

School Improvement Plan - 2010-2011

Generated on June 28, 2010 at 11:45 AM

Abraham Lincoln Elem Sch (5337)

M S D Perry Township

Indianapolis, IN

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



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 13
- Strategy Data 17
- To-Do List 21
- Professional Development Summary 25
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 29
- Force Field Excerpt 35
- Continuous Improvement Timeline 36

School Improvement Plan Introduction

Abraham Lincoln Elem Sch

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

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

- Katie Ash - Teacher
- Stephanie Bateman - Teacher
- Les Branham - Community
- Vicki Cameron - Teacher
- Gary Coons - Community Representative
- Susan Davis - Teacher
- Marinda Grove - Teacher
- Heather Haseman - Parent/Guardian
- Arthur Hinton - Administrator
- Elizabeth Hunt - Teacher
- Holly Kidwell - Teacher
- Kimo Parham - School Counselor
- Sarah Phillips - Teacher
- Mistie Timmons - Community
- Whitney Wilkowski - Administrator
- Tammy Worley - Parent/Guardian

Strategy Chairs

- Vicki Cameron
- Vickie Carpenter
- Marinda Grove
- Arthur Hinton
- Julia Hittinger

- Elizabeth Hunt
- Rebecca Johnson
- Kathy Lapkovitch
- Kimo Parham
- Sarah Phillips
- Sarah Phillips
- Kim Tiede
- Whitney Wilkowski

Community Council

- Susan Alexander - Interventionist
- Les Branham - Community
- Gary Coons - Parent
- Maria Deese - ELL Community
- Mrs. DeMichieli - Parent
- Pam Dunblaizer - Teacher
- M/M Gobbett - Parent and Community
- Heather Haseman - Parent, PTA Member
- Arthur Hinton - Discipline Representative
- Julia Hittinger - Sp. Ed.
- Pat Hurley - Parent
- Kimo Parham - Community-Student Support Manager
- Kathy Peterson - Parent and PTA Officer
- Mrs. Siebers - Parent and Community Partner
- Corrie Steed - Technology Integration
- Mistie Timmons - Community
- Christen Tuley - Parent
- Tammy Worley - Parent and PTA President

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

a community, teachers and peers who daily live by core, character-building convictions. These include positive role-modeling, challenging curriculum, individualized and differentiated instruction, meaningful and fair assessments and consistent policies and high expectations.

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

maintain consistently positive communication that specifically notes behavior so that it meets expectations. Adults will also focus on the academic standards expected, monitor progress and communicate student achievement in terms of strengths and weaknesses in an accurate and timely manner.

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

will develop a love of learning, good work ethic and positive attitude, as well as, their own high expectations and respect and motivation.

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

- % of students who master essential ISTEP skills: 100%
- % of students who are at or above grade level - reading: 100%
- % of students who are at or above grade level - math: 100%
- % of students who pass monthly Benchmarks: 100%
- % of students who pass all classes: 100%
- % of students who in grade K-1 on grade level in DIBELS: 100%
- % of students who have excellent attendance: 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 Grade Hispanic 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	
60	43	60	47	50		55		60		70		

3rd Grade Hispanic 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	
60	43	60	26	40		45		50		60		

4th Grade Hispanic 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	
60	14	60	43	50		55		60		70		

4th Grade Hispanic 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	
60	36	60	57	60		65		70		75		100

5th Grade Hispanic 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	
60	36	60	53	60		65		70		75		100

5th Grade Hispanic 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	
60	50	60	60	65		70		75		80		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	
60	65.5	70	81.5	83		85		90		95		100

EL Learners - Passing ISTEP Language Arts (AYP)

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	
60%	31%	65%	18%	20%		25		30		35		100

EL Learners - Passing ISTEP Math (AYP)

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	
60	38%	65	50	60		70		80		85		100

Fifth Grade - Mastering Writing Process-Vocabulary/Non-fiction

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	
		65%	63%	70%		72%		74%		76		100

Fourth Grade - Mastering L. A. Comprehension (N-fiction) & Literary R and A

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	
		65%	61%	70%		72		74		76		100

Special Education - Passing ISTEP Language Arts (AYP)

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	
40	37	45	30	35		37		39		41		100

Special Education - Passing ISTEP Math (AYP)

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	
40	35	50	41	50		55		57		59		100

Third Grade - Mastering Computation

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	
	69%	70%	69%	72%		74		76		78		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... Parent Involvement

This is a Title 1 Schoolwide concern. Parent involvement has been a consistent concern of ALE staff.

