

# **School Improvement Plan - 2010-2011**

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## **Break-O-Day Elementary School (3429)**

**Clark-Pleasant Com School Corp**

**New Whiteland, 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

Break-O-Day 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
- Title I - Targeted Assistance School
- Title I - School in Improvement

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

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

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

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

## **Implementation Next Year**

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

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- - Parent/Guardian
- Sarah Ambler - Teacher
- Cindy Conner - Administrator
- Amy Grady - Teacher
- Roy Hendershot - Community Representative (Business)
- Ronda Locke - Parent/Guardian
- Aaron Munson - School Counselor
- Cindi Woods - Teacher

## Strategy Chairs

- Cindy Conner
- Cindy Garrity
- Alisha McWilliams
- Rob Merchant
- Aaron Munson
- Andrea Nuhfer
- Julia Parry
- Kara Sexton
- Lori Stier
- Katie Welty
- Laura Winscott

## Community Council

- - Parent
- - Community
- - Parent
- - Business/parent
- Erin DeWitt - Parent
- Michelle Fernandez - parent
- Roy Hendershot - Law Enforcement
- Lisa Jardine - Parent
- Joan Kendall - Parent
- Becky Leiferman - Parent
- Amy Lewis - STEM
- Ronda Locke - parent
- Heather Lowry - parent/community
- Tania Miles - Business/parent
- Amy Moore - Parent
- Andrea Napier - Parent
- Julia Phelps - Parent
- Judi Reid - Community
- Nicole Reid - Parent
- Ruth Shackelford - Community
- Angela Smith - 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 in a safe school surrounded by compassionate, disciplined, and qualified adult role models. We believe all students deserve to succeed and reach their academic potential supported by their parents. We believe that all students deserve a high quality education with a rigorous curriculum that allows them to develop according to their individual learning style. We believe all students deserve an emotionally nurturing environment. We believe students deserve cutting-edge technology opportunities that allow for achievement growth.

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

All teachers provide a safe, fun, positive, peaceful and structured learning environment where high expectations are clear and consistent. Instructional models balance individual and group needs. Teaching strategies reflect the best practices, and extra help is given as needed. Parents monitor homework and contact the school with questions. Children are sent to school clean, fed, and well rested. Parents meet all financial and medical obligations. Community members support and attend school activities. They offer supplies, food, medical assistance and holiday help. Businesses welcome children on field trips. Parents are given release time from their jobs to volunteer at school.

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

understand their learning styles. Students can identify their strengths and weaknesses. They know what is expected of them. Students understand their test scores and the Indiana Academic Standards. Students can express their feelings and resolve their problems peacefully. All students take responsibility for their actions. There are no discipline problems. Students understand that they are preparing for their future success as active, contributing, adult community members.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who 4th grade students mastering ISTEP essential skills: 100%
- % of students who % of students achieve NWEA goals in Language: 100%
- % of students who % of students who achieve NWEA goals in Math: 100%
- % of students who % of students who achieve NWEA goal in Reading: 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 Fourth Grade Students - % of students who meet state language arts standards on the ISTEP+ assessment

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	
78%	73%	76%	73%	79%		81%		83%		85%		100%

## All Fourth Grade Students - % of students who meet state math standards on the ISTEP+ assessment

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	
79%	74%	77%	76%	80%		83%		86%		89%		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	
81%	68.8%	84%	76.1%	85%		86%		87%		88%		100%

**All students in third grade taking ISTEP+ - % of students who meet state language arts standards on the ISTEP+ assessment**

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	
78%	81%	84%	80%	84%		87%		90%		93%		100%

**All students in third grade taking ISTEP+ - % of students who meet state math standards on the ISTEP+ assessment**

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	
77%	80%	83%	75%	83%		84%		85%		86%		100%

**Identified Title 1 students - % of students who meet criteria in Language Arts on ISTEP+ Assessment**

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	
100%	59%	62%	49%	52%								

**Third grade free and reduced students - % of third grade students who meet state computation standards on the ISTEP+ assessment**

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	
71%	70%	73%	65%	73%		74%		75%		76%		100%

**Third grade males-writing applications - % of male students who meet state writing applications standard on the ISTEP+ assessment**

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	
74%	85%	88%	76%	80%		82%		84%		86%		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

### Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**N. Parent Notice - School in Improvement**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Required Strategies

### A. Parent Involvement: Parent - Child Communication

Staff at Break-O-Day will encourage communication about school at home by sending home a monthly discussion starter for children and their parents to share. Discussion starters will consist academic and social based questions that will also align with Indiana Academic Standards. Links to educational and state websites and classroom newsletters will be posted on teacher home pages as well as the school's web page. Weekly emails will be sent to parents reminding them of the resources provided and will include the classroom newsletters and information. Classes will compete for the most participation and earn rewards.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement: Socio-economic Diversity Training

Staff will attend Diversity Training with Dr. Denise Collins from Indiana State University with a focus on socio economic diversity.

