

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations
- 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
- Anji Brown - Parent/Guardian
- Debra Brown-Nally - Administrator
- Trich Foreman - Teacher
- Ellen Paris - School Counselor
- Allen Sundheimer - Community Representative (Business)

Strategy Chairs

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

Community Council

- 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
- Beth Foraker - Parent - STEM
- Jeff Jackson - Parent
- Jan Johnson - Community Member and Youth Services
- Michelle Johnson - Community Member
- Alisha Mahin - Parent and STEM Business
- Allison Small - 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 3-4 grade students pass ISTEP+: 100%
- % of students who students in grades 2-4 who meet NWEA growth targets: 100%
- % of students who students in grades K-2 who meet TRC reading benchmarks: 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 and 4th grade Special Education Students - percent passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	44%		32%	55%		58%		62%		65%		100%

All Students - Percent passing ISTEP English/Language Arts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	76%	80%	88%	90%		92%		95		98		100

All Students - Percent passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	79%	80%	78%	80%		95%		90%		95%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	78%	80%	81%	85%		90%		92		95		100.0

Grades 1-4 - percent of students reaching fall to spring growth target for NWEA math.

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	69%	80%	69%	80%	61%	80%		83%		96%		100%

Grades 1-4 - percent reaching fall to spring growth target for NWEA Reading

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	74%	80%	71%	80%	62%	80%		83%		86%		100%

Grades 2-4 - percent meeting growth target from fall to spring in NWEA language

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	73%	80%	75%	80%	61%	80%		83%		86%		100%

K-2 DIBELS - percent reaching proficiency (GREEN) by the end of the year (EOY)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	75%	80%		82		84		86		100

K-2 Text Reading Comprhension - percent reaching proficiency (GREEN) by the end of the year (EOY)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	74%	80%		82		84		86		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

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's ability to learn. 36% of students in 3-5 feel that they have personal problems that interfere with school.

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... 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%

Required Areas of Concern

A. Parent Involvement

- B. Educator Training - Parent Involvement**
- 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**
- J2. Instruction by Highly Qualified Paraprofessionals**
- K. Attracting Highly Qualified Teachers**
- L. Student 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 2011/2012 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: General

Tier 2 Reading

Our Data Coaches along with grade level teachers will use DIBELS, NWEA, and classroom data to determine who qualifies for Tier 2 instruction. Groups of 4-6 students will meet to work on specific and focused skills. Tier 2 instruction will occur 20-30 minutes daily outside of the 90 minute Tier 1 block.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Special Ed and Title 1 staff will use DIBELS, NWEA, and classroom data to determine who needs additional instruction in reading that would occur outside of Tier 1 and Tier 2 instruction. This same staff would work with small groups of students 1-3 on specific and focused skills.

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 - Outside

Focus: General

B. Educator Training - 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: General

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

G. Attendance

We will utilize new and different incentive opportunities to promote and reward school punctuality and attendance. We will continue to give 9-week attendance awards. We will also have a drawing at the end of each 9 weeks that includes the names of all students with perfect attendance. Gas and grocery gift certificates will be awarded to the entire family.

Impact Level:

Focus:

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 â certified and non certified â 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 âin houseâ 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

I. Focused Academic Area: Tier 1 Core Reading

Every grade level will have a 90-minute uninterrupted reading block. This will be part of the master schedule created by the principal. During this 90 minutes all components of the grade level core reading curriculum will be taught.

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

J2. Instruction by Highly Qualified Paraprofessionals.

All paraprofessionals will be included in professional development that pertains to instruction and assessment. This professional development will be conducted by our Title 1 teachers and will occur at the beginning of the school year. We will create or maintain a list of all paraprofessionals that includes the following information: 1)How the paraprofessional became highly qualified (associate degree, two years of college or passed the ParaPro test) and 2)If non-highly qualified paraprofessionals exist in the school, one or more activities designed to assist the non-highly qualified paraprofessionals(s) in meeting the highly qualified paraprofessional requirements.

