School Improvement Plan - 2013-2014
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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:

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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
- Indiana Rules and Regulations
- Title I - Targeted Assistance School
- Focus - Targeted

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

- Nathan Baurley - Teacher
- Robert Dilley - Community Representative (Business)
- Shay Dilley - Teacher
- Jennifer Donenfeld - Parent/Guardian
- Terry Magnuson - Administrator
- Diane Ramer - School Counselor
- Lori Walsh - Teacher

Strategy Chairs

- Molly Carrier
- Emily Compton
- Melissa Drier
- Monica Lemon
- Terry Magnuson
- Elizabeth Sanchez
- Amanda Slike
- 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
- Jennifer Donnefield - Parent
- Mike Eads - Community Agency Representative
- Mrs. Ecker - Parent
- Esther Faulkner - Community Representative
- Sharon Goebel - Community Library Representative
- Mrs. Hargrave - Parent
- 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
- Brian Myers - Business
- 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 utilize differentiated teaching strategies to address individual learning styles, interests, ability levels, and groupings. 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.

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**Fourth grade Free and Reduced Students - who passed Language Arts**

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

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### Targeted Title 1 Students Third Grade - who passed Language Arts ISTEP.

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### Third grade free and reduced students - who passed Language Arts ISTEP

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

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### Third Grade Students - Mastery score of 3 or better on third grade writing rubric

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
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<th>Year</th>
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<th>Target</th>
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8
Needs Assessment / Areas of Concern

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

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

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

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

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

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan. The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

- We are concerned that... Parent Involvement
- We are concerned that... Outreach to Preschool Parent Involvement Programs
- We are concerned that... Student Transition
- We are concerned that... Timely Additional Assistance

Required Areas of Concern

- F. Encourage Rigorous Curriculum
- G. Attendance
- I. Focused Academic Area
- U. Focused Student Group
Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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. 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

Educator Training - Parent Involvement

The Educator Training Committee will provide resources and ideas that will assist teachers in providing opportunities to keep parents actively involved in their child’s education. The Title One Instructional Coach will provide parents with a helpful newsletter stressing the importance of parent involvement each month. The coach will also provide helpful and different ways to communicate with parents about parent involvement.

Impact Level: Low Impact
Focus: General

Instruction by Highly Qualified Paraprofessionals.

The Instruction by Highly Qualified Teachers Committee will receive documentation from our human resource director on each paraprofessional’s status of being highly qualified. This committee will generate a list of all certified staff members and how they are highly qualified (NCLB requirements (one of the three): 1. obtain an associate’s degree or higher 2. Complete at least two years of study at an institute of higher education or 3. Meet a rigorous standard of quality on the para-pro assessment from educational testing service. If a paraprofessional 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: High Impact - Inside
Focus: General

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.
Outreach to Preschool Parent Involvement Programs

At kindergarten registration teachers will provide information to all parents informing them of the new changes to the curriculum. These changes will include common core standards and a list of skills students need to work on to prepare for kindergarten. This trifold will be prepared by the corporation. There will be a packet for parents to use with their child to help them prepare over the summer for kindergarten. These packets will be for math and reading.

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. All of these resources will be listed on our school website under parent resources.

Parent Involvement

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 Common Core State Standards to guide them in the activities that will be taught to parents. Parents will be taught strategies to use at home. All grade levels will conduct a family literacy night during the fall semester.

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

A timely letter will be sent home to the parent of any student who has been taught or assigned a non-highly qualified teacher for more than four consecutive weeks.

Parent Right-to-Know Letter - Qualifications

The parent right-to-know letter committee will send a letter including all components described on DOE’s Parent Right-to-Know Checklist 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.

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 from all parents. The committee will copy compacts and place in binder for documentation.

Student Transition

The transition committee will continue a partnership with the Franklin Head Start Agency. The Head Start staff and students will be invited for a holiday luncheon and academic center work. Resource materials will be provided for the Head Start staff. The resource packet will collaborate with the incoming skills needed of kindergartners. The transition committee will also work with Clark Pleasant Intermediate School to help the fourth grade student’s transition into their new 5th grade building. A visitation to Clark Pleasant Intermediate School will occur; along with a mixer and a Fall and Spring information night for parents.
Timely Additional Assistance

Timely additional assistance will be provided to the majority of our free and reduced lunch population through the Early Education program. Students on the identified buses will arrive to school early to receive an additional 40 minutes of instruction daily, over the duration of the school year. Instructional assistants and Title One staff will provide focused skill based instruction in small groups and/or computer based interventions.