**Impact Level:** High Impact - Inside

**Focus:** General

### E. Parent Information Resource Center Website

Information will be sent home in a letter in August of 2010 to inform parent of Indiana's Parent Information and Resource Center (PIRC) at [www.fscp.org](http://www.fscp.org). We also include a link to [www.fscp.org](http://www.fscp.org) on our school website.

**Impact Level:** Low Impact

**Focus:** General

### F. Encourage Rigorous Curriculum: Literacy - Daily 5

Teachers will use Daily 5 Strategies for differentiated literacy instruction in their classrooms beginning in August. Training sessions begin in May 2010, instruction books purchased February 2010.

**Impact Level:** High Impact - Inside

**Focus:** General

### I. Focused Academic Area: Math Curriculum

During the school year, teachers will differentiate standards based instruction using Math Flex groups for 30 minutes daily. Students will be assessed using pre- and post-tests.

**Impact Level:** High Impact - Inside

**Focus:** General

## **J. Instruction by Highly Qualified Teachers**

Every staff member will meet Highly Qualified Teacher requirements as mandated by the State Board of Education. All staff are currently qualified and new staff will meet the requirements. School will create or maintain a list of all teachers in the building and indicates whether or not each teacher holds a valid Indiana teaching license. School will maintain a list of all teachers in the building and records how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). As an AYP school, all teachers will be highly qualified.

**Impact Level:** High Impact - Outside

**Focus:** General

## **N. Parent Notice - School in Improvement**

The Central Office will mail a Notice of School Improvement to parents/guardians of all students explaining that BOD has not met AYP and parents may choose another elementary for their children. The letter will state the specific responsibilities of the school, LEA, and SEA.

**Impact Level:** Low Impact

**Focus:** General

## **O. Extended Learning Activities: Tutoring outside of the school day/year**

Tutoring will be provided by teachers and teaching assistants before and/or after school each day for extended learning activities.

**Impact Level:** High Impact - Outside

**Focus:** General

## **P. Teacher Mentoring Program: Teacher Team Collaboration**

Planning time is scheduled for teachers on a grade level basis weekly. At least once a month 10 to 15 minutes of time will be set aside to encourage and discuss with each other on professional situations, including strategies, instruction, classroom management and other topics as presented by principal and other staff.

**Impact Level:** High Impact - Outside

**Focus:** General

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

In August of 2010 the school will send a letter to all parents to inform them 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.

**Impact Level:** High Impact - Outside

**Focus:** General

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

In August of 2010 school and/or district will send a letter to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

**Impact Level:** High Impact - Outside

**Focus:** General

## **S. School-Parent Compact**

Students, parents, and teachers will sign a school-parent compact in August 2010. An informational parent meeting will be held to inform parents of Title 1 programs. The School-Parent Compact will include all components described on the DOE School-Parent Compact Checklist.

**Impact Level:** High Impact - Outside

**Focus:** General

## **T. Annual Parent Meeting**

In August of 2010, school will convene a flexible number of annual parent meetings (such as morning and evening so that as many parents as possible are able to attend), at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, school will invite parents of children participating in Title I, Part A programs and encourage them to attend. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **U. Focused Student Group: Tier 3 RTI Students - Special Education**

We will offer our Tier 3 students Tier 3 interventions using the RTI model. These students will work with the building instructional assistants, General Education staff, Special Education staff, and Learning Resource staff. The students will be placed in small groups based on need. What students need to learn will be determined by using data (ISTEP+, Steeps, common assessments, classroom assessments, etc.).

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **V. Peer Review for SIP**

After the School Improvement Plan is written, the school will partner with peers from a similar school that was successful in meeting AYP and have significantly higher academic performance for the purpose of reviewing the quality of our School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

**Impact Level:** Low Impact

**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

### A. Parent Involvement: Parent - Child Communication

Percent of parents that use the monthly discussion starter at home at least once a month. (The returned forms will be used to measure this.)

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%	

Percent of parents that access school web site and educational links provided on teacher web pages.

