

# School Improvement Plan - 2010-2011

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## Clark Elementary School (3401)

Clark-Pleasant Com School Corp

Franklin, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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# School Improvement Plan Introduction

Clark Elementary School

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

- Indiana Student Achievement Institute
- PL221

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

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

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

- Carmen Dougherty - Teacher
- Kelly Forey - School Counselor
- Shelley Gies - Administrator
- Brad Goedeker - Community Representative (Business)
- Marissa Goedeker - Teacher
- Nancy Kirkham - Parent/Guardian
- Kelly Roy - Teacher
- Laura Shipp - Teacher
- Erin Tilley - Teacher

## Strategy Chairs

- Bob Appelsies
- Lana Dougherty
- Amy Kuhn
- Jeff Stanley

## Community Council

- Shelly Elkins - Parent- science
- Carrie Ayres - parent
- Tina Billingsly - parent
- Annette Bostin - Parent
- Laura Cope - Parent

- Heather Doney - parent
- Mindy Dwyer - parent
- Cristi Fenton - parent
- Jennifer Giddens - parent/business
- Brad Godeker - Community/business
- Rollin Jackson - Community/business
- Kim Kriech - parent
- Rachel McClatchey - Parent
- Mark Merriman - parent/STEM
- Michelle Overfelt - Parent-science
- Traci Paswater - parent
- Brett Pryor - community
- Sara Saylor - parent
- Lisa Shipe - parent
- Steve Sonntag - community member/math
- Michelle Summitt - parent- job in community development
- Dana Vargo - Parent
- Kelly Wheat - parent

# Vision Statement

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

## **We believe all students deserve:**

To be surrounded by positive people who have high expectations, encourage, guide and challenge them. We believe that all students deserve to receive the opportunities to make choices that foster individual and collaborative learning. We believe that all students deserve to receive both respect and discipline, which ensures a safe and secure school environment.

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

All teachers, parents and community members place a high value on education, ensuring that all students achieve in a safe and caring environment. Adults demonstrate respect, patience and compassion to all students; teachers command students' respect through maintaining effective classroom management. Teachers are actively committed to helping students succeed in the classroom through the use of a variety of instructional and assessment methods to address many different learning styles. There is a strong emphasis on all adults to set good examples. Teachers involve students in creative activities and allow opportunities for free time experience and exploration. Teachers respect student and family responsibilities when assigning both class work and homework. Students can depend on all adults to be actively involved with their education. Parents and staff are generous in their support of classroom activities and community members are highly involved with the school incentives. All stakeholders supply resources in order to provide our students with more opportunities to enhance their education.

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

Are respectful to everyone and are responsible for themselves and their work. Students are highly motivated to do their personal best, resulting in high academic achievement, a strong sense of self, a sound social conscience and the desire to contribute to society in a positive manner.

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

- % of students who take all ISTEP tests: average % passing ISTEP: 100%
- % of students who are in our Focused Student group passing ISTEP: 100%
- % of students who 3rd grade students: % passing ISTEP Language Arts: 100%
- % of students who 3rd grade students: % passing ISTEP Math: 100%
- % of students who 4th grade students: % passing ISTEP Language Arts: 100%
- % of students who 4th grade students: % passing ISTEP Math: 100%
- % of students who all 3rd and 4th grade students: increase achievement in our Rigorous Math Curriculum area: 100%
- % of students who all 3rd and 4th grade students: increase achievement in our Focused Academic Reading area: 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 and 4th Grade Free/Reduced Lunch Students - % of F/R lunch students passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	71%	90%	81%	85%		88%		90%		92%		100%

## All 3rd Grade Students - % Mastery in E/LA Applications on ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
94%	96	97%	80%	85%		90%		93%		95%		100%

## All 3rd Grade Students - % of Mastery of Problem Solving on ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
91%	90%	95%	44%	50%		60%		65%		70%		100%

**All 4th Grade Students - % Mastery of E/LA Applications on ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	78%	90%	48%	52%		57%		62%		70%		100%

**All 4th Grade Students - % of 4th Grade Mastery in Problem Solving on ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	98%	98%	45%	50%		55%		60%		65%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93%	85.8%	95%	80.8	85%		90%		95%		97%		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... Student and teacher interest in science needs to be boosted.**

5th grade science scores are not as high as they could be; therefore, we see a need for more science awareness at the elementary level.

