

School Improvement Plan - 2010-2011

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Northwood Elementary School (3461)

Franklin Community School Corp

Franklin, IN

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



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School Improvement Plan Introduction

Northwood Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide

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

- Mandy Bechert - Teacher
- Debra Brown-Nally - Administrator
- Trich Foreman - Teacher
- Michelle Johnson - Parent/Guardian
- Ellen Paris - School Counselor
- Allen Sundheimer - Community Representative (Business)

Strategy Chairs

- Gina Boardman
- Debra Brown-Nally
- Katie Crites
- Jeff McCrary
- Becky Skeel

Community Council

- Stephanie Allendar - Parent
- Martha Beaver - Parent
- Chris Bechert - Parent and Business
- Kirk Bixler - Higher Education
- Ott Brad - Parent and STEM Business
- Anjela Brown - Parent
- Steve Brown - Community Business

- Roxanne Chadwell - Parent
- Rebecca Davis - Parent and STEM Business
- Marti Dunlap - Parent
- Jeff Jackson - Parent
- Jan Johnson - Community Member and Youth Services
- Michelle Johnson - Community Member
- Alisha Mahin - Parent and STEM Business
- Eric Rose - Parent
- Jason Slinker - Parent
- Allen Sundheimer - School Board Member and STEM Business
- Angel Tarvin - Parent
- Angela Taylor - Community Business

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:

We believe that all students and staff should work together to achieve their personal best. We believe all students deserve a state standards driven curriculum based on individual needs that will challenge them and allow them many opportunities for success. We believe that all students deserve someone who will listen and support them. We believe that as a learning community we should provide students with a positive and safe learning environment based on important life skills and guidelines.

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

All adults in our community are living by these core convictions, and as a result show the following attitudes and actions. They are willing to listen and respond to students's needs in a non-threatening and non-discriminating way. They are honest, positive role models and demonstrate the belief of being life-long learners. Teacher's classrooms are stimulating and they consistently use the Indiana State Standards as a basis of all curriculum. Teachers expect consistently high performance from all students and understand the need to differentiate instruction when appropriate. All teachers, parents, and community members treat education with the highest regard and are committed to encompassing home, school, and community in the overall growth of each student.

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

In our school community all students will be well rested and properly fed. They will be eager to come to school and will demonstrate the life long guidelines that are part of each day's routine at school. All students will demonstrate good citizenship, academic responsibility, and a positive work ethic daily.

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

- % of students who 3-6 grade students pass ISTEP+: 100%
- % of students who students in grades 2-5 are above NWEA norms: 100%
- % of students who students achieve mastery of state standards: 100%
- % of students who students promoted to the next grade level: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

3rd, 4th, 5th grade students who qualify for free/reduced lunch status - Passing 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	
78%	70%	78%	69%	78%		80%		85%		90		100%

3rd, 4th, 5th grade students who qualify for free/reduced lunch status - Passing 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	
75%	77%	80%	72%	80%		83%		85%		90		100%

All Students - Percent passing ISTEP English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	76%	84%	76%	80%		85%		90%		95		100

All Students - Percent passing ISTEP Math

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	
84%	79%	82%	79%	80%		85%		90%		95		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	78%	83%	78%	80%		85%		90%		95		100.0

Special Education Students in grades 2-4 - meet fall to spring growth target in the specific standard of Word Recognition/Fluency/Vocabulary as measured by NWEA MAP testing.

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	
63%		65%		70%		75%		80%		85		100%

Students in grades 2-4 - Students meeting fall to spring growth target in Math as measured by NWEA RIT scores

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%		80%		83%		85%		87%		89		100%

Students in grades 2-4 - Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%		75%		80%		85%		90%		95		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Cultural Competency of staff - achievement gaps in F/R and Non F/R

Our school has a 55% free/reduced population, and it's increasing every year. We continue to have gaps in achievement between non F/R and F/R students. 2008-09 Language Arts 3 Free/R 438 38 0 29 76% Paid 459 34 0 31 91% 2008-09 Language Arts 4 Free/R 451 44 0 30 68% Paid 473 44 0 38 86% 2008-09 Mathematics 3 Free/R 409 38 0 24 63% Paid 457 34 0 31 91% 2008-09 Mathematics 4 Free/R 432 44 0 29 66% Paid 462 44 0 38 86%

We are concerned that... Instructional strategies that impact Exceptional Learners - Special Education - making AYP

Special Education has been the cell that has kept us from making AYP in 2005-06 and 2006-07. We did make AYP in all categories in 2007-2008 and 2008-2009, however, the margin was slim.