We are concerned that... Educator Training

This is a Title 1 Schoolwide concern.

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

We are concerned that... Curriculum Mapping (Year 3 of District Improvement only)

This is an Indiana Department of Education concern.

We are concerned that... Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

This is a Title 1 Schoolwide concern.

We are concerned that... Attracting Highly Qualified Teachers

This is a Title 1 Schoolwide concern.

We are concerned that... Early Childhood Transition

This is a Title 1 Schoolwide concern.

We are concerned that... Parent Notice - Assessment Results

This is a Title 1 Schoolwide concern.

We are concerned that... Parent Notice - School in Improvement

This is a Title 1 Schoolwide concern.

We are concerned that... Extended Learning Activities

This is a Title 1 Schoolwide concern.

We are concerned that... Teacher Mentoring Program

This is a Title 1 Schoolwide concern.

We are concerned that... School-Parent Involvement Policy

This is a Title 1 Schoolwide concern.

We are concerned that... Parent Right-to-Know Letter - Qualifications

This is a Title 1 Schoolwide concern.

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

This is a Title 1 Schoolwide concern.

We are concerned that... School-Parent Compact

This is a Title 1 Schoolwide concern.

We are concerned that... Annual Parent Meeting

This is a Title 1 Schoolwide concern.

We are concerned that... Peer Review for SIP

This is a Title 1 Schoolwide concern.

We are concerned that... Students need recognition for good attendance

This is a long-term concern as students have only improved marginally when prizes, or gifts, for good attendance are involved. Attendance is very good on party days and ISTEP+ days. When the school tried to fade the prizes, or incentives, attendance dropped.

We are concerned that... Teachers will emphasize computation with problem-solving and timed tests of math facts one day each week.

Our data indicates that only 59% of our students are passing Math ISTEP. The barriers for this group include the current curriculum de-emphasis on computation and the lack of expectation that basic math facts be known with automaticity.

We are concerned that... Teachers will use vocabulary notebooks.

Vocabulary is a skill strand that affects all aspects of assessment, particularly LA writing with word choice and comprehension for our disadvantaged students. This is clearly evidenced on our ISTEP+ scores for break out groups.

We are concerned that... Safe and Disciplined Learning Environment

We are concerned that... Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Annual Parent Meeting

We 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 in August. We will invite all parents of children participating in Title I, Part A programs and encourage them to attend. We will inform them of the school's participation in Title I, Part A programs, and explain the Title I, Part A requirements and the right of parents to be involved in those programs. The documentation, including an agenda and a parent sign-in sheet, will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: General

Attendance

Each grading period the grade levels will hold an "Attendance" Pep session to recognize the students who have had perfect attendance and classroom with the highest percentage of perfect attendance.

Impact Level: High Impact - Inside

Focus: General

Attracting Highly Qualified Teachers

The building principal and Perry Township Personal Director attend Teacher Career fairs at local colleges to promote Abraham Lincoln Elementary and screen candidates for teacher positions in the building.

Impact Level: High Impact - Inside

Focus: General

Character Builders

Staff will work to create an environment conducive to learning by implementing the Core Essentials Education Program and Positive Behavior Support. This program will help teachers learn how to continuously provide positive reinforcement of social skills expected in the school environment. Monthly activities will focus on various character traits to help build core essentials in students' daily lives. The staff will also consciously create a school-wide environment where positive procedures are set as expectations, practiced and praised. We will develop a bully prevention program, survey our students and continue professional development in cultural competency by explicitly training teachers to use learning strategies that are inclusive. Teachers will be able to recognize what strategies are helpful for specific purposes.

Impact Level: High Impact - Inside

Focus: General

Early Childhood Transition

S.U.R.E. Program (Send Us Ready for Education) Abraham Lincoln will invite incoming Kindergarten parents and their children to a program in the spring that is designed to welcome them to our school. During this evening program, the Kindergarten teachers explain the Kindergarten program, our school nurse explains and distributes information concerning immunization needs and childhood illness information, our Kindergarten Teacher Assistants meet with the incoming Kindergarten students to do an art and story activity in the Kindergarten classroom, transportation arranges to have a school bus available so that students can take a short ride around the school to familiarize them with the school bus and to go over school bus rules. This program, called the S.U.R.E. program, is advertised in the paper, in newsletters, is distributed to preschools, and invitations are sent to any family who has enrolled a kindergarten student for the following year.

