

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

Generated on August 31, 2010 at 10:17 AM

## **Pleasant Crossing Elementary (3430)**

**Clark-Pleasant Com School Corp**

**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:



*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>

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 9
- Strategies . . . . . 11
- Strategy Data . . . . . 14
- To-Do List . . . . . 16
- Professional Development Summary . . . . . 21
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 24
- Force Field Excerpt . . . . . 28
- Continuous Improvement Timeline . . . . . 29

# School Improvement Plan Introduction

Pleasant Crossing Elementary

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

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Kellie Blum - Parent/Guardian
- Debbie Campbell - Teacher
- Robert Dilley - Community Representative (Business)
- Shay Dilley - Teacher
- Terry Magnuson - Administrator
- Diane Ramer - School Counselor
- Lori Walsh - Teacher

## Strategy Chairs

- Nicole Edens
- Monica Lemon
- Melissa Meli
- Beth Sanchez
- Dustin Vaught
- Renna Waalkens

## Community Council

- Christine Allen - Community Member
- Anna Barile - Business Representative
- Joel Blum - Business Member
- Kevin Blum - Business
- Bob Dilley - Business Member

- Patty Dilley - Business Member
- Mike Eads - Community Agency Representative
- Esther Faulkner - Community Representative
- Sharon Goebel - Community Library Representative
- Yvette Hauseer - Community Volunteer
- Jennifer Hooter - Fourth Grade Parent
- Mike Hummel - Business Representative
- Sally Kippenberg - First Grade Parent
- Mary Lane - Kindergarten Parent
- Leamon Lorance - Community Member
- Kari Mariner - Kindergarten Parent
- Vicki Mast - Community Member
- Beth Moore - Business Member
- Angie Newkirk - Community Agency Representative
- Sara Read - Kindergarten and Third Grade Parent
- Kim Schaftstall - Community Member
- Tina Snider - Community Agency Representative
- Ed Stephenson - Law Enforcement Member
- Tiffany True - Community Agency Representative
- Danielle Udrasols - Fourth Grade Parent
- Jose Valdez - Kindergarten Parent
- Sharna Yates - Fourth and Second Grade 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:**

A safe and caring environment. Proper resources for the learning environment. To get help when needed. Positive reinforcement for all students. To be treated fairly. To be challenged at their independent skill level. Teachers who utilize a variety teaching strategies meeting individual learning styles. Parents that are involved in their education. All students deserve positive role models in the school setting that model the expectations of the school. Students deserve to be trained on the life skills implemented in the building: truth, trust, lifelong learning, active listening, no putdowns. Students deserve to be taught how to implement these life skills beyond the school setting.

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

Caring about students and fellow adults. They are demonstrating the Lifelong Guidelines each day. They are providing adequate resources for all students to learn. They teach in many different ways. They are aware of each student's learning styles. They listen and are understanding of the situations that surround students. They approach students in a respectful way and expect accountability with all students. They provide extra help and time for all students who need it. The adults engage students in learning activities that expose students to real world situations. Adults monitor homework, attitude, and efforts of the students. Adults give students regular feedback on progress. They give goal setting techniques to improve on strengths and weaknesses.

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

Students are actively participating in their learning. They are respectful of others. They attend school each day. They are determined to improve on their strengths and weaknesses. They have high expectations for themselves and others. They are modeling the life skills. They make good choices each day. They are respectful of other's differences. When mistakes are made they reflect on the actions and learn from them. They deal with conflicts in a positive way. They apply knowledge into real world situations. They seek help from adults. They are inquisitive and seek out knowledge from a variety of resources.

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

- % of students who pass Language ISTEP third grade.: 100%
- % of students who pass Math ISTEP fourth grade.: 100%
- % of students who pass ISTEP Language fourth grade: 100%
- % of students who pass Math ISTEP third grade: 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.