We are concerned that... Safe and Disciplined Learning Environment - disruptive behavior interfering with the learning of others

76% of students in K-2 agree and they have a hard time working at school because other students bother me. 69% of students in 3-5 agree or strongly agree that that the behavior of other students interferes with my ability to learn. 80% of community members and 79% of faculty agree or strongly agree that the behavior of students in the school/classroom interferes with other students' ability to learn. 36% of students in 3-5 feel that they have personal problems that interfere with school.

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

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Safe and Disciplined Learning Environment

Teachers and administrators will continue to increase student and parent awareness and understanding of behavior expectations for classroom and school procedures for the 2010/2011 school year. We will utilize better communication tools for sharing behavior management issues. Teachers, administrators, and support staff will develop a plan to address behavior issues that interfere with learning. Behavior RTI will be implemented school-wide.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement

We will hold a variety of family involvement activities throughout the year to encourage academic achievement. We will use a variety of media opportunities to share data and information to improve their child's achievement. October kicks off our Family Reading Night. We provide reading activities for the entire family to enjoy. Our Title 1 Teachers also conduct a parent education workshop to help involve parents with promoting and practicing literacy skills at home. These activities and skills focus on improving academic achievement including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each family leaves with many resources. We use the school web site, email, phone and Facebook page to continually communicate with parents regarding upcoming events, helpful education tips, student growth, and family resources. This strategy will incorporate strong collaboration with community resources. We have a community liaison who works with families to get free computers into the homes of our free/reduced lunch status families. All testing information (NWEA, DIBELS, TRC, and MClass) is distributed to families to review and discuss. All information is distributed in a variety of different ways and with letters to explain how to read the data. Spanish letters are used when needed.

Impact Level: High Impact - Inside

Focus: Specific

B. Educator Training for Parent Involvement

The Title 1 staff will be responsible for coaching and recruiting staff to be active participants in all parent involvement initiatives. Instruction on posting to the web site and using the Alert Now calling system will be presented to all teachers.

Impact Level: Low Impact

Focus: Specific

C. Outreach to Preschool Parent Involvement Programs

The Title 1 staff will work cooperatively and provide materials for Franklin preschools and day cares. A variety of materials will be distributed to the parents and pre-kindergarten children to prepare them for a successful transition to Northwood Elementary. The information being distributed includes kindergarten expectations, kindergarten report card, preschool literacy curriculum, math/language hands-on manipulatives, and elementary contact information. A variety of forms of communication will be provided regarding kindergarten registration. All items are distributed through our community preschools visited in the bookmobile.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

A parent information resource center will be established for our Title 1 parents and housed in our Title 1 room. In addition, an electronic resource center will be established and given to parents to access on-line resources. A brochure will be created to hand out to all parents at our annual parent meeting which will include information about Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Differentiated Instruction

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Instructional staff will use our NWEA, DIBELS, Math Benchmarks, Running Records, and Classroom Curriculum Data to provide guidance on differentiating instruction for all students. Teachers will use this data to create differentiated curriculum focuses on a 4-6 week rotation. Classroom instructions for the curriculum focus will occur at least three times per week. Administration and staff will provide ongoing professional development focusing on data analysis and best teaching practices. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as needed.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Focused Instructional Time (FIT)

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. We will utilize the entire staff - certified and non certified - and use a 30 minute, daily instructional block for a school-wide remediation/acceleration period focused on reading/language arts or math. Staff development and support will be provided by corporation and in-house experts. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals. All teaching staff at Northwood Elementary are Highly Qualified. Retention is high with a very low turnover rate. Administration and teacher leaders will continue to monitor staff retention and provide professional activities that contribute to teacher retention including: --Ongoing, embedded professional development --Opportunities for Grade Level Collaboration

--Common planning time --Data team meetings -- ½ day professional development meetings --Opportunities for Cross Grade Level Collaboration --Promoting a Friendly, Positive, Caring Atmosphere --Including Paraprofessionals in Certified Professional Development Opportunities --Communicating With All Staff Via a Weekly Newsletter --Staff Kudos --School Calendar --Special Events --Professional Information

Impact Level: High Impact - Inside

Focus: Specific

K. Attracting Highly Qualified Teachers

We attract highly qualified teachers by posting job descriptions on the FCSC web page, DOE web page, and internal email. The job descriptions list the expectations and qualifications for each position. The administrator interviews and will only hire applicants with proper documentations to be considered as highly qualified. The central office HR department verifies and keeps a personnel file on each employee. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by providing ongoing professional development opportunities.