**We are concerned that... [blank]**

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Exploration and Implementation of Science Activities

A committee of staff, representing all grade levels, will meet to discuss and implement the following science activities: use Indiana State Standards to align science curriculum according to Indiana Course Standards, increase teacher familiarity with an inquiry-based approach to science, maintain the existing science lab, and continue development of an outdoor science learning lab.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiated Instruction-Math

Classroom teachers will learn new Indiana State Math Standards and implement said standards into our existing Differentiated Math Instruction programs within the classrooms.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Differentiated Instruction Reading

A committee of classroom teachers representing all grade levels will develop plans and activities in order to increase the implementation of differentiated reading instruction. These lessons will provide instruction to students at various reading levels. All classroom teachers will implement the differentiated lesson plans throughout the school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### U. Focused Student Group: RTI group

A committee of Response To Intervention (RTI) trained staff members will coordinate, implement and monitor our school wide interventions throughout the school year. Grade levels work collaboratively within Data Teams to provide instruction in order to improve student achievement through the use of our RTI programs, we will target mostly our general education students with a focus on our free and reduced students. The components of our RTI include reading and math fluency; these programs incorporate multiple uses of staff and technology programs in order to provide the interventions to our at-risk students.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

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

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiated Instruction-Math

The Percentage of Teachers Meeting the Minimum Amount of 60 minutes of Differentiated Instruction a Week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
96%	97%		98%	

### I. Focused Academic Area: Differentiated Instruction Reading

All classroom teachers will fill out an open ended questionnaire counting % of teachers differentiating their instruction in reading

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

### U. Focused Student Group: RTI group

Percent of teachers sending at-risk students to appropriate interventions

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	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.

## Encourage Rigorous Curriculum

**Aug 15, 2010:** Meetings across grade level to maintain vertical articulation as it ties into our new math series and standards through grades K-4. **Person:** Linda Unsworth

**Aug 15, 2010:** Provide teachers with a list of math websites to incorporate with differentiation **Person:** Bob Appelsies

**Aug 15, 2010:** The teachers will pull pre and post-tests to update them according to the new math standards **Person:** Grade Level Teachers

**Aug 15, 2010:** Update pre and post tests to correlate with new state standards. **Person:** Bob Appelsies

**Sep 4, 2010:** At a monthly grade level meetings the teachers will discuss and brainstorming how they are using the new math series and providing differentiation. **Person:** Grade Level Teachers

**Sep 4, 2010:** The teachers will be trained on the new math series. **Person:** Administration

**Sep 4, 2010:** Using Pre-assessments, students will be placed in flexible leveled groups to work on a predetermined skill. **Person:** Bob Appelsies

**Oct 15, 2010:** The math team will present ideas from the new math series that can assist teachers. **Person:** Math Team

**Nov 30, 2010:** Collect fall data: The Percentage of Teachers Meeting the Minimum Amount of 60 minutes of Differentiated Instruction a Week **Person:**

**Dec 17, 2010:** The math team will present ideas from the new math series that can assist teachers. **Person:** Math Team

**Dec 18, 2010:** A questionnaire will be created to hand out to the teachers. **Person:** Bob Appelsies

**Dec 20, 2010:** Collect follow-up data at first semester. **Person:** Bob Appelsies

**Feb 18, 2011:** The math team will present ideas from the new math series that can assist teachers. **Person:** Math Team

**Apr 14, 2011:** A questionnaire will be created to hand out to the teachers. **Person:** Bob Appelsies.

**Apr 16, 2011:** Collect follow-up data at second semester. **Person:** Bob Appelsies

**Apr 22, 2011:** The math team will present ideas from the new math series that can assist teachers. **Person:** Math Team

**Jun 30, 2011:** Collect spring data: The Percentage of Teachers Meeting the Minimum Amount of 60 minutes of Differentiated Instruction a Week **Person:**

## Exploration and Implementation of Science Activities

**Aug 15, 2010:** Maintain the science "picture wall" where staff displays Indiana State Standards and pictures of students performing science experiments that meet those standards. **Person:** all teaching staff

**Aug 30, 2010:** Continue development of our outdoor learning lab by using our landscape plans. **Person:** science committee

**Aug 30, 2010:** Research training opportunities available to our school for utilizing an outdoor learning lab. **Person:** Jeff Stanley

**Sep 1, 2010:** Science committee kick-off meeting to plan and assign grade level representatives to communicate with grade level teams about current curriculum strands being taught and assessed at each grade level. **Person:** science committee

**Sep 15, 2010:** Grade level representatives from the science committee will meet with grade level teams to create lists of current curriculum strands they are teaching for their grade level. **Person:** science committee grade level rep.

