

## **School Improvement Plan - 2012-2013**

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### **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
- Indiana Rules and Regulations
- Title I - Schoolwide

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Sandra Arini - Administrator
- Judy Berenda - Community
- Sandy Dewing - TeacherTeacher
- Angie Schrinier - Teacher
- Janice Skinner - Teacher
- Loretta Wernert - 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

- 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
- 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	55	80	82	85		87		89		91		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	na	85		87		89		91		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	89.7	90	88	90		92		94		95		100

**All students - Spring Passing ISTEP+ Math**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	90.2	92	93	94		96		97		98		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	88.8	90	85.9	88		90		92		93		100

**K-2 Students - % Meeting reading benchmark**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	80	85	78	81		83		85		87		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	NA	55	43	49		55		60		64		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	NA	55	57	61		65		70		73		100

**Special Education students - % Meeting reading benchmark**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						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... Leader In Me - students are unsure of where they are and where they are going.**

We are concerned that 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.

### **We are concerned that... K- 5 Math Assessment - students do not practice and become proficient with basic computation skills.**

We are concerned that students do not practice and become proficient with basic computation skills.

### **We are concerned that... Student Ownership of Learning - students are unsure of where they are and where they are going.**

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**

**G. Attendance**

**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

### K-5 Math Assessment

Using Common Core State Standards, K-5 classroom teachers will assess students' knowledge of basic math facts weekly and provide instruction for basic facts fluency daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Student-led conferences

At the fall parent/teacher conference day, teachers will provide conferences that are student-led and showcase student work contained in student data notebooks.

**Impact Level:** High Impact - Inside

**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 2012-2013 school year. The Leader in Me is based on The 7 Habits of Highly Effective People. The Leader in Me is a school wide program that equips students with the self-confidence and skills they need to thrive in the 21st century.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### A. Parent Involvement: Parent Nights: Benchmarks and Comprehension

The Reading Team will invite all parents to attend 2 educational meetings during the school year. In the fall, the team will hold an evening parent meeting to discuss the Benchmark Assessment System. The Benchmark meeting will give an overview of the tool, how students are assessed, and expectations at each grade level. All parents will be invited. In the Spring, the team will hold an evening parent meeting to discuss reading comprehension. The Reading is Comprehension meeting will define comprehension, explain the importance of comprehension, and give ideas for things parents can do at home to foster comprehension. Again, all parents will be invited. Both meetings will have question and answer time for open dialogue.

**Impact Level:** High Impact - Outside

**Focus:** General

### 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 and spring we will host area preschool, Headstart, and kindergarten collaboration meetings. 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:** General

### **E. Parent Information Resource Center Website**

The reading team will provide three parent trainings during the school year to help parents understand the Common Core 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 Class**

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. For our school purposes, students who have mastered the grade level standards for math in our current math series will be accelerated by working in the next grade higher math program. If a student is two grades above, they will attend math class in the next grade level. 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

### **G. Attendance**

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

**Impact Level:** Low Impact

**Focus:** General

### **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. Based on the results of these assessments, teachers will use their Fountas & Pinnell Continuum to ask appropriate beyond, within, and about comprehension questions of their students. Teachers will address comprehension not only in their 90 min. reading block, but also wherever applicable throughout the day. 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. Our school follows that policy. In the central office and elementary office, there is a list of all teachers, a copy of 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.

**Impact Level:** High Impact - Inside

**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 that reflects how they are highly qualified.

**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. South Newton School Corporation attracts teachers by having small class sizes(16-24) students, having a good benefit package, and offering opportunities for professional development.

**Impact Level:** Low Impact

**Focus:** General

## **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 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:** General

## **M. Parent Notice - Assessment Results**

All ISTEP+ assessment results upon availability are reviewed with individual students by the principal and then sent to the parents. Each quarter teachers in grade 1-2 report reading benchmarks to the parents. Teachers in 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**

The School Parent Involvement policy 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. The policy is written in the school corporation adopted policies and included in our student handbook. At registration each family receives a copy of the handbook. The policy is provided in a language the parents can understand.