**Impact Level:** High Impact - Inside

**Focus:** Specific

Required Strategies

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. Plan, Do, and Review is a three step method of problem solving to make sure students are completely answering the question. Teachers will continue to teach this method and make sure students are using this process. 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:** Specific

G. Attendance

Students are rewarded for perfect attendance each month. They are rewarded with a free breakfast if they did not miss a day that month. Small prizes are drawn off as well for various students. Two times a year bikes are drawn off for those that have their name in for perfect attendance. Students are given awards at the end of the year for perfect attendance and are featured in the school newsletter.

**Impact Level:** High Impact - Inside

**Focus:** Specific

I. Focused Academic Area: Tiered Writing Process

The tiered writing process will begin in kindergarten and continue through fourth grade. The committee will develop a writing process that adds on new skills each semester and will flow through the entire school. We will use information and guidelines from Kristina Smekens that provide applications of research-based writing strategies that are practical and effective.

**Impact Level:** High Impact - Inside

**Focus:** Specific

U. Focused Student Group: Building Relationships

Teachers, instructional assistants, and community members will continue to mentor selected free and reduced lunch 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.

Local Strategies

Outreach to Preschool Parent Involvement Programs
We will count how many families come to the make it and take it night.

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<thead>
<tr>
<th></th>
<th>Baseline 12-13</th>
<th>Follow Up 13-14</th>
<th>Follow Up 13-14</th>
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<td>Actual</td>
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Parent Involvement
Percent of parents who attend literacy night.

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<th>Baseline 12-13</th>
<th>Follow Up 13-14</th>
<th>Follow Up 13-14</th>
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Student Transition
Percent of parents and students that attend the spring and August information nights at the Intermediate school.

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<th>Baseline 12-13</th>
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<th>Follow Up 13-14</th>
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Percent of kids that participate in transition day at Clark Pleasant Intermediate School
Percent of families that participate and how many teachers and parents attend with children.

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<th>Baseline 12-13</th>
<th>Follow Up 13-14</th>
<th>Follow Up 13-14</th>
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<td>1st Semester / 1st Trimester</td>
<td>2nd Semester / Last Trimester</td>
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<td>Actual</td>
<td>Target</td>
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Required Strategies

F. Encourage Rigorous Curriculum: Plan, Do, Review in Math
The percent of lessons per semester that integrated the plan, do, review in math

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<th>Baseline 12-13</th>
<th>Follow Up 13-14</th>
<th>Follow Up 13-14</th>
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<td>1st Semester / 1st Trimester</td>
<td>2nd Semester / Last Trimester</td>
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<td>Actual</td>
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I. Focused Academic Area: Tiered Writing Process
Percent of teachers who do monthly writing requirement.

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<th>Baseline 12-13</th>
<th>Follow Up 13-14</th>
<th>Follow Up 13-14</th>
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<td>1st Semester / 1st Trimester</td>
<td>2nd Semester / Last Trimester</td>
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<td>Actual</td>
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U. Focused Student Group: Building Relationships
The number of times a contact has been made with a student at least 8 times in the school year.
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<th>Baseline 12-13</th>
<th>Follow Up 13-14 1st Semester / 1st Trimester</th>
<th>Follow Up 13-14 2nd Semester / Last Trimester</th>
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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 - Parent Involvement

Aug 15, 2013: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Sep 1, 2013: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Sep 15, 2013: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Oct 1, 2013: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Oct 15, 2013: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Nov 1, 2013: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Nov 15, 2013: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Dec 1, 2013: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Dec 15, 2013: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Jan 1, 2014: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Jan 15, 2014: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Feb 1, 2014: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Feb 15, 2014: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Mar 1, 2014: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Mar 15, 2014: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
Apr 1, 2014: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
Apr 15, 2014: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach
May 1, 2014: Provide teachers helpful and different ways to communicate with parents about parent involvement Person: Title 1 Instructional Coach
May 15, 2014: Provide parents with a helpful newsletter stressing the importance of parent involvement Person: Title 1 Instructional Coach

Encourage Rigorous Curriculum

Jul 26, 2013: Staff Materials and review of the Plan, Do, Review Process Person: Renna Waalkens
Jul 29, 2013: New staff training of Plan, Do, Review Person: Renna Waalkens
Jul 29, 2013: Pass out log sheet Person: Waalkens/Purlee
**Focused Academic Area**