Impact Level: High Impact - Outside

Focus: Specific

Extended Learning Activities

We will continue to offer SES after school tutoring. In addition, we will offer summer programming and have grant money to support the program for our student groups that have demonstrated need.

Impact Level: High Impact - Outside

Focus: General

Instruction by Highly Qualified Teachers

The current teachers' licenses will be reviewed by our central office to determine the rigorous licensing exam taken. If there is no rigorous exam, such as is the case with teachers' having licenses issued under Rules 45/46, individual interviews will take place as required by DOE to qualify these teachers through HOUSE, or some other DOE approved method. All attempts will be made to only hire Highly Qualified teachers when there is choice. The teacher's names, qualifications and this information will be reviewed, listed and updated yearly.

Impact Level: High Impact - Inside

Focus: General

Parent Involvement

A special group of families will be chosen by administration to participate in a monthly parent forum in partnership with some community agencies, such as pediatricians, dietitians and safety personnel, as well as, other local service agencies. These forums will provide health and safety information, free gifts and time to communicate and build relationships with community members. All sessions involve an open question and answer period.

Impact Level: High Impact - Outside

Focus: General

Parent Notice - Assessment Results

InSAI Steering committee will present ISTEP results to parents during an evening meeting when results are available. Translators will be available for Spanish and Chin speaking families. All written handouts will also be translated. This will be a question/answer forum for parents/guardians to better grasp how their child/children are performing in school. Goals for the Spring will be determined by the group.

Impact Level: Low Impact

Focus: General

Parent Notice - School in Improvement

Written notice concerning the school's identification as a NCLB School in Improvement will be mailed by the central office (with the director of Title 1 and the principal signatures) to all families' homes during June in a language parents can understand (English, Spanish and Chin), with specific responsibilities of the school, LEA, and SEA repeated to all at the annual meeting.

Impact Level: Low Impact

Focus: General

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

A letter will be sent to parents notifying them if a teacher instructing their student(s) is not highly qualified. This letter is provided by our Central Office and is sent in the Fall, if necessary.

Impact Level: Low Impact

Focus: General

Parent Right-to-Know Letter - Qualifications

A letter will be mailed to all families stating that parents have the right to know the qualifications of their teachers and that they can inquire as to the status of any staff member meeting highly qualified requirements. The letter will include all the components on DOE's Parent Right to Know Letter checklist. This letter is provided by our central office and will be sent in the Fall.

Impact Level: Low Impact

Focus: General

Peer Review for SIP

The Title 1 Coordinator for MSDPT, a Title 1 principal and a principal of a school that made AYP will meet to review these strategies and make suggestions before they are submitted in final form. After the School Improvement Plan is written, we will also partner with peers from a similar school that was successful in meeting AYP and has significantly higher academic performance for the purpose of reviewing the quality of our School Improvement Plan and making suggestions as appropriate. During the meeting our completed SIP will be reviewed against the DOE Peer Review Checklist. A sign-in form, agenda and documentation, such as notes from the meeting will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

Safe and Disciplined Learning Environment

We will continue positive reinforcement for achievement and behavior which will operate in conjunction with our local Kiwanis and their organization's program: Bring Up Grades (B.U.G.) and Caught You Being Good tokens. These activities will be culminated and rewarded quarterly with our own Presidential Awards.

Impact Level: High Impact - Inside

Focus: General

School-Parent Compact

The school plans to review (and possibly revise) a School-Parent Compact that includes all components described on the DOE School-Parent Compact Checklist. We will review the compact at our August 3rd PTA Meeting as a part of the agenda. The school will disseminate the policy to all parents as a part of our first Annual Title 1 evening, August 17, 2010.

Impact Level: High Impact - Outside

Focus: General

School-Parent Involvement Policy

We will continue to distribute the Parent Involvement policy, which includes the components on DOE's School Parent Involvement Policy checklist, to parents by means of the school newsletter, student handbook, and the annual meeting. The policy will be distributed for annual review in August. Parents are asked to review the document and attend the Title 1 Night in August and make suggestions for revision. Calling, or writing, to the principal are also published and stated as acceptable means of making suggestions. All input is documented. The policy is always available as a hand out in English, Spanish and Chin in the front lobby of the school as well. The policy is also always available by the sign-in sheets for each school event.