**Impact Level:** High Impact - Outside

**Focus:** General

## **R1. Parent Right-to-Know Letter - Qualifications**

The school will send a letter to all parents at the beginning of the school year 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. The letter will include 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 in a timely manner stating that their child has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified. 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:** High Impact - Inside

**Focus:** General

## **T. Annual Parent Meeting**

We will have our Title I Annual Parent Meeting in September at 7:00 P.M. Alternative dates and times will be offered for parents not able to attend. This scheduled meeting appears on the school calendar that all parents receive. The event is advertised in the school newsletter and through a reminder letter sent out to all parents. During the meeting parents will be informed of their school's participation in Title I, Part A programs, and the Title I requirements and the right of parents to be involved in those programs will be explained. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

**Impact Level:** High Impact - Outside

**Focus:** General

## **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. Special education students will be the focused student group in the area of reading/language arts. We will use Fountas and Pinnell Leveled Literacy Intervention (LLI) Systems as our intervention. Students will be assessed using the Fountas & Pinnell Benchmark Assessment System in the first 2 weeks of school. Using the assessment results, the lowest achieving readers will be chosen to participate in the LLI program. Once student participation is determined teachers will meet with small groups for LLI interventions 4 days a week, 30-45 minutes each day. Weekly progress monitoring will take place through the use of running records. At week 18, an assessment will be given to determine progress made. At week 24, students will be assessed again, and completion of program, or next steps for intervention will be decided on. 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 and 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

### K-5 Math Assessment

percent of teachers who implement short cycle assessments weekly

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
94%	100%		100%	

% of teachers who assess basic math facts and provide daily instruction driven by these assessments

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
20%	100%		100%	

### Student-led conferences

% of teachers who have students with current data notebooks

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40%	100%		100%	

## Required Strategies

### C. Outreach to Preschool Parent Involvement Programs

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



Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75%	100%		100%	

**F. Encourage Rigorous Curriculum: Accelerated Math Class**

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75				

**L. Student Transition**

% of parents who report informational visit was helpful

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	100%'		q00%	

**U. Focused Student Group: Success through Reading Intervention**

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25%	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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
96	100		100	

## To-Do List

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

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

## Attendance

**Apr 1, 2012:** Collect baseline data: **Person:**

**Nov 30, 2012:** Collect fall data: **Person:**

**Jun 30, 2013:** Collect spring data: **Person:**

## Educator Training - Parent Involvement

**Aug 13, 2012:** At our initial faculty meeting, we will discuss the purpose of this strategy for parent involvement. **Person:** Sandra Arini

**Aug 16, 2012:** At the first team meeting each quarter, teams will discuss parent contributions, improved communications, and continued efforts to make parent involvement more meaningful. **Person:** Sandra Arini

**Oct 18, 2012:** At the first team meeting each quarter, teams will discuss parent contributions, improved communications, and continued efforts to make parent involvement more meaningful. **Person:** Sandra Arini

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

**Dec 20, 2012:** At the first team meeting each quarter, teams will discuss parent contributions, improved communications, and continued efforts to make parent involvement more meaningful. **Person:** Sandra Arini

**Feb 21, 2013:** At the first team meeting each quarter, teams will discuss parent contributions, improved communications, and continued efforts to make parent involvement more meaningful. **Person:** Sandra Arini

**Apr 25, 2013:** At the first team meeting each quarter, teams will discuss parent contributions, improved communications, and continued efforts to make parent involvement more meaningful. **Person:** Sandra Arini

**Jun 30, 2013:** Collect spring data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:** Sandra Arini

## Encourage Rigorous Curriculum

**Aug 14, 2012:** Students are placed in accelerated math classes based on math assessments **Person:** Sandra Arini

**Aug 16, 2012:** First team meeting of the school year, grade level team will collaborate about math groupings. **Person:** Sandra Arini

**Nov 30, 2012:** Collect fall data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Kim Cripe

**Jun 30, 2013:** Collect spring data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Kim Cripe

## Focused Academic Area

**Aug 1, 2012:** Order Books **Person:** Blair DiRuzza

**Aug 1, 2012:** Plan book study **Person:** Blair DiRuzza

**Aug 13, 2012:** During our monthly staff meetings, remind teachers of the goal of this strategy and provide a chance for them to express concerns and ask questions. **Person:** Blair DiRuzza

**Aug 13, 2012:** Meet with teachers who have fears and concerns about the goals and tasks of this strategy as needed throughout the year. **Person:** Blair DiRuzza

