

School Improvement Plan - 2010-2011

Generated on June 14, 2010 at 10:54 AM

South Newton Elementary Sch (6431)

South Newton School Corp

Kentland, IN

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



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School Improvement Plan Introduction

South Newton Elementary Sch

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

- Indiana Student Achievement Institute
- PL221
- 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-Marking

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

- Sandra Arini - Administrator
- Judy Berenda - Community
- Sandy Dewing - Teacher
- Angie Schriener - Teacher
- Janice Skinner - Teacher
- Diane Vissering - Parent/Guardian
- Kathi Wilson - School Counselor

Strategy Chairs

- Sandra Arini
- Kim Cripe
- Sandy Dewing
- Blair DiRuzza
- Donna Garing
- Pam Hasser
- Kay Mastarone
- Kelley Okos
- Todd Rudnick
- Angie Schriener
- Kathi Wilson

Community Council

- Shelley Applegate - Parent
- Tricia Battering - Parent of special needs
- Amanda Berenda - community agency
- Judy Berenda - business
- Michelle Burris - parent
- Yolanda Carcamo - parent of Hispanic student
- Bonnie Cothran - Business
- Chris Geswein - parent of special ed student
- Maureen Inman - Head Start
- Beth Kindell - community - government
- Jennifer Kindig - parent of GT students
- Tim Lohr - community agency
- Nicole Massey - parent
- Kate Molter - Community- business
- Rev. Mueller - clergy
- Tansey' Mulligan - parent
- Frank Narcaroti - community agency
- Mike Patterson - business
- April Sammon - parent
- Katie Smith - parent/government
- Rev. Ed VanWijk - community
- Loretta Wernert - parent
- Brooke Whaley - parent
- Jennifer Whaley - community
- Kim Wilson - Parent

Vision Statement

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

We believe all students deserve:

We believe that all students deserve to be surrounded by adults who believe in them, have high expectations for their learning, and are willing to help children achieve more than they imagine possible. We believe all students deserve a rich educational experience that encourages students to reach high levels of achievement. We believe all students deserve teachers who are energetic, creative, positive, and good role models. We believe all students deserve quality instruction that addresses their individual differences. We believe all students who need extra help and time to be successful deserve to be given extra time and help. We believe that all students deserve to learn in a safe and caring environment. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: All educators, parents, and community members place a high value on education. They actively communicate these expectations to all students. Adults provide instructional consequences when students misbehave. Parents are actively involved in their child's education by providing an environment that promotes learning and having frequent discussions with the child concerning their learning. Community members and organizations are highly involved and supportive of the school.

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves. All students are responsible for and highly engaged in their learning. All students exhibit high self-esteem, high self-control, respect for fellow students and adults, display appropriate behavior, and accept responsibility for their actions.

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

- % of students who are 3rd graders mastering ISTEP+: 100%
- % of students who are 4th graders mastering ISTEP+: 100%
- % of students who are 5th graders mastering ISTEP+: 100%
- % of students who are passing all classes: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 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.

All Students - % Meeting reading benchmark

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75	83		90		94		97		100

All students - Mastery of ISTEP+ Reading Comprehension (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	81.7	80	85	88		92		96		98		100

All students - Passing ISTEP+ Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	84	86	83	88		90		94		98		100

All students - Spring Mastery of ISTEP+ Reading Comprehension (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

All students - Spring Passing ISTEP+ Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

All students - Spring Passing ISTEP+ Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	82.0	82	83.3	86		90		94		98		100

All students tested - Passing ISTEP+ Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	81.5	79	84	87		92		96		98		100

Special Education - Passing ISTEP+ LanguageArts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	64	40	60.9	45		50		60		80		100

Special Education - Passing ISTEP+ Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	60	55	71.1	70		75		80		85		100

Special Education - Spring Passing ISTEP+ LanguageArts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

Special Education - Spring Passing ISTEP+ Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

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... Student Ownership of Learning

Only 37% of the students report that they pay attention in class; 20% of the students have personal problems that get in the way of their learning; 49% of the students expect to master the Indiana Standards; 66% of the students expect to pass ISTEP. The faculty and community feel the students are unsure of the expectations of them. The students are unsure of where they are and where they are going.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Attendance

We will continue with our school corporation attendance policy. The principal will send letters after 5 days of absences to the parents.

Impact Level: High Impact - Inside

Focus: General

Consistent Standards Based K-5 Math Assessment and Instruction

K-5 teachers will ensure consistent assessment and improve instruction in all Math Standards by creating PDSA's in student data notebooks.

Impact Level: High Impact - Inside

Focus: Specific

Implementing the PDSA Cycle at the classroom level to improve student learning

Each classroom teacher will use a PDSA cycle to improve student learning for each 9 weeks. This 4 step cycle allows for continuous improvement.