Impact Level: High Impact - Inside

Focus: Specific

L. Early Childhood Transition

Title 1 staff will work cooperatively and provide materials for Franklin preschools and day cares. A variety of materials will be distributed to the parents and pre-kindergarten children to prepare them for a successful transition to Northwood Elementary. The information being distributed includes kindergarten expectations, kindergarten report card, preschool literacy curriculum, math/language hands-on manipulatives, and elementary contact information. A variety of forms of communication will be provided regarding kindergarten registration.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

Notice of student assessments will be sent home to parents after every assessment period. A letter from the district will accompany each assessment explaining in full detail what was assessed and help on interpreting scores. In addition, these letters will be translated into Spanish for our Spanish-speaking parents. The assessments included are: NWEA (fall, winter, spring), DIBLES and TRC (fall, winter, spring), and ISTEP+.

Impact Level: High Impact - Outside

Focus: Specific

Q. School-Parent Involvement Policy

At an annual parent meeting a few years ago, we developed a School-Parent involvement Policy. We continue to review and assess this policy with our parents and staff on a yearly basis. It is distributed to all parents. The components in the policy include: *Mission of policy *School Expectation Requirements *Implementation Requirements *Additional School Responsibilities *Agreement

Impact Level: High Impact - Outside

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know letter will be included in the Student/Parent Handbook and distributed to every family at the beginning of each year. It will also be distributed to new families as they enroll throughout the year. A parent sign off sheet will be collected from every student that the parent has received the handbook and is responsible for reading all materials in the handbook. The Parent Right to Know letter will include information on teachers' state qualifications and licensing and paraprofessionals qualifications.

Impact Level: Low Impact

Focus: Specific

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

At the current time, this strategy is not applicable due to ALL of our teachers being Highly Qualified. If a time came it was applicable the school and/or district plans to send to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

At our Annual Parent Meeting conducted in the fall of every school year our professional staff in conjunction with our parents will review and revise our School-Parent Compact. This compact will describe: --information on the school's responsibility to provide high-quality curriculum and instruction in alignment with the Indiana State Standards; --ways in which parents will be responsible for supporting their children's learning; --ways of addressing the importance of school-parent communication. Every parent, teacher, and student will sign the contract. For those parents who don't attend the Annual Parent Meeting, we will send home the compact and follow up with a personal phone call.

Impact Level: High Impact - Inside

Focus: Specific

T. Annual Parent Meeting

The annual parent meeting is a time to inform and educate parents on the programs and resources available at Northwood. During the evening we provide information on state standards, school-wide testing, and resources for parents. The evening includes model lessons encouraging successful strategies to use at home. We provide every parent with the Right to Know letter and the School/Parent Compact. The teachers, students, and parents collaborate and everyone is encouraged to build strong relationships. The school will convene a flexible number of annual parent meetings (such as morning and evening so that as many parents as possible are able to attend), at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit. Meeting includes: - sign in - dinner - agenda - power point - model lessons (standard driven - successful practices) - materials to view including standards, resource books, and read-a-loud book give-away - question/answer session

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Response to Instruction Groups

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Title 1 staff will run intervention groups within and outside of the traditional classroom setting. Small groups will consist of 4-6 students who have been identified as needing additional assistance in language arts. ISTEP+, NWEA, DIBELS, and local benchmark scores will be used to identify students. Grade level data teams, along with title 1 staff, will review and analyze data to determine intervention groups. Focused instruction, primarily in the area of literacy, will be provided to these students 4-5 times per week. In addition, Earobics and Lindamood-Belle programs will be utilized when appropriate. progress monitoring will be done on a weekly or bi-weekly basis. Title 1 staff will provide professional development opportunities for staff in the areas of literacy and writing throughout the year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance

Title 1 staff will run intervention groups within and outside of the traditional classroom setting. Small groups will consist of 4-6 students who have been identified as needing additional assistance in language arts. ISTEP+, NWEA, DIBELS, and local benchmark scores will be used to identify students. Grade level data teams, along with title 1 staff, will review and analyze data to determine intervention groups. Focused instruction, primarily in the area of literacy, will be provided to these students 4-5 times per week. In addition, Earobics and Lindamood-Belle programs will be utilized when appropriate. progress monitoring will be done on a weekly or bi-weekly basis. Title 1 staff will provide professional development opportunities for staff in the areas of literacy and writing throughout the year. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

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

B. Educator Training for Parent Involvement

percentage of teachers who post monthly newsletters for parents

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
45	75		100	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Early Childhood Transition

