom teachers to complete **Person:** Susie Webster
May 20, 2011: Complete and return reading basal inventory sheets **Person:** Classroom Teachers
May 27, 2011: Check on and locate missing resources **Person:** Patty Ertel
Jun 9, 2011: Create and protect schedule for daily 90 minute, uninterrupted Core Reading Block for K-3 and 90 minute Core Reading Instruction for 4-6. **Person:** Patty Ertel
Jun 9, 2011: Protect support staff for small group/literacy station instructional time **Person:** Patty Ertel
Aug 10, 2011: Create support staff schedule to allow for assistance during small group/literacy station instructional time in each K-6 classroom. **Person:** Patty Ertel
Sep 12, 2011: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Sep 16, 2011: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Oct 10, 2011: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Oct 21, 2011: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Nov 14, 2011: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Nov 18, 2011: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Dec 12, 2011: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Dec 16, 2011: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Jan 9, 2012: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Jan 20, 2012: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Feb 13, 2012: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Feb 17, 2012: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Mar 12, 2012: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Mar 16, 2012: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
Apr 9, 2012: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
Apr 20, 2012: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team
May 14, 2012: Schedule Professional Development Webinars through IDOE pending availability **Person:** Patty Ertel
May 18, 2012: Grade Level collaboration time will include discussion of Core Reading instruction components. This will be documented in collaboration forms at least 3 times each quarter. **Person:** Leadership Team

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.

Attendance

No professional development is needed for this strategy.

Reading Leadership Team

No professional development is needed for this strategy.

Safe and Disciplines Learning Environment--Bullying

No professional development is needed for this strategy.

Tier 1 Core Reading

Schedule Professional Development Webinars through IDOE pending availability

Brief Description: Teachers will view and discuss webinars available through IDOE in order to gain knowledge about the 90 minute Tier I/Core Reading Framework

Intended Participants: Teachers, Administrators

Dates: Sep 12, 2011; Oct 10, 2011; Nov 14, 2011; Dec 12, 2011; Jan 9, 2012; Feb 13, 2012; Mar 12, 2012; Apr 9, 2012; May 14, 2012

Activity Purpose: Information, Skill Building

Activity Format: Site Visit, Other

Funding: N/A

Does this activity occur during the school day? No

A. Parent Involvement: Combating Parent Apathy

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

Differentiated Instruction

Brief Description: Strategies and interventions for differentiated instruction will be discussed to be able to meet the needs of students.

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 20, 2011; Nov 22, 2011; Jan 24, 2012; Mar 27, 2012

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

Activity Format: Talk to, Professional Reading, Other

Funding:

Does this activity occur during the school day? No

High Ability Conference

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

Intended Participants:

Date: May 20, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

G. Attendance

Status: Not Yet Submitted

I. Focused Academic Area: Mathematics

2011-2012 Indiana State Math Standards

Brief Description: Teachers will be provided information on the 2011-2012 Indiana State Math Standards by videocast on the Indiana Department of Education website.

Intended Participants: Teachers

Date: Aug 23, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Acuity Instructional Resources Training

Brief Description: Teachers will be provided training on the use of Acuity Instructional Resources in the classroom.

Intended Participants: Teachers

Date: Aug 15, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading Comprehension

During collaboration time, primary teachers will view and discuss the professional development DVD t

Brief Description: Primary teachers will watch and discuss 5 components presented on the Primary Comprehension Tool Kit DVD during collaboration time.

Intended Participants: Teachers

Dates: Sep 28, 2011; Oct 26, 2011; Nov 23, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding: Title I

Does this activity occur during the school day? Yes

Pending Grant Funding: Inservice on how to use the One School, One Book titles to introduce language

Brief Description: Staff will be presented with One School, One Book Framework. Bates/Webster will explain how to use the monthly titles to highlight/introduce/review identified reading strategy.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 30, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: Dollar General Store Literacy Grant

Does this activity occur during the school day? No

L. Student Transition: Transition from Pre-K to Kindergarten

No professional development is needed for this strategy.

O. Extended Learning Activities: Afternoon Rocks

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Corporation wide professional development

Brief Description: Framework of Poverty

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 11, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: corporation

Does this activity occur during the school day? Yes

Q. School-Parent Involvement Policy

No professional development is needed for this strategy.

R1. Parent Right-to-Know Letter - Qualifications

No professional development is needed for this strategy.

S. School-Parent Compact

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Special Education - Language Arts

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... students need a safe learning environment

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment: Guidance Lessons
- Safe and Disciplines Learning Environment--Bullying
- Wellness
- O. Extended Learning Activities: Afternoon Rocks

We are concerned that... parents need to be kept informed weekly of their child's current attendance status (days missed).

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten - Second -- Meeting End of the Year School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- Attendance

We are concerned that... students need incentives for attendance

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades Kindergarten - Second -- Meeting End of the Year School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- Attendance

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs
- A. Parent Involvement: Combating Parent Apathy
- N. Parent Notice - School in Improvement

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- Attendance
- F. Encourage Rigorous Curriculum

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

- All Students Grade 3 -- Passing IREAD 3
- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension
- Students in Grades Kindergarten - Second -- Meeting End of the Year School Benchmark: Oral Reading Accuracy and Comprehension
- Students participating in SES -- % passing Math ISTEP

Strategies to Impact This Concern:

- Attendance
- Reading Leadership Team
- Safe and Disciplined Learning Environment: Guidance Lessons
- Tier 1 Core Reading
- I. Focused Academic Area: Mathematics
- I. Focused Academic Area: Reading Comprehension

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

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

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

- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension
- Students in Grades Kindergarten - Second -- Meeting End of the Year School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- L. Student Transition: Transition from Pre-K to Kindergarten

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- O. Extended Learning Activities: Afternoon Rocks

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students Grades 3-6 Special Education -- Passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education - Language Arts

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Math Problem Solving on ISTEP
- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP
- Students in Grades 3rd - 5th Grade -- Meeting End of Year TRC School Benchmark: Oral Reading Accuracy and Comprehension

Strategies to Impact This Concern:

- V. Peer Review for SIP

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Students Grades 3-6 -- Passing Reading Comprehension on ISTEP

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?	Office and school website
<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. 	SES provision of only non-proficient and free and reduced kids can take advantage of additional support
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.	*mCLASS DIBELS,Reading 3D *Acuity Predictive *Fountas & Pinnell *mCLASS Math
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	*InSAI Expectations Assessment *InSAI Curriculum Assessment *InSAI Instruction Assessment *InSAI Classroom Assessment *InSAI Extra Help Assessment *InSAI Guidance Assessment *InSAI Environment Assessment
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	n/a
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. Our district has set aside 10% of the district's Title I funds to support high quality professional development focused on meeting adequate yearly progress in our school (and other schools in our district that are "in" improvement.

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