

School Improvement Plan - 2011-2012

Generated on June 13, 2011 at 9:46 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:



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

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 16
- To-Do List 21
- Professional Development Summary 29
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 33
- Force Field Excerpt 38
- Continuous Improvement Timeline 39

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
- 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-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 - TeacherTeacher
- Angie Schrinier - Teacher
- Janice Skinner - Teacher
- Diane Vissering - Parent/Guardian
- Kathi Wilson - School Counselor

Strategy Chairs

- Sandra Arini
- Kim Cripe
- Sandy Dewing
- Blair DiRuzza
- Donna Garing
- Joan Hays
- Kay Mastarone
- Angie Schrinier
- Pam Terrell
- Kathi Wilson

Community Council

- Shelley Applegate - Parent
- Candace Armstrong - community - government
- Tricia Battering - Parent of special needs
- Amanda Berenda - community agency
- Judy Berenda - business
- Don Bower - business
- Elizabeth Bower - business
- Michelle Burris - parent
- Yolanda Carcamo - parent of Hispanic 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
- Mike Patterson - business
- Katie Smith - parent/government
- Rev. Ed VanWijk - community
- Loretta Wernert - parent
- Brooke Whaley - parent
- Jennifer Whaley - community

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.

3rd-5th Students - % Meeting reading benchmark

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80	55	80		85		90		95		100

All Students - All students will score S or E comprehension on their benchmark reading assessment.

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	
						85		93		100		100

All students - Spring 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	
	76	85	89.7	90		92		94		96		100

All students - Spring Passing ISTEP+ Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83	85	90.2	92		94		96		98		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	83.3	86	88.8	90		92		94		96		100

K-2 Students - % Meeting reading benchmark

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80	80	85		90		94		98		100

Special Education - Spring Passing ISTEP+ LanguageArts

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	NA	55		60		65		70		100

Special Education - Spring Passing ISTEP+ Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		50	NA	55		60		65		70		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... Tier 1 Core Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 3 Reading

We are concerned that... Reading Assessment

We are concerned that... Reading Communication to Parents

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 - Parent Involvement**
- C. Outreach to Preschool Parent Involvement Programs**
- E. Parent Information Resource Center Website**
- F. Encourage Rigorous Curriculum**
- I. Focused Academic Area**
- J. Instruction by Highly Qualified Teachers**
- J2. Instruction by Highly Qualified Paraprofessionals**
- K. Attracting Highly Qualified Teachers**
- L. Student Transition**
- M. Parent Notice - Assessment Results**
- Q. School-Parent Involvement Policy**
- R1. Parent Right-to-Know Letter - Qualifications**
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher**
- S. School-Parent Compact**
- T. Annual Parent Meeting**
- U. Focused Student Group**
- W. Timely Additional Assistance**

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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: Low Impact

Focus: General

Expanding PDSA's : Grade-level Writing Prompts

Each grade level team will study results of the writing-prompt evaluations done in Aug., Jan., and May and create classroom PDSA's to implement. Action plans will indicate steps that can be taken in each classroom to address problems that are prevalent in the students' writings. The teachers will analyze the data after the Jan. prompt to see if actions taken have been effective so that new PDSA's can be written.

Impact Level: High Impact - Inside

Focus: Specific

K-5 Math Assessment

Teachers will provide Standards Based Short Cycle Assessments weekly.

Impact Level: High Impact - Inside

Focus: Specific

Reading Assessment

Students will be assessed quarterly on Fountas and Pinnell Benchmark Assessment system.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Teachers will report students reading level, fluency level, and comprehension level on each report card. Teachers will send reports on IREAD K, IREAD 1, IREAD 2, and IREAD 3 to the parents.

Impact Level: High Impact - Outside

Focus: Specific

The Leader In Me

Continued efforts will be made to fully implement The Leader In Me both directly in the classroom and school wide during the 2011-2012 school year.