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

### I. Focused Academic Area: Math Curriculum

% of teachers who provide differentiated standards based instruction using Math Flex groups for 30 minutes daily

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	100		100%	

### O. Extended Learning Activities: Tutoring outside of the school day/year

Percentage of teachers that feel the before school tutoring program is impactful.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
92%	100			

**P. Teacher Mentoring Program: Teacher Team Collaboration**

% of teachers who utilize discussed ideas/strategies

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

**U. Focused Student Group: Tier 3 RTI Students - Special Education**

The percentage of teachers using Differentiated Instruction methods for daily with Tier 3 students

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

## Educator Training for Parent Involvement

**Aug 18, 2010:** Staff read article regarding diversity awareness. **Person:** Aaron Munson

**Sep 26, 2010:** Staff will complete an awareness survey online. **Person:** Aaron Munson

**Oct 15, 2010:** Staff will attend meeting with corporation diversity representatives to discuss cultural awareness in building. **Person:** Aaron Munson

**Nov 16, 2010:** Staff will attend diversity awareness training with Dr. Collins. **Person:** Aaron Munson

## Encourage Rigorous Curriculum

**May 25, 2010:** Teachers will familiarize themselves with the Daily 5 Reading Process by reading provided materials and will observe classrooms with the process in place. **Person:** Cindy Conner

**May 28, 2010:** Teachers will be given Daily 5 and Cafe Reading instruction books. **Person:** Cindy Conner

**Aug 10, 2010:** Administration will provide grade level planning time to discuss strategies and implementation. **Person:** Cindy Conner

**Aug 10, 2010:** Teachers will implement the Daily 5 Reading Strategies in their classrooms on a daily basis. **Person:** Cindy Conner

**Oct 12, 2010:** Administration will provide grade level planning time to discuss strategies and implementation. **Person:** Cindy Conner

**Dec 14, 2010:** Administration will provide grade level planning time to discuss strategies and implementation. **Person:** Cindy Conner

**Feb 15, 2011:** Administration will provide grade level planning time to discuss strategies and implementation. **Person:** Cindy Conner

**Apr 19, 2011:** Administration will provide grade level planning time to discuss strategies and implementation. **Person:** Cindy Conner

## Extended Learning Activities

**Aug 13, 2010:** Staff will meet to determine standards to be covered in tutoring. **Person:** Dylan Purlee

**Aug 13, 2010:** Staff will meet to develop hands on activities for differentiated instruction of the tutoring groups. **Person:** Dylan Purlee

**Aug 16, 2010:** Students given pre-test covering specific skills to determine need for placement in tutoring program **Person:** Dylan Purlee

**Oct 15, 2010:** Staff will meet to determine standards to be covered in tutoring. **Person:** Dylan Purlee

**Oct 15, 2010:** Staff will meet to develop hands on activities for differentiated instruction of the tutoring groups. **Person:** Dylan Purlee

**Oct 18, 2010:** Students given pre-test covering specific skills to determine need for placement in tutoring program **Person:** Dylan Purlee

**Nov 30, 2010:** Collect fall data: Percentage of teachers that feel the before school tutoring program is impactful. **Person:** Dylan Purlee

**Dec 17, 2010:** Staff will meet to determine standards to be covered in tutoring. **Person:** Dylan Purlee

**Dec 17, 2010:** Staff will meet to develop hands on activities for differentiated instruction of the tutoring groups. **Person:** Dylan Purlee

**Dec 20, 2010:** Students given pre-test covering specific skills to determine need for placement in tutoring program **Person:** Dylan Purlee

**Feb 18, 2011:** Staff will meet to determine standards to be covered in tutoring. **Person:** Dylan Purlee

**Feb 18, 2011:** Staff will meet to develop hands on activities for differentiated instruction of the tutoring groups. **Person:** Dylan Purlee

**Feb 21, 2011:** Students given pre-test covering specific skills to determine need for placement in tutoring program **Person:** Dylan Purlee

**Apr 22, 2011:** Staff will meet to determine standards to be covered in tutoring. **Person:** Dylan Purlee

**Apr 22, 2011:** Staff will meet to develop hands on activities for differentiated instruction of the tutoring groups. **Person:** Dylan Purlee

**Apr 25, 2011:** Students given pre-test covering specific skills to determine need for placement in tutoring program **Person:** Dylan Purlee

**Jun 30, 2011:** Collect spring data: Percentage of teachers that feel the before school tutoring program is impactful. **Person:** Dylan Purlee