, 0: Team reflections and semester planning Person: Grade level teams

Jul 26, 2013: Writing Implementation Training Person: Molly Carrier

Aug 1, 2013: Classroom teachers choose two students to follow in their class to collect writing samples through the year Person: Classroom teachers

Sep 2, 2013: emails will be sent to staff to remind them do and collect writing samples Person: Nicole Edens

Sep 25, 2013: Collect samples from each teacher Person: Molly Carrier

Oct 7, 2013: email reminder will be sent Person: Nicole Edens

Oct 30, 2013: Collect samples from each teacher Person: Molly Carrier

Nov 4, 2013: email reminder will be sent Person: Nicole Edens

Nov 27, 2013: Collect samples from each teacher Person: Molly Carrier

Nov 29, 2013: Semester Reflections and team planning Person: Grade levels

Nov 30, 2013: Collect fall data: Percent of teachers who do monthly writing requirement. Person: Molly Carrier

Dec 2, 2013: email reminder will be sent Person: Nicole Edens

Dec 18, 2013: Collect samples from each teacher Person: Molly Carrier

Jan 6, 2014: email reminder will be sent Person: Nicole Edens

Jan 29, 2014: Collect samples from each teacher Person: Molly Carrier

Feb 3, 2014: email reminder will be sent Person: Nicole Edens

Feb 26, 2014: Collect samples from each teacher Person: Molly Carrier

Apr 7, 2014: email reminder will be sent Person: Nicole Edens

Apr 30, 2014: Collect samples from each teacher Person: Molly Carrier

May 15, 2014: Collection of student score summary charts Person: Molly Carrier

May 15, 2014: Summarize Data-Percent of teachers who do monthly requirements Person: Molly Carrier

May 15, 2014: Summarize student data-teachers fill out chart with student scores each sample Person: Molly Carrier

Jun 30, 2014: Collect spring data: Percent of teachers who do monthly writing requirement. Person:

**Focused Student Group**

Sep 9, 2013: Faculty Meeting to introduce meeting Person: Committee

Sep 14, 2013: Volunteer survey given to all staff Person: Committee

Oct 1, 2013: Assign mentors at committee Person: Dustin Vaught

Oct 1, 2013: Create recording sheet to track participation with buddies Person: Committee

Oct 1, 2013: Create summary log Person: Committee

Oct 1, 2013: Teacher will receive guide and list of suggestions for mentoring and sharing ideas from the past by e-mail Person: Dustin Vaught

Oct 25, 2013: Reminders and suggestions will be sent to mentor via e-mail Person: Committee

Oct 26, 2013: Kick off celebration Person: Committee

Nov 16, 2013: Positive reports will be given at staff meetings Person: Committee

Nov 26, 2013: Receive tallies and record Person: Dustin Vaught

Nov 30, 2013: Collect fall data: The number of times a contact has been made with a student at least 8 times in the school year. Person:

Dec 21, 2013: Collect fall data: Number of times a contact has been made with a students (at least 8 times) Person: Committee

Dec 21, 2013: Faculty meeting to update/concerns Person: Committee

Dec 21, 2013: Staff is given 2 jean coupons for participating in program Person: Terry Magnuson

Jan 18, 2014: Survey to assess program Person: Dustin Vaught
Jan 28, 2014: e-mail and tally from time spent with buddies and record results **Person**: Dustin Vaught
Feb 2, 2014: Distribute survey for effectiveness of program **Person**: Committee
Apr 29, 2014: Collect spring data: number of contacts made with students (at least 8 times) **Person**: Committee
Apr 29, 2014: e-mail ans tally from time spent with buddies and record **Person**: Dustin Vaught
Apr 30, 2014: Collect spring data **Person**: Dustin Vaught
May 20, 2014: Get list of students in EE program from secretary **Person**: Dustin Vaught
Jun 30, 2014: Collect spring data: The number of times a contact has been made with a student at least 8 times in the school year. **Person:**