Impact Level: High Impact - Inside

Focus: Specific

Tier 1 Core Reading

Teachers will instruct using McMillan McGraw Hill's Treasurers Reading series daily and with fidelity.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Classroom teachers and reading teachers will lead flexible literacy groups daily.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Reading Recovery lessons and/or Leveled Literacy Intervention lessons will be given to students below the grade benchmarks.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Parent Night: The Leader In Me

The Parent Involvement Committee Members and South Newton Leadership team will host a Leader in Me Parent Night in November. At the Leader in Me Parent Night, the Parent Involvement Committee members will present the general framework of the Leader in Me program, and the Student Leadership Team will introduce the 7 Habits of Highly Effective People. The purpose of this parent night is to equip parents with a general understanding of the Seven Habits so they can reinforce desired behaviors at home, and share a common language with the school.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training - 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. Our goal is to have 3 out of 4 of the area preschools attend. So that would be 75% of the preschool teachers. In the spring we will host an area preschool, Headstart, and kindergarten collaboration meeting. The agenda will revisit knowledge and skills that children need in order to be prepared for kindergarten, and ways to engage preschool parents in home reading. Our goal is to have three out of the four preschool teachers attend. That would be 75% of the preschool teachers.

Impact Level: High Impact - Outside

Focus: General

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: General

F. Encourage Rigorous Curriculum: Accelerated Math

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. 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. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. In August, January and May our teachers will analyze and record in a spreadsheet their students' reading comprehension scores on their benchmark assessments. Our goal is that at least 85% of their students score satisfactory or excellent comprehension scores on their at-grade-level benchmark assessment. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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

J2. Instruction by Highly Qualified Paraprofessionals.

South Newton School Corporation will continue to hire paraprofessionals that have at least 60 hours of college credit or have passed the Parapro and pay a respectable salary. Preference is given to those holding an IN teaching license. Our school will maintain a list of all paraprofessionals in the building.

Impact Level: High Impact - Outside

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: High Impact - Outside

Focus: Specific

L. Student 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: High Impact - Outside

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: High Impact - Outside

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: Low Impact

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: Low Impact

Focus: Specific

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: Low Impact

Focus: General

U. Focused Student Group: Success through Reading Intervention

Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. 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. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: 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

Expanding PDSA's : Grade-level Writing Prompts

Percent of teachers who present PDSA cycles for classroom instruction.

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

K-5 Math Assessment

percent of teachers who implement short cycle assesments weekly

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

Reading Assessment

% of classroom teachers who assess each quarter

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

Reading Communication to Parents

% of teachers sending home the quarterly reading benchmark information

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

Tier 1 Core Reading

Classroom observations

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		100	

Tier 2 Reading

% of teachers using benchmark data to drive their reading instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66	100		100	

Tier 3 Reading

% of teachers using reading data to drive instruction in needed areas

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

Required Strategies

A. Parent Involvement: Parent Night: The Leader In Me

% of parents who have a greater understanding of the Seven Habits and Leader in Me.

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	50		50	

B. Educator Training - Parent Involvement

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

C. Outreach to Preschool Parent Involvement Programs

% of collaboration between pre- school and kindergarten teachers to promote parent involvement

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75%	100%		100%	

E. Parent Information Resource Center Website

"% of parents using resources available for parenting and learning

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35	50		50	

F. Encourage Rigorous Curriculum: Accelerated Math

% of teachers who exhibit having higher expectations for students' success in math

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

I. Focused Academic Area: Reading Comprehension

The percentage of teachers providing more efficient oversight of student comprehension based on student assessment.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

J2. Instruction by Highly Qualified Paraprofessionals.

% of highly qualified paraprofessionals that are employed at South Newton Elementary School

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

L. Student Transition

% of parents who report informational visit was helpful

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95%	97%		97%	

U. Focused Student Group: Success through Reading Intervention

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

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

W. Timely Additional Assistance: In School Skill Builder

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

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

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.

