

School Improvement Plan - 2011-2012

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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>

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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
- 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

- Katie Ash - Teacher
- Stephanie Bateman - Teacher
- Les Branham -
- Vicki Cameron - Teacher
- Mary Gobbett - Community Representative (Business)
- Marinda Grove - Teacher
- Heather Haseman - Parent/Guardian
- Arthur Hinton - Administrator
- Rebecca Johnson - Teacher
- Holly Kidwell - Teacher
- Elizabeth Lopez - Teacher
- Kimo Parham - School Counselor
- Sarah Phillips - Teacher
- Whitney Wilkowski - Administrator

Strategy Chairs

- Vicki Cameron
- Vickie Carpenter
- Marinda Grove
- Arthur Hinton
- Julia Hittinger
- Rebecca Johnson
- Kathy Lapkovitch

- Elizabeth Lopez
- Kimo Parham
- Sarah Phillips
- Sarah Phillips
- Kim Tiede
- Whitney Wilkowski

Community Council

- Les Branham - Community
- Brooke Cagle - Community Business
- Maria Deese - ELL Community
- Michelle DeMicheili - Parent
- Mrs. Gobbett - Community Partnership
- Heather Haseman - Parent, PTA Member
- Arthur Hinton - Discipline Representative
- Ann Kesterson - Interventionist/Teacher
- Kathy Peterson - Business
- Donna Reintjes - Community Business
- Mistie Timmons - Community
- Christen Tuley - Church

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%

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

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	
60	47	50	57	62		66		70		73		

3rd Grade Hispanic Passing Math - ISTEP

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	
60	26	40	59	64		68		72		75		

4th Grade Hispanic Passing Language Arts - ISTEP

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	
60	43	50	64	68		72		75		78		

4th Grade Hispanic Passing Math - ISTEP

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	
60	57	60	68	72		75		78		82		100

5th Grade Hispanic Passing Language Arts - ISTEP

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	
60	53	60	38	45		50		55		60		100

5th Grade Hispanic Passing Math - ISTEP

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	
60	60	65	77	80		82		84		86		100

EL Learners - Passing ISTEP Language Arts (AYP)

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	
65%	18%	20%	55	60		64		68		72		100

EL Learners - Passing ISTEP Math (AYP)

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	
65	50	60	70	73		76		79		83		100

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

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	
65%	63%	70%		72%		74%		76		78		100

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

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	
65%	61%	70%		72		74		76		78		100

Special Education - Passing ISTEP Language Arts (AYP)

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	
45	30	35	57	61		65		69		72		100

Special Education - Passing ISTEP Math (AYP)

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	
50	41	50	83	85		86		87		88		100

Third Grade - Mastering Computation

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	
70%	69%	72%		74		76		78		80		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... School provides extended learning opportunities for students

We are concerned that... School provides instructional support for teachers

We are concerned that... Community supports a safe and disciplined learning environment

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... 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... 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 provide positive reinforcement of social skills expected in the school environment

Required Areas of Concern

- A. Parent Involvement**

- B. Educator Training - Parent Involvement**

- C. Outreach to Preschool Parent Involvement Programs**

- D. Curriculum Mapping (Year 3 of District Improvement only)**

- 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

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

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

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: Specific

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 - Outside

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 - Inside

Focus: Specific

Required Strategies

A. 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

B. Educator Training - Parent Involvement

Impact Level:

Focus:

C. Outreach to Preschool Parent Involvement Programs

Impact Level:

Focus:

D. Curriculum Mapping

Impact Level:

Focus:

E. Parent Information Resource Center Website

Impact Level:

Focus:

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

G. Attendance

See local Attendance Strategy

Impact Level:

Focus:

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

J. 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

J2. Instruction by Highly Qualified Paraprofessionals.

Impact Level:

Focus:

K. 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: Low Impact

Focus: General

L. Student 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

M. 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

Q. 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

R1. 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

R2. 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

S. 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 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.

Impact Level: Low Impact

Focus: General

T. 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: Low Impact

Focus: General

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

W. 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: 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

Character Builders

Percentage of discipline referrals. (Code of Conducts)

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

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

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

Percent of students recognized for positive things.