Impact Level: High Impact - Inside

Focus: General

The Leader In Me

All staff will be trained in "The Leader In Me" during the summer and implement during the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Parent Questionnaire: My Child and His/Her Learning

At the beginning of school, all teachers in the building will send home questionnaires that parents will fill out about their child and return to school. This will be available in the language used by the parents. The purpose is to obtain additional information specific to the child that will aid in the teacher/student/parent relationship, will help in teachers learning to communicate and work with parents as partners, and will aid in improving student achievement. Questions will include unique qualities of the child, his/her learning styles and interests, and what the parents consider important information about the child.

Impact Level: High Impact - Inside

Focus: Specific

B. Educator Training for Parent Involvement

At the first team meeting of each quarter, the principal will collaborate with the teachers to assist them in understanding the value and utility of parental contributions, improved communications with parents, and continuing to make our parent involvement more meaningful.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

In the fall we will host an area preschool, Headstart, and kindergarten collaboration meeting. The agenda will include knowledge and skills that children need in order to be prepared for kindergarten, and ways to engage preschool parents in home reading.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

The reading team will provide three parent trainings during the school year to help parents understand the Indiana Academic Standards, their child's progress, and literacy training. Information is on our school's website and also in our newsletter about the parent resource website <http://www.fscp.org>.

Impact Level: High Impact - Outside

Focus: Specific

F. Encourage Rigorous Curriculum: Accelerated Math

Second through fifth grade students will have the opportunity to receive accelerated math instruction during the daily math time. One teacher per grade level will be the teacher for the accelerated math class.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension

In August, January, and May our teachers will analyze and record in a spreadsheet their students' reading comprehension scores on their benchmark assessments. Teachers will apply what they've learned in training to raise the reading comprehension scores so that 70% of our students have satisfactory or excellent comprehension on their at-grade-level benchmark assessment.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

South Newton School Corporation only hires highly qualified teachers as a matter of policy. We will continue to follow that policy. In the central office and elementary office, there is a list of all teachers, their valid Indiana teaching license, and how they are highly qualified whether it by PRAXIS, NTS, HOUSSE, CAS. There are no teachers that are not highly qualified. In each office is a copy of each teacher's license.

Impact Level: Low Impact

Focus: General

K. Attracting Highly Qualified Teachers

South Newton School Corporation will continue to recruit only highly qualified teachers and pay a respectable salary.

Impact Level: Low Impact

Focus: General

L. Early Childhood Transition

In the spring, we will host a day where preschools, Headstart, and students registered for kindergarten can visit for a morning. We will have activities in the classroom, music, etc for the students and a discussion group with the parents conducted by a kindergarten teacher, special education teacher, and principal. Following the discussion group, a tour will be given of our school.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

All ISTEP+ assessment results are gone over with the individual students by the principal and then sent to the parents as soon as they are delivered to the school. All fall NWEA assessment results are given to the parents at the fall parent teacher conference. The winter NWEA results are sent in the semester report card, and the spring NWEA results are sent home in the final report card. Each quarter the first and second grades report reading benchmarks to the parents. Grades 3-5 report reading benchmarks to the parents three times a year.

Impact Level: Low Impact

Focus: General

Q. School-Parent Involvement Policy

We will continue with our school corporation and school parent involvement policies which is reviewed annually in the spring. The review is done with parent input and includes the components listed on the DOE School Parent Involvement Policy checklist. It is written in the school corporation adopted policies and our student handbook. At registration each family receives a copy of this. It is available also in language the parents can understand.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The school will send to all parents at the beginning of the school year a letter to inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist.

Impact Level: Low Impact

Focus: General

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

A parent right-to-know letter for a non-qualified teacher is on file at our school. In the event that a non-qualified teacher would be hired, this letter would be sent to all parents. It is our intent and history that non-qualified teachers are not employed in our school.

Impact Level: High Impact - Outside

Focus: General

S. School-Parent Compact

At our fall annual Title I parent meeting, parents will review and revise our School-Parent Compact. It will then be discussed in the classroom and signed by students and teachers. The compact will go home in the Wednesday folders for parents to sign and return.

Impact Level: High Impact - Inside

Focus: General

T. Annual Parent Meeting

We will continue to have our Title I Annual Parent Meeting in September at 7:00 P.M. Alternative date and time will be offered for parents not able to attend. This is on the school calendar that all parents receive, the school newsletter, and a reminder letter.

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Success through Reading Intervention

Free and reduced students will be the focused student group. Teachers will assess, analyze benchmark running records and comprehension component, and use data to identify needed interventions.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: In School Skill Builder

South Newton Elementary will offer In School Skill Building to students grade 1-5 four days a week. Students will be provided skill building instruction/activities based on student need in Language Arts or Math.