Educator Training - Parent Involvement

Nov 30, 2011: Collect fall data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:** Sandra Arini

Jun 30, 2012: Collect spring data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:** Sandra Arini

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers who exhibit having higher expectations for students' success in math **Person:**

Aug 17, 2011: Students are placed in the accelerated math group at the beginning of the school year based on previous achievement and assessment data. **Person:** Sandra Arini

Nov 30, 2011: Collect fall data: % of teachers who exhibit having higher expectations for students' success in math **Person:**

Jun 30, 2012: Collect spring data: % of teachers who exhibit having higher expectations for students' success in math **Person:**

Expanding PDSA's : Grade-level Writing Prompts

Aug 15, 2011: Review PDSA. **Person:** Julia Glover

Aug 30, 2011: Preparing PDSA's after writing evals **Person:** Kay Mastarone

Aug 31, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Aug 31, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Sep 7, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Sep 14, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Sep 21, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Sep 28, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Oct 5, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Oct 12, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Oct 19, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Oct 26, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Nov 2, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Nov 9, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Nov 16, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Nov 23, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Nov 30, 2011: Collect fall data: Percent of teachers who present PDSA cycles for classroom instruction. **Person:** Kay Mastarone

Nov 30, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Dec 7, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Dec 14, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Dec 21, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Dec 28, 2011: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Jan 4, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Jan 11, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Jan 18, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Jan 25, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Feb 1, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Feb 8, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Feb 15, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini

Feb 22, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Feb 29, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Mar 7, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Mar 14, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Mar 21, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Mar 28, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Apr 4, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Apr 11, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Apr 18, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Apr 25, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
May 2, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
May 9, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
May 16, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
May 23, 2012: meeting with core teams to continue anti-resistance **Person:** Sandra Arini
Jun 30, 2012: Collect spring data: Percent of teachers who present PDSA cycles for classroom instruction. **Person:** Kay Mastarone

Focused Academic Area

Apr 1, 2011: Collect baseline data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:** Blair DiRuzza
Aug 1, 2011: Create a video of a 3rd grade running record for teachers to review at their convenience. **Person:** Mary Whaley
Aug 1, 2011: Create a video of a 4th grade running record for teachers to review at their convenience. **Person:** Cory Groover
Aug 1, 2011: Create a video of a 5th grade running record for teachers to review at their convenience. **Person:** Beth Turnpaugh
Aug 1, 2011: Meet with teachers who have fears and concerns about the goals and tasks of this strategy as needed throughout the year. **Person:** Blair DiRuzza
Sep 5, 2011: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Sep 20, 2011: Prepare a review of the 7 Keys to Comprehension **Person:** Blair DiRuzza
Sep 30, 2011: Review material from Fountas & Pinnell Comprehension /Fluency training with intermediate teachers. **Person:** Beth Turnpaugh
Sep 30, 2011: Review material from Fountas & Pinnell Comprehension/Fluency training with primary teachers. **Person:** Mary Molter
Oct 3, 2011: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Nov 7, 2011: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Nov 30, 2011: Collect fall data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:** Blair DiRuzza
Dec 5, 2011: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Jan 2, 2012: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Feb 6, 2012: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Mar 5, 2012: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Apr 2, 2012: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
May 7, 2012: During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express questions or concerns. **Person:** Blair DiRuzza
Jun 30, 2012: Collect spring data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:** Blair DiRuzza

Focused Student Group

Aug 16, 2011: Review the expectations at the first staff meeting. **Person:** Angie Schriener
Aug 29, 2011: Teachers will have a review training on administering the benchmark system. **Person:** Angie Schriener
Sep 10, 2011: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Oct 10, 2011: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener

Nov 10, 2011: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Nov 30, 2011: Collect fall data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener
Dec 10, 2011: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Jan 10, 2012: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Feb 10, 2012: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Mar 10, 2012: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Apr 10, 2012: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
May 10, 2012: Review strategy and take questions or concerns at monthly staff meetings. **Person:** Angie Schriener
Jun 30, 2012: Collect spring data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener

Instruction by Highly Qualified Paraprofessionals.