Sep 1, 2010: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Oct 1, 2010: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Nov 1, 2010: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Dec 1, 2010: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Jan 1, 2011: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Feb 1, 2011: Communication of events via newspaper, yard cards, postings, etc. **Person:** Lanett Stewart
Feb 7, 2011: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Feb 7, 2011: Kindergarten Registration and Information Night **Person:** DBNally
Mar 1, 2011: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
Mar 15, 2011: Kindergarten screening - parent meeting **Person:** DBNally
Apr 1, 2011: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites
May 1, 2011: Pre-kindergarten materials distributed to pre-schools via Bookmobile Bus **Person:** Katie Crites

Educator Training for Parent Involvement

Apr 1, 2010: Collect baseline data: percentage of teachers who post monthly newsletters for parents **Person:** Celeste Hook
Sep 1, 2010: on-going support from tech dept **Person:** Celest Hook
Sep 1, 2010: technology training for posting newsletters on-line **Person:** Celeste Hook
Oct 1, 2010: on-going support from tech dept **Person:** Celest Hook
Nov 1, 2010: on-going support from tech dept **Person:** Celest Hook
Nov 30, 2010: Collect fall data: percentage of teachers who post monthly newsletters for parents **Person:** Celeste Hook
Dec 1, 2010: on-going support from tech dept **Person:** Celest Hook
Jan 1, 2011: on-going support from tech dept **Person:** Celest Hook
Feb 1, 2011: on-going support from tech dept **Person:** Celest Hook
Mar 1, 2011: on-going support from tech dept **Person:** Celest Hook
Apr 1, 2011: on-going support from tech dept **Person:** Celest Hook
May 1, 2011: on-going support from tech dept **Person:** Celest Hook
Jun 1, 2011: on-going support from tech dept **Person:** Celest Hook
Jun 30, 2011: Collect spring data: percentage of teachers who post monthly newsletters for parents **Person:** Celeste Hook

Encourage Rigorous Curriculum

Aug 15, 2010: Rigor/Relevance Training - CORR **Person:** DBNally
Aug 30, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Aug 30, 2010: Data Team Meetings (grade level **Person:** Data Coaches
Sep 15, 2010: Rigor/Relevance Training - CORR **Person:** DBNally
Oct 11, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Oct 11, 2010: Data Team Meetings (grade level **Person:** Data Coaches
Oct 15, 2010: Rigor/Relevance Training - CORR **Person:** DBNally
Nov 15, 2010: Rigor/Relevance Training - CORR **Person:** DBNally
Nov 22, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Nov 22, 2010: Data Team Meetings (grade level **Person:** Data Coaches
Dec 15, 2010: Rigor/Relevance Training - CORR **Person:** DBNally
Jan 3, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches

Jan 3, 2011: Data Team Meetings (grade level **Person:** Data Coaches
Jan 15, 2011: Rigor/Relevance Training - CORR **Person:** DBNally
Feb 14, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Feb 14, 2011: Data Team Meetings (grade level **Person:** Data Coaches
Feb 15, 2011: Rigor/Relevance Training - CORR **Person:** DBNally
Mar 15, 2011: Rigor/Relevance Training - CORR **Person:** DBNally
Mar 28, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Mar 28, 2011: Data Team Meetings (grade level **Person:** Data Coaches
Apr 15, 2011: Rigor/Relevance Training - CORR **Person:** DBNally
May 9, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
May 9, 2011: Data Team Meetings (grade level **Person:** Data Coaches
May 15, 2011: Rigor/Relevance Training - CORR **Person:** DBNally
Jun 20, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Jun 20, 2011: Data Team Meetings (grade level **Person:** Data Coaches

Focused Academic Area

Aug 1, 2010: Create master schedule that includes a 30 minute Focused Instructional time for each grade level **Person:** DBNally
Sep 15, 2010: Clearly articulate goals/visions/guidelines for staff **Person:** Gina Boardman
Sep 15, 2010: Data Team meetings (grade level) **Person:** Data Team Coaches
Sep 15, 2010: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Oct 15, 2010: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Oct 27, 2010: Data Team meetings (grade level) **Person:** Data Team Coaches
Nov 15, 2010: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Dec 8, 2010: Data Team meetings (grade level) **Person:** Data Team Coaches
Dec 15, 2010: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Jan 15, 2011: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Jan 19, 2011: Data Team meetings (grade level) **Person:** Data Team Coaches
Feb 15, 2011: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Mar 2, 2011: Data Team meetings (grade level) **Person:** Data Team Coaches
Mar 15, 2011: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
Apr 13, 2011: Data Team meetings (grade level) **Person:** Data Team Coaches
Apr 15, 2011: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman
May 15, 2011: On-going support for teachers in using the DesCartes Learning Continuum **Person:** Gina Boardman