**Sep 20, 2010:** Outdoor lab tour to show staff what the vision of the outdoor learning lab will be during the 2010-2011 school year. **Person:** Jeff Stanley

**Sep 30, 2010:** A survey will be given to staff to gather information about staff's utilization of science labs. **Person:** Cresta Winton

**Oct 17, 2010:** Maintain the science "picture wall" where staff displays Indiana State Standards and pictures of students performing science experiments that meet those standards. **Person:** all teaching staff

**Oct 30, 2010:** Science committee will reconvene with the information collected from grade level meetings to determine what concepts are being taught and work to align those concepts to the Indiana Core Standards for science for each grade level eliminating repetition of **Person:** science committee

**Nov 1, 2010:** Maintain our indoor science lab containing the supplies necessary for science experiments. **Person:** Christy Booker

**Nov 30, 2010:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

**Dec 19, 2010:** Maintain the science "picture wall" where staff displays Indiana State Standards and pictures of students performing science experiments that meet those standards. **Person:** all teaching staff

**Dec 30, 2010:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

**Jan 30, 2011:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

**Feb 20, 2011:** Maintain the science "picture wall" where staff displays Indiana State Standards and pictures of students performing science experiments that meet those standards. **Person:** all teaching staff

**Mar 2, 2011:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

**Apr 1, 2011:** Maintain our indoor science lab containing the supplies necessary for science experiments. **Person:** Christy Booker

**Apr 2, 2011:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

**Apr 15, 2011:** Training for utilizing the outdoor learning lab and using an outdoor curriculum will be provided to teachers. **Person:** Mariah Hinderliter

**Apr 24, 2011:** Maintain the science "picture wall" where staff displays Indiana State Standards and pictures of students performing science experiments that meet those standards. **Person:** all teaching staff

**May 1, 2011:** A survey will be given to staff to gather information about staff's utilization of science labs. **Person:** Cresta Wintin

**May 2, 2011:** Science committee members will meet monthly to maintain communication about our science initiatives. **Person:** science committee

## Focused Academic Area

**Aug 10, 2010:** Pilot teachers will receive training through books, video series and classroom walk throughs. **Person:** Classroom Teachers, Shelley Gies

**Aug 10, 2010:** Two teachers per grade level trained to pilot Daily Five instruction strategy. **Person:** Classroom Teachers

**Aug 15, 2010:** Purchase Daily Five materials for piloting teachers. **Person:** Shelley Gies

**Sep 1, 2010:** Give classroom teachers suggestions and methods for differentiating reading instruction. **Person:** Amy Kuhn

**Sep 15, 2010:** Continue to add to leveled library. **Person:** Shelley Gies, Maureen Little

**Sep 15, 2010:** Surveys will be given to parents and students to see how they learn best. **Person:** Classroom Teachers

**Oct 15, 2010:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Oct 15, 2010:** Piloting teacher will visit classrooms that are implementing the Daily Five instructional strategy. **Person:** Classroom Teachers

**Nov 1, 2010:** Educating other staff members in the use of the Daily Five instructional strategy. **Person:** Classroom Teachers

**Nov 1, 2010:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Nov 17, 2010:** Continue to add to leveled library. **Person:** Shelley Gies, Maureen Little

**Nov 19, 2010:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Nov 30, 2010:** Collect fall data: All classroom teachers will fill out an open ended questionnaire counting % of teachers differentiating their instruction in reading **Person:**

**Dec 1, 2010:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Dec 17, 2010:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Dec 17, 2010:** Piloting teacher will visit classrooms that are implementing the Daily Five instructional strategy. **Person:** Classroom Teachers

**Jan 1, 2011:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Jan 19, 2011:** Continue to add to leveled library. **Person:** Shelley Gies, Maureen Little

**Jan 21, 2011:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Feb 1, 2011:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Feb 18, 2011:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Feb 18, 2011:** Piloting teacher will visit classrooms that are implementing the Daily Five instructional strategy. **Person:** Classroom Teachers

**Mar 1, 2011:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Mar 15, 2011:** Pilot teachers would suggest purchases for leveled library based on the Daily Five instructional strategy. **Person:** Classroom Teachers, Shelley Gies

**Mar 18, 2011:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Mar 23, 2011:** Continue to add to leveled library. **Person:** Shelley Gies, Maureen Little

**Apr 1, 2011:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**Apr 15, 2011:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Apr 15, 2011:** Open ended questionnaire will be given to and collected from staff to evaluate differentiated instruction process and progress. **Person:** Amy Kuhn

**Apr 22, 2011:** Piloting teacher will visit classrooms that are implementing the Daily Five instructional strategy. **Person:** Classroom Teachers