Apr 1, 2011: Collect baseline data: % of highly qualified paraprofessionals that are employed at South Newton Elementary School
Person: Sandra Arini
Aug 13, 2011: Will listed qualifications for highly qualified paraprofessionals on postings for paraprofessionals **Person:** Sandra Arini
Aug 16, 2011: Review all credentials for applicants to ensure that they are highly qualified paraprofessionals **Person:** Sandra Arini
Aug 16, 2011: Review all credentials for applicants to ensure that they are highly qualified paraprofessionals **Person:** Sandra Arini
Nov 30, 2011: Collect fall data: % of highly qualified paraprofessionals that are employed at South Newton Elementary School
Person: Sandra Arini
Jun 30, 2012: Collect spring data: % of highly qualified paraprofessionals that are employed at South Newton Elementary School
Person: Sandra Arini

K-5 Math Assessment

Apr 1, 2011: Collect baseline data: percent of teachers who implement short cycle assesments weekly **Person:** Sandy Dewing
Aug 22, 2011: Core Team meetings **Person:** Sandy Arini
Aug 29, 2011: Core Team meetings **Person:** Sandy Arini
Aug 31, 2011: gather data **Person:** Sandy Dewing
Sep 5, 2011: Core Team meetings **Person:** Sandy Arini
Sep 12, 2011: Core Team meetings **Person:** Sandy Arini
Sep 19, 2011: Core Team meetings **Person:** Sandy Arini
Sep 26, 2011: Core Team meetings **Person:** Sandy Arini
Oct 3, 2011: Core Team meetings **Person:** Sandy Arini
Oct 10, 2011: Core Team meetings **Person:** Sandy Arini
Oct 17, 2011: Core Team meetings **Person:** Sandy Arini
Oct 24, 2011: Core Team meetings **Person:** Sandy Arini
Oct 31, 2011: Core Team meetings **Person:** Sandy Arini
Nov 7, 2011: Core Team meetings **Person:** Sandy Arini
Nov 14, 2011: Core Team meetings **Person:** Sandy Arini
Nov 21, 2011: Core Team meetings **Person:** Sandy Arini
Nov 28, 2011: Core Team meetings **Person:** Sandy Arini
Nov 30, 2011: Collect fall data: percent of teachers who implement short cycle assesments weekly **Person:** Sandy Dewing
Dec 5, 2011: Core Team meetings **Person:** Sandy Arini
Dec 12, 2011: Core Team meetings **Person:** Sandy Arini
Dec 19, 2011: Core Team meetings **Person:** Sandy Arini
Dec 26, 2011: Core Team meetings **Person:** Sandy Arini
Jan 2, 2012: Core Team meetings **Person:** Sandy Arini
Jan 3, 2012: gather follow-up data **Person:** Sandy Dewing
Jan 9, 2012: Core Team meetings **Person:** Sandy Arini
Jan 16, 2012: Core Team meetings **Person:** Sandy Arini
Jan 23, 2012: Core Team meetings **Person:** Sandy Arini
Jan 30, 2012: Core Team meetings **Person:** Sandy Arini
Feb 6, 2012: Core Team meetings **Person:** Sandy Arini
Feb 13, 2012: Core Team meetings **Person:** Sandy Arini
Feb 20, 2012: Core Team meetings **Person:** Sandy Arini
Feb 27, 2012: Core Team meetings **Person:** Sandy Arini
Mar 5, 2012: Core Team meetings **Person:** Sandy Arini
Mar 12, 2012: Core Team meetings **Person:** Sandy Arini

Mar 19, 2012: Core Team meetings **Person:** Sandy Arini
Mar 26, 2012: Core Team meetings **Person:** Sandy Arini
Apr 2, 2012: Core Team meetings **Person:** Sandy Arini
Apr 9, 2012: Core Team meetings **Person:** Sandy Arini
Apr 16, 2012: Core Team meetings **Person:** Sandy Arini
Apr 23, 2012: Core Team meetings **Person:** Sandy Arini
Apr 30, 2012: Core Team meetings **Person:** Sandy Arini
May 7, 2012: Core Team meetings **Person:** Sandy Arini
May 14, 2012: Core Team meetings **Person:** Sandy Arini
May 21, 2012: Core Team meetings **Person:** Sandy Arini
May 28, 2012: Core Team meetings **Person:** Sandy Arini
May 29, 2012: gather end of year data **Person:** Sandy Dewing
Jun 30, 2012: Collect spring data: percent of teachers who implement short cycle assesments weekly **Person:** Sandy Dewing