Focused Student Group

Aug 15, 2010: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Aug 15, 2010: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Sep 15, 2010: Data Team Meetings (grade level) **Person:** Data Coaches
Sep 15, 2010: Progress Monitoring **Person:** Title 1 Teachers
Sep 22, 2010: Progress Monitoring **Person:** Title 1 Teachers
Sep 26, 2010: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Sep 26, 2010: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Sep 29, 2010: Progress Monitoring **Person:** Title 1 Teachers
Sep 30, 2010: Balanced Literacy Workshop **Person:** Title 1 Staff
Oct 6, 2010: Progress Monitoring **Person:** Title 1 Teachers
Oct 13, 2010: Progress Monitoring **Person:** Title 1 Teachers
Oct 20, 2010: Progress Monitoring **Person:** Title 1 Teachers
Oct 27, 2010: Data Team Meetings (grade level) **Person:** Data Coaches
Oct 27, 2010: Progress Monitoring **Person:** Title 1 Teachers
Nov 3, 2010: Progress Monitoring **Person:** Title 1 Teachers
Nov 7, 2010: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Nov 7, 2010: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Nov 10, 2010: Progress Monitoring **Person:** Title 1 Teachers
Nov 17, 2010: Progress Monitoring **Person:** Title 1 Teachers
Nov 24, 2010: Progress Monitoring **Person:** Title 1 Teachers
Nov 30, 2010: Power Writing Workshop **Person:** Title 1 Staff
Dec 1, 2010: Progress Monitoring **Person:** Title 1 Teachers

Dec 8, 2010: Data Team Meetings (grade level) **Person:** Data Coaches
Dec 8, 2010: Progress Monitoring **Person:** Title 1 Teachers
Dec 15, 2010: Progress Monitoring **Person:** Title 1 Teachers
Dec 19, 2010: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Dec 19, 2010: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Dec 22, 2010: Progress Monitoring **Person:** Title 1 Teachers
Dec 29, 2010: Progress Monitoring **Person:** Title 1 Teachers
Jan 5, 2011: Progress Monitoring **Person:** Title 1 Teachers
Jan 12, 2011: Progress Monitoring **Person:** Title 1 Teachers
Jan 19, 2011: Data Team Meetings (grade level) **Person:** Data Coaches
Jan 19, 2011: Progress Monitoring **Person:** Title 1 Teachers
Jan 26, 2011: Progress Monitoring **Person:** Title 1 Teachers
Jan 30, 2011: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Jan 30, 2011: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Feb 2, 2011: Progress Monitoring **Person:** Title 1 Teachers
Feb 9, 2011: Progress Monitoring **Person:** Title 1 Teachers
Feb 16, 2011: Progress Monitoring **Person:** Title 1 Teachers
Feb 23, 2011: Progress Monitoring **Person:** Title 1 Teachers
Mar 2, 2011: Data Team Meetings (grade level) **Person:** Data Coaches
Mar 2, 2011: Progress Monitoring **Person:** Title 1 Teachers
Mar 9, 2011: Progress Monitoring **Person:** Title 1 Teachers
Mar 13, 2011: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Mar 13, 2011: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Mar 16, 2011: Progress Monitoring **Person:** Title 1 Teachers
Mar 23, 2011: Progress Monitoring **Person:** Title 1 Teachers
Mar 30, 2011: Progress Monitoring **Person:** Title 1 Teachers
Apr 6, 2011: Progress Monitoring **Person:** Title 1 Teachers
Apr 13, 2011: Data Team Meetings (grade level) **Person:** Data Coaches
Apr 13, 2011: Progress Monitoring **Person:** Title 1 Teachers
Apr 20, 2011: Progress Monitoring **Person:** Title 1 Teachers
Apr 24, 2011: Communication to parents at beginning of every new Tier Session **Person:** Title 1 Teachers
Apr 24, 2011: Data Analysis - Selection Process for Tier Groups **Person:** Title 1 Teachers
Apr 27, 2011: Progress Monitoring **Person:** Title 1 Teachers
May 4, 2011: Progress Monitoring **Person:** Title 1 Teachers
May 11, 2011: Progress Monitoring **Person:** Title 1 Teachers