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

Consistent Standards Based K-5 Math Assessment and Instruction

Percent recording weekly math assessment records in student data notebooks

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

Implementing the PDSA Cycle at the classroom level to improve student learning

Percent of teachers who present PDSA cycles for classroom instruction.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
5%	100%		100%	

Required Strategies

A. Parent Involvement: Parent Questionnaire: My Child and His/Her Learning

% of teachers who prepared and sent home inventory

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

percent of teachers who prepared and sent home inventory

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

B. Educator Training for Parent Involvement

% of teachers who include a parent involvement activity in their newsletters or classrooms

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

C. Outreach to Preschool Parent Involvement Programs

% of area preschool and kindergarten teachers who meet together

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	60%		100%	

E. Parent Information Resource Center Website

"% of parents using resources available for parenting and learning

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50		60	

I. Focused Academic Area: Reading Comprehension

The percentage of teachers who have at least 85% of their students scoring satisfactory or excellent comprehension on their benchmark reading assessment.

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

L. Early Childhood Transition

% of parents who report informational visit was helpful

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	80%		100%	

U. Focused Student Group: Success through Reading Intervention

Percent of teachers using benchmark data to drive their reading instruction.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70%	80%		100%	

W. Timely Additional Assistance: In School Skill Builder

Percent of teachers using quarterly pre/post skill assessments for in school skill building groups.

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

To-Do List

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

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

Consistent Standards Based K-5 Math Assessment and Instruction

Jan 7, 2010: Gather 1st semester data **Person:** Sandy Dewing

May 20, 2010: Gather 2nd semester data **Person:** Sandy Dewing

Aug 23, 2010: All teachers of grades weekly 1-5 will give short cycle assessments based on the standards. They will record this in the student data notebooks. Teachers will report this to the strategy chair. **Person:** Classroom teachers

Sep 7, 2010: Gather Baseline Data **Person:** Sandy Dewing

Sep 7, 2010: Monthly staff meeting consults **Person:** Sandy Dewing

Sep 7, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Sep 7, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Oct 5, 2010: Monthly staff meeting consults **Person:** Sandy Dewing

Oct 5, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Oct 5, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Oct 25, 2010: All teachers of grades weekly 1-5 will give short cycle assessments based on the standards. They will record this in the student data notebooks. Teachers will report this to the strategy chair. **Person:** Classroom teachers

Nov 2, 2010: Monthly staff meeting consults **Person:** Sandy Dewing

Nov 2, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Nov 2, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Nov 30, 2010: Collect fall data: Percent recording weekly math assessment records in student data notebooks **Person:** Sandy Dewing

Dec 7, 2010: Monthly staff meeting consults **Person:** Sandy Dewing

Dec 7, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Dec 7, 2010: Weekly grade level team meetings **Person:** Sandy Arini

Dec 27, 2010: All teachers of grades weekly 1-5 will give short cycle assessments based on the standards. They will record this in the student data notebooks. Teachers will report this to the strategy chair. **Person:** Classroom teachers

Jan 4, 2011: Monthly staff meeting consults **Person:** Sandy Dewing

Jan 4, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Jan 4, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Feb 1, 2011: Monthly staff meeting consults **Person:** Sandy Dewing

Feb 1, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Feb 1, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Feb 28, 2011: All teachers of grades weekly 1-5 will give short cycle assessments based on the standards. They will record this in the student data notebooks. Teachers will report this to the strategy chair. **Person:** Classroom teachers

Mar 1, 2011: Monthly staff meeting consults **Person:** Sandy Dewing

Mar 1, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Mar 1, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Apr 5, 2011: Monthly staff meeting consults **Person:** Sandy Dewing

Apr 5, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Apr 5, 2011: Weekly grade level team meetings **Person:** Sandy Arini

May 2, 2011: All teachers of grades weekly 1-5 will give short cycle assessments based on the standards. They will record this in the student data notebooks. Teachers will report this to the strategy chair. **Person:** Classroom teachers

May 3, 2011: Monthly staff meeting consults **Person:** Sandy Dewing

May 3, 2011: Weekly grade level team meetings **Person:** Sandy Arini

Jun 30, 2011: Collect spring data: Percent recording weekly math assessment records in student data notebooks **Person:** Sandy Dewing

Early Childhood Transition

Apr 1, 2010: Collect baseline data: % of parents who report informational visit was helpful **Person:** Pam Hasser
Sep 15, 2010: Schedule transition visit **Person:** Pam Hasser
Oct 15, 2010: Article in newsletter quarterly with suggestions for positive transitions **Person:** Sue Stenz
Nov 30, 2010: Collect fall data: % of parents who report informational visit was helpful **Person:** Pam Hasser
Dec 17, 2010: Article in newsletter quarterly with suggestions for positive transitions **Person:** Sue Stenz
Jan 15, 2011: Schedule buses for visit **Person:** Pam Hasser
Feb 18, 2011: Article in newsletter quarterly with suggestions for positive transitions **Person:** Sue Stenz
Apr 15, 2011: Hold transition visit **Person:** Pam Hasser
Apr 22, 2011: Article in newsletter quarterly with suggestions for positive transitions **Person:** Sue Stenz
Jun 30, 2011: Collect spring data: % of parents who report informational visit was helpful **Person:** Pam Hasser