Outreach to Preschool Parent Involvement Programs

Apr 1, 2011: Collect baseline data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** Pam Terrell-Hartman
Nov 30, 2011: Collect fall data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** :Pam Terrell-Hartman
Jun 30, 2012: Collect spring data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** Pam Terrell-Hartman

Parent Information Resource Center Website

Aug 16, 2011: Check to make sure the Parent Information Resource Center Website is continuing to be listed on our school's website **Person:** Sandra Arini
Oct 15, 2011: Family Literacy Night **Person:** Angie Schriener
Nov 30, 2011: Collect fall data: "% of parents using resources available for parenting and learning **Person:** Sandra Arini
Jun 30, 2012: Collect spring data: "% of parents using resources available for parenting and learning **Person:** Sandra Arini

Parent Involvement

Apr 1, 2011: Collect baseline data: % of parents who have a greater understanding of the Seven Habits and Leader in Me. **Person:** Lou Ann Morton
Oct 12, 2011: Develop exit poll for parents to complete at end of parent night **Person:** Lou Ann Morton
Oct 12, 2011: Develop parent handout for the 7 habits **Person:** Donna Garing
Oct 12, 2011: Provide childcare during the Parent Meeting. **Person:** Donna Garing
Oct 26, 2011: Advertise parent meeting in the school newsletter **Person:** Penny Whaley
Nov 1, 2011: Coordinate with Kathi Wilson on Leadership Team responsibilities **Person:** Stacy Reynolds
Nov 2, 2011: Advertise parent meeting in the school newsletter **Person:** Penny Whaley
Nov 2, 2011: Talk to, talk to again....post information on website and newsletter for several weeks. **Person:** Penny Whaley
Nov 9, 2011: Advertise parent meeting in the school newsletter **Person:** Penny Whaley
Nov 16, 2011: Advertise parent meeting in the school newsletter **Person:** Penny Whaley
Nov 23, 2011: Advertise parent meeting in the school newsletter **Person:** Penny Whaley
Nov 30, 2011: Collect fall data: % of parents who have a greater understanding of the Seven Habits and Leader in Me. **Person:** Lou Ann Morton
Jun 30, 2012: Collect spring data: % of parents who have a greater understanding of the Seven Habits and Leader in Me. **Person:** Lou Ann Morton

Reading Assessment

Apr 1, 2011: Collect baseline data: % of classroom teachers who assess each quarter **Person:** Sandra Arini
Aug 16, 2011: At team meetings we will discuss any needs teachers might have before assessing their students. **Person:** Sandra Arini
Aug 18, 2011: Schedule time for teachers to be able to assess their students **Person:** Sandra Arini
Oct 18, 2011: At team meetings we will discuss any needs teachers might have before assessing their students. **Person:** Sandra Arini

Oct 20, 2011: Schedule time for teachers to be able to assess their students **Person:** Sandra Arini
Nov 30, 2011: Collect fall data: % of classroom teachers who assess each quarter **Person:** Sandra Arini
Dec 20, 2011: At team meetings we will discuss any needs teachers might have before assessing their students. **Person:** Sandra Arini
Dec 21, 2011: Schedule time for teachers to be able to assess their students **Person:** Sandra Arini
Feb 21, 2012: At team meetings we will discuss any needs teachers might have before assessing their students. **Person:** Sandra Arini
Feb 23, 2012: Schedule time for teachers to be able to assess their students **Person:** Sandra Arini
Apr 24, 2012: At team meetings we will discuss any needs teachers might have before assessing their students. **Person:** Sandra Arini
Apr 26, 2012: Schedule time for teachers to be able to assess their students **Person:** Sandra Arini
Jun 30, 2012: Collect spring data: % of classroom teachers who assess each quarter **Person:** Sandra Arini