Impact Level: Low Impact

Focus: General

Teacher Mentoring Program

We will continue to have a Reading and Math coach in our building. These coaches are certified teachers hired to help teachers with remediation, acceleration and professional development in the areas of math and reading. Coaches will help assist teachers by modeling lessons in the classroom, observing teacher lessons, reviewing data and providing support for teachers when needed.

Impact Level: High Impact - Outside

Focus: General

Timely Additional Assistance

Students will receive extra time and help to develop math computation skills and reading comprehension skills, including written response to literature. Each month, cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data. Academic coaches, teachers of Sp. Ed. and ELL will participate with administrators to provide the extra help during an acceleration period, intervention groups in double-blocked schedules and optional after-school tutoring. Plans and intervention to improve student achievement in the below basic groups will be formulated based on the monthly meeting discussions and review of student performance in these areas.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum

Extended learning activities will be in place for students who are in the cluster GT grouping. We will also offer projects originally intended for high ability students and encourage all students to enroll in the projects. Differentiated instruction will be offered by the GT cluster classroom teacher for all students to make choices in every grading period. The extended opportunities will be shared in a public access site for all interested teachers and parents.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Assessment Wall

All teachers will meet at the assessment wall on a monthly basis to ensure students are able to meet grade level expectations. Students are referenced on index cards and are moved according to progress on assessment tools. Students who are not proficient will be recorded on data sheets and assigned a date for a team to meet and collaborate on a plan to help the child achieve. Grade level teachers with the special education personnel assigned to the grade, the ELL teacher assigned to the grade, and assistant principal responsible will meet weekly to discuss assessment data and progress monitor the below basic students. Special Education and ELL students who are not meeting expectations will have a special team problem solve to create an individual plan with a case manager to monitor data collection and further progress monitoring. These meetings are specifically designed to set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Computation

Staff will provide extra fact and problem-solving practice on a weekly basis to improve computation skills. Students will take practice fact tests that are aligned to grade level pacing and State Standards. These will be used to test student knowledge by the end of each week. Focus on the basic math facts is for fluency.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension/Literary Responses

Staff will work to improve reading comprehension skills and literary responses for all students. We will use reading Response Logs-students will be expected to record titles, genre, time read and a response to the literature in the daily logs this year.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Acceleration Strategies for Special Education, ELL, and Hispanic Students

Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction for a designated 40 minutes for grade 3, 4, and 5 with hands-on activities. Students will be identified from given AYP groups. Special Education and the ELL and/or Hispanic groups are targeted. Both Math and Reading skills will be targeted on monthly calendars of scheduled lesson activities by standards.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: ELL-Hispanic

Our focused student group will be targeted for instructional strategies for vocabulary development. Staff will use research based practices and instructional strategies to teach a core academic vocabulary which will be chosen by a multi-grade level committee. Student notebooks will provide evidence of words introduced and practiced. Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education

Differentiated instruction will be offered by both the classroom teacher and the Special Education teacher for each of these students. The students will be expected to take the monthly benchmark tests to assess progress with differentiated instruction.

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

Attendance

Percentage of absent students who received the phone calls from the automated system.

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

ARK attendance records will be checked daily and reported monthly.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
96	97		98	

The office will check the ARK reports of teachers who have submitted daily attendance.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
97	100		100	

Character Builders

Percentage of discipline referrals. (Code of Conducts)

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

Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50	70		80	

Percent of students recognized for positive things.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
10	20		30	

Extended Learning Activities

Percentage of parents who felt the after school SES programs helped their child do better in school. (survey)

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	90		90	

Parent Involvement

Parent Survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	90		100	

Percentage of teacher initiated contact in the communication log.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
98	100		100	

Percentage of parents initiated contact with the classroom teacher in the communication log each semester.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
30	50		80	

Number of classroom newsletters, "Blackboard" phone calls and webpage updates.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
30	36		36	

Teacher Mentoring Program

Percentage of teachers who turn in their monthly benchmark analysis forms.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70	100		100	

Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50	90		100	

Percentage of teachers who are on target with the township pacing for the Everyday Math program.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		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