Educator Training for Parent Involvement

Apr 1, 2010: Collect baseline data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:**
Aug 23, 2010: At team meetings teachers will share their communications and parent involvement activities **Person:** Team leader/Sandra Arini
Aug 23, 2010: Collaborate at team meeting about communicating and involving parents **Person:** Sandra Arini
Oct 25, 2010: At team meetings teachers will share their communications and parent involvement activities **Person:** Team leader/Sandra Arini
Oct 25, 2010: Collaborate at team meeting about communicating and involving parents **Person:** Sandra Arini
Nov 30, 2010: Collect fall data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:**
Dec 27, 2010: At team meetings teachers will share their communications and parent involvement activities **Person:** Team leader/Sandra Arini
Dec 27, 2010: Collaborate at team meeting about communicating and involving parents **Person:** Sandra Arini
Feb 28, 2011: At team meetings teachers will share their communications and parent involvement activities **Person:** Team leader/Sandra Arini
Feb 28, 2011: Collaborate at team meeting about communicating and involving parents **Person:** Sandra Arini
May 2, 2011: At team meetings teachers will share their communications and parent involvement activities **Person:** Team leader/Sandra Arini
May 2, 2011: Collaborate at team meeting about communicating and involving parents **Person:** Sandra Arini
Jun 30, 2011: Collect spring data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:**

Encourage Rigorous Curriculum

Aug 17, 2010: New students in grades 2-5 tested to determine eligibility in accelerated math groups **Person:** Kim Cripe
Aug 17, 2010: Second accelerated group assigned **Person:** Sandra Arini
Aug 30, 2010: Review placements at team meetings **Person:** Sandra Arini
May 28, 2011: Each grade level has an accelerated math class determined by student ability. **Person:** Sandra Arini

Focused Academic Area

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: The percentage of teachers who have at least 85% of their students scoring satisfactory or excellent comprehension on their benchmark reading assessment. **Person:** Blair DiRuzza
Aug 2, 2010: Prepare a review of Leslie Blauman's Interactive Read Aloud Training **Person:** Mary Molter
Aug 2, 2010: Prepare a review of Mosaic of Thought **Person:** Beth Turnpaugh
Aug 2, 2010: Prepare a review of the 7 Keys to Comprehension **Person:** Mary Whaley
Aug 2, 2010: Prepare review of Fountas and Pinnell Comprehension/Fluency training **Person:** Cory Groover
Aug 9, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions or concerns. **Person:** Blair DiRuzza
Aug 9, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza
Aug 9, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza
Aug 17, 2010: Review reading comprehension strategies. **Person:** Blair DiRuzza

Aug 27, 2010: Put review materials in the teacher's workroom for easy access by teachers throughout the year **Person:** Blair DiRuzza

Aug 27, 2010: Review materials from comprehension training **Person:** Blair DiRuzza

Sep 13, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Sep 13, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Oct 11, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Oct 11, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Nov 8, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Nov 8, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Nov 30, 2010: Collect fall data: **Person:** Blair DiRuzza

Nov 30, 2010: Collect fall data: The percentage of teachers who have at least 85% of their students scoring satisfactory or excellent comprehension on their benchmark reading assessment. **Person:** Blair DiRuzza

Dec 13, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Dec 13, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Jan 10, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Jan 10, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Feb 14, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Feb 14, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Mar 14, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Mar 14, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Apr 11, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

Apr 11, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

May 9, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Blair DiRuzza

May 9, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Blair DiRuzza

Jun 30, 2011: Collect spring data: **Person:** Blair DiRuzza

Jun 30, 2011: Collect spring data: The percentage of teachers who have at least 85% of their students scoring satisfactory or excellent comprehension on their benchmark reading assessment. **Person:** Blair DiRuzza

Focused Student Group

Aug 18, 2010: Teachers will administer the Fountas and Pinnell Benchmark Assessment to all their students **Person:** Classroom teachers

Aug 25, 2010: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Aug 25, 2010: Teachers will use the information from the assessment to determine appropriate interventions for readers not making benchmarks. **Person:** Classroom teachers

Sep 22, 2010: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Oct 20, 2010: Teachers will administer the Fountas and Pinnell Benchmark Assessment to all their students **Person:** Classroom teachers

Oct 27, 2010: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Oct 27, 2010: Teachers will use the information from the assessment to determine appropriate interventions for readers not making benchmarks. **Person:** Classroom teachers

Nov 24, 2010: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Nov 30, 2010: Collect fall data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener

Dec 22, 2010: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Dec 22, 2010: Teachers will administer the Fountas and Pinnell Benchmark Assessment to all their students **Person:** Classroom teachers

Dec 29, 2010: Teachers will use the information from the assessment to determine appropriate interventions for readers not making benchmarks. **Person:** Classroom teachers