Impact Level: Low Impact

Focus: General

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: Low Impact

Focus: General

L. Student 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: Low Impact

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 listed on the DOE School Parent Involvement Policy Checklist are included in the policy: *Mission of policy *School Expectation Requirements *Implementation Requirements *Additional School Responsibilities *Agreement

Impact Level: Low Impact

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. It will include all components described on DOE's Parent Right-to-Know Checklist.

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: Specific

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 include all components on the DOE School-Parent Compact Checklist and 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: Low Impact

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 meeting we provide information on state standards, school-wide testing, and resources for parents. The meeting 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: Low Impact

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. This strategy will specifically focus on special education students who are in danger of not passing ISTEP. 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 and special education staff will run intervention groups within and outside of the traditional classroom setting. These groups will focus on literacy and math skills as determined by data analysis. 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.

Local Strategies

Tier 2 Reading

% of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
85%	100%		100%	

Tier 3 Reading

% of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
85%	100%		100%	

Required Strategies

B. Educator Training - Parent Involvement

percentage of teachers who post monthly newsletters for parents

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

F. Encourage Rigorous Curriculum: Differentiated Instruction

% of teachers whose classroom instructions for the curriculum focus occur at least three times per week.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

I. Focused Academic Area: Tier 1 Core Reading

% of K-4 teachers who daily implement the 5 literacy components during the 90 min Rdg Blk

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	100%		100%	

J2. Instruction by Highly Qualified Paraprofessionals.

number who attend at least two professional development sessions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	100%		100%	

U. Focused Student Group: Response to Instruction Groups

number of times a student is progress monitored on a specific skill

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

To-Do List

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

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

Attendance

Apr 1, 2011: Collect baseline data: **Person:**

Nov 30, 2011: Collect fall data: **Person:**

Jun 30, 2012: Collect spring data: **Person:**

Educator Training - Parent Involvement

Sep 13, 2011: PD web page, alert now training **Person:** Crites

Nov 30, 2011: Collect fall data: percentage of teachers who post monthly newsletters for parents **Person:** Boardman

Jun 30, 2012: Collect spring data: percentage of teachers who post monthly newsletters for parents **Person:** Boardman

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers whose classroom instructions for the curriculum focus occur at least three times per week. **Person:** Skeel

Aug 15, 2011: Schedule/Administer NWEA, DIBELS and Review Data **Person:** Hook

Aug 16, 2011: Review State Standards/Kdg Core Standards **Person:** Crites

Sep 15, 2011: Data Teams **Person:** Boardman

Oct 17, 2011: Schedule/Administer NWEA, DIBELS and Review Data **Person:** Hook

Nov 30, 2011: Collect fall data: % of teachers whose classroom instructions for the curriculum focus occur at least three times per week. **Person:** Skeel

Dec 19, 2011: Schedule/Administer NWEA, DIBELS and Review Data **Person:** Hook

Feb 20, 2012: Schedule/Administer NWEA, DIBELS and Review Data **Person:** Hook

Apr 23, 2012: Schedule/Administer NWEA, DIBELS and Review Data **Person:** Hook

Jun 30, 2012: Collect spring data: % of teachers whose classroom instructions for the curriculum focus occur at least three times per week. **Person:** Skeel

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of K-4 teachers who daily implement the 5 literacy components during the 90 min Rdg Blk **Person:** Crites

Jun 9, 2011: prepare K-4 schedule including the FIT block **Person:** Brown-Nally

Jun 9, 2011: Schedule 90 Minute Blks K-4 **Person:** Brown-Nally

Jun 11, 2011: develop K-4 Daily Schedule guide **Person:** Brown-Nally

Aug 15, 2011: Review Lang Art State Standards/Alignment with SF **Person:** Crites

Aug 15, 2011: Schedule Data Teams **Person:** Crites

Aug 16, 2011: Data Teams Plan Pre/Post Tests **Person:** Boardman

Aug 16, 2011: PD on 5 Reading Components/Florida Rdg Center **Person:** Crites

Sep 4, 2011: Provide PD for Data Team Leaders **Person:** Brown-Nally

Sep 26, 2011: Schedule Data Teams **Person:** Crites

Sep 27, 2011: Data Teams Plan Pre/Post Tests **Person:** Boardman

Oct 17, 2011: Review Lang Art State Standards/Alignment with SF **Person:** Crites