**Outreach to Preschool Parent Involvement Programs**

Feb 28, 2013: Corporation meeting for kindergarten teachers regarding registration **Person**: Corporation
Mar 6, 2013: Corporation members a standard based trifold flyer to hand out **Person**: Corporation
Mar 12, 2013: Advertise registration **Person**: Corporation
Apr 12, 2013: All kindergarten packets will be made for registration and passed out at registration **Person**: Beth Sanchez
Apr 18, 2013: Kindergarten registration. Committee members will hand out standards flyer to all students who attend. They will also give parents a packet of games that kids can do over the summer. **Person:** Committee
Aug 15, 2013: Collect signed forms to see how many kids worked on the summer packet. **Person**: Beth Sanchez
Apr 30, 2014: Collect spring data: We will count how many families come to the make it and take it night. **Person**: Beth Sanchez

**Parent Information Resource Center Website**

Aug 15, 2013: Call help line of Johnson County for pamphlets **Person**: Mindy Hedrick
Aug 22, 2013: Check to make sure the website is on our corporation website (www.fscp.org) **Person**: Emily Compton
Aug 31, 2013: Place pamphlets in the info. rack **Person**: Monica Lemon

**Parent Involvement**

May 25, 2013: collect spring data: % of parents who attend Literacy Night **Person**: Monica Lemon
Aug 16, 2013: Advertise family literacy night **Person**: Tonja Smith
Aug 16, 2013: Grade k-4 will decide what literacy strategies need to be taught **Person**: Committee
Aug 19, 2013: secure raffle prizes for attendance **Person**: Tonja Smith
Aug 20, 2013: Secure child care for involved staff **Person**: Mindy Hedrick
Aug 21, 2013: Create Survey **Person**: Monica Lemon
Aug 21, 2013: Finalize literacy activities **Person**: Emily Compton
Aug 22, 2013: Collect baseline data **Person**: Emily Compton
Aug 27, 2013: Family Literacy Night for all grades **Person**: Committee
Aug 27, 2013: Give and collect survey at Literacy Night **Person**: Committee
Aug 28, 2013: Jeans coupon for staff who participate **Person**: Emily Compton
Sep 9, 2013: Tabulate Suveys **Person**: Mindy Hedrick & Lisa Workman
Sep 16, 2013: Collect Fall data: % of parents who attended Literacy Night **Person**: Monica Lemon
Sep 16, 2013: E-mail staff survey results **Person**: Monica Lemon

**Student Transition**

May 20, 2013: Collect baseline data: Percent of families that participate and how many teachers and parents attend with children. **Person**: Lori Walsh
May 20, 2013: Collect baseline data: Percent of parents and students that attend the spring and August information nights at CPI. **Person**: Committee
May 20, 2013: Collect baseline data: Percent of students that participate in transition day at CPI **Person**: Committee
Oct 28, 2013: Teachers will plan with Head Start and count the number of families planning on attending **Person**: All fourth grade teachers and Head Start
Nov 1, 2013: Send personal invitations to remind parents of the event **Person**: All fourth grade teachers
Nov 1, 2013: Show Fourth Graders how to run stations **Person**: All Fourth Grade teachers
Nov 14, 2013: Order food by contacting Jonathon Byrd’s **Person**: Lori Walsh
Nov 14, 2013: Sponsor will pay for food **Person**: LD Leasing
Nov 19, 2013: Prepare material and copy packet. **Person**: Beth Sanchez and Amanda Slike
Nov 20, 2013: Count the number of families that receive resource packets. **Person**: Lori Walsh
Nov 20, 2013: Put up materials and clean up Person: All fourth grade teachers
Nov 20, 2013: Students will write a reflection of the event. Person: All fourth grade teachers
Nov 30, 2013: Collect fall data: Percent of families that participate and how many teachers and parents attend with children. Person: Committee
Nov 30, 2013: Collect fall data: Percent of kids that participate in transition day at CPI. Person: Committee
Nov 30, 2013: Collect fall data: Percent of parents and students that attend the Spring and August information nights at CPI. Person: Committee
Apr 1, 2014: Give justification to unwilling parents of how this will prepare children for fifth grade. Person: Committee and Terry Magnuson
Apr 11, 2014: Offer resources to parents that have questions Person: Committee and Terry Magnuson
Apr 12, 2014: Provide flyers to students about spring mixer at the Intermediate school for all fourth grade students. Person: Committee
Apr 12, 2014: Provide parents and students with flyers advertising the spring information night. Person: Committee
May 1, 2014: Check with CPI to set the date for the transition day for all fourth grade students Person: Committee
May 20, 2014: Visit CPI with all fourth grade students for transition day. Person: All fourth grade teachers
May 30, 2014: Collect spring data: Percent of families that participate and how many teachers and parents attend with children. Person: Committee
May 30, 2014: Collect spring data: Percent of kids that participate in transition day at CPI. Person: Committee
May 30, 2014: Collect spring data: Percent of parents and students that attend the spring and August information nights at CPI Person: Committee