Jan 26, 2011: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Feb 23, 2011: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Feb 23, 2011: Teachers will administer the Fountas and Pinnell Benchmark Assessment to all their students **Person:** Classroom teachers

Mar 2, 2011: Teachers will use the information from the assessment to determine appropriate interventions for readers not making benchmarks. **Person:** Classroom teachers

Mar 23, 2011: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Apr 27, 2011: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Apr 27, 2011: Teachers will administer the Fountas and Pinnell Benchmark Assessment to all their students **Person:** Classroom teachers

May 4, 2011: Teachers will use the information from the assessment to determine appropriate interventions for readers not making benchmarks. **Person:** Classroom teachers

May 25, 2011: At team meetings teams will discuss the interventions that they are using. **Person:** Sandra Arini

Jun 30, 2011: Collect spring data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener

Implementing the PDSA Cycle at the classroom level to improve student learning

Apr 1, 2010: Collect baseline data: Percent of teachers who present PDSA cycles for classroom instruction. **Person:** Kay Mastarone

Aug 15, 2010: Presentation of PDSA cycle, classroom examples **Person:** Committee

Aug 20, 2010: Each classroom will develop a PDSA plan. **Person:** Classroom teachers

Sep 7, 2010: Collaboration at Core Team Meetings **Person:** Sandra Arini

Sep 7, 2010: Collaboration at Faculty Meetings **Person:** Kay Mastarone

Sep 7, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Sep 7, 2010: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone

Sep 7, 2010: Providing professional books on continuous improvement **Person:** Kay Mastarone

Sep 14, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Sep 21, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Sep 28, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Oct 5, 2010: Collaboration at Faculty Meetings **Person:** Kay Mastarone

Oct 5, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Oct 5, 2010: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone

Oct 12, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Oct 19, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Oct 22, 2010: Each classroom will develop a PDSA plan. **Person:** Classroom teachers

Oct 26, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Nov 2, 2010: Collaboration at Faculty Meetings **Person:** Kay Mastarone

Nov 2, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Nov 2, 2010: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone

Nov 9, 2010: Collaboration at Core Team Meetings **Person:** Sandra Arini

Nov 9, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Nov 16, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Nov 23, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Nov 30, 2010: Collect fall data: Percent of teachers who present PDSA cycles for classroom instruction. **Person:** Kay Mastarone

Nov 30, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Dec 7, 2010: Collaboration at Faculty Meetings **Person:** Kay Mastarone

Dec 7, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Dec 7, 2010: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone

Dec 14, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Dec 21, 2010: Grade Level Team Meetings **Person:** Sandra Arini

Dec 24, 2010: Each classroom will develop a PDSA plan. **Person:** Classroom teachers

Dec 28, 2010: Grade Level Team Meetings **Person:** Sandra Arini
Jan 4, 2011: Collaboration at Faculty Meetings **Person:** Kay Mastarone
Jan 4, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Jan 4, 2011: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone
Jan 11, 2011: Collaboration at Core Team Meetings **Person:** Sandra Arini
Jan 11, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Jan 18, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Jan 25, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Feb 1, 2011: Collaboration at Faculty Meetings **Person:** Kay Mastarone
Feb 1, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Feb 1, 2011: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone
Feb 8, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Feb 15, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Feb 22, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Feb 25, 2011: Each classroom will develop a PDSA plan. **Person:** Classroom teachers
Mar 1, 2011: Collaboration at Faculty Meetings **Person:** Kay Mastarone
Mar 1, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Mar 1, 2011: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone
Mar 8, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Mar 15, 2011: Collaboration at Core Team Meetings **Person:** Sandra Arini
Mar 15, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Mar 22, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Mar 29, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Apr 5, 2011: Collaboration at Faculty Meetings **Person:** Kay Mastarone
Apr 5, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Apr 5, 2011: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone
Apr 12, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Apr 19, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Apr 26, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Apr 29, 2011: Each classroom will develop a PDSA plan. **Person:** Classroom teachers
May 3, 2011: Collaboration at Faculty Meetings **Person:** Kay Mastarone
May 3, 2011: Grade Level Team Meetings **Person:** Sandra Arini
May 3, 2011: Monthly Staff Meeting - ask for feedback **Person:** Kay Mastarone
May 10, 2011: Grade Level Team Meetings **Person:** Sandra Arini
May 17, 2011: Collaboration at Core Team Meetings **Person:** Sandra Arini
May 17, 2011: Grade Level Team Meetings **Person:** Sandra Arini
May 24, 2011: Grade Level Team Meetings **Person:** Sandra Arini
Jun 30, 2011: Collect spring data: Percent of teachers who present PDSA cycles for classroom instruction. **Person:** Kay Mastarone
Nov 1, 2011: National Quality Education Conference **Person:** Sandra Arini