**May 1, 2011:** Pilot teachers will educate the staff and parents on the Daily Five instructional strategy through staff meetings and classroom newsletter. **Person:** Classroom Teachers

**May 20, 2011:** Data teams will meet monthly to evaluate student data and make appropriate instructional changes. **Person:** Classroom Teachers

**Jun 30, 2011:** Collect spring data: All classroom teachers will fill out an open ended questionnaire counting % of teachers differentiating their instruction in reading **Person:**

## Focused Student Group

**Aug 30, 2010:** Wireless Generation Testing Grades K-2-Results generated and based upon national norms of DIBELS; results to identify 3 levels of students (those who are proficient, those at moderate risk and those at-risk) **Person:** K-2 teachers, Cirsten Lewis

**Sep 1, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of math clubs. **Person:** RTI Team

**Sep 1, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Sep 1, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Sep 8, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

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**Sep 15, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Sep 22, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Sep 22, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Sep 29, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Sep 29, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Sep 30, 2010:** STEEPS Assessment-Building-wide timed assessment will be administered in grade 3-4 for math and reading 3 times per year. **Person:** Lana Dougherty

**Oct 5, 2010:** Tests are scored by STEEPS team; data is entered and distributed to staff 3-5 days after testing. **Person:** Lana Dougherty

**Oct 6, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Oct 6, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Oct 10, 2010:** Data Walls will be derived from STEEPS scores and arranged by grade and tier level (green=doing great, yellow=so-so, red=danger zone) **Person:** Shelley Gies, Cirsten Lewis, grade level teachers **Person:** RTI Team

**Oct 13, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Oct 13, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Oct 20, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Oct 20, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Oct 27, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Oct 27, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Nov 1, 2010:** Open House will be available for all teachers to preview interventions and programs **Person:** Lana Dougherty

**Nov 3, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Nov 3, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Nov 10, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Nov 10, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Nov 17, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Nov 17, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Nov 24, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Nov 24, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Nov 30, 2010:** Collect fall data: Percent of teachers sending at-risk students to appropriate interventions **Person:**

**Dec 1, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Dec 1, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Dec 8, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Dec 8, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Dec 15, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Dec 15, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Dec 20, 2010:** Collect semester follow up data tracking student attendance at interventions. **Person:** RTI Team

**Dec 20, 2010:** Teacher participation will be surveyed every semester. **Person:** RTI Team

**Dec 20, 2010:** Wireless Generation Testing Grades K-2-Results generated and based upon national norms of DIBELS; results to identify 3 levels of students (those who are proficient, those at moderate risk and those at-risk) **Person:** K-2 teachers, Cirsten Lewis

**Dec 22, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Dec 22, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Dec 29, 2010:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Dec 29, 2010:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Jan 5, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Jan 5, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Jan 12, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Jan 12, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Jan 19, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Jan 19, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Jan 26, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Jan 26, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Jan 30, 2011:** STEEPS Assessment-Building-wide timed assessment will be administered in grade 3-4 for math and reading 3 times per year. **Person:** Lana Dougherty

**Feb 2, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Feb 2, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Feb 5, 2011:** Tests are scored by STEEPS team; data is entered and distributed to staff 3-5 days after testing. **Person:** Lana Dougherty

**Feb 9, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Feb 9, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Feb 10, 2011:** Data Walls will be derived from STEEPS scores and arranged by grade and tier level (green=doing great, yellow=so-so, red=danger zone) **Person:** Shelley Gies, Cirsten Lewis, grade level teachers **Person:** RTI Team

**Feb 16, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Feb 16, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Feb 23, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Feb 23, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Mar 2, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Mar 2, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Mar 9, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Mar 9, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Mar 16, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Mar 16, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Mar 23, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Mar 23, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Mar 30, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Mar 30, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Apr 6, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Apr 6, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Apr 13, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Apr 13, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Apr 20, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Apr 20, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate.  
**Person:** RTI team, classroom teachers

**Apr 27, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**Apr 27, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**Apr 30, 2011:** STEEPS Assessment-Building-wide timed assessment will be administered in grade 3-4 for math and reading 3 times per year. **Person:** Lana Dougherty

**Apr 30, 2011:** Wireless Generation Testing Grades K-2-Results generated and based upon national norms of DIBELS; results to identify 3 levels of students (those who are proficient, those at moderate risk and those at-risk) **Person:** K-2 teachers, Cirsten Lewis

**May 4, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**May 4, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**May 5, 2011:** Tests are scored by STEEPS team; data is entered and distributed to staff 3-5 days after testing. **Person:** Lana Dougherty

