

School Improvement Plan - 2013-2014

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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:



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

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School Improvement Plan Introduction

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
- Focus - Targeted

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Sandra Arini - Administrator
- Judy Berenda - Community
- Sandy Dewing - Teacher
- Angie Schrinier - Teacher
- Janice Skinner - Teacher
- Loretta Wernert - Parent/Guardian
- Kathi Wilson - School Counselor

Strategy Chairs

- Sandra Arini
- Caitlin Beasley
- Kim Cripe
- Sandy Dewing
- Blair DiRuzza
- Donna Garing
- Jessica Lackner
- Angie Schrinier
- Narron Sloan
- Sue Stenz
- Pam Terrell

Community Council

- Tricia Battering - Parent
- Amanda Berenda - community agency
- Judy Berenda - business
- Michelle Burris - parent
- Yolanda Carcamo - parent
- Brianne Carroll - parent
- Jesse Fausset - parent
- Maureen Inman - Head Start
- Beth Kindell - community - government
- Jennifer Kindig - parent
- Colette Kollman - parent
- Candice Krug - parent
- Rev. Mueller - clergy
- Tansey' Mulligan - parent
- Kristi Rowe - parent
- Mike Rowe - government
- LeAndra Snodgrass - parent
- Rev. Ed VanWijk - community
- Loretta Wernert - parent
- Brooke Whaley - parent

Vision Statement

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

We believe all students deserve:

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

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

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

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves. All students are responsible for and highly engaged in their learning. All students willingly give their best effort and strive for their personal best. 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%
- % of students who are 3rd graders passing IREAD 3.: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

3rd grade students - % passing IREAD 3

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		90	80	90	95	96		97		98		100

3rd-5th Students - % Meeting reading benchmark

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	82	85	69	73		76		79		82		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	85	79	82		84		86		88		100

All students - Spring Passing ISTEP+ Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	88	90	86	88		90		91		92		100

All students - Spring Passing ISTEP+ Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92	93	94	83	85		87		89		91		100

K-2 Students - % Meeting reading benchmark

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	78	81	72	75		78		81		83		100

Special Education - Spring Passing