Outreach to Preschool Parent Involvement Programs

Apr 15, 2010: Collect baseline data: % of area preschool and kindergarten teachers who meet together **Person:** Pam Hasser
Sep 10, 2010: Collaboration meeting to discuss: knowledge and skills that children need in order to be prepared for kindergarten and ways to engage preschool parents in home reading **Person:** Pam Hasser
Oct 15, 2010: Email team with progress **Person:** Pam Hasser
Nov 30, 2010: Collect fall data: % of area preschool and kindergarten teachers who meet together **Person:** Pam Hasser
Dec 17, 2010: Email team with progress **Person:** Pam Hasser
Feb 18, 2011: Email team with progress **Person:** Pam Hasser
Apr 15, 2011: Collect spring data: % of area preschool and kindergarten teachers who meet together **Person:** Pam Hasser
Apr 22, 2011: Email team with progress **Person:** Pam Hasser

Parent Information Resource Center Website

Apr 1, 2010: Collect baseline data: "% of parents using resources available for parenting and learning **Person:**
Jul 29, 2010: At registration parents will receive the student handbook which has the parent information website listed. **Person:** Sandra Arini
Aug 17, 2010: The website will be a link on the school website. **Person:** Sandra Arini
Sep 7, 2010: Share with the PTO this web site. **Person:** Sandra Arini

Nov 30, 2010: Collect fall data: "% of parents using resources available for parenting and learning **Person:**
Jun 30, 2011: Collect spring data: "% of parents using resources available for parenting and learning **Person:**

Parent Involvement

Apr 1, 2010: Collect baseline data: **Person:** Donna Garing
Apr 1, 2010: Collect baseline data: % of teachers who prepared and sent home inventory **Person:** Donna Garing
Apr 1, 2010: Collect baseline data: percent of teachers who prepared and sent home inventory **Person:** Donna Garing
Sep 10, 2010: Place Templates on Elementary shared drive **Person:** Donna Garing
Sep 17, 2010: Present Strategy to Staff **Person:** Donna Garing
Sep 17, 2010: Provide sample inventories **Person:** Penny Whaley
Sep 17, 2010: Provide Staff with templates **Person:** Stacy Reynolds
Sep 24, 2010: Email Reminder **Person:** Lou Ann Morton
Nov 30, 2010: Collect fall data: **Person:** Stacy Reynolds
Nov 30, 2010: Collect fall data: % of teachers who prepared and sent home inventory **Person:** Stacy Reynolds
Nov 30, 2010: Collect fall data: percent of teachers who prepared and sent home inventory **Person:** Stacy Reynolds
Jun 30, 2011: Collect spring data: **Person:** Lou Ann Morton
Jun 30, 2011: Collect spring data: % of teachers who prepared and sent home inventory **Person:** Lou Ann Morton
Jun 30, 2011: Collect spring data: percent of teachers who prepared and sent home inventory **Person:** Lou Ann Morton

The Leader In Me

Apr 1, 2010: Collect baseline data: **Person:** Kathi Wilson
Apr 23, 2010: School visit **Person:** Kathi Wilson
May 15, 2010: Order materials for training and implementation of program **Person:** Sandra Arini
May 15, 2010: Schedule training **Person:** Sandra Arini
Aug 2, 2010: 3 Day Training **Person:** All staff
Aug 2, 2010: Leader In Me Training **Person:** Sandra Arini
Aug 9, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson
Aug 9, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strataegy. **Person:** Kathi Wilson
Aug 9, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson
Aug 17, 2010: Present Leader in Me to students **Person:** All Staff
Sep 13, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson
Sep 13, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strataegy. **Person:** Kathi Wilson
Sep 13, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson
Sep 21, 2010: Present Leader in Me to students **Person:** All Staff
Oct 11, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson
Oct 11, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strataegy. **Person:** Kathi Wilson
Oct 11, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson
Oct 19, 2010: Present Leader in Me to students **Person:** All Staff
Nov 8, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson
Nov 8, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strataegy. **Person:** Kathi Wilson
Nov 8, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson
Nov 16, 2010: Present Leader in Me to students **Person:** All Staff
Nov 30, 2010: Collect fall data: **Person:** Kathi Wilson
Dec 13, 2010: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

Dec 13, 2010: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

Dec 13, 2010: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

Dec 21, 2010: Present Leader in Me to students **Person:** All Staff

Jan 10, 2011: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

Jan 10, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

Jan 10, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

Jan 18, 2011: Present Leader in Me to students **Person:** All Staff

Feb 14, 2011: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

Feb 14, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

Feb 14, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

Feb 15, 2011: Present Leader in Me to students **Person:** All Staff

Mar 14, 2011: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

Mar 14, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

Mar 14, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

Mar 15, 2011: Present Leader in Me to students **Person:** All Staff

Apr 11, 2011: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

Apr 11, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

Apr 11, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

Apr 19, 2011: Present Leader in Me to students **Person:** All Staff

May 9, 2011: Communicate early and often about the goals of this strategy. Make sure everyone is well-informed at all times and know to contact committee members with questions and/or concerns. **Person:** Kathi Wilson