## Fourth grade Free and Reduced Students - who passed Language Arts 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	
N/A	64%	68%	64%	67%		70%		73%		76%		100%

## Fourth Grade Students - who pass the second semester math problem solving assessment with a score of 85%.

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	
N/A	N/A	N/A	N/A	75%	37%	78%		81%		84%		100%

## Fourth grade students - who passed Language Arts 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	
n/a	76%	79%	73%	76%		85%		88%		91%		100%

**Targeted Title 1 Students - who passed Language Arts 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	
N/A	N/A	N/A	N/A	75%		78%		81%		83%		100%

**Third Grade Females - who passed math Spring 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	
N/A	N/A	N/A	N/A	78%		81%		83%		85%		100%

**Third grade free and reduced students - who passed Language Arts 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	
N/A	58%	63%	69%	72%		75%		78%		81%		100%

**Third Grade special education students - who pass Math 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	
N/A	17%	28%	46%	49%		52%		55%		58%		100%

**Third grade students - who passed Language Arts 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	
n/a	68%	71%	76%	79%		82%		85%		88%		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**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**L. Early Childhood Transition**

**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**

# 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: Family Literacy Night

The parent involvement committee will determine the literacy skills that each K - 4 grade level needs to teach student's families so that they may help their child at home. Grade levels will use the Indiana Academic Standards to guide them in the activities that will be taught to parents. Parents will be taught strategies to use at home. Each grade level will conduct a family literacy night during the 2010 fall semester.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement

The educator training committee will research the best ways to get parents involved in school related activities and strategies in order to teach parents how to help their child at home. This committee will report their findings to the entire staff during staff meetings. The focus of their research will be on best practices for parent involvement with literacy. Teachers will then implement the strategies shared by the committee.

**Impact Level:** High Impact - Outside

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs: Home Learning Packets

During kindergarten registration in April 2010, teachers will make a master list of all preschools currently being attended and distribute home learning packet for potential incoming students in the fall. The preschools will also be supplied with a list of skills their students need to know in order to be successful in kindergarten. A skills and activities list will also be sent to the parents at these preschools.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### E. Parent Information Resource Center Website

The Parent resource committee will distribute and have available resources that will help support our parents and community. The topics will focus on homework, social skills, behavior, and parent skills. These resources will be free and available in the Parent Center and office. Parents will also be informed of Indiana's parent information and resource center at [www.fscp.org](http://www.fscp.org). All of these resources will be listed on our school website under parent resources.

**Impact Level:** High Impact - Outside

**Focus:** General

### F. Encourage Rigorous Curriculum: Plan, Do, Review in Math

The encourage rigorous curriculum committee will utilize the plan, do, review program currently implemented in our school to develop and implement grade level math problems. The math problems will be created using ISTEP problems and vocabulary. This will allow for all students to have a plan to attack a word problem. The committee will determine the frequency in which these problems will be used and how the documentation will be completed. Teaching students to use Plan, Do, Review will encourage them to be successful in higher ability classes and to better understand the vocabulary needed.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **I. Focused Academic Area: Plan, Do, Review Writing Process**

The focused academic area committee will utilize the plan, do, review program that is currently implemented into our writing process utilizing the ISTEP rubric and vocabulary. They will research the writing ISTEP vocabulary, format, and rubrics. They will use this information to create writing prompts for each grade level and determine the frequency in which they will be used. The committee will decide on the documentation and the expectations for the writing prompts.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

The instruction by highly qualified teachers committee will receive documentation from our human resource director on each teachers status of being highly qualified. This committee will generate a list of all certified staff members and how they are highly qualified (PRAXIS, NTS, HOUSSE, CAS). If a staff member is not defined as highly qualified they will be encouraged to meet with the Principal and human resource director to rectify the problem. They will also be encouraged to attend the monthly professional development activities for the corporation. A peer mentor will be assigned by the principal to help with the professional growth of this educator.

**Impact Level:** Low Impact

**Focus:** General

#### **L. Early Childhood Transition: Holiday Luncheon/ HeadStart Partnership**

The early childhood transition committee will develop a partnership with the Franklin HeadStart agency. The HeadStart staff and students will all be invited for a holiday luncheon, academic center work, and resource materials will be provided for the HeadStart staff. This resource packet will collaborate with the incoming skills needed of kindergarteners.

**Impact Level:** High Impact - Outside

**Focus:** Specific

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

The parent right-to-know letter committee will send a letter to all parents in the fall 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.

**Impact Level:** Low Impact

**Focus:** General

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

A letter will be sent home to any student who has been taught or if they have been assigned a non-qualified teacher for more than four weeks.