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

Teacher Mentoring Program

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

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

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

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

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

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

Formal Observation Data as collected in TAP Code System/Student Assessment Data by Skill Strand and Grade, Agendas for Weekly Cluster Meetings

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	120		120	

Required Strategies

F. Encourage Rigorous Curriculum: Assessment Wall

% of classroom teachers who set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom

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: Reading Comprehension/Literary Responses

% of classroom teachers who have students use Reading Response Logs daily

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

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

% of grades 3-5 classroom teachers who use daily acceleration instruction for a designated 40 minutes with hands-on activities

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

U. Focused Student Group: ELL-Hispanic

% of staff will use research based practices and instructional strategies to teach a core academic vocabulary as chosen by a multi-grade level committee

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

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

Sep 10, 2011: Collect grade level attendance data **Person:** Kimo Parham
Sep 15, 2011: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
Oct 22, 2011: Collect grade level attendance data **Person:** Kimo Parham
Oct 27, 2011: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
Dec 3, 2011: Collect grade level attendance data **Person:** Kimo Parham
Dec 8, 2011: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
Jan 14, 2012: Collect grade level attendance data **Person:** Kimo Parham
Jan 19, 2012: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
Feb 25, 2012: Collect grade level attendance data **Person:** Kimo Parham
Mar 1, 2012: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
Apr 7, 2012: Collect grade level attendance data **Person:** Kimo Parham
Apr 12, 2012: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham
May 19, 2012: Collect grade level attendance data **Person:** Kimo Parham
May 24, 2012: Schedule attendance pep sessions with each grade level **Person:** Kimo Parham

Character Builders

Aug 1, 2011: Develop a bully prevention program, **Person:** Arthur Hinton
Aug 10, 2011: Positive reinforcement and recognition will change environment. **Person:** All teachers
Aug 15, 2011: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers
Aug 15, 2011: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers
Sep 1, 2011: Survey our students **Person:** Arthur Hinton
Sep 10, 2011: Positive reinforcement and recognition will change environment. **Person:** All teachers
Sep 10, 2011: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton
Sep 15, 2011: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers
Sep 15, 2011: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers
Oct 10, 2011: Positive reinforcement and recognition will change environment. **Person:** All teachers
Oct 10, 2011: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton
Oct 15, 2011: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers
Oct 15, 2011: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers
Nov 10, 2011: Positive reinforcement and recognition will change environment. **Person:** All teachers
Nov 10, 2011: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton
Nov 15, 2011: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers
Nov 15, 2011: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers
Nov 30, 2011: Collect fall data: Percent of students recognized for positive things. **Person:**
Nov 30, 2011: Collect fall data: Percentage of discipline referrals. (Code of Conducts) **Person:**
Nov 30, 2011: Collect fall data: Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline. **Person:**
Dec 10, 2011: Positive reinforcement and recognition will change environment. **Person:** All teachers
Dec 10, 2011: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

Dec 15, 2011: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

Dec 15, 2011: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

Jan 10, 2012: Positive reinforcement and recognition will change environment. **Person:** All teachers

Jan 10, 2012: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

Jan 15, 2012: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

Jan 15, 2012: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

Feb 10, 2012: Positive reinforcement and recognition will change environment. **Person:** All teachers

Feb 10, 2012: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

Feb 15, 2012: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

Feb 15, 2012: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

Mar 10, 2012: Positive reinforcement and recognition will change environment. **Person:** All teachers

Mar 10, 2012: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

Mar 15, 2012: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

Mar 15, 2012: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

Apr 10, 2012: Positive reinforcement and recognition will change environment. **Person:** All teachers

Apr 10, 2012: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

Apr 15, 2012: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

Apr 15, 2012: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

May 10, 2012: Positive reinforcement and recognition will change environment. **Person:** All teachers

May 10, 2012: Train teachers to use learning strategies that are inclusive **Person:** Arthur Hinton

May 15, 2012: Monthly activities will focus on various character traits to help build core essentials in students' daily lives. **Person:** All teachers

May 15, 2012: Teachers will implement strategies described in the book Conscious Discipline. **Person:** All teachers

Jun 30, 2012: Collect spring data: Percent of students recognized for positive things. **Person:**