Oct 6, 2010: Grade levels will hold an "Attendance" Pep session **Person:** Teachers

Nov 30, 2010: Collect fall data: ARK attendance records will be checked daily and reported monthly. **Person:** Kimo Parham

Nov 30, 2010: Collect fall data: Percentage of absent students who received the phone calls from the automated system. **Person:** Kimo Parham

Nov 30, 2010: Collect fall data: The office will check the ARK reports of teachers who have submitted daily attendance. **Person:** Kimo Parham

Dec 15, 2010: Grade levels will hold an "Attendance" Pep session **Person:** Teachers

Feb 9, 2011: Grade levels will hold an "Attendance" Pep session **Person:** Teachers

Apr 13, 2011: Grade levels will hold an "Attendance" Pep session **Person:** Teachers

May 22, 2011: Grade levels will hold an "Attendance" Pep session **Person:** Teachers

Jun 30, 2011: Collect spring data: ARK attendance records will be checked daily and reported monthly. **Person:** Kimo Parham

Jun 30, 2011: Collect spring data: Percentage of absent students who received the phone calls from the automated system.

Person: Kimo Parham

Jun 30, 2011: Collect spring data: The office will check the ARK reports of teachers who have submitted daily attendance. **Person:** Kimo Parham

Character Builders

Sep 8, 2010: Book Reading Club-Conscious Discipline **Person:** Mr. Hinton

Oct 6, 2010: Targeted Conversations **Person:** Mr. Hinton, Mr. Parham, Mrs. Abell

Nov 30, 2010: Collect fall data: Percent of students recognized for positive things. **Person:** Mr. Hinton

Nov 30, 2010: Collect fall data: Percentage of discipline referrals. (Code of Conducts) **Person:** Mr. Hinton

Nov 30, 2010: Collect fall data: Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline. **Person:** Mr. Hinton

Dec 17, 2010: Access to Curriculum Resources **Person:** Mr. Hinton, Mrs. Wilkowski

May 2, 2011: Recognition to Teachers and Students for Use of Resources **Person:** Mr. Hinton, Mr. Parham, Mrs. Abell, Mrs. Wilkowski

Jun 30, 2011: Collect spring data: Percent of students recognized for positive things. **Person:** Mr. Hinton

Jun 30, 2011: Collect spring data: Percentage of discipline referrals. (Code of Conducts) **Person:** Mr. Hinton

Jun 30, 2011: Collect spring data: Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline. **Person:** Mr. Hinton

Encourage Rigorous Curriculum

Aug 10, 2010: Handouts are Added to Curriculum Binders and Detailed for Interested Families **Person:** Classroom Teachers

Aug 10, 2010: Quarterly Projects are Described in Handouts from 09-10 **Person:** Vickie Cameron

Aug 10, 2010: Set Monthly Meeting Calendars **Person:** Wilkowski

Aug 10, 2010: Utilize the forms set for student assistance **Person:** M. Grove

Sep 14, 2010: Set Monthly Meeting Calendars **Person:** Wilkowski

Sep 14, 2010: Utilize the forms set for student assistance **Person:** M. Grove

Oct 8, 2010: Celebrate Successful Student Movement from Below Basic Groups to Proficient or Above **Person:** M. Grove

Oct 8, 2010: Quarterly Documentation of Student Families Participating **Person:** Joanne Shaw