Instruction by Highly Qualified Teachers

Aug 15, 2010: Rigor/Relevance 30 hr course for all staff **Person:** DBNally
Sep 15, 2010: Rigor/Relevance 30 course for all staff **Person:** DBNally
Oct 15, 2010: Rigor/Relevance 30 course for all staff **Person:** DBNally
Nov 15, 2010: Rigor/Relevance 30 course for all staff **Person:** DBNally
Dec 15, 2010: Rigor/Relevance 30 course for all staff **Person:** DBNally
Jan 15, 2011: Rigor/Relevance 30 course for all staff **Person:** DBNally
Feb 15, 2011: Rigor/Relevance 30 course for all staff **Person:** DBNally
Mar 15, 2011: Rigor/Relevance 30 course for all staff **Person:** DBNally
Apr 15, 2011: Rigor/Relevance 30 course for all staff **Person:** DBNally
May 15, 2011: Rigor/Relevance 30 course for all staff **Person:** DBNally

Outreach to Preschool Parent Involvement Programs

Aug 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Aug 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Sep 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Sep 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Oct 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Oct 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Nov 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Nov 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites

Dec 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Dec 1, 2010: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Jan 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Jan 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Feb 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Feb 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Mar 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Mar 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Apr 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Apr 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
May 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
May 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Jun 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites
Jun 1, 2011: Stock Bookmobile Bus with updated resources and materials **Person:** Katie Crites

Parent Information Resource Center Website

Sep 30, 2010: Create brochure to be distributed to all Title 1 Parents **Person:** Megan Welch
Sep 30, 2010: Create on-line link to Northwood web site **Person:** Megan Welch
Sep 30, 2010: Create Parent Resource Center in Title Room **Person:** Megan Welch

Parent Involvement

Aug 1, 2010: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Aug 1, 2010: Update Facebook page with important parent information **Person:** DBNally
Aug 8, 2010: Update Facebook page with important parent information **Person:** DBNally
Aug 15, 2010: Update Facebook page with important parent information **Person:** DBNally
Aug 22, 2010: Update Facebook page with important parent information **Person:** DBNally
Aug 29, 2010: Update Facebook page with important parent information **Person:** DBNally
Sep 1, 2010: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Sep 1, 2010: Send assessment info home to parents - NWEA, DIBELS, MClass, TRC **Person:** DBN and Crites
Sep 5, 2010: Update Facebook page with important parent information **Person:** DBNally
Sep 12, 2010: Update Facebook page with important parent information **Person:** DBNally
Sep 19, 2010: Update Facebook page with important parent information **Person:** DBNally
Sep 26, 2010: Update Facebook page with important parent information **Person:** DBNally
Oct 1, 2010: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Oct 3, 2010: Update Facebook page with important parent information **Person:** DBNally
Oct 10, 2010: Update Facebook page with important parent information **Person:** DBNally
Oct 17, 2010: Update Facebook page with important parent information **Person:** DBNally
Oct 24, 2010: Update Facebook page with important parent information **Person:** DBNally
Oct 26, 2010: Family Literacy Night **Person:** Katie Crites
Oct 31, 2010: Update Facebook page with important parent information **Person:** DBNally
Nov 1, 2010: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Nov 7, 2010: Update Facebook page with important parent information **Person:** DBNally
Nov 14, 2010: Update Facebook page with important parent information **Person:** DBNally
Nov 21, 2010: Update Facebook page with important parent information **Person:** DBNally
Nov 28, 2010: Update Facebook page with important parent information **Person:** DBNally
Dec 1, 2010: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Dec 5, 2010: Update Facebook page with important parent information **Person:** DBNally
Dec 12, 2010: Update Facebook page with important parent information **Person:** DBNally
Dec 19, 2010: Update Facebook page with important parent information **Person:** DBNally
Dec 26, 2010: Update Facebook page with important parent information **Person:** DBNally
Jan 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Jan 2, 2011: Update Facebook page with important parent information **Person:** DBNally
Jan 9, 2011: Update Facebook page with important parent information **Person:** DBNally
Jan 16, 2011: Update Facebook page with important parent information **Person:** DBNally
Jan 23, 2011: Update Facebook page with important parent information **Person:** DBNally
Jan 30, 2011: Update Facebook page with important parent information **Person:** DBNally
Feb 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally

Feb 6, 2011: Update Facebook page with important parent information **Person:** DBNally
Feb 13, 2011: Update Facebook page with important parent information **Person:** DBNally
Feb 20, 2011: Update Facebook page with important parent information **Person:** DBNally
Feb 27, 2011: Update Facebook page with important parent information **Person:** DBNally
Mar 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Mar 6, 2011: Update Facebook page with important parent information **Person:** DBNally
Mar 13, 2011: Update Facebook page with important parent information **Person:** DBNally
Mar 20, 2011: Update Facebook page with important parent information **Person:** DBNally
Mar 27, 2011: Update Facebook page with important parent information **Person:** DBNally
Apr 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally
Apr 3, 2011: Update Facebook page with important parent information **Person:** DBNally
Apr 10, 2011: Update Facebook page with important parent information **Person:** DBNally
Apr 17, 2011: Update Facebook page with important parent information **Person:** DBNally
Apr 24, 2011: Update Facebook page with important parent information **Person:** DBNally
May 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally
May 1, 2011: Update Facebook page with important parent information **Person:** DBNally
May 8, 2011: Update Facebook page with important parent information **Person:** DBNally
May 15, 2011: Update Facebook page with important parent information **Person:** DBNally
May 22, 2011: Update Facebook page with important parent information **Person:** DBNally
May 29, 2011: Update Facebook page with important parent information **Person:** DBNally
Jun 1, 2011: Alert Now Messages to inform parents of web site updates **Person:** DBNally

Safe and Disciplined Learning Environment

Aug 9, 2010: Review of school-wide discipline procedures and expectations with staff **Person:** DBNally
Aug 15, 2010: Review school-wide procedures with students **Person:** DBNally
Sep 1, 2010: Behavior RTI Process **Person:** Katie Crites

Timely Additional Assistance

Aug 15, 2010: Grade Level Data Team Meetings **Person:** Data Coaches
Aug 15, 2010: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Crites
Sep 1, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Sep 1, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Sep 8, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Sep 15, 2010: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Crites
Sep 15, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Sep 22, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Sep 26, 2010: Grade Level Data Team Meetings **Person:** Data Coaches
Sep 29, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Sep 30, 2010: Balanced Literacy Workshop **Person:** Katie Crites
Oct 6, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Oct 13, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Oct 13, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Oct 15, 2010: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Crites
Oct 20, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Oct 27, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Nov 3, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Nov 7, 2010: Grade Level Data Team Meetings **Person:** Data Coaches
Nov 10, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Nov 15, 2010: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Crites
Nov 17, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Nov 24, 2010: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Nov 24, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Nov 30, 2010: Power Writing Workshop **Person:** Katie Crites
Dec 1, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Dec 8, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Dec 15, 2010: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Crites
Dec 15, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers

Dec 19, 2010: Grade Level Data Team Meetings **Person:** Data Coaches
Dec 22, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Dec 29, 2010: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Jan 5, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Jan 5, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Jan 12, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Jan 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites
Jan 19, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Jan 26, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Jan 30, 2011: Grade Level Data Team Meetings **Person:** Data Coaches
Feb 2, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Feb 9, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Feb 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites
Feb 16, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Feb 16, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Feb 23, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Mar 2, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Mar 9, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Mar 13, 2011: Grade Level Data Team Meetings **Person:** Data Coaches
Mar 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites
Mar 16, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Mar 23, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Mar 30, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
Mar 30, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Apr 6, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Apr 13, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Apr 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites
Apr 20, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
Apr 24, 2011: Grade Level Data Team Meetings **Person:** Data Coaches
Apr 27, 2011: Progress Monitoring of Tier 2/3 students **Person:** Title 1 Teachers
May 11, 2011: Data Analysis - NWEA, DIBELS, ISTEP, Running Records **Person:** Data Coaches
May 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites
Jun 15, 2011: On-going Support from Title 1 Coach/Data Coach **Person:** Katie Criites

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.

Safe and Disciplined Learning Environment

Behavior RTI Process

Brief Description: A Behavior RTI model will be developed and utilized school-wide. It will include a data collection process, behavior management plans, and tiered interventions.

Intended Participants: Teachers, Counselors, Administrators, Parents, Students

Date: Sep 1, 2010

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

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: Title 1

Does this activity occur during the school day? Yes

A. Parent Involvement

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

technology training for posting newsletters on-line

Brief Description: All certified teachers will learn how to post electronic newsletters for parents

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation

Funding: Local

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs

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: Differentiated Instruction

Rigor/Relevance Training - CORR

Brief Description: Entire staff will work through an on-line Rigor/Relevance Training.