Jun 30, 2012: Collect spring data: Percentage of discipline referrals. (Code of Conducts) **Person:**

Jun 30, 2012: Collect spring data: Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline. **Person:**

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of classroom teachers who set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom **Person:**

Sep 1, 2011: All teachers will meet at the assessment wall **Person:** All teachers

Sep 1, 2011: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Sep 10, 2011: 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 **Person:** Assistant Principal

Oct 1, 2011: All teachers will meet at the assessment wall **Person:** All teachers

Oct 1, 2011: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

Oct 10, 2011: 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 **Person:** Assistant Principal

Oct 13, 2011: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Nov 1, 2011: All teachers will meet at the assessment wall **Person:** All teachers

Nov 10, 2011: 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 **Person:** Assistant Principal

Nov 12, 2011: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

Nov 24, 2011: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Nov 30, 2011: Collect fall data: % of classroom teachers who set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom **Person:**

Dec 1, 2011: All teachers will meet at the assessment wall **Person:** All teachers

Dec 10, 2011: 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 **Person:** Assistant Principal

Dec 24, 2011: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

Jan 5, 2012: All teachers will meet at the assessment wall **Person:** All teachers

Jan 5, 2012: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Jan 10, 2012: 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 **Person:** Assistant Principal

Feb 1, 2012: All teachers will meet at the assessment wall **Person:** All teachers

Feb 4, 2012: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

Feb 10, 2012: 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 **Person:** Assistant Principal

Feb 16, 2012: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Mar 1, 2012: All teachers will meet at the assessment wall **Person:** All teachers

Mar 10, 2012: 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 **Person:** Assistant Principal

Mar 17, 2012: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

Mar 29, 2012: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Apr 1, 2012: All teachers will meet at the assessment wall **Person:** All teachers

Apr 10, 2012: 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 **Person:** Assistant Principal

Apr 28, 2012: Share the extended opportunities in a public access site for all interested teachers and parents **Person:** Vicki Cameron

May 1, 2012: All teachers will meet at the assessment wall **Person:** All teachers

May 10, 2012: 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 **Person:** Assistant Principal

May 10, 2012: Offer projects originally intended for high ability students and encourage all students to enroll in the projects **Person:** GT Cluster Teacher

Jun 30, 2012: Collect spring data: % of classroom teachers who set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom **Person:**

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of classroom teachers who have students use Reading Response Logs daily **Person:**

Aug 15, 2011: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Aug 15, 2011: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs **Person:** All teachers

Aug 20, 2011: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

Sep 15, 2011: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Sep 15, 2011: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs **Person:** All teachers

Sep 20, 2011: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

Oct 15, 2011: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Oct 15, 2011: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs **Person:** All teachers

Oct 20, 2011: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

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Nov 15, 2011: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

Nov 20, 2011: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

Nov 30, 2011: Collect fall data: % of classroom teachers who have students use Reading Response Logs daily **Person:**

Dec 15, 2011: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Dec 15, 2011: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

Dec 20, 2011: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

Jan 15, 2012: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Jan 15, 2012: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

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Person: All teachers

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Mar 15, 2012: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

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Apr 15, 2012: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

Apr 15, 2012: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

Apr 20, 2012: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

May 15, 2012: Staff will provide extra fact and problem-solving practice on a weekly basis **Person:** All teachers

May 15, 2012: Teachers will expect students to record titles, genre, time read and a response to the literature in the daily logs
Person: All teachers

May 20, 2012: Teachers will administer practice fact tests that are aligned to grade level pacing and State Standards by the end of each week. **Person:** All teachers

Jun 30, 2012: Collect spring data: % of classroom teachers who have students use Reading Response Logs daily **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of grades 3-5 classroom teachers who use daily acceleration instruction for a designated 40 minutes with hands-on activities **Person:**

Apr 1, 2011: Collect baseline data: % of staff will use research based practices and instructional strategies to teach a core academic vocabulary as chosen by a multi-grade level committee **Person:** Sarah Phillips

Aug 1, 2011: A multi-grade level committee will determine core academic vocabulary **Person:** Sarah Phillips