Reading Communication to Parents

Apr 1, 2011: Collect baseline data: % of teachers sending home the quarterly reading benchmark information **Person:** Sandra Arini
Jul 30, 2011: Place on report card when the quarterly benchmark assessment report will be placed **Person:** Sandra Arini
Aug 16, 2011: Will discuss at team meetings how the benchmarks will be reported. **Person:** Sandra Arini
Oct 15, 2011: Teachers will enter the information quarterly from their reading benchmark assessments. **Person:** Classroom teachers
Nov 30, 2011: Collect fall data: % of teachers sending home the quarterly reading benchmark information **Person:** Sandra Arini
Dec 17, 2011: Teachers will enter the information quarterly from their reading benchmark assessments. **Person:** Classroom teachers
Feb 18, 2012: Teachers will enter the information quarterly from their reading benchmark assessments. **Person:** Classroom teachers
Apr 21, 2012: Teachers will enter the information quarterly from their reading benchmark assessments. **Person:** Classroom teachers
Jun 30, 2012: Collect spring data: % of teachers sending home the quarterly reading benchmark information **Person:** Sandra Arini

Student Transition

Sep 5, 2011: Will share at faculty meetings with staff **Person:** Pam Terrell-Hartman
Nov 30, 2011: Collect fall data: % of parents who report informational visit was helpful **Person:** Pam Terrell-Hartman
Apr 29, 2012: spring parent meeting **Person:** Pam Terrell-Hartman
Jun 30, 2012: Collect spring data: % of parents who report informational visit was helpful **Person:** Pam Terrell-Hartman

The Leader In Me

Mar 31, 2011: Order additional materials for implementation of program **Person:** Sandra Arini
Aug 16, 2011: Continue presentation of Leader In Me to students **Person:** All Staff
Aug 16, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee
Aug 16, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee
Sep 20, 2011: Continue presentation of Leader In Me to students **Person:** All Staff
Sep 20, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee
Sep 20, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee
Oct 18, 2011: Continue presentation of Leader In Me to students **Person:** All Staff
Oct 18, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee
Oct 18, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee
Nov 15, 2011: Continue presentation of Leader In Me to students **Person:** All Staff
Nov 15, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee
Nov 15, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

Nov 30, 2011: Collect fall data **Person:** Leader In Me Committee

Dec 1, 2011: Site visit by Stephen Covey facilitators **Person:** Sandra Arini

Dec 20, 2011: Continue presentation of Leader In Me to students **Person:** All Staff

Dec 20, 2011: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

Dec 20, 2011: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

Jan 17, 2012: Continue presentation of Leader In Me to students **Person:** All Staff

Jan 17, 2012: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

Jan 17, 2012: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

Feb 21, 2012: Continue presentation of Leader In Me to students **Person:** All Staff

Feb 21, 2012: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

Feb 21, 2012: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

Mar 12, 2012: Leader In Me school visit **Person:** Kathi Wilson

Mar 20, 2012: Continue presentation of Leader In Me to students **Person:** All Staff

Mar 20, 2012: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

Mar 20, 2012: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

Apr 17, 2012: Continue presentation of Leader In Me to students **Person:** All Staff

Apr 17, 2012: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

Apr 17, 2012: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

May 15, 2012: Continue presentation of Leader In Me to students **Person:** All Staff

May 15, 2012: During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy **Person:** Leader In Me Committee

May 15, 2012: Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy **Person:** Leader In Me Committee

May 31, 2012: Collect spring data **Person:** Leader In Me Committee

Tier 1 Core Reading

Apr 1, 2011: Collect baseline data: Classroom observations **Person:** Sandra Arini

Aug 16, 2011: Review scope and sequence of core reading program **Person:** Sandra Arini

Aug 16, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Aug 16, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Oct 18, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Oct 18, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Dec 20, 2011: Collect fall data: Classroom observations **Person:** Sandra Arini

Dec 20, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Dec 20, 2011: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Feb 21, 2012: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Feb 21, 2012: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Apr 24, 2012: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Apr 24, 2012: Review the expectations and discuss questions or concerns about core reading program. **Person:** Sandra Arini

Jun 30, 2012: Collect spring data: Classroom observations **Person:** Sandra Arini

Tier 2 Reading

Apr 1, 2011: Collect baseline data: % of teachers using benchmark data to drive their reading instruction **Person:** Angie Schriener

Aug 16, 2011: Collaboration schedule given to teachers **Person:** Sandra Arini

Aug 16, 2011: Schedule passed out on benchmark dates **Person:** Sandra Arini

Aug 30, 2011: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini

Aug 30, 2011: Inservice for reviewing the benchmarking process and flexible literacy group procedures. **Person:** Angie Schriener