Oct 18, 2011: PD on 5 Reading Components/Florida Rdg Center **Person:** Crites

Nov 7, 2011: Schedule Data Teams **Person:** Crites

Nov 8, 2011: Data Teams Plan Pre/Post Tests **Person:** Boardman
Nov 30, 2011: Collect fall data: % of K-4 teachers who daily implement the 5 literacy components during the 90 min Rdg Blk
Person: Crites
Dec 19, 2011: Review Lang Art State Standards/Alignment with SF **Person:** Crites
Dec 19, 2011: Schedule Data Teams **Person:** Crites
Dec 20, 2011: Data Teams Plan Pre/Post Tests **Person:** Boardman
Dec 20, 2011: PD on 5 Reading Components/Florida Rdg Center **Person:** Crites
Jan 30, 2012: Schedule Data Teams **Person:** Crites
Jan 31, 2012: Data Teams Plan Pre/Post Tests **Person:** Boardman
Feb 20, 2012: Review Lang Art State Standards/Alignment with SF **Person:** Crites
Feb 21, 2012: PD on 5 Reading Components/Florida Rdg Center **Person:** Crites
Mar 12, 2012: Schedule Data Teams **Person:** Crites
Mar 13, 2012: Data Teams Plan Pre/Post Tests **Person:** Boardman
Apr 23, 2012: Review Lang Art State Standards/Alignment with SF **Person:** Crites
Apr 24, 2012: Data Teams Plan Pre/Post Tests **Person:** Boardman
Apr 24, 2012: PD on 5 Reading Components/Florida Rdg Center **Person:** Crites
Jun 30, 2012: Collect spring data: % of K-4 teachers who daily implement the 5 literacy components during the 90 min Rdg Blk
Person: Crites

Focused Student Group

Apr 1, 2011: Collect baseline data: number of times a student is progress monitored on a specific skill **Person:** Crites
Sep 15, 2011: professional development on using data and progress monitoring tools **Person:** Crites
Sep 15, 2011: Progress monitor special ed students **Person:** Spahn
Sep 15, 2011: schedule intervention groups **Person:** Boardman
Sep 22, 2011: Progress monitor special ed students **Person:** Spahn
Sep 29, 2011: Progress monitor special ed students **Person:** Spahn
Oct 6, 2011: Progress monitor special ed students **Person:** Spahn
Oct 13, 2011: Progress monitor special ed students **Person:** Spahn
Oct 15, 2011: professional development on using data and progress monitoring tools **Person:** Crites
Oct 20, 2011: Progress monitor special ed students **Person:** Spahn
Oct 27, 2011: Progress monitor special ed students **Person:** Spahn
Oct 27, 2011: schedule intervention groups **Person:** Boardman
Nov 3, 2011: Progress monitor special ed students **Person:** Spahn
Nov 10, 2011: Progress monitor special ed students **Person:** Spahn
Nov 15, 2011: professional development on using data and progress monitoring tools **Person:** Crites
Nov 17, 2011: Progress monitor special ed students **Person:** Spahn
Nov 24, 2011: Progress monitor special ed students **Person:** Spahn
Nov 30, 2011: Collect fall data: number of times a student is progress monitored on a specific skill **Person:** Crites
Dec 1, 2011: Progress monitor special ed students **Person:** Spahn
Dec 8, 2011: Progress monitor special ed students **Person:** Spahn
Dec 8, 2011: schedule intervention groups **Person:** Boardman
Dec 15, 2011: professional development on using data and progress monitoring tools **Person:** Crites
Dec 15, 2011: Progress monitor special ed students **Person:** Spahn
Dec 22, 2011: Progress monitor special ed students **Person:** Spahn
Dec 29, 2011: Progress monitor special ed students **Person:** Spahn
Jan 5, 2012: Progress monitor special ed students **Person:** Spahn
Jan 12, 2012: Progress monitor special ed students **Person:** Spahn
Jan 15, 2012: professional development on using data and progress monitoring tools **Person:** Crites
Jan 19, 2012: Progress monitor special ed students **Person:** Spahn
Jan 19, 2012: schedule intervention groups **Person:** Boardman
Jan 26, 2012: Progress monitor special ed students **Person:** Spahn
Feb 2, 2012: Progress monitor special ed students **Person:** Spahn
Feb 9, 2012: Progress monitor special ed students **Person:** Spahn
Feb 15, 2012: professional development on using data and progress monitoring tools **Person:** Crites
Feb 16, 2012: Progress monitor special ed students **Person:** Spahn
Feb 23, 2012: Progress monitor special ed students **Person:** Spahn
Mar 1, 2012: Progress monitor special ed students **Person:** Spahn
Mar 1, 2012: schedule intervention groups **Person:** Boardman
Mar 8, 2012: Progress monitor special ed students **Person:** Spahn