Aug 5, 2011: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Aug 10, 2011: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Aug 15, 2011: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Aug 15, 2011: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Aug 15, 2011: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards
Person: Grades 3-5 teachers

Sep 1, 2011: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Sep 5, 2011: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Sep 10, 2011: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Sep 15, 2011: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Sep 15, 2011: Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words. **Person:** Classroom teachers, academic coaches and administration

Sep 15, 2011: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Sep 15, 2011: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Oct 1, 2011: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Oct 3, 2011: A multi-grade level committee will determine core academic vocabulary **Person:** Sarah Phillips

Oct 5, 2011: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Oct 10, 2011: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Oct 15, 2011: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Oct 15, 2011: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Oct 15, 2011: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Nov 1, 2011: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Nov 5, 2011: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Nov 10, 2011: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Nov 15, 2011: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Nov 15, 2011: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Nov 15, 2011: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Nov 17, 2011: Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words. **Person:** Classroom teachers, academic coaches and administration

Nov 30, 2011: Collect fall data: % of grades 3-5 classroom teachers who use daily acceleration instruction for a designated 40 minutes with hands-on activities **Person:**

Nov 30, 2011: Collect fall data: % of staff will use research based practices and instructional strategies to teach a core academic vocabulary as chosen by a multi-grade level committee **Person:** Sarah Phillips

Dec 1, 2011: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Dec 5, 2011: A multi-grade level committee will determine core academic vocabulary **Person:** Sarah Phillips

Dec 5, 2011: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Dec 10, 2011: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Dec 15, 2011: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Dec 15, 2011: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Dec 15, 2011: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Jan 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Jan 5, 2012: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Jan 10, 2012: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Jan 15, 2012: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Jan 15, 2012: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Jan 15, 2012: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Jan 19, 2012: Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words. **Person:** Classroom teachers, academic coaches and administration

Feb 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Feb 5, 2012: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Feb 6, 2012: A multi-grade level committee will determine core academic vocabulary **Person:** Sarah Phillips

Feb 10, 2012: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Feb 15, 2012: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Feb 15, 2012: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Feb 15, 2012: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Mar 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Mar 5, 2012: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Mar 10, 2012: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Mar 15, 2012: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Mar 15, 2012: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Mar 15, 2012: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Mar 22, 2012: Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words. **Person:** Classroom teachers, academic coaches and administration

Apr 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Apr 5, 2012: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

Apr 9, 2012: A multi-grade level committee will determine core academic vocabulary **Person:** Sarah Phillips

Apr 10, 2012: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

Apr 15, 2012: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

Apr 15, 2012: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

Apr 15, 2012: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

May 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

May 5, 2012: Teacher will share practices of acceleration instruction **Person:** Whitney Wilkowski

May 10, 2012: Classroom teachers will use ISTEP data and Indiana State Standards to drive daily acceleration instruction **Person:** Grades 3-5 teachers

May 15, 2012: Classroom teachers and Special Education teachers will differentiate instruction for each special needs student in daily instruction. **Person:** All teachers

May 15, 2012: Daily the staff will use research based practices and instructional strategies in vocabulary development to teach a core academic vocabulary **Person:** All teachers

May 15, 2012: Teachers will target Math and Reading skills on monthly calendars of scheduled lesson activities by standards **Person:** Grades 3-5 teachers

Jun 1, 2012: Teachers will administer monthly benchmark tests to assess progress with differentiated instruction. **Person:** All teachers

Jun 30, 2012: Collect spring data: % of grades 3-5 classroom teachers who use daily acceleration instruction for a designated 40 minutes with hands-on activities **Person:**

Jun 30, 2012: Collect spring data: % of staff will use research based practices and instructional strategies to teach a core academic vocabulary as chosen by a multi-grade level committee **Person:** Sarah Phillips

Teacher Mentoring Program

Apr 1, 2011: Collect baseline data: Formal Observation Data as collected in TAP Code System/Student Assessment Data by Skill Strand and Grade, Agendas for Weekly Cluster Meetings **Person:**