Sep 30, 2011: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Oct 30, 2011: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Nov 30, 2011: Collect fall data: % of teachers using benchmark data to drive their reading instruction **Person:** Angie Schriener
Nov 30, 2011: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Dec 30, 2011: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Jan 30, 2012: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Mar 1, 2012: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Apr 1, 2012: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
May 1, 2012: Discuss at grade level meetings any questions or concerns with flexible literacy groups. **Person:** Sandra Arini
Jun 30, 2012: Collect spring data: % of teachers using benchmark data to drive their reading instruction **Person:** Angie Schriener

Tier 3 Reading

Apr 1, 2011: Collect baseline data: % of teachers using reading data to drive instruction in needed areas **Person:** Angie Schriener
Aug 28, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Aug 28, 2011: Share in team meetings **Person:** Sandra Arini
Sep 4, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Sep 11, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Sep 18, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Sep 25, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Sep 25, 2011: Share in team meetings **Person:** Sandra Arini
Oct 2, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Oct 9, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Oct 16, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Oct 23, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Oct 23, 2011: Share in team meetings **Person:** Sandra Arini
Oct 30, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Nov 6, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Nov 13, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Nov 20, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Nov 27, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Nov 27, 2011: Share in team meetings **Person:** Sandra Arini
Nov 30, 2011: Collect fall data: % of teachers using reading data to drive instruction in needed areas **Person:** Angie Schriener
Dec 4, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Dec 11, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Dec 18, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Dec 25, 2011: analyze running records and observation data **Person:** Tier 3 teachers
Dec 25, 2011: Share in team meetings **Person:** Sandra Arini
Jan 1, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Jan 8, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Jan 15, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Jan 22, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Jan 22, 2012: Share in team meetings **Person:** Sandra Arini
Jan 29, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Feb 5, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Feb 12, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Feb 19, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Feb 26, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Feb 26, 2012: Share in team meetings **Person:** Sandra Arini
Mar 4, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Mar 11, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Mar 18, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Mar 25, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Mar 25, 2012: Share in team meetings **Person:** Sandra Arini
Apr 1, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Apr 8, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Apr 15, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Apr 22, 2012: analyze running records and observation data **Person:** Tier 3 teachers
Apr 22, 2012: Share in team meetings **Person:** Sandra Arini
Apr 29, 2012: analyze running records and observation data **Person:** Tier 3 teachers

May 6, 2012: analyze running records and observation data **Person:** Tier 3 teachers
May 13, 2012: analyze running records and observation data **Person:** Tier 3 teachers
May 20, 2012: analyze running records and observation data **Person:** Tier 3 teachers
May 27, 2012: Share in team meetings **Person:** Sandra Arini
Jun 30, 2012: Collect spring data: % of teachers using reading data to drive instruction in needed areas **Person:** Angie Schriener

Timely Additional Assistance

Aug 15, 2011: During our monthly staff meetings give teachers updates, reminders, and a chance to express their questions and concerns about strategy. **Person:** ISSB committee
Aug 23, 2011: Develop skill focus assessments and activity/lessons **Person:** ISSB Committee
Aug 30, 2011: ISSB round one **Person:** ISSB committee
Oct 17, 2011: ISSB round two **Person:** ISSB committee
Oct 25, 2011: Develop skill focus assessments and activity/lessons **Person:** ISSB teachers
Nov 28, 2011: Collect pre/post test scores for fall data **Person:** Joan Hays
Nov 30, 2011: Collect fall data: Percent of teachers using quartely pre/post skill assessments for in school skill building groups.
Person: Joan Hays
Dec 27, 2011: Develop skill focus assessments and activity/lessons **Person:** ISSB
Jan 10, 2012: ISSB round three **Person:** ISSB committee
Feb 28, 2012: Develop skill focus assessments and activity/lessons **Person:** ISSB teachers
Mar 6, 2012: ISSB round four **Person:** ISSB committee
Apr 23, 2012: Collect pre/post test scores for spring data **Person:** Joan Hays
May 1, 2012: Develop skill focus assessments and activity/lessons **Person:** ISSB teachers
Jun 30, 2012: Collect spring data: Percent of teachers using quartely pre/post skill assessments for in school skill building groups.
Person: Joan Hays

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.