May 9, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy. **Person:** Kathi Wilson

May 9, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Kathi Wilson

May 17, 2011: Present Leader in Me to students **Person:** All Staff

Jun 30, 2011: Collect spring data: **Person:** Kathi Wilson

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: **Person:** Kelley Okos

Aug 20, 2010: Collaborate to determine new groups for each round of ISSB. **Person:** Kelley Okos

Aug 20, 2010: Grade Level Collaboration for Math Skills **Person:** Team Leaders

Aug 20, 2010: Grade Level Collaboration for Reading Skills **Person:** Team Leaders

Aug 20, 2010: Grade Level Collaboration for Writing Skills **Person:** Team Leaders

Sep 17, 2010: Calendar of dates for ISSB **Person:** Kelley Okos

Sep 17, 2010: ISSB Pre/Post Test (1-5) **Person:** Kelley Okos

Sep 17, 2010: ISTEP Scores (3-5) **Person:** Sandy Arini

Sep 17, 2010: NWEA Tests (2-5) **Person:** Joan Hays

Sep 17, 2010: Reading Benchmarks (K-5) **Person:** Mandy Nancaroti

Sep 17, 2010: Reminder of dates on Friday Focus **Person:** Sandy Arini

Sep 17, 2010: Sample Pre/Post Tests for ISSB **Person:** Kelley Okos

Sep 17, 2010: Short Cycle Assessments **Person:** Narron Sloan

Oct 22, 2010: Collaborate to determine new groups for each round of ISSB. **Person:** Kelley Okos

Oct 22, 2010: Grade Level Collaboration for Math Skills **Person:** Team Leaders

Oct 22, 2010: Grade Level Collaboration for Reading Skills **Person:** Team Leaders

Oct 22, 2010: Grade Level Collaboration for Writing Skills **Person:** Team Leaders
Nov 30, 2010: Collect fall data: **Person:** Kelley Okos
Nov 30, 2010: Collect fall data: Percent of teachers using quartely pre/post skill assessments for in school skill building groups.
Person: Kelley Okos
Dec 3, 2010: ISSB Pre/Post Test (1-5) **Person:** KelleyOkos
Dec 3, 2010: Short Cycle Assessments **Person:** Narron Sloan
Dec 15, 2010: Collaborate to determine new groups for each round of ISSB. **Person:** Kelley Okos
Dec 15, 2010: Grade Level Collaboration for Math Skills **Person:** Team Leaders
Dec 15, 2010: Grade Level Collaboration for Reading Skills **Person:** Team Leaders
Dec 15, 2010: Grade Level Collaboration for Writing Skills **Person:** Team Leaders
Feb 15, 2011: Grade Level Collaboration for Math Skills **Person:** Team Leaders
Feb 25, 2011: Collaborate to determine new groups for each round of ISSB. **Person:** Kelley Okos
Feb 25, 2011: Grade Level Collaboration for Reading Skills **Person:** Team Leaders
Feb 25, 2011: Grade Level Collaboration for Writing Skills **Person:** Team Leaders
Feb 25, 2011: ISSB Pre/Post Test (1-5) **Person:** Kelley Okos
Feb 25, 2011: Short Cycle Assessments **Person:** Narron Sloan
Apr 8, 2011: ISSB Pre/Post Test (1-5) **Person:** Kelley Okos
Apr 8, 2011: Short Cycle Assessments **Person:** Narron Sloan
Apr 29, 2011: Collaborate to determine new groups for each round of ISSB. **Person:** Kelley Okos
Apr 29, 2011: Grade Level Collaboration for Math Skills **Person:** Team Leaders
Apr 29, 2011: Grade Level Collaboration for Reading Skills **Person:** Team Leaders
Apr 29, 2011: Grade Level Collaboration for Writing Skills **Person:** Team Leaders
Jun 30, 2011: Collect spring data: **Person:** Kelley Okos
Jun 30, 2011: Collect spring data: Percent of teachers using quartely pre/post skill assessments for in school skill building groups.
Person: Kelley Okos

Professional Development Summary

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

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

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

Consistent Standards Based K-5 Math Assessment and Instruction

No professional development is needed for this strategy.

Implementing the PDSA Cycle at the classroom level to improve student learning

Collaboration at Core Team Meetings

Brief Description: Go over PDSA Cycles for each classroom

Intended Participants: Teachers

Dates: Sep 7, 2010; Nov 9, 2010; Jan 11, 2011; Mar 15, 2011; May 17, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Collaboration at Faculty Meetings

Brief Description: Helping teachers develop their PDSAs

Intended Participants: Teachers

Dates: Sep 7, 2010; Oct 5, 2010; Nov 2, 2010; Dec 7, 2010; Jan 4, 2011; Feb 1, 2011; Mar 1, 2011; Apr 5, 2011; May 3, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: n/a

Does this activity occur during the school day? No

National Quality Education Conference

Brief Description: Learning about quality tools to use for PDSAs

Intended Participants: Teachers

Date: Nov 1, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: Professional Development Money

Does this activity occur during the school day? No

Presentation of PDSA cycle, classroom examples

Brief Description: I will give an example to each grade-level of a PDSA cycle they could use.