Aug 17, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers

Nov 21, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Nov 21, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Nov 23, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Nov 23, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Nov 23, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Nov 28, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Nov 28, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Nov 30, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Nov 30, 2011: Collect fall data: Formal Observation Data as collected in TAP Code System/Student Assessment Data by Skill Strand and Grade, Agendas for Weekly Cluster Meetings **Person:**
Nov 30, 2011: Collect fall data: Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies. **Person:**
Nov 30, 2011: Collect fall data: Percentage of teachers who are on target with the township pacing for the Everyday Math program. **Person:**
Nov 30, 2011: Collect fall data: Percentage of teachers who turn in their monthly benchmark analysis forms. **Person:**
Nov 30, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Nov 30, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Dec 5, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Dec 5, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Dec 7, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Dec 7, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Dec 7, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Dec 12, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Dec 12, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Dec 14, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Dec 14, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Dec 14, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Dec 19, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Dec 19, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Dec 21, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Dec 21, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Dec 21, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Dec 26, 2011: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Dec 26, 2011: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Dec 28, 2011: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Dec 28, 2011: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Dec 28, 2011: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jan 2, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Jan 2, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Jan 4, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Jan 4, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Jan 4, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jan 9, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Jan 9, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Jan 11, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Jan 11, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Jan 11, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jan 16, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Jan 16, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Jan 18, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Jan 18, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Jan 18, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jan 23, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Jan 23, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Jan 25, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
Jan 25, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Jan 25, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jan 30, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Jan 30, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
Feb 1, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers

Apr 25, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
Apr 25, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Apr 30, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
Apr 30, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
May 2, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
May 2, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
May 2, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
May 7, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
May 7, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
May 9, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
May 9, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
May 9, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
May 14, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
May 14, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
May 16, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
May 16, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
May 16, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
May 21, 2012: Formal Observations, 4 per FT Teacher **Person:** Admin., Master and Mentor Teachers-Mrs. Wilkowski
May 21, 2012: Modeling TAP Rubric in Classrooms-Informal Schedule **Person:** Master and Mentor Teachers-Mrs. Wilkowski
May 23, 2012: Collect Agendas from Cluster Meetings **Person:** Master Teachers
May 23, 2012: Leadership Team Meetings **Person:** Mrs. Wilkowski/Mr. Hinton, Master Teachers
May 23, 2012: TAP Master and Mentor Teacher Cluster Meetings **Person:** Kim Tiede and Rebecca Staats
Jun 30, 2012: Collect spring data: Formal Observation Data as collected in TAP Code System/Student Assessment Data by Skill Strand and Grade, Agendas for Weekly Cluster Meetings **Person:**
Jun 30, 2012: Collect spring data: Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies. **Person:**
Jun 30, 2012: Collect spring data: Percentage of teachers who are on target with the township pacing for the Everyday Math program. **Person:**
Jun 30, 2012: Collect spring data: Percentage of teachers who turn in their monthly benchmark analysis forms. **Person:**

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.

Attendance

No professional development is needed for this strategy.

Character Builders

Train teachers to use learning strategies that are inclusive

Brief Description: 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.

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 10, 2011; Oct 10, 2011; Nov 10, 2011; Dec 10, 2011; Jan 10, 2012; Feb 10, 2012; Mar 10, 2012; Apr 10, 2012; May 10, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Teacher Mentoring Program

Formal Observations, 4 per FT Teacher

Brief Description: Formal Observations, 4 per FT Teacher

Intended Participants: Teachers, Administrators

Dates: Oct 3, 2011; Oct 10, 2011; Oct 17, 2011; Oct 24, 2011; Oct 31, 2011; Nov 7, 2011; Nov 14, 2011; Nov 21, 2011; Nov 28, 2011; Dec 5, 2011; Dec 12, 2011; Dec 19, 2011; Dec 26, 2011; Jan 2, 2012; Jan 9, 2012; Jan 16, 2012; Jan 23, 2012; Jan 30, 2012; Feb 6, 2012; Feb 13, 2012; Feb 20, 2012; Feb 27, 2012; Mar 5, 2012; Mar 12, 2012; Mar 19, 2012; Mar 26, 2012; Apr 2, 2012; Apr 9, 2012; Apr 16, 2012; Apr 23, 2012; Apr 30, 2012; May 7, 2012; May 14, 2012; May 21, 2012