**Impact Level:** Low Impact

**Focus:** General

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

The school committee, with parent input, will review the current school-parent compact and decide if revisions are needed. Once the compact has been reviewed our RTI staff will distribute and collect these forms. The committee will copy compacts and place in binder for documentation.

**Impact Level:** Low Impact

**Focus:** General

#### **T. Annual Parent Meeting**

The annual parent meeting committee will determine when the meeting will take place and that it is a time when many parents can attend. The meeting will explain what Title I is and the rights the parents have. The meeting is hosted by our school's RTI staff. The committee will place these materials in a binder for documentation.

**Impact Level:** High Impact - Outside

**Focus:** Specific

**U. Focused Student Group: Buddy Program**

Teachers and instructional assistants will continue to mentor selected free and reduced students using Ruby Payne strategies. The committee will focus on students who are participating in the early education program throughout the year.

**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

### A. Parent Involvement: Family Literacy Night

Percent of parents who attend literacy night.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	25%			

### B. Educator Training for Parent Involvement

Percent of teachers communicating with 100% of parents based on survey to teachers

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
N/A	90%		100%	

### C. Outreach to Preschool Parent Involvement Programs: Home Learning Packets

Percent of parents that return their child's signed calendar

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
N/A	50%		N/A	

### F. Encourage Rigorous Curriculum: Plan, Do, Review in Math

The percent of lessons per semester that integrated the plan, do, review in math

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	85%		90%	

**I. Focused Academic Area: Plan, Do, Review Writing Process**

Percent of teachers who do a monthly writing sample and follow ISTEP rubric.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
N/A	90%		100%	

**L. Early Childhood Transition: Holiday Luncheon/ HeadStart Partnership**

Percent of families that participate and how many teachers and parents attend with children

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85%				

**U. Focused Student Group: Buddy Program**

The number of times a contact has been made with a student at least 8 times in the school year.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70%	73%		73%	

## 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.

## Early Childhood Transition

**Apr 1, 2010:** Collect baseline data: Percent of families that participate and how many teachers and parents attend with children

**Person:**

**Oct 29, 2010:** Teachers plan with headstart and count number of families planning on attending. **Person:** All fourth grade teachers and Head Start

**Nov 1, 2010:** Send personal invitations to remind parents of event. **Person:** All fourth grade teachers

**Nov 1, 2010:** Show fourth graders how to run stations **Person:** All fourth grade teachers

**Nov 15, 2010:** Order food by contacting Jonathon Byrd's **Person:** Lori Walsh

**Nov 15, 2010:** Sponsor will pay for food. **Person:** LD Leasing

**Nov 19, 2010:** Prepare material and copy for packet **Person:** Beth Sanchez and Amanda Slike

**Nov 22, 2010:** Prepare centers with new material **Person:** All fourth grade teachers and students

**Nov 22, 2010:** Put out materials to set up stations **Person:** All fourth grade teachers and fourth grade students

**Nov 23, 2010:** Count the number of families that receive resource packet. **Person:** Lori Walsh

**Nov 23, 2010:** Hand out packets to Head Start **Person:** All fourth grade teachers

**Nov 23, 2010:** Put up materials and clean up. **Person:** All fourth grade teachers and all fourth grade students

**Nov 23, 2010:** Students will write a reflection of event **Person:** All fourth grade students

**Nov 30, 2010:** Collect fall data: Percent of families that participate and how many teachers and parents attend with children **Person:**

**Jun 30, 2011:** Collect spring data: Percent of families that participate and how many teachers and parents attend with children

**Person:**

## Educator Training for Parent Involvement

**Apr 1, 2010:** Collect baseline data: Percent of teachers communicating with 100% of parents based on survey to teachers **Person:**

**Sep 10, 2010:** Survey to the staff to determine if 100% of parents have received communication through newsletters via internet.

**Person:** Stacey Buher

**Oct 7, 2010:** Make a survey for fall conferences on the best way to communicate with teachers. **Person:** Lisa Workman

**Oct 14, 2010:** Distribute survey to teachers. **Person:** Monica Lemon

**Oct 23, 2010:** Parents take survey **Person:** Teachers

**Nov 25, 2010:** Tabulate survey **Person:** Committee

**Nov 30, 2010:** Collect fall data: Percent of teachers communicating with 100% of parents based on survey to teachers **Person:**

**Dec 6, 2010:** Convey survey results to staff. **Person:** Committee

**Dec 6, 2010:** Survey results **Person:** Committee

**May 10, 2011:** Survey to the staff to determine if 100% of parents have received communication through newsletters via internet.