**Aug 30, 2012:** Professional Library **Person:** Blair DiRuzza

**Nov 30, 2012:** Collect fall data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:**

**Jun 30, 2013:** Collect spring data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:**

## Focused Student Group

**Apr 1, 2012:** Collect baseline data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:** Angie Schriener  
**Aug 17, 2012:** Review Benchmark Assessment System with Staff **Person:** Angie Schriener/Donna Garing/Blair DiRuzza  
**Aug 17, 2012:** Review Benchmark Assessment System **Person:** Angie Schriener  
**Aug 31, 2012:** Benchmark Students **Person:** Teachers  
**Sep 4, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Sep 11, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Sep 18, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Sep 25, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Oct 2, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Oct 3, 2012:** Attend Fountas and Pinnell Leveled Literacy Intervention Training "Red" **Person:** Angie Schriener  
**Oct 9, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Oct 16, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Oct 23, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Oct 30, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Nov 2, 2012:** Benchmark Students **Person:** Teachers  
**Nov 6, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Nov 13, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Nov 20, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Nov 27, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Nov 30, 2012:** Collect fall data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:** Angie Schriener  
**Nov 30, 2012:** Collect fall data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener  
**Dec 4, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Dec 11, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Dec 18, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Dec 25, 2012:** Weekly Progress Monitoring **Person:** Teacher  
**Jan 1, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Jan 4, 2013:** Benchmark Students **Person:** Teachers  
**Jan 8, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Jan 15, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Jan 22, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Jan 29, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Feb 5, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Feb 12, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Feb 19, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Feb 26, 2013:** Weekly Progress Monitoring **Person:** Teacher  
**Mar 8, 2013:** Benchmark Students **Person:** Teachers  
**May 10, 2013:** Benchmark Students **Person:** Teachers  
**Jun 30, 2013:** Collect spring data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:** Angie Schriener  
**Jun 30, 2013:** Collect spring data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener

## K-5 Math Assessment

**Apr 1, 2012:** Collect baseline data: % of teachers who assess basic math facts and provide daily instruction driven by these assessments **Person:** Sandy Dewing  
**Aug 15, 2012:** At the beginning of the year at the faculty meeting, we will go over the Common Core standards and the basic math fact assessments we will give this year. **Person:** Sandy Dewing  
**Aug 15, 2012:** At the first faculty meeting, we will go over terms such as fluency that go with the basic math assessments. **Person:** Sandy Dewing  
**Aug 16, 2012:** At team meeting teachers will collaborate about the math fact instruction and assessments. **Person:** Sandra Arini  
**Nov 30, 2012:** Collect fall data: % of teachers who assess basic math facts and provide daily instruction driven by these assessments **Person:** Sandy Dewing

**Nov 30, 2012:** Collect fall data: percent of teachers who implement short cycle assessments weekly **Person:** Sandy Dewing

**Jun 30, 2013:** Collect spring data: % of teachers who assess basic math facts and provide daily instruction driven by these assessments **Person:** Sandy Dewing

**Jun 30, 2013:** Collect spring data: percent of teachers who implement short cycle assessments weekly **Person:** Sandy Dewing

## Outreach to Preschool Parent Involvement Programs

**Sep 1, 2012:** At the kindergarten team meeting at the beginning of Sept., we will discuss our meeting and our expectations. **Person:** Pam Terrell-Hartman

**Sep 5, 2012:** In the fall we will host area preschool, Headstart, and kindergarten collaboration meeting. **Person:** Pam Terrell-Hartman

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

**May 1, 2013:** At the kindergarten team meeting at the beginning of May, we will discuss our meeting and our expectations. **Person:** Pam Terrell-Hartman

**May 5, 2013:** In the spring we will host area preschool, Headstart, and kindergarten collaboration meeting. **Person:** Pam Terrell-Hartman

**Jun 30, 2013:** 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 13, 2012:** At first faculty meeting, information about parent information resource and training will be communicated. **Person:** Angie Schriener

**Aug 13, 2012:** At first faculty meeting, information about parent information resource and training will be communicated. **Person:** Angie Schriener

**Aug 13, 2012:** Reading team will give semester schedule of trainings and web information to the secretary for the newsletters. **Person:** Angie Schriener

**May 13, 2013:** Reading team will go over parent evaluations of trainings and resources. **Person:** Blair DiRuzza

## Parent Involvement

**Aug 15, 2012:** Overview **Person:** Lou Ann Morton

**Sep 3, 2012:** Meeting With Reading Team **Person:** Donna Garing

**Oct 1, 2012:** Create Benchmark Flyer **Person:** Donna Garing

**Oct 10, 2012:** Mass E-mail to Parents **Person:** Stacy Reynolds

**Jan 7, 2013:** Meeting With Reading Team **Person:** Donna Garing

**Jan 23, 2013:** Create Flyer for Comprehension Night **Person:** Donna Garing

**Feb 6, 2013:** Mass Email to Parents **Person:** Stacy Reynolds

## Student Transition

**Nov 30, 2012:** Collect fall data: % of parents who report informational visit was helpful **Person:** Pam Terrell-Hartman

**Mar 18, 2013:** Meet with staff that will be hosting students and parents for the transition visit. **Person:** Preschool Transition team