**May 10, 2011:** Data Walls will be derived from STEEPS scores and arranged by grade and tier level (green=doing great, yellow=so-so, red=danger zone) **Person:** Shelley Gies, Cirsten Lewis, grade level teachers **Person:** RTI Team

**May 11, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**May 11, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**May 18, 2011:** Daily interventions are provided to students who are in the at-risk group through the use of Lexia (on-line program), Headsprout (on-line program) and Early Steps (one-on-one program), or My Sidewalks (small group program) **Person:** RTI Team

**May 18, 2011:** Progress monitoring of at-risk students in grades K-4 to occur weekly and communicated with staff as appropriate. **Person:** RTI team, classroom teachers

**May 20, 2011:** Collect semester follow up data tracking student attendance at interventions. **Person:** RTI Team

**May 20, 2011:** Teacher participation will be surveyed every semester. **Person:** RTI Team

**Jun 30, 2011:** Collect spring data: Percent of teachers sending at-risk students to appropriate interventions **Person:**

## 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 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.

## Exploration and Implementation of Science Activities

**Training for utilizing the outdoor learning lab and using an outdoor curriculum will be provided to**

**Brief Description:** Using the research done in the fall, we will determine whom is able to provide our staff with proper training and resources to utilize our evolving outdoor learning lab.

**Intended Participants:** Teachers, Administrators

**Date:** Apr 15, 2011

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

**Activity Format:** Talk to, Presentation

**Funding:** Free

**Does this activity occur during the school day?** Yes

## F. Encourage Rigorous Curriculum: Differentiated Instruction-Math

**The math team will present ideas from the new math series that can assist teachers.**

**Brief Description:** The math team will develop/create presentations that will assist and guide teachers through the new math series that will help in differentiation and vertical articulation.

**Intended Participants:** Teachers, Administrators

**Dates:** Oct 15, 2010; Dec 17, 2010; Feb 18, 2011; Apr 22, 2011

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation, Peer Coaching, Collaborative Problem Solving

**Funding:** N/A

**Does this activity occur during the school day?** Yes

**The teachers will be trained on the new math series.**

**Brief Description:** A representative will introduce and discuss the parts of the new math series to better use the materials for teaching and differentiation.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 4, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** Free through the math adoption

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Differentiated Instruction Reading**

**Piloting teacher will visit classrooms that are implementing the Daily Five instructional strategy.**

**Brief Description:** Piloting teachers will visit teachers that are already implementing the Daily Five instructional strategy.

**Intended Participants:** Teachers

**Dates:** Oct 15, 2010; Dec 17, 2010; Feb 18, 2011; Apr 22, 2011

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

**Activity Format:** Talk to, Presentation, Peer Coaching, Site Visit

**Funding:** Free

**Does this activity occur during the school day?** Yes

**Purchase Daily Five materials for piloting teachers.**

**Brief Description:** Piloting classroom teachers will receive books and video series to help with implementation of the Daily Five instructional strategy.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 15, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Study Group, Professional Reading

**Funding:** Corporation Professional Development

**Does this activity occur during the school day?** Yes

## **U. Focused Student Group: RTI group**

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... Student and teacher interest in science needs to be boosted.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Exploration and Implementation of Science Activities

**We are concerned that... [blank]**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

### **Required Areas of Concern**

#### **F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

- All 3rd Grade Students -- % of Mastery of Problem Solving on ISTEP
- All 4th Grade Students -- % of 4th Grade Mastery in Problem Solving on ISTEP

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Differentiated Instruction-Math

#### **I. Focused Academic Area (PL221)**

**Data Targets Influenced by This Concern:**

- 3rd and 4th Grade Free/Reduced Lunch Students -- % of F/R lunch students passing ISTEP Language Arts
- All 3rd Grade Students -- % Mastery in E/LA Applications on ISTEP
- All 4th Grade Students -- % Mastery of E/LA Applications on ISTEP

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Differentiated Instruction Reading

## **U. Focused Student Group (PL221)**

### **Data Targets Influenced by This Concern:**

- 3rd and 4th Grade Free/Reduced Lunch Students -- % of F/R lunch students passing ISTEP Language Arts
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

### **Strategies to Impact This Concern:**

- U. Focused Student Group: RTI group

## 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?	School 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity - Standards Based Wireless Generation -Grades K-2 Reading and Math Progress Monitoring Weekly STEEPS - Reading and Math Fluency and Comprehension DRA - Reading Fluency and Comprehension Teacher Created Common Assessments

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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 2009-2010 school year