**Person:** Stacey Buher

**May 11, 2011:** Will meet and discuss results. **Person:** Committee

**Jun 30, 2011:** Collect spring data: Percent of teachers communicating with 100% of parents based on survey to teachers **Person:**

## Encourage Rigorous Curriculum

**Mar 5, 2010:** Make log sheet for teachers to document lessons. **Person:** Committee

**Mar 25, 2010:** Gather resources from the DOE website for ISTEP math vocabulary and problems. **Person:** Becki Armbruster

**Apr 1, 2010:** Collect baseline data: The percent of lessons per semester that integrated the plan, do, review in math **Person:**

**May 26, 2010:** Gather plan, do, and review student sheet and teacher resources for ISTEP math vocabulary and problems. **Person:** Lori Walsh

**May 26, 2010:** Prepare materials for each grade level by modifying and developing plan, do, and review activities centered around ISTEP math. **Person:** Committee

**Aug 11, 2010:** Plan, Do, Review training for all instructional staff. Prepare presentation to cover Plan, Do, Review with ISTEP math implementation. **Person:** Committee

**Aug 11, 2010:** Present staff with math packets. Packets will have 36 math problems and problem solving organizer. **Person:** Committee

**Aug 12, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Aug 12, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Sep 9, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Sep 9, 2010:** Train staff on procedures for plan, do, and review student sheet and documentation expectations. **Person:** Committee

**Oct 14, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Nov 11, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Nov 30, 2010:** Collect fall data: The percent of lessons per semester that integrated the plan, do, review in math **Person:**

**Dec 9, 2010:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Dec 12, 2010:** Collect log sheets and total lesson implementations. **Person:** Committee

**Dec 14, 2010:** Gather documentation logs. Total the percent of teachers that implemented Plan, Do, Review ISTEP math problems into the math curriculum. **Person:** Committee

**Jan 13, 2011:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Feb 10, 2011:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Mar 10, 2011:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Apr 14, 2011:** Committee members will send out e-mail reminders once a month. **Person:** Megan Purlee

**Apr 20, 2011:** Collect log sheets and total lesson implementations. **Person:** Committee

**Apr 20, 2011:** Gather documentation logs. Total the percent of teachers that implemented Plan, Do, Review ISTEP math problems into the math curriculum. **Person:** Committee

**Jun 30, 2011:** Collect spring data: The percent of lessons per semester that integrated the plan, do, review in math **Person:**

## Focused Academic Area

**Mar 31, 2010:** Look at past ISTEP writing prompts **Person:** Committee

**Apr 1, 2010:** Collect baseline data: Percent of teachers who do a monthly writing sample and follow ISTEP rubric. **Person:**

**May 10, 2010:** Create appropriated Plan, Do, Review writing lessons for all grades. **Person:** Committee

**May 10, 2010:** Create spreadsheet **Person:** Committee

**Aug 10, 2010:** Distribute the Plan, Do, Review writing packet for the school year. **Person:** Committee

**Aug 28, 2010:** Teachers will give a pre-assessment of writing and use a baseline for the writing focus area. **Person:** Teachers

**Sep 23, 2010:** Collect Plan, Do, Review writing samples **Person:** Committee

**Sep 23, 2010:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Sep 24, 2010:** Collect Plan, Do, Review writing samples **Person:** Committee

**Oct 7, 2010:** Share time at staff meetings **Person:** Committee

**Oct 15, 2010:** Grade levels will give an ISTEP writing prompt and grade them on the ISTEP rubric each nine weeks. Their levels will be collected to see if improvements have occurred. **Person:** Teachers

**Oct 28, 2010:** Collect Plan, Do, Review writing samples **Person:** Committee

**Oct 28, 2010:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Oct 31, 2010:** At the end of the end of each nine weeks the grade level who has improved the most will receive a celebration award. Principal will give a duty coupon that expires January 31, 2011 and a jeans/flip flop coupon for February to May 2011. **Person:** Principal