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 15, 2010; Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

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

Activity Format: Presentation, Study Group, Peer Coaching, Professional Reading

Funding: Title 1

Does this activity occur during the school day? Yes

I. Focused Academic Area: Focused Instructional Time (FIT)

On-going support for teachers in using the DesCartes Learning Continuum

Brief Description: On-going support using the DesCartes Learning Continuum will be provided to teachers as needed

Intended Participants: Teachers

Dates: Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

Activity Purpose: Feedback/Support

Activity Format: Peer Coaching

Funding: Title 1

Does this activity occur during the school day? Yes

J. Instruction by Highly Qualified Teachers

Rigor/Relevance 30 hr course for all staff

Brief Description: Entire staff will work through a 30 hour course from the International Center of Leadership and Development entitled: Collaborating On-line for Rigor and Relevance.

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 15, 2010; Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group, Peer Coaching, Professional Reading

Funding: Title 1

Does this activity occur during the school day? No

L. Early Childhood Transition

No professional development is needed for this strategy.

U. Focused Student Group: Response to Instruction Groups

Balanced Literacy Workshop

Brief Description: Workshop style session reviewing the key components of a balanced literacy program.

Intended Participants: Teachers

Date: Sep 30, 2010

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

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? Yes

Power Writing Workshop

Brief Description: Workshop style session reviewing the key components of Power Writing (6 Traits)

Intended Participants: Teachers

Date: Nov 30, 2010

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

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? Yes

W. Timely Additional Assistance

Balanced Literacy Workshop

Brief Description: Title staff will provide professional development workshop for teachers in after school setting.

Intended Participants: Teachers

Date: Sep 30, 2010

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

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? Yes

On-going Support from Title 1 Coach/Data Coach

Brief Description: Title 1/Data Coach will provide ongoing - individualized - support for teachers in the use of data, instruction, and curriculum.

Intended Participants: Teachers

Dates: Aug 15, 2010; Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011; Jun 15, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: Title 1

Does this activity occur during the school day? Yes

Power Writing Workshop

Brief Description: Title staff will provide professional development workshop for teachers in after school setting.

Intended Participants: Teachers

Date: Nov 30, 2010

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

Activity Format: Presentation

Funding: Title 1

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

We are concerned that... Cultural Competency of staff - achievement gaps in F/R and Non F/R

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

We are concerned that... Instructional strategies that impact Exceptional Learners - Special Education - making AYP

Data Targets Influenced by This Concern:

- Special Education Students in grades 2-4 -- meet fall to spring growth target in the specific standard of Word Recognition/Fluency/Vocabulary as measured by NWEA MAP testing.

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction
- U. Focused Student Group: Response to Instruction Groups

We are concerned that... Safe and Disciplined Learning Environment - disruptive behavior interfering with the learning of others

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP
- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Special Education Students in grades 2-4 -- meet fall to spring growth target in the specific standard of Word Recognition/Fluency/Vocabulary as measured by NWEA MAP testing.
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- I. Focused Academic Area: Focused Instructional Time (FIT)

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Language Arts - ISTEP
- 3rd, 4th, 5th grade students who qualify for free/reduced lunch status -- Passing Math - ISTEP
- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Special Education Students in grades 2-4 -- meet fall to spring growth target in the specific standard of Word Recognition/Fluency/Vocabulary as measured by NWEA MAP testing.
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- U. Focused Student Group: Response to Instruction Groups

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- Special Education Students in grades 2-4 -- meet fall to spring growth target in the specific standard of Word Recognition/Fluency/Vocabulary as measured by NWEA MAP testing.
- Students in grades 2-4 -- Students meeting fall to spring growth target in Math as measured by NWEA RIT scores
- Students in grades 2-4 -- Students meeting fall to spring growth target in Reading as measured by NWEA RIT scores

Strategies to Impact This Concern:

- W. Timely Additional Assistance

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?	Teacher Workroom and Every Classroom
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	1. Northwest Evaluation Association - NWEA - measures a student's achievement and academic growth, independent of grade, across time in the areas of Reading, LA, and Math. 2. Dynamic Indicators of Basic Early Literacy Skills - DIBELS - tracks and measures progress at the student, class, school, and district level. Designed to assess the five early literacy components: phonological awareness, alphabetic principle, vocabulary, comprehension, and fluency.
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> *InSAI Expectations Assessment *InSAI Curriculum Assessment *InSAI Instruction Assessment *InSAI Classroom Assessment Assessment *InSAI Extra help Assessment *InSAI Guidance Assessment *InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	<p>We will be consolidating our RTI and Title 1 programs. Title 1 interventions groups will be consolidated with RTI tier intervention groups.</p> <p>We also plan to do more with our high ability groups with accelerated programs.</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2010-2011 school year