Expanding PDSA's : Grade-level Writing Prompts

Review PDSA.

Brief Description: The committee will review the PDSA process with the staff.

Intended Participants: Teachers

Date: Aug 15, 2011

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? Yes

K-5 Math Assessment

No professional development is needed for this strategy.

Reading Assessment

No professional development is needed for this strategy.

Reading Communication to Parents

No professional development is needed for this strategy.

The Leader In Me

Leader In Me school visit

Brief Description: The Leader In Me Strategy Committte made this visit in the Spring of 2011. Another site visit would be made by additional teachers.

Intended Participants: Teachers

Date: Mar 12, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Site Visit

Funding: South Newton 21st Century Education Fund

Does this activity occur during the school day? Yes

Site visit by Stephen Covey facilitators

Brief Description: To collaborate and encourage teachers on use of The 7 Habits/Leader In Me.

Intended Participants: Teachers, Counselors, Administrators

Date: Dec 1, 2011

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

Activity Format: Talk to, Collaborative Problem Solving

Funding: South Newton 21st Century Education Fund

Does this activity occur during the school day? Yes

Tier 1 Core Reading

No professional development is needed for this strategy.

Tier 2 Reading

Inservice for reviewing the benchmarking process and flexible literacy group procedures.

Brief Description: Inservice during the first weeks back to school for all reading teachers about the benchmark and flexible literacy group procedures.

Intended Participants: Teachers

Date: Aug 30, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding: Title II - already paid

Does this activity occur during the school day? Yes

Tier 3 Reading

No professional development is needed for this strategy.

A. Parent Involvement: Parent Night: The Leader In Me

No professional development is needed for this strategy.

B. Educator Training - 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 material from Fountas & Pinnell Comprehension /Fluency training with intermediate teacher

Brief Description: Prepare a presentation to review information from the class we took in 2008. Specific focus on questioning and connections.

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding: No funding needed.

Does this activity occur during the school day? No

Review material from Fountas & Pinnell Comprehension/Fluency training with primary teachers.

Brief Description: Prepare a presentation to review information from the class we took in 2008. Specific focus on questioning and connections.

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding: No funding needed.

Does this activity occur during the school day? Yes

J2. Instruction by Highly Qualified Paraprofessionals.

No professional development is needed for this strategy.

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Success through Reading Intervention

Teachers will have a review training on administering the benchmark system.

Brief Description: Teachers will have a review training on administering the benchmark system.

Intended Participants: Teachers

Date: Aug 29, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: In School Skill Builder

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Tier 1 Core Reading

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- All students -- Spring Passing ISTEP+ Language Arts (AYP)
- K-2 Students -- % Meeting reading benchmark
- Special Education -- Spring Passing ISTEP+ LanguageArts

Strategies to Impact This Concern:

- Tier 1 Core Reading

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Tier 2 Reading

We are concerned that... Tier 3 Reading

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Tier 3 Reading

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Reading Assessment
- I. Focused Academic Area: Reading Comprehension

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Reading Communication to Parents

We are concerned that... Student Ownership of Learning

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance
- Expanding PDSA's : Grade-level Writing Prompts
- K-5 Math Assessment
- The Leader In Me

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Night: The Leader In Me

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- K-2 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 (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Accelerated Math

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- All students -- Spring Passing ISTEP+ Language Arts (AYP)
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- K-5 Math Assessment
- Tier 1 Core Reading
- I. Focused Academic Area: Reading Comprehension

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- L. Student Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

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:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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 Passing ISTEP+ Language Arts (AYP)
- All students -- Spring Passing ISTEP+ Math
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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?	school corporation office
B. What rules or statutes would you like to waive in order to promote student learning? <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, 97+%
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	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 elast 3 times a year Indiana Reading Diagnostic Assessment - grades K-2 Terra Nova Achievment and Aptitude test- grade 2 given in March
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	-survey of staff, students, and parents -principal walk through checklist
F. 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 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