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? No

Providing professional books on continuous improvement

Brief Description: Teachers will be able to get help with their PDSAs from these professional resources

Intended Participants: Teachers

Date: Sep 7, 2010

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

Activity Format: Professional Reading

Funding: n/a

Does this activity occur during the school day? Yes

The Leader In Me

Leader In Me Training

Brief Description: Company representative will provide 3 day training to our elementary staff on August 2nd, 3rd, and 4th.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 2, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Local Business/Grant

Does this activity occur during the school day? No

School visit

Brief Description: We will visit East Richland Elementary in Olney, IL to see how they have implemented The Leader In Me.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 23, 2010

Activity Purpose: Information

Activity Format: Talk to, Site Visit

Funding: Local Business/Grant

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Questionnaire: My Child and His/Her Learning

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

E. Parent Information Resource Center Website

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Accelerated Math

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Comprehension

Review materials from comprehension training

Brief Description: Materials from our past reading comprehension trainings will be in the teacher's workroom so teachers can access them as needed.

Intended Participants: Teachers

Date: Aug 27, 2010

Activity Purpose: Refinement

Activity Format: Professional Reading

Funding: No money needed

Does this activity occur during the school day? No

Review reading comprehension strategies .

Brief Description: Provide a quick review of our most recent Reading training including Teaching for Comprehending and Fluency, the 7 Keys to Comprehension, Mosaic of Thought, and Leslie Blauman.

Intended Participants: Teachers

Date: Aug 17, 2010

Activity Purpose: Refinement

Activity Format: Presentation

Funding: No money needed

Does this activity occur during the school day? No

L. Early Childhood Transition

No professional development is needed for this strategy.

U. Focused Student Group: Success through Reading Intervention

No professional development is needed for this strategy.

W. Timely Additional Assistance: In School Skill Builder

Collaborate to determine new groups for each round of ISSB.

Brief Description: Task force will meet to place students for each round of ISSB.

Intended Participants: Teachers

Dates: Aug 20, 2010; Oct 22, 2010; Dec 15, 2010; Feb 25, 2011; Apr 29, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: No Funding Needed

Does this activity occur during the school day? No

Grade Level Collaboration for Math Skills

Brief Description: Teachers will evaluate student's short cycle assessments to determine strengths and weaknesses for each student.

Intended Participants: Teachers

Dates: Aug 20, 2010; Oct 22, 2010; Dec 15, 2010; Feb 15, 2011; Apr 29, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: No Funding Needed

Does this activity occur during the school day? No

Grade Level Collaboration for Reading Skills

Brief Description: Teachers will collaborate to evaluate student's reading benchmarks.

Intended Participants: Teachers

Dates: Aug 20, 2010; Oct 22, 2010; Dec 15, 2010; Feb 25, 2011; Apr 29, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: No Funding Needed

Does this activity occur during the school day? No

Grade Level Collaboration for Writing Skills

Brief Description: Teachers will collaborate to evaluate writing prompts.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding: No Funding Needed

Does this activity occur during the school day? No

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... Student Ownership of Learning

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- Consistent Standards Based K-5 Math Assessment and Instruction
- Implementing the PDSA Cycle at the classroom level to improve student learning
- The Leader In Me

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Questionnaire: My Child and His/Her Learning

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All Students -- % Meeting reading benchmark
- All students -- Spring Mastery of ISTEP+ Reading Comprehension (seat data)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- Consistent Standards Based K-5 Math Assessment and Instruction
- F. Encourage Rigorous Curriculum: Accelerated Math

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students -- % Meeting reading benchmark
- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Spring Mastery of ISTEP+ Reading Comprehension (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Comprehension

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

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:

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

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:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math
- Special Education -- Spring Passing ISTEP+ LanguageArts
- Special Education -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- U. Focused Student Group: Success through Reading Intervention

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All students -- Spring Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Spring Passing ISTEP+ Language Arts (AYP)
- All students -- Spring Passing ISTEP+ Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math
- Special Education -- Spring Passing ISTEP+ LanguageArts
- Special Education -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- W. Timely Additional Assistance: In School Skill Builder

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?	Corporation office and school 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 at this time
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>NWEA - online achievement test given 3 times a year Grades 2-5 Fountas and Pinnell Reading Benchmark Assessment - all students are leveled for reading at least 3 times a year Indiana Reading Diagnostic Assessment - grades K-2 Terra Nova Achievement and Aptitude test- grade 2 given in March</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We are not consolidating any programs at this time.

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 2012-2013 school year