**Nov 4, 2010:** Share time at staff meetings **Person:** Committee

**Nov 25, 2010:** Collect Plan, Do, Review writing samples **Person:** Committee

**Nov 25, 2010:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Nov 30, 2010:** Collect fall data: Percent of teachers who do a monthly writing sample and follow ISTEP rubric. **Person:**

**Dec 2, 2010:** Share time at staff meetings **Person:** Committee

**Dec 15, 2010:** Grade levels will give an ISTEP writing prompt and grade them on the ISTEP rubric each nine weeks. Their levels will be collected to see if improvements have occurred. **Person:** Teachers

**Dec 20, 2010:** At the end of the end of each nine weeks the grade level who has improved the most will receive a celebration award. Principal will give a duty coupon that expires January 31, 2011 and a jeans/flip flop coupon for February to May 2011. **Person:** Principal

**Dec 23, 2010:** Collect Plan, Do, Review writing samples **Person:** Committee

**Dec 23, 2010:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Jan 6, 2011:** Share time at staff meetings **Person:** Committee

**Jan 27, 2011:** Collect Plan, Do, Review writing samples **Person:** Committee

**Jan 27, 2011:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Feb 3, 2011:** Share time at staff meetings **Person:** Committee

**Feb 24, 2011:** Collect Plan, Do, Review writing samples **Person:** Committee

**Feb 24, 2011:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Mar 3, 2011:** Share time at staff meetings **Person:** Committee

**Mar 15, 2011:** Grade levels will give an ISTEP writing prompt and grade them on the ISTEP rubric each nine weeks. Their levels will be collected to see if improvements have occurred. **Person:** Teachers

**Mar 18, 2011:** At the end of the end of each nine weeks the grade level who has improved the most will receive a celebration award. Principal will give a duty coupon that expires January 31, 2011 and a jeans/flip flop coupon for February to May 2011. **Person:** Principal

**Mar 24, 2011:** Collect Plan, Do, Review writing samples **Person:** Committee

**Mar 24, 2011:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**Apr 7, 2011:** Share time at staff meetings **Person:** Committee

**Apr 22, 2011:** Collect Plan, Do, Review writing samples **Person:** Committee

**Apr 22, 2011:** Teachers will grade writing of students and record rubric scores on spreadsheet. **Person:** Committee

**May 5, 2011:** Share time at staff meetings **Person:** Committee

**May 15, 2011:** Grade levels will give an ISTEP writing prompt and grade them on the ISTEP rubric each nine weeks. Their levels will be collected to see if improvements have occurred. **Person:** Teachers

**May 20, 2011:** At the end of the end of each nine weeks the grade level who has improved the most will receive a celebration award. Principal will give a duty coupon that expires January 31, 2011 and a jeans/flip flop coupon for February to May 2011. **Person:** Principal

**Jun 30, 2011:** Collect spring data: Percent of teachers who do a monthly writing sample and follow ISTEP rubric. **Person:**

## Focused Student Group

**Mar 29, 2010:** Get list of students in early education program from secretary. **Person:** Dustin Vaught

**Apr 1, 2010:** Collect baseline data: The number of times a contact has been made with a student at least 8 times in the school year. **Person:** Dustin Vaught

**Sep 18, 2010:** Faculty meeting introduction to buddy program and volunteer sign-ups. **Person:** Committee

**Sep 18, 2010:** Volunteer survey given to all staff. **Person:** Dustin Vaught

**Oct 18, 2010:** Assign mentors at committee meeting **Person:** Dustin Vaught

**Oct 18, 2010:** Beginning of year kick-off celebration **Person:** Committee

**Oct 18, 2010:** Create recording sheet to track participation with buddies. **Person:** Committee

**Oct 18, 2010:** Create summary log **Person:** Committee

**Oct 18, 2010:** Kick off celebration **Person:** Committee

**Oct 18, 2010:** Relationship strategies will be discussed to help build relationships. **Person:** Diane Ramer

**Oct 18, 2010:** Send list of mentors and students to staff **Person:** Dustin Vaught

**Oct 18, 2010:** Teachers will receive guide and list of suggestions for mentoring. **Person:** Committee

**Oct 28, 2010:** Receive tallies and record. **Person:** Dustin Vaught

**Oct 28, 2010:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee

**Nov 28, 2010:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught

**Nov 28, 2010:** Monthly drawing for jeans coupon. **Person:** Principal

**Nov 28, 2010:** Positive reports will be given at faculty meetings. **Person:** Committee

**Nov 28, 2010:** Receive tallies and record. **Person:** Dustin Vaught

**Nov 28, 2010:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee

**Nov 30, 2010:** Collect fall data: The number of times a contact has been made with a student at least 8 times in the school year. **Person:** Dustin Vaught