**Apr 5, 2013:** In the spring, we will host a day where preschools, Headstart, and students registered for kindergarten can visit for a morning. **Person:** Preschool Transition team

**Jun 30, 2013:** Collect spring data: % of parents who report informational visit was helpful **Person:** Pam Terrell Hartman

## Student-led conferences

**Apr 1, 2012:** Collect baseline data: % of teachers who have students with current data notebooks **Person:** Sandra Arini

**Aug 15, 2012:** At the beginning of the year at the faculty meeting, present the student led conferences and expectations for data notebooks. **Person:** Kay Mastarone

**Aug 15, 2012:** Overview of data notebooks **Person:** Kay Mastarone

**Aug 17, 2012:** At team meeting teachers will have time to question and refine the data notebooks. **Person:** Sandra Arini

**Aug 24, 2012:** At the second team meeting, each team will determine with the principal what will be included in their data notebooks. **Person:** Sandra Arini

**Sep 15, 2012:** Expectations and overview of student led conferences **Person:** Kay Mastarone

**Sep 26, 2012:** A month before the student led parent teacher conference, we will use our professional development hour to discuss and refine how we will hold these conferences. **Person:** Quality Team

**Nov 30, 2012:** Collect fall data: % of teachers who have students with current data notebooks **Person:** Sandra Arini

**Jun 30, 2013:** Collect spring data: % of teachers who have students with current data notebooks **Person:** Sandra Arini

## The Leader In Me

**Jul 29, 2012:** Each habit will be featured in art work throughout the school. **Person:** Kathi Wilson

**Aug 15, 2012:** At our first faculty meeting Leader in Me team will share their goals for the year with the rest of the staff. **Person:** Leader in Me team

**Aug 15, 2012:** Classroom lessons on the 7 Habits will be ongoing. **Person:** Classroom teachers

**Aug 22, 2012:** Review of the Leader in Me program and the Seven Habits of Highly Effective people from which it was developed. **Person:** Leader in Me team

**Sep 5, 2012:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Sep 12, 2012:** New faculty will be trained in the Leader in Me. **Person:** trainers for Leader in Me

**Oct 5, 2012:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Nov 5, 2012:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Dec 5, 2012:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Jan 5, 2013:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Jan 5, 2013:** Leader in Me team will meet with grade level teams to evaluate program for that particular grade level. **Person:** Kathi Wilson

**Feb 5, 2013:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Mar 5, 2013:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**Apr 5, 2013:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

**May 5, 2013:** Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

## Timely Additional Assistance

**Aug 13, 2012:** During our monthly staff meetings give teachers updates, reminders and a chance to express their questions and concerns about the strategy **Person:** ISSB committee

**Aug 16, 2012:** Develop skill focus assessments and activity/lessons **Person:** ISSB committee

**Aug 28, 2012:** ISSB round one **Person:** ISSB committee

**Oct 23, 2012:** ISSB round two **Person:** ISSB committee

**Nov 30, 2012:** Collect fall data: Percent of teachers using quarterly pre/post skill assessments for in school skill building groups. **Person:** Joan Hays

**Jan 8, 2013:** ISSB round 3 **Person:** ISSB committee

**Mar 12, 2013:** ISSB round 4 **Person:** ISSB committee

**Jun 30, 2013:** Collect spring data: Percent of teachers using quarterly 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.

## K-5 Math Assessment

No professional development is needed for this strategy.

## Student-led conferences

### Expectations and overview of student led conferences

**Brief Description:** At a professional development time, we will view videos of a couple of our students explaining their data notebooks. We will see a video of student led conferences.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 15, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** none needed

**Does this activity occur during the school day?** No

### Overview of data notebooks

**Brief Description:** Data notebooks will be addressed. There will be an overview and then options for data notebooks.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 15, 2012

**Activity Purpose:** Information, Refinement

**Activity Format:** Presentation

**Funding:** none

**Does this activity occur during the school day?** Yes

## **The Leader In Me**

**New faculty will be trained in the Leader in Me.**

**Brief Description:** A team was trained to be trainers. They will teach the program to new staff.

**Intended Participants:** Teachers

**Date:** Sep 12, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** none needed

**Does this activity occur during the school day?** Yes

**Review of the Leader in Me program and the Seven Habits of Highly Effective people from which it was**

**Brief Description:** For new faculty this will be an overview training. For returning faculty, this will be a review of the Leader in Me.

**Intended Participants:** Teachers

**Date:** Aug 22, 2012

**Activity Purpose:** Information, Refinement

**Activity Format:** Presentation

**Funding:** none needed

**Does this activity occur during the school day?** No

## **A. Parent Involvement: Parent Nights: Benchmarks and Comprehension**

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 Class**

No professional development is needed for this strategy.