Activity Purpose: Feedback/Support

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Modeling TAP Rubric in Classrooms-Informal Schedule

Brief Description: Modeling TAP Rubric in Classrooms-Informal Schedule

Intended Participants: Teachers, Administrators

Dates: Aug 29, 2011; Sep 5, 2011; Sep 12, 2011; Sep 19, 2011; Sep 26, 2011; Oct 3, 2011; Oct 10, 2011; Oct 17, 2011; Oct 24, 2011; Oct 31, 2011; Nov 7, 2011; Nov 14, 2011; Nov 21, 2011; Nov 28, 2011; Dec 5, 2011; Dec 12, 2011; Dec 19, 2011; Dec 26, 2011; Jan 2, 2012; Jan 9, 2012; Jan 16, 2012; Jan 23, 2012; Jan 30, 2012; Feb 6, 2012; Feb 13, 2012; Feb 20, 2012; Feb 27, 2012; Mar 5, 2012; Mar 12, 2012; Mar 19, 2012; Mar 26, 2012; Apr 2, 2012; Apr 9, 2012; Apr 16, 2012; Apr 23, 2012; Apr 30, 2012; May 7, 2012; May 14, 2012; May 21, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

D. Curriculum Mapping

E. Parent Information Resource Center Website

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.

G. Attendance

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.

J2. Instruction by Highly Qualified Paraprofessionals.

L. Student Transition: S.U.R.E. Program (Send Us Ready for Education)

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

Teacher will share practices of acceleration instruction

Brief Description: Grade 3-5 teachers will share practices they are using with their students during daily acceleration instruction.

Intended Participants: Teachers, Administrators

Dates: Aug 5, 2011; Sep 5, 2011; Oct 5, 2011; Nov 5, 2011; Dec 5, 2011; Jan 5, 2012; Feb 5, 2012; Mar 5, 2012; Apr 5, 2012; May 5, 2012

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: ELL-Hispanic

No professional development is needed for this strategy.

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

W. Timely Additional Assistance

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... School provides extended learning opportunities for students

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Extended Learning Activities

We are concerned that... School provides instructional support for teachers

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Teacher Mentoring Program

We are concerned that... Community supports a safe and disciplined learning environment

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment

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
- 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
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Comprehension/Literary Responses
- U. Focused Student Group: ELL-Hispanic

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)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Computation

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

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Attendance

We are concerned that... Teachers provide positive reinforcement of social skills expected in the school environment

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:

- Character Builders
- Safe and Disciplined Learning Environment

Required Areas of Concern

A. Parent Involvement (SW)

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)
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training - Parent Involvement (SW)

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)
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 3rd Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

D. Curriculum Mapping (Year 3 of District Improvement only) (SW)

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:

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

F. Encourage Rigorous Curriculum (IN Rules, SW)

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

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

I. Focused Academic Area (IN Rules, SW)

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

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

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Teacher Mentoring Program
- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)**Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:**K. Attracting Highly Qualified Teachers (SW)****Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)**Data Targets Influenced by This Concern:**

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 3rd Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- L. Student Transition: S.U.R.E. Program (Send Us Ready for Education)

M. Parent Notice - Assessment Results (SW)**Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

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

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:

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

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- 3rd 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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

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)
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

W. Timely Additional Assistance (SW)

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)
- Fifth Grade -- Mastering Writing Process-Vocabulary/Non-fiction
- Fourth Grade -- Mastering L. A. Comprehension (N-fiction) & Literary R and A
- Special Education -- Passing ISTEP Language Arts (AYP)
- Special Education -- Passing ISTEP Math (AYP)
- Third Grade -- Mastering Computation

Strategies to Impact This Concern:

- W. Timely Additional Assistance

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, we have an incentive program
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Fountas and Pinnell Level Reading Benchmarks Local Writing Prompts Spelling Inventories Sight Word and Letter Identification Assessments Observation Survey Every Day Math Unit and District Assessments Title 1 Data as submitted for SES Tutoring Tungsten Benchmarks for LA/Math
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	We use InSAI's needs assessment survey, parent and staff surveys.
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We have consolidated our reading intervention (CIM) in small groups and our computer based interventions (Successmaker-Education City) in lab settings.

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