Oct 12, 2010: Set Monthly Meeting Calendars **Person:** Wilkowski

Oct 12, 2010: Utilize the forms set for student assistance **Person:** M. Grove

Nov 9, 2010: Set Monthly Meeting Calendars **Person:** Wilkowski
Nov 9, 2010: Utilize the forms set for student assistance **Person:** M. Grove
Dec 10, 2010: Celebrate Successful Student Movement from Below Basic Groups to Proficient or Above **Person:** M. Grove
Dec 10, 2010: Quarterly Documentation of Student Families Participating **Person:** Joanne Shaw
Dec 14, 2010: Set Monthly Meeting Calendars **Person:** Wilkowski
Dec 14, 2010: Utilize the forms set for student assistance **Person:** M. Grove
Jan 11, 2011: Set Monthly Meeting Calendars **Person:** Wilkowski
Jan 11, 2011: Utilize the forms set for student assistance **Person:** M. Grove
Feb 8, 2011: Set Monthly Meeting Calendars **Person:** Wilkowski
Feb 8, 2011: Utilize the forms set for student assistance **Person:** M. Grove
Feb 11, 2011: Celebrate Successful Student Movement from Below Basic Groups to Proficient or Above **Person:** M. Grove
Feb 11, 2011: Quarterly Documentation of Student Families Participating **Person:** Joanne Shaw
Mar 8, 2011: Set Monthly Meeting Calendars **Person:** Wilkowski
Mar 8, 2011: Utilize the forms set for student assistance **Person:** M. Grove
Apr 12, 2011: Set Monthly Meeting Calendars **Person:** Wilkowski
Apr 12, 2011: Utilize the forms set for student assistance **Person:** M. Grove
Apr 15, 2011: Celebrate Successful Student Movement from Below Basic Groups to Proficient or Above **Person:** M. Grove
Apr 15, 2011: Quarterly Documentation of Student Families Participating **Person:** Joanne Shaw
May 10, 2011: Set Monthly Meeting Calendars **Person:** Wilkowski
May 10, 2011: Utilize the forms set for student assistance **Person:** M. Grove

Extended Learning Activities

Nov 30, 2010: Collect fall data: Percentage of parents who felt the after school SES programs helped their child do better in school. (survey) **Person:**
Jun 30, 2011: Collect spring data: Percentage of parents who felt the after school SES programs helped their child do better in school. (survey) **Person:**

Focused Academic Area

Aug 10, 2010: Reading Log Materials Provided **Person:** M. Grove
Aug 11, 2010: Make Class Schedule for Math Practice **Person:** K. Tiede
Aug 11, 2010: Review of Strategies **Person:** M. Grove
Oct 8, 2010: Celebrate and Recognize Student Success **Person:** Wilkowski
Oct 8, 2010: Scheduled "Show and Tell" Nights for Families **Person:** M. Grove
Dec 10, 2010: Celebrate and Recognize Student Success **Person:** Wilkowski
Feb 11, 2011: Celebrate and Recognize Student Success **Person:** Wilkowski
Feb 11, 2011: Scheduled "Show and Tell" Nights for Families **Person:** M. Grove
Apr 15, 2011: Celebrate and Recognize Student Success **Person:** Wilkowski

Focused Student Group

Aug 10, 2010: Vocabulary Notebook Materials Provided **Person:** M. Grove
Aug 11, 2010: Review of Vocabulary Practice and Word Banks **Person:** M. Grove
Aug 11, 2010: Technology Resources on Webpage Given for Class Practice **Person:** J. Edwards
Aug 14, 2010: Professional Development for Selection of Core Words will Continue **Person:** Kim Tiede
Aug 18, 2010: Teachers will use new template to design plans for acceleration groups **Person:** Wilkowski
Aug 26, 2010: Teach Teachers Implementation of Documentation and Differentiation Strategies **Person:** Mrs. Wilkowski
Aug 30, 2010: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Aug 30, 2010: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Aug 30, 2010: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Sep 1, 2010: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Sep 30, 2010: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Oct 4, 2010: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Oct 4, 2010: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Oct 6, 2010: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Oct 8, 2010: Acceleration Period Documentation **Person:** K. Tiede
Oct 30, 2010: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Nov 1, 2010: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski

Nov 1, 2010: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Nov 3, 2010: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Nov 29, 2010: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Nov 29, 2010: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Nov 30, 2010: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Dec 1, 2010: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Dec 10, 2010: Acceleration Period Documentation **Person:** K. Tiede
Dec 30, 2010: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Jan 3, 2011: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Jan 3, 2011: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Jan 5, 2011: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Jan 30, 2011: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Jan 31, 2011: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Jan 31, 2011: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Feb 2, 2011: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Feb 11, 2011: Acceleration Period Documentation **Person:** K. Tiede
Mar 2, 2011: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Mar 2, 2011: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Mar 7, 2011: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Mar 7, 2011: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Apr 2, 2011: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski
Apr 4, 2011: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
Apr 4, 2011: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
Apr 6, 2011: Coaches will Design Calendars for Focus Skill Strands **Person:** M. Grove/K. Tiede
Apr 15, 2011: Acceleration Period Documentation **Person:** K. Tiede
May 2, 2011: ILT Team will meet to discuss Benchmark Data Monthly **Person:** Wilkowski
May 2, 2011: Monthly Meetings on Below Basic Students from the Assessment Wall Data **Person:** M. Grove
May 2, 2011: Review of Teacher of Special Education Lesson Plans **Person:** W. Wilkowski