## I. Focused Academic Area: Reading Comprehension

### Order Books

**Brief Description:** Order Talk About Understanding by Ellin Oliver Keene for those teachers interested in the book study

**Intended Participants:** Teachers

**Date:** Aug 1, 2012

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Presentation, Study Group, Professional Reading

**Funding:**

**Does this activity occur during the school day?** No

### Plan book study

**Brief Description:** Set the schedule for readings, meetings, and expectations of participants

**Intended Participants:** Teachers

**Date:** Aug 1, 2012

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

**Does this activity occur during the school day?** No

### Professional Library

**Brief Description:** Inform teachers of comprehension resources available for check-out, including Solutions for Reading Comprehension that has a very specific section on Informational Nonfiction

**Intended Participants:** Teachers

**Date:** Aug 30, 2012

**Activity Purpose:** Information, Refinement

**Activity Format:** Professional Reading

**Funding:**

**Does this activity occur during the school day?** Yes

## L. Student Transition

No professional development is needed for this strategy.

## U. Focused Student Group: Success through Reading Intervention

### Attend Fountas and Pinnell Leveled Literacy Intervention Training "Red"

**Brief Description:** The LLI Red System is designed for Grade 3 students who are reading below grade level. The Red System may also be used to help children at higher grade levels who are reading below level Q. This system can also be used effectively with special education children for whom the activities meet the educational program specifications. Designed to bring children up to

grade-level performance in as little as 18-24 weeks, LLI is a powerful, research-based early intervention program that can prevent literacy difficulties before they turn into long-term challenges.

**Intended Participants:** Teachers

**Date:** Oct 3, 2012

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Four Star Initiative Grant

**Does this activity occur during the school day?** Yes

#### **Review Benchmark Assessment System with Staff**

**Brief Description:** Reading Team teachers will present a question/answers informative review session covering expectations and procedures for administering the Fountas Pinnell Benchmark Assessment System.

**Intended Participants:** Teachers

**Date:** Aug 17, 2012

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving

**Funding:**

**Does this activity occur during the school day?** No

## **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... Leader In Me - students are unsure of where they are and where they are going.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

**We are concerned that... K- 5 Math Assessment - students do not practice and become proficient with basic computation skills.**

**Data Targets Influenced by This Concern:**

- All students -- Spring Passing ISTEP+ Math
- Special Education -- Spring Passing ISTEP+ Math

**Strategies to Impact This Concern:**

- K-5 Math Assessment

**We are concerned that... Student Ownership of Learning - students are unsure of where they are and where they are going.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- K-5 Math Assessment
- Student-led conferences
- 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 Nights: Benchmarks and Comprehension

## **B. Educator Training - Parent Involvement (SW)**

### **Data Targets Influenced by This Concern:**

- All students -- Spring Passing ISTEP+ Math

### **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:**

- K-2 Students -- % Meeting reading benchmark

### **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
- Special Education -- Spring Passing ISTEP+ Math

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Accelerated Math Class

## **G. Attendance (IN Rules)**

### **Data Targets Influenced by This Concern:**

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

### **Strategies to Impact This Concern:**

- G. Attendance

## **I. Focused Academic Area (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- All Students -- All students will score S or E comprehension on their benchmark reading assessment.
- All students -- Spring Passing ISTEP+ Language Arts (AYP)
- Special Education -- Spring Passing ISTEP+ LanguageArts

**Strategies to Impact This Concern:**

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

**J. Instruction by Highly Qualified Teachers (SW)****Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

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

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

**Strategies to Impact This Concern:**

- J2. Instruction by Highly Qualified Paraprofessionals.

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

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

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

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

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

**Strategies to Impact This Concern:**

- L. Student Transition

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

- 3rd-5th Students -- % Meeting reading benchmark
- All Students -- All students will score S or E comprehension on their benchmark reading assessment.
- All students -- Spring Passing ISTEP+ Language Arts (AYP)
- All students -- Spring Passing ISTEP+ Math
- K-2 Students -- % Meeting reading benchmark
- 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:**

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

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

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

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

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

### **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
- 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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?	97+%
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Fountas and Pinnell Reading Benchmark Assessment - all students are leveled for reading at elast 3 times a year          IREAD K, 1, 2, and 3          Terra Nova Achievment and Aptitude test- grade 2 given in March          STAR Reading and Math for progress monitoring          Weekly running records for K,1, and 2</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>-survey of staff, students, and parents          -principal walk through checklist</p>
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 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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