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: % of teachers who provide differentiated standards based instruction using Math Flex groups for 30 minutes daily **Person:** Cindy Conner

**Aug 10, 2010:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Aug 15, 2010:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Aug 20, 2010:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Aug 28, 2010:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Sep 10, 2010:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Sep 15, 2010:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Sep 20, 2010:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Sep 28, 2010:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Oct 10, 2010:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Oct 15, 2010:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Oct 20, 2010:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Oct 28, 2010:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Nov 10, 2010:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Nov 15, 2010:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Nov 20, 2010:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Nov 28, 2010:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Nov 30, 2010:** Collect fall data: % of teachers who provide differentiated standards based instruction using Math Flex groups for 30 minutes daily **Person:** Cindy Conner

**Dec 10, 2010:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Dec 15, 2010:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Dec 20, 2010:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Dec 28, 2010:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Jan 10, 2011:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Jan 15, 2011:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Jan 20, 2011:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Jan 28, 2011:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Feb 10, 2011:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Feb 15, 2011:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Feb 20, 2011:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Feb 28, 2011:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Mar 10, 2011:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Mar 15, 2011:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Mar 20, 2011:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Mar 28, 2011:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Apr 10, 2011:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**Apr 15, 2011:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**Apr 20, 2011:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**Apr 28, 2011:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**May 10, 2011:** Teachers will determine math skills to be covered in flex groups. **Person:** Cindy Conner

**May 15, 2011:** Teachers will develop pre/post tests that cover the selected skills. **Person:** Cindy Conner

**May 20, 2011:** Teachers will administer pre/post tests before and after skill have been introduced and taught. **Person:** Cindy Conner

**May 28, 2011:** Teachers will analyze data obtained from pre/post tests. **Person:** Cindy Conner

**Jun 30, 2011:** Collect spring data: % of teachers who provide differentiated standards based instruction using Math Flex groups for 30 minutes daily **Person:** Cindy Conner

## Focused Student Group

**Aug 13, 2010:** Survey teachers on needed strategies for differentiated instruction and services for Tier 3 students. **Person:** Leslie New

**Aug 26, 2010:** Special Education Teacher will present ideas and materials at grade level meetings. **Person:** Leslie New

**Oct 15, 2010:** Survey teachers on needed strategies for differentiated instruction and services for Tier 3 students. **Person:** Leslie New

**Oct 28, 2010:** Special Education Teacher will present ideas and materials at grade level meetings. **Person:** Leslie New

**Nov 30, 2010:** Collect fall data: The percentage of teachers using Differentiated Instruction methods for daily with Tier 3 students  
**Person:** Leslie New

**Dec 17, 2010:** Survey teachers on needed strategies for differentiated instruction and services for Tier 3 students. **Person:** Leslie New

**Dec 30, 2010:** Special Education Teacher will present ideas and materials at grade level meetings. **Person:** Leslie New

**Feb 18, 2011:** Survey teachers on needed strategies for differentiated instruction and services for Tier 3 students. **Person:** Leslie New

**Mar 3, 2011:** Special Education Teacher will present ideas and materials at grade level meetings. **Person:** Leslie New

**Apr 22, 2011:** Survey teachers on needed strategies for differentiated instruction and services for Tier 3 students. **Person:** Leslie New

**May 5, 2011:** Special Education Teacher will present ideas and materials at grade level meetings. **Person:** Leslie New

**Jun 30, 2011:** Collect spring data: The percentage of teachers using Differentiated Instruction methods for daily with Tier 3 students  
**Person:** Leslie New

## Parent Involvement

**Apr 1, 2010:** Collect baseline data: Percent of parents that access school web site and educational links provided on teacher web pages. **Person:** Andrea Nuhfer

**Aug 10, 2010:** Parents will be sent informational flyer regarding school web site, teacher websites and related educational links and the online grading system. **Person:** Andrea Nuhfer

**Aug 13, 2010:** Collect data regarding use of school website and teacher web site links through a survey sent to parents. **Person:** Andrea Nuhfer

**Oct 15, 2010:** Collect data regarding use of school website and teacher web site links through a survey sent to parents. **Person:** Andrea Nuhfer

**Nov 30, 2010:** Collect fall data: Percent of parents that access school web site and educational links provided on teacher web pages. **Person:** Andrea Nuhfer

**Nov 30, 2010:** Collect fall data: Percent of parents that use the monthly discussion starter at home at least once a month. (The returned forms will be used to measure this.) **Person:** Andrea Nuhfer