Parent Involvement

Jun 9, 2010: Webmaster Training **Person:** Mrs. Wilkowski
Sep 10, 2010: Monthly Forum invites and topic presentations **Person:** M. Grove, K. Tiede, S. Phillips
Sep 10, 2010: Newsletter Training **Person:** Stephanie McCurry
Sep 10, 2010: Prepare for Newsletter Training **Person:** Stephanie McCurry
Oct 8, 2010: Survey **Person:** Mrs. Wilkowski
Nov 30, 2010: Collect fall data: Number of classroom newsletters, "Blackboard" phone calls and webpage updates. **Person:** Mrs. Wilkowski
Nov 30, 2010: Collect fall data: Parent Survey **Person:** Mrs. Wilkowski
Nov 30, 2010: Collect fall data: Percentage of parents initiated contact with the classroom teacher in the communication log each semester. **Person:** Mrs. Wilkowski
Nov 30, 2010: Collect fall data: Percentage of teacher initiated contact in the communication log. **Person:** Mrs. Wilkowski
Dec 17, 2010: Parents will be invited to learn about monthly benchmark data. **Person:** Sarah Phillips
Jun 30, 2011: Collect spring data: Number of classroom newsletters, "Blackboard" phone calls and webpage updates. **Person:** Mrs. Wilkowski
Jun 30, 2011: Collect spring data: Parent Survey **Person:** Mrs. Wilkowski
Jun 30, 2011: Collect spring data: Percentage of parents initiated contact with the classroom teacher in the communication log each semester. **Person:** Mrs. Wilkowski
Jun 30, 2011: Collect spring data: Percentage of teacher initiated contact in the communication log. **Person:** Mrs. Wilkowski

Teacher Mentoring Program

Jul 30, 2010: Wednesday PD topics **Person:** Instructional Leadership Team
Oct 8, 2010: Setting Professional Goals for Improvement/Growth Plans **Person:** Whitney Wilkowski
Nov 30, 2010: Collect fall data: Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies. **Person:** Whitney Wilkowski
Nov 30, 2010: Collect fall data: Percentage of teachers who are on target with the township pacing for the Everyday Math program. **Person:** Whitney Wilkowski
Nov 30, 2010: Collect fall data: Percentage of teachers who turn in their monthly benchmark analysis forms. **Person:** Whitney Wilkowski

May 13, 2011: Writing **Person:** Whitney Wilkowski

Jun 30, 2011: Collect spring data: Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies. **Person:** Whitney Wilkowski

Jun 30, 2011: Collect spring data: Percentage of teachers who are on target with the township pacing for the Everyday Math program. **Person:** Whitney Wilkowski

Jun 30, 2011: Collect spring data: Percentage of teachers who turn in their monthly benchmark analysis forms. **Person:** Whitney Wilkowski

Timely Additional Assistance

Aug 10, 2010: Monthly meeting discussions and review of student performance **Person:** Teachers

Aug 18, 2010: Documentation of Student Interventions **Person:** Betsy Hunt

Sep 10, 2010: Monthly meeting discussions and review of student performance **Person:** Teachers

Oct 10, 2010: Monthly meeting discussions and review of student performance **Person:** Teachers

Nov 10, 2010: Monthly meeting discussions and review of student performance **Person:** Teachers

Dec 10, 2010: Monthly meeting discussions and review of student performance **Person:** Teachers

Jan 10, 2011: Monthly meeting discussions and review of student performance **Person:** Teachers

Feb 10, 2011: Monthly meeting discussions and review of student performance **Person:** Teachers

Mar 10, 2011: Monthly meeting discussions and review of student performance **Person:** Teachers

Apr 10, 2011: Monthly meeting discussions and review of student performance **Person:** Teachers

May 10, 2011: Monthly meeting discussions and review of student performance **Person:** Teachers

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.

Attendance

No professional development is needed for this strategy.

Character Builders

No professional development is needed for this strategy.

Extended Learning Activities

No professional development is needed for this strategy.

Parent Involvement

Newsletter Training Person

Brief Description: Teachers will bring examples of past newsletters and design/implement monthly newsletter commitments for 2010-2011.