Mar 15, 2012: professional development on using data and progress monitoring tools **Person:** Crites
Mar 15, 2012: Progress monitor special ed students **Person:** Spahn
Mar 22, 2012: Progress monitor special ed students **Person:** Spahn
Mar 29, 2012: Progress monitor special ed students **Person:** Spahn
Apr 5, 2012: Progress monitor special ed students **Person:** Spahn
Apr 12, 2012: Progress monitor special ed students **Person:** Spahn
Apr 12, 2012: schedule intervention groups **Person:** Boardman
Apr 15, 2012: professional development on using data and progress monitoring tools **Person:** Crites
Apr 19, 2012: Progress monitor special ed students **Person:** Spahn
Apr 26, 2012: Progress monitor special ed students **Person:** Spahn
May 3, 2012: Progress monitor special ed students **Person:** Spahn
May 10, 2012: Progress monitor special ed students **Person:** Spahn
May 15, 2012: professional development on using data and progress monitoring tools **Person:** Crites
May 17, 2012: Progress monitor special ed students **Person:** Spahn
May 24, 2012: Progress monitor special ed students **Person:** Spahn
May 24, 2012: schedule intervention groups **Person:** Boardman
Jun 30, 2012: Collect spring data: number of times a student is progress monitored on a specific skill **Person:** Crites

Instruction by Highly Qualified Paraprofessionals.

Apr 1, 2011: Collect baseline data: number who attend at least two professional development sessions **Person:** Crites
Aug 15, 2011: Maintain accurate records on Highly Qualified Paraprofessionals **Person:** Crites
Aug 15, 2011: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Sep 15, 2011: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Oct 15, 2011: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Oct 17, 2011: Maintain accurate records on Highly Qualified Paraprofessionals **Person:** Crites
Nov 15, 2011: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Nov 30, 2011: Collect fall data: number who attend at least two professional development sessions **Person:** Crites
Dec 15, 2011: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Dec 19, 2011: Maintain accurate records on Highly Qualified Paraprofessionals **Person:** Crites
Jan 15, 2012: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Feb 15, 2012: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Feb 20, 2012: Maintain accurate records on Highly Qualified Paraprofessionals **Person:** Crites
Mar 15, 2012: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Apr 15, 2012: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Apr 23, 2012: Maintain accurate records on Highly Qualified Paraprofessionals **Person:** Crites
May 15, 2012: Provide professional development opportunities in the areas of effective instruction and assessment **Person:** Boardman
Jun 30, 2012: Collect spring data: number who attend at least two professional development sessions **Person:** Crites

Instruction by Highly Qualified Teachers

Jul 10, 2011: Hire and Retain HQ Teachers **Person:** Crites
Aug 16, 2011: Grade Level Collaboration/Data Teams **Person:** Boardman
Aug 16, 2011: PD on assessments/new academic implementations **Person:** Crites
Sep 27, 2011: Grade Level Collaboration/Data Teams **Person:** Boardman
Oct 18, 2011: PD on assessments/new academic implementations **Person:** Crites
Nov 8, 2011: Grade Level Collaboration/Data Teams **Person:** Boardman
Dec 20, 2011: Grade Level Collaboration/Data Teams **Person:** Boardman
Dec 20, 2011: PD on assessments/new academic implementations **Person:** Crites