**Dec 28, 2010:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught

**Dec 28, 2010:** Monthly drawing for jeans coupon. **Person:** Principal

**Dec 28, 2010:** Positive reports will be given at faculty meetings. **Person:** Committee

**Dec 28, 2010:** Receive tallies and record. **Person:** Dustin Vaught

**Dec 28, 2010:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee

**Jan 28, 2011:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught

**Jan 28, 2011:** Monthly drawing for jeans coupon. **Person:** Principal

**Jan 28, 2011:** Positive reports will be given at faculty meetings. **Person:** Committee

**Jan 28, 2011:** Receive tallies and record. **Person:** Dustin Vaught

**Jan 28, 2011:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee

**Feb 1, 2011:** Create survey for effectiveness of program. **Person:** Committee

**Feb 15, 2011:** Distribute survey and receive summaries. **Person:** Dustin Vaught and Committee

**Feb 18, 2011:** Survey to assess program **Person:** Dustin Vaught

**Feb 28, 2011:** Collect survey sheets from year **Person:** Committee

**Feb 28, 2011:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught

**Feb 28, 2011:** Monthly drawing for jeans coupon. **Person:** Principal

**Feb 28, 2011:** Positive reports will be given at faculty meetings. **Person:** Committee  
**Feb 28, 2011:** Receive tallies and record. **Person:** Dustin Vaught  
**Feb 28, 2011:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee  
**Mar 28, 2011:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught  
**Mar 28, 2011:** Monthly drawing for jeans coupon. **Person:** Principal  
**Mar 28, 2011:** Positive reports will be given at faculty meetings. **Person:** Committee  
**Mar 28, 2011:** Receive tallies and record. **Person:** Dustin Vaught  
**Mar 28, 2011:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee  
**Apr 28, 2011:** E-mail and tally from time spent with buddies and record results. **Person:** Dustin Vaught  
**Apr 28, 2011:** End of year celebration **Person:** Committee  
**Apr 28, 2011:** End of year celebration **Person:** Committee  
**Apr 28, 2011:** Monthly drawing for jeans coupon. **Person:** Principal  
**Apr 28, 2011:** Positive reports will be given at faculty meetings. **Person:** Committee  
**Apr 28, 2011:** Receive tallies and record. **Person:** Dustin Vaught  
**Apr 28, 2011:** Reminders and suggestion will be sent to mentors via e-mail. **Person:** Committee  
**May 28, 2011:** Receive tallies and record. **Person:** Dustin Vaught  
**Jun 30, 2011:** Collect spring data: The number of times a contact has been made with a student at least 8 times in the school year.  
**Person:** Dustin Vaught

## Outreach to Preschool Parent Involvement Programs

**Apr 1, 2010:** Collect baseline data: Percent of parents that return their child's signed calendar **Person:** Committee  
**Apr 15, 2010:** Collect names of all preschools at kindergarten registration. **Person:** Amanda Slike  
**Apr 15, 2010:** Copy and assemble packets making sure they are copied on a different color than kindergarten packets. **Person:** Dawn Drury and Lesa Harmon  
**Apr 22, 2010:** Give justification to unwilling parents of how this will prepare children for kindergarten by a letter. **Person:** Beth Sanchez and Terry Magnuson  
**Apr 22, 2010:** Offer resources if parents have questions. **Person:** Committee  
**Apr 22, 2010:** Write letter from our school that provides registration information and what child should work on in the packet.  
**Person:** Beth Sanchez and Terry Magnuson  
**May 7, 2010:** Deliver packets to preschools **Person:** Committee  
**Sep 30, 2010:** Collect all returned calendars from all incoming kindergarteners **Person:** Beth Sanchez and Lori Walsh  
**Sep 30, 2010:** Count packets from kindergarten registration and those that were delivered to preschools. **Person:** Amanda Slike and Beth Sanchez  
**Sep 30, 2010:** Invite preschool teachers who are not wanting to pass out packet to the celebration event to see their old preschool children. **Person:** Terry Magnuson, Beth Sanchez, and Amanda Slike  
**Oct 31, 2010:** Celebration with kids that returned packet. **Person:** Terry Magnuson  
**Nov 30, 2010:** Collect fall data: Percent of parents that return their child's signed calendar **Person:**  
**Jun 30, 2011:** Collect spring data: Percent of parents that return their child's signed calendar **Person:**