Intended Participants: Teachers

Date: Sep 10, 2010

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: None Required

Does this activity occur during the school day? Yes

Webmaster Training

Brief Description: New programming will be taught to Administrators to update websites and keep them current.

Intended Participants: Administrators

Date: Jun 9, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? Yes

Teacher Mentoring Program

Wednesday PD topics

Brief Description: Whitney Wilkowski, Arthur Hinton, Kimo Parham and the coaches will design PD based on 2009-2010 teacher feedback and observations.

Intended Participants: Other

Date: Jul 30, 2010

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: None Required

Does this activity occur during the school day? Yes

Writing

Brief Description: Courtney Gordon, Smekens Education consultant, will continue her relationship with ALE by visiting 4 times during the year to refine writing across the curriculum.

Intended Participants: Teachers, Students

Date: May 13, 2011

Activity Purpose: Refinement

Activity Format: Presentation, Peer Coaching, Professional Reading, Action Research

Funding: Title 1

Does this activity occur during the school day? Yes

Timely Additional Assistance

Documentation of Student Interventions

Brief Description: Forms have been developed to track a students' progress data in any intervention group

Intended Participants: Teachers

Date: Aug 18, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Collaborative Problem Solving, Action Research

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Assessment Wall

No professional development is needed for this strategy.

I. Focused Academic Area: Math Computation

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Comprehension/Literary Responses

No professional development is needed for this strategy.

U. Focused Student Group: Acceleration Strategies for Special Education, ELL, and Hispanic Students

Teachers will use new template to design plans for acceleration groups

Brief Description: A lesson plan template will be introduced to document the teachers' lesson plans as they are responsive to monthly benchmark data for certain students in certain skill strand areas.

Intended Participants: Teachers

Date: Aug 18, 2010

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding: None required

Does this activity occur during the school day? Yes

U. Focused Student Group: ELL-Hispanic

Professional Development for Selection of Core Words will Continue

Brief Description: Professional Development for Selection of Core Words will Continue

Intended Participants: Teachers

Date: Aug 14, 2010

Activity Purpose: Information

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Involvement
- I. Focused Academic Area: Reading Comprehension/Literary Responses

We are concerned that... Educator Training

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Early Childhood Transition

We are concerned that... Curriculum Mapping (Year 3 of District Improvement only)

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

We are concerned that... Early Childhood Transition

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Early Childhood Transition

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

We are concerned that... Parent Notice - School in Improvement

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Notice - School in Improvement

We are concerned that... Extended Learning Activities

Data Targets Influenced by This Concern:

- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Extended Learning Activities

We are concerned that... Teacher Mentoring Program

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Teacher Mentoring Program
- F. Encourage Rigorous Curriculum: Assessment Wall

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Peer Review for SIP

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Peer Review for SIP

We are concerned that... Students need recognition for good attendance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Teachers will emphasize computation with problem-solving and timed tests of math facts one day each week.

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Math -- ISTEP
- 4th Grade Hispanic Passing Math -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Timely Additional Assistance
- I. Focused Academic Area: Math Computation

We are concerned that... Teachers will use vocabulary notebooks.

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- EL Learners -- Passing ISTEP Language Arts (AYP)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction

- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A

Strategies to Impact This Concern:

- Timely Additional Assistance
- U. Focused Student Group: ELL-Hispanic

We are concerned that... Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Character Builders
- Safe and Disciplined Learning Environment

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 3rd Grade Hispanic Passing Math -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Math -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Assessment Wall
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Comprehension/Literary Responses
- I. Focused Academic Area: Math Computation

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education
- U. Focused Student Group: ELL-Hispanic
- U. Focused Student Group: Acceleration Strategies for Special Education, ELL, and Hispanic Students

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?	Principal's office; central office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● 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.	<p>Observation Survey, reading readiness DIBELS, Developmental Reading Subtests which correlate with reading success Fountas and Pinnell, leveled reading and comprehension reading inventories DOE Writing Rubrics DOE End of Year Math Skills by Grade Level Tungsten Learning Benchmarks, Monthly/Grade Level Computerized, Standard Assessments in Math and Reading Otis Lennon, Group Intelligence Nagleri, Non-verbal Intelligence Test NWEA, Standardized Computer Administered Math Assessment</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 2011-2012 school year