Timely Additional Assistance

Aug 1, 2013: Communicate with parents about the program. Person: Terry Magnuson
May 15, 2014: Collect data and review program effectiveness Person: Terry Magnuson, classroom teachers, Melissa Drier, title one coach
May 15, 2014: Collect spring data Person: Title one coach
May 15, 2014: Review collected data Person: Terry Magnuson, classroom teachers, Melissa Drier, title one coach
Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Educator Training - Parent Involvement

Provide teachers helpful and different ways to communicate with parents about parent involvement

Brief Description: The Title 1 Instructional Coach will also provide helpful and different ways to communicate with parents about parent involvement.

Intended Participants: Teachers

Dates: Sep 1, 2013; Oct 1, 2013; Nov 1, 2013; Dec 1, 2013; Jan 1, 2014; Feb 1, 2014; Mar 1, 2014; Apr 1, 2014; May 1, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

Parent Information Resource Center Website

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.
Student Transition
No professional development is needed for this strategy.

Timely Additional Assistance
No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Plan, Do, Review in Math
No professional development is needed for this strategy.

I. Focused Academic Area: Tiered Writing Process
No professional development is needed for this strategy.

U. Focused Student Group: Building Relationships
No professional development is needed for this strategy.
Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Fourth grade Free and Reduced Students -- who passed Language Arts
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students Third Grade -- 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:

- Annual Parent Meeting
- Educator Training - Parent Involvement
- Parent Information Resource Center Website
- Parent Involvement
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- School-Parent Compact

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern:

- 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:

- Outreach to Preschool Parent Involvement Programs

We are concerned that... Student Transition

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:

- Student Transition
We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:
- Fourth grade Free and Reduced Students -- who passed Language Arts
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students Third Grade -- who passed Language Arts ISTEP.

Strategies to Impact This Concern:
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers
- Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, TAS)

Data Targets Influenced by This Concern:
- First Grade Students -- Reaching Level I on the EOY-TRC Dibels
- Fourth grade Free and Reduced Students -- who passed Language Arts
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students Third Grade -- 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 -- Mastery score of 3 or better on third grade writing rubric
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:
- F. Encourage Rigorous Curriculum: Plan, Do, Review in Math

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:
- First Grade Students -- Reaching Level I on the EOY-TRC Dibels
- Fourth grade Free and Reduced Students -- who passed Language Arts
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students Third Grade -- 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 -- Mastery score of 3 or better on third grade writing rubric
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:
- G. Attendance
I. Focused Academic Area (IN Rules, TAS)

Data Targets Influenced by This Concern:
- First Grade Students -- Reaching Level I on the EOY-TRC Dibels
- Fourth grade Free and Reduced Students -- who passed Language Arts
- Fourth grade students -- who passed Language Arts ISTEP
- Targeted Title 1 Students Third Grade -- 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 -- Mastery score of 3 or better on third grade writing rubric
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:
- I. Focused Academic Area: Tiered Writing Process

U. Focused Student Group (IN Rules, TAS)

Data Targets Influenced by This Concern:
- Fourth grade Free and Reduced Students -- who passed Language Arts
- Targeted Title 1 Students Third Grade -- 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: Building Relationships
The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

### A. Where is the public copy of your school’s curriculum located?
- **School office and administration building**

### B. What rules or statutes would you like to waive in order to promote student learning?
- **None**
  - Identify the specific statute and and/or rule you wish to waive.
  - Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.
  - Explain the benefit to student achievement.
  - Describe the evaluation process that would be used to measure the success of these strategies.

### C. Are your school’s attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?
- **96.7% Above the state requirement**

### D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.
- **Dibels Reading and math k-2**
- **DRA-Reading Assessment 3-4**
- **Star Reading Test- online computer assessment 1-4**
- **Acuity Online Predictive 3-4**

### E. List the needs assessments used in your school to help you identify areas that are interfering with learning.
- **RTI Screenings**
- **Data tracking forms**
- **Title remediation programs**
## Continuous Improvement Timeline

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* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2013-2014 school year