## Parent Information Resource Center Website

**Aug 15, 2010:** Call helpline of Johnson County for pamphlets. **Person:** Cheryl Garner  
**Aug 15, 2010:** Purchase display rack. **Person:** Monica Lemon  
**Aug 22, 2010:** Complete display rack with pamphlets. **Person:** Committee  
**Aug 22, 2010:** Contact computer technician to put resources on website. **Person:** Committee

## Parent Involvement

**Apr 1, 2010:** Collect baseline data: Percent of parents who attend literacy night. **Person:** Committee  
**Aug 23, 2010:** Grade K-2 and grades 3-4 will decide what literacy strategies that need to be taught to parents. **Person:** Monica Lemon and Stacey Buher  
**Aug 30, 2010:** Secure child care for staff putting on literacy night. **Person:** Cheryl Garner  
**Sep 6, 2010:** Advertise family literacy night by newsletters, flyer, and phone tree. **Person:** Tonja Smith  
**Sep 6, 2010:** Advertisement for parents. **Person:** Tonja Smith  
**Sep 6, 2010:** Finalize literacy activities. **Person:** Monica Lemon and Stacey Buher  
**Sep 7, 2010:** Set up for family literacy night day care for staff. **Person:** Cheryl Garner  
**Sep 13, 2010:** Create Survey **Person:** Lisa Workman  
**Sep 21, 2010:** Family literacy night for grades K-2. **Person:** Lisa Workman

**Sep 21, 2010:** Give Survey at literacy night for grades K-2. **Person:** Debbie Campbell  
**Sep 28, 2010:** Collect baseline data: Percent of parents who attend literacy night. **Person:** Committee  
**Sep 28, 2010:** Collect Survey **Person:** Committee  
**Sep 28, 2010:** Family literacy night for grades 3-4. **Person:** Lisa Workman  
**Sep 28, 2010:** Give survey at literacy night for grades 3-4. **Person:** Debbie Campbell  
**Sep 30, 2010:** Jeans coupon for staff. **Person:** Monica Lemorn  
**Oct 1, 2010:** Extra recess for highest participation in K-2 and 3-4. **Person:** Misty Joseph  
**Oct 2, 2010:** Tabulate surveys. **Person:** Committee  
**Oct 5, 2010:** E-mail staff survey results. **Person:** Debbie Campbell  
**Nov 30, 2010:** Collect fall data: Percent of parents who attend literacy night. **Person:** Committee  
**Jun 30, 2011:** Collect spring data: Percent of parents who attend literacy night. **Person:** Committee

# 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: Family Literacy Night

No professional development is needed for this strategy.

## B. Educator Training for Parent Involvement

**Convey survey results to staff.**

**Brief Description:** Committee will share survey results with staff regarding the best way our parents want communication with the school.

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

**Date:** Dec 6, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** NA

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

## C. Outreach to Preschool Parent Involvement Programs: Home Learning Packets

No professional development is needed for this strategy.

## E. Parent Information Resource Center Website

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Plan, Do, Review in Math**

**Plan, Do, Review training for all instructional staff. Prepare presentation to cover Plan, Do, Revi**

**Brief Description:** Presentation to cover Plan, Do, Review and ISTEP implementation.

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

**Date:** Aug 11, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** N/A

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

## **I. Focused Academic Area: Plan, Do, Review Writing Process**

No professional development is needed for this strategy.

## **L. Early Childhood Transition: Holiday Luncheon/ HeadStart Partnership**

No professional development is needed for this strategy.