**Dec 17, 2010:** Collect data regarding use of school website and teacher web site links through a survey sent to parents. **Person:** Andrea Nuhfer

**Feb 18, 2011:** Collect data regarding use of school website and teacher web site links through a survey sent to parents. **Person:** Andrea Nuhfer

**Apr 22, 2011:** Collect data regarding use of school website and teacher web site links through a survey sent to parents. **Person:** Andrea Nuhfer

**Jun 30, 2011:** Collect spring data: Percent of parents that access school web site and educational links provided on teacher web pages. **Person:** Andrea Nuhfer

**Jun 30, 2011:** Collect spring data: Percent of parents that use the monthly discussion starter at home at least once a month. (The returned forms will be used to measure this.) **Person:** Andrea Nuhfer

## Teacher Mentoring Program

**Aug 15, 2010:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Sep 19, 2010:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Oct 17, 2010:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Nov 21, 2010:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Nov 30, 2010:** Collect fall data: % of teachers who utilize discussed ideas/strategies **Person:**

**Dec 19, 2010:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Jan 16, 2011:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Feb 20, 2011:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Mar 20, 2011:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Apr 17, 2011:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**May 15, 2011:** Teachers will meet 1 time monthly to plan and discuss curriculum. **Person:** Grade Level Chairs

**Jun 30, 2011:** Collect spring data: % of teachers who utilize discussed ideas/strategies **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.

## A. Parent Involvement: Parent - Child Communication

No professional development is needed for this strategy.

## B. Educator Training for Parent Involvement: Socio-economic Diversity Training

Staff will attend diversity awareness training with Dr. Collins.

**Brief Description:** Dr. Collins will present results from survey and discuss findings with staff.

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** Nov 16, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Safe Haven Grant

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

## F. Encourage Rigorous Curriculum: Literacy - Daily 5

No professional development is needed for this strategy.

## I. Focused Academic Area: Math Curriculum

No professional development is needed for this strategy.

### **O. Extended Learning Activities: Tutoring outside of the school day/year**

No professional development is needed for this strategy.

### **P. Teacher Mentoring Program: Teacher Team Collaboration**

No professional development is needed for this strategy.

### **U. Focused Student Group: Tier 3 RTI Students - Special Education**

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

#### Required Areas of Concern

##### A. Parent Involvement (TAS)

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

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

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

- A. Parent Involvement: Parent - Child Communication

##### B. Educator Training (TAS)

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

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

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

- B. Educator Training for Parent Involvement: Socio-economic Diversity Training

##### E. Parent Information Resource Center Website (TAS)

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

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment

- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- E. Parent Information Resource Center Website

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Literacy - Daily 5

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Math Curriculum

## **J. Instruction by Highly Qualified Teachers (TAS)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment

- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement

**O. Extended Learning Activities (In Improvement)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- O. Extended Learning Activities: Tutoring outside of the school day/year

**P. Teacher Mentoring Program (In Improvement)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- P. Teacher Mentoring Program: Teacher Team Collaboration

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment

- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

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

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

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

## **S. School-Parent Compact (TAS)**

**Data Targets Influenced by This Concern:**

- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (TAS)**

**Data Targets Influenced by This Concern:**

- Identified Title 1 students -- % of students who meet criteria in Language Arts on ISTEP+ Assessment

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

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

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- U. Focused Student Group: Tier 3 RTI Students - Special Education

## **V. Peer Review for SIP (In Improvement)**

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

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

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

- V. Peer Review for SIP

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	In the 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>	<p>AYP status. Title One funds could be used as determined by the school rather than designated by the government. The benefit of student achievement would come from the appropriation of funding for the needs of the individual school and teaching staff.</p>
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity-9 week diagnostic tests given to students in grades three and four in the subject areas of language arts, math, science and social studies.</p> <p>Wireless Generation-given to second grade students at the beginning of the year, middle of the year, and end of year in the subject areas of reading and math. Reading can be progress monitored on a weekly basis.</p> <p>Star Reading-Reading comprehension test given three times per year for all students.</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> <li>-- InSAI Expectations Assessment</li> <li>-- InSAI Curriculum Assessment</li> <li>-- InSAI Instruction Assessment</li> <li>-- InSAI Classroom Assessment Assessment</li> <li>-- InSAI Extra Help Assessment</li> <li>-- InSAI Guidance Assessment</li> <li>-- InSAI Environment Assessment</li> </ul>
F. 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?	<p>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).</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<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 2010-2011 school year