Jan 31, 2012: Grade Level Collaboration/Data Teams **Person:** Boardman
Feb 21, 2012: PD on assessments/new academic implementations **Person:** Crites
Mar 13, 2012: Grade Level Collaboration/Data Teams **Person:** Boardman
Apr 24, 2012: Grade Level Collaboration/Data Teams **Person:** Boardman
Apr 24, 2012: PD on assessments/new academic implementations **Person:** Crites

Outreach to Preschool Parent Involvement Programs

Aug 5, 2011: Start BkMobile Stops **Person:** Crites
Aug 10, 2011: Communicate with Daycares/Preschools 2011/12 Schedule **Person:** Crites

Parent Information Resource Center Website

Aug 15, 2011: Create Brochure **Person:** Welch
Aug 15, 2011: Post info newsletters/web page **Person:** Welch
Aug 15, 2011: Update Resources throughout the year and provide info to parents/teachers **Person:** Welch
Oct 15, 2011: Provide info at Title 1 Night **Person:** Welch

Parent Involvement

Oct 28, 2011: Family Reading Night **Person:** Bechert
Nov 13, 2011: Title 1 Family Night K-4 **Person:** Boardman
Feb 16, 2012: Donuts with Dad **Person:** Boardman
Apr 14, 2012: Muffins with Mom **Person:** Boardman

Safe and Disciplined Learning Environment

Aug 15, 2011: Implement Behavior RTI Processes **Person:** Crites
Aug 15, 2011: Review behavior referral process with teachers **Person:** Crites
Aug 16, 2011: Review of all-school procedures over live announcements **Person:** Crites
Aug 25, 2011: Communicate with parents all classroom procedures **Person:** McCrary

Student Transition

Aug 15, 2011: Provide Preschools/Daycares with Kdg Report Cards/Standards and Activities **Person:** Crites
Oct 17, 2011: Provide Preschools/Daycares with Kdg Report Cards/Standards and Activities **Person:** Crites
Dec 19, 2011: Provide Preschools/Daycares with Kdg Report Cards/Standards and Activities **Person:** Crites
Feb 20, 2012: Provide Preschools/Daycares with Kdg Report Cards/Standards and Activities **Person:** Crites
Mar 14, 2012: FCSC Early Learning Folders **Person:** Crites
Mar 14, 2012: Kdg Registration/Meet Kdg Teachers **Person:** Limbach
Apr 14, 2012: FCSC Nursery Rhymes (Mother Goose Book) **Person:** Crites
Apr 23, 2012: Provide Preschools/Daycares with Kdg Report Cards/Standards and Activities **Person:** Crites

Tier 2 Reading

Apr 1, 2011: Collect baseline data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman
Aug 30, 2011: Assess students **Person:** Boardman
Sep 4, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Sep 15, 2011: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Oct 11, 2011: Assess students **Person:** Boardman
Oct 15, 2011: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Oct 16, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Nov 15, 2011: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Nov 22, 2011: Assess students **Person:** Boardman
Nov 27, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Nov 30, 2011: Collect fall data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman

Dec 15, 2011: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Jan 3, 2012: Assess students **Person:** Boardman
Jan 8, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Jan 15, 2012: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Feb 14, 2012: Assess students **Person:** Boardman
Feb 15, 2012: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Feb 19, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Mar 15, 2012: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Mar 27, 2012: Assess students **Person:** Boardman
Apr 1, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Apr 15, 2012: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
May 8, 2012: Assess students **Person:** Boardman
May 13, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
May 15, 2012: Provide Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Jun 30, 2012: Collect spring data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman

Tier 3 Reading

Apr 1, 2011: Collect baseline data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman
Aug 30, 2011: Assess Students **Person:** Boardman
Sep 4, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Sep 15, 2011: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Oct 11, 2011: Assess Students **Person:** Boardman
Oct 15, 2011: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Oct 16, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Nov 15, 2011: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Nov 22, 2011: Assess Students **Person:** Boardman
Nov 27, 2011: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Nov 30, 2011: Collect fall data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman
Dec 15, 2011: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Jan 3, 2012: Assess Students **Person:** Boardman
Jan 8, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Jan 15, 2012: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Feb 14, 2012: Assess Students **Person:** Boardman
Feb 15, 2012: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Feb 19, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Mar 15, 2012: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Mar 27, 2012: Assess Students **Person:** Boardman
Apr 1, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
Apr 15, 2012: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
May 8, 2012: Assess Students **Person:** Boardman
May 13, 2012: Meet with Grade Level Teams for Tier Selection **Person:** Boardman
May 15, 2012: Provide ongoing Professional Development on Assessments and Data Driven Decision Making **Person:** Crites
Jun 30, 2012: Collect spring data: % of teachers demonstrating preparedness (data current and ready to use) for Tier selection meetings **Person:** Boardman