## **U. Focused Student Group: Buddy Program**

**Positive reports will be given at faculty meetings.**

**Brief Description:** Positive ideas will be shared at faculty meetings so other staff could get ideas.

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

**Dates:** Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** N/A

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

**Relationship strategies will be discussed to help build relationships.**

**Brief Description:** Counselor will teach relationship strategies to all staff.

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

**Date:** Oct 18, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** N/A

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

**Reminders and suggestion will be sent to mentors via e-mail.**

**Brief Description:** Suggestions and reminders will be sent to mentors monthly to give ideas of activities they could implement with their buddies.

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

**Dates:** Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011

**Activity Purpose:** Information

**Activity Format:** Other

**Funding:** N/A

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

**Teachers will receive guide and list of suggestions for mentoring.**

**Brief Description:** A resource guide will be created and distributed to staff about mentoring ideas.

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

**Date:** Oct 18, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** N/A

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

# 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:

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Fourth Grade Students -- who pass the second semester math problem solving assessment with a score of 85%.
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students -- who passed Language Arts ISTEP.
- Third Grade Females -- who passed math Spring ISTEP.
- Third grade free and reduced students -- who passed Language Arts ISTEP
- Third Grade special education students -- who pass Math ISTEP
- Third grade students -- who passed Language Arts ISTEP

##### Strategies to Impact This Concern:

- A. Parent Involvement: Family Literacy Night

#### B. Educator Training (TAS)

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

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Fourth Grade Students -- who pass the second semester math problem solving assessment with a score of 85%.
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students -- who passed Language Arts ISTEP.
- Third Grade Females -- who passed math Spring ISTEP.
- Third grade free and reduced students -- who passed Language Arts ISTEP
- Third Grade special education students -- who pass Math ISTEP
- Third grade students -- who passed Language Arts ISTEP

##### Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

#### C. Outreach to Preschool Parent Involvement Programs (TAS)

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

- Fourth Grade Students -- who pass the second semester math problem solving assessment with a score of 85%.
- Fourth grade students -- who passed Language Arts ISTEP
- Third Grade Females -- who passed math Spring ISTEP.
- Third grade students -- who passed Language Arts ISTEP

##### Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Home Learning Packets

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

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

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Third grade free and reduced students -- who passed Language Arts ISTEP

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

- E. Parent Information Resource Center Website

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

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

- Third Grade special education students -- who pass Math ISTEP

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

- F. Encourage Rigorous Curriculum: Plan, Do, Review in Math

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

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

- Fourth grade students -- who passed Language Arts ISTEP
- Third grade students -- who passed Language Arts ISTEP

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

- I. Focused Academic Area: Plan, Do, Review Writing Process

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

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

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Fourth Grade Students -- who pass the second semester math problem solving assessment with a score of 85%.
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students -- who passed Language Arts ISTEP.
- Third Grade Females -- who passed math Spring ISTEP.
- Third grade free and reduced students -- who passed Language Arts ISTEP
- Third Grade special education students -- who pass Math ISTEP
- Third grade students -- who passed Language Arts ISTEP

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

- J. Instruction by Highly Qualified Teachers

## **L. Early Childhood Transition (TAS)**

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

- Third Grade Females -- who passed math Spring ISTEP.
- Third grade free and reduced students -- who passed Language Arts ISTEP
- Third Grade special education students -- who pass Math ISTEP

- Third grade students -- who passed Language Arts ISTEP

**Strategies to Impact This Concern:**

- L. Early Childhood Transition: Holiday Luncheon/ HeadStart Partnership

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

**Data Targets Influenced by This Concern:**

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Targeted Title 1 Students -- who passed Language Arts ISTEP.
- Third grade free and reduced students -- who passed Language Arts ISTEP

**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:**

- Targeted Title 1 Students -- who passed Language Arts ISTEP.

**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:**

- Targeted Title 1 Students -- who passed Language Arts ISTEP.

**Strategies to Impact This Concern:**

- S. School-Parent Compact

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

**Data Targets Influenced by This Concern:**

- Targeted Title 1 Students -- who passed Language Arts ISTEP.

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

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

**Data Targets Influenced by This Concern:**

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Third grade free and reduced students -- who passed Language Arts ISTEP

**Strategies to Impact This Concern:**

- U. Focused Student Group: Buddy Program



## 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?	Main office/online for all staff
<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 grades 3-4 Dibels grades k-2
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Pre/Post assessments, Acuity,Dibels

## 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