Timely Additional Assistance

Aug 30, 2011: Assess Students **Person:** Boardman
Sep 4, 2011: Meet with grade level teams for intervention group selections **Person:** Boardman
Sep 4, 2011: Schedule intervention groups **Person:** Boardman
Oct 11, 2011: Assess Students **Person:** Boardman
Oct 16, 2011: Meet with grade level teams for intervention group selections **Person:** Boardman
Oct 16, 2011: Schedule intervention groups **Person:** Boardman
Nov 22, 2011: Assess Students **Person:** Boardman
Nov 27, 2011: Meet with grade level teams for intervention group selections **Person:** Boardman

Nov 27, 2011: Schedule intervention groups **Person:** Boardman
Jan 3, 2012: Assess Students **Person:** Boardman
Jan 8, 2012: Meet with grade level teams for intervention group selections **Person:** Boardman
Jan 8, 2012: Schedule intervention groups **Person:** Boardman
Feb 14, 2012: Assess Students **Person:** Boardman
Feb 19, 2012: Meet with grade level teams for intervention group selections **Person:** Boardman
Feb 19, 2012: Schedule intervention groups **Person:** Boardman
Mar 27, 2012: Assess Students **Person:** Boardman
Apr 1, 2012: Meet with grade level teams for intervention group selections **Person:** Boardman
Apr 1, 2012: Schedule intervention groups **Person:** Boardman
May 8, 2012: Assess Students **Person:** Boardman
May 13, 2012: Meet with grade level teams for intervention group selections **Person:** Boardman
May 13, 2012: Schedule intervention groups **Person:** Boardman

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.

Safe and Disciplined Learning Environment

No professional development is needed for this strategy.

Tier 2 Reading

Provide Professional Development on Assessments and Data Driven Decision Making

Brief Description: We will continually offer PD for using a variety of data assessments, progress monitoring, and data analysis for all teachers.

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding: Title 1

Does this activity occur during the school day? Yes

Tier 3 Reading

Provide ongoing Professional Development on Assessments and Data Driven Decision Making

Brief Description: Ongoing professional development will occur for teachers in the areas of assessments, and using data to make informed instructional decisions.

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

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 - Parent Involvement

PD web page, alert now training

Brief Description: The administration will provide PD on the FCSC/NW web page, FCSC Toolbox, and Alert Now for Title 1 staff.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Sep 13, 2011

Activity Purpose: Information, Feedback/Support

Activity Format:

Funding: title 1

Does this activity occur during the school day? No

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

Review State Standards/Kdg Core Standards

Brief Description: Review State Standards/Kdg Core Standards

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

Date: Aug 16, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Professional Reading, Other

Funding: Title 1

Does this activity occur during the school day? No

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

Provide PD for Data Team Leaders

Brief Description: Provide PD for Data Team Leaders

Intended Participants: Teachers, Administrators, Other

Date: Sep 4, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Study Group, Professional Reading, Collaborative Problem Solving, Other

Funding: title 1

Does this activity occur during the school day? No

I. Focused Academic Area: Tier 1 Core Reading

PD on 5 Reading Components/Florida Rdg Center

Brief Description: PD on 5 Reading Components/Florida Rdg Center

Intended Participants: Teachers, Administrators, Other

Dates: Aug 16, 2011; Oct 18, 2011; Dec 20, 2011; Feb 21, 2012; Apr 24, 2012

Activity Purpose:

Activity Format: Talk to, Presentation, Site Visit, Other

Funding:

Does this activity occur during the school day? No

Review Lang Art State Standards/Alignment with SF

Brief Description: Teachers/Admin will review LA state standards/SF alignment

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

Dates: Aug 15, 2011; Oct 17, 2011; Dec 19, 2011; Feb 20, 2012; Apr 23, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Study Group, Professional Reading, Collaborative Problem Solving, Other

Funding: local

Does this activity occur during the school day? No

J. Instruction by Highly Qualified Teachers

PD on assessments/new academic implementations

Brief Description: We will have a variety of in house PD opportunities throughout the year on assessments/goal setting and new academic implementations (science, etc)

Intended Participants: Teachers, Administrators, Other

Dates: Aug 16, 2011; Oct 18, 2011; Dec 20, 2011; Feb 21, 2012; Apr 24, 2012

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

Activity Format: Talk to, Presentation, Study Group, Professional Reading, Collaborative Problem Solving, Other

Funding: Title 1

Does this activity occur during the school day? Yes

J2. Instruction by Highly Qualified Paraprofessionals.

Provide professional development opportunities in the areas of effective instruction and assessment

Brief Description: Title 1 teachers will provide ongoing professional development opportunities surrounding assessment and instruction for all paraprofessionals.

Intended Participants: Other

Dates: Aug 15, 2011; Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

Activity Purpose: Skill Building, Refinement

Activity Format:

Funding: Title 1

Does this activity occur during the school day? Yes

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Response to Instruction Groups

professional development on using data and progress monitoring tools

Brief Description: PD will be provided for special ed staff and paraprofessionals on assessment tools and using data for informed decision making.

Intended Participants: Teachers, Other

Dates: Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding: Title 1

Does this activity occur during the school day? Yes

W. Timely Additional Assistance

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... Safe and Disciplined Learning Environment - disruptive behavior interfering with the learning of others

Data Targets Influenced by This Concern:

- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment

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

Data Targets Influenced by This Concern:

- 3rd and 4th grade Special Education Students -- percent passing ISTEP Math

Strategies to Impact This Concern:

- Tier 2 Reading
- Tier 3 Reading
- F. Encourage Rigorous Curriculum: Differentiated Instruction
- U. Focused Student Group: Response to Instruction Groups

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

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:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)
- K-2 Text Reading Comprehension -- percent reaching proficiency (GREEN) by the end of the year (EOY)

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:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd and 4th grade Special Education Students -- percent passing ISTEP Math
- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)
- K-2 Text Reading Comprhension -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- Tier 2 Reading
- Tier 3 Reading
- I. Focused Academic Area: Focused Instructional Time (FIT)
- I. Focused Academic Area: Tier 1 Core Reading

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-2 Text Reading Comprhension -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)
- K-2 Text Reading Comprehension -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- L. Student 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:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

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:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

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:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd and 4th grade Special Education Students -- percent passing ISTEP Math
- All Students -- Percent passing ISTEP English/Language Arts
- All Students -- Percent passing ISTEP Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)
- K-2 Text Reading Comprehension -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- Tier 2 Reading
- U. Focused Student Group: Response to Instruction Groups

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- Grades 1-4 -- percent of students reaching fall to spring growth target for NWEA math.
- Grades 1-4 -- percent reaching fall to spring growth target for NWEA Reading
- Grades 2-4 -- percent meeting growth target from fall to spring in NWEA language
- K-2 DIBELS -- percent reaching proficiency (GREEN) by the end of the year (EOY)

Strategies to Impact This Concern:

- Tier 2 Reading
- Tier 3 Reading
- 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>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.</p> <p>TRC - tracks and measures student progress K-2 in text level and comprehension. This assessment is given at 3 different benchmarks and students at-risk are progress monitored every 2 weeks.</p> <p>MClass - tracks and measures student progress K-2 in math fluency including counting, number id, missing number, computation, number facts, quantity discrimination.</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>*InSAI Expectations Assessment *InSAI Curriculum Assessment *InSAI Instruction Assessment *InSAI Classroom Assessment Assessment *InSAI Extra help Assessment</p>
F. 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 intervention groups will be consolidated with RTI tier intervention groups.</p> <p>We added math intervention groups this school year under the new school-wide plan.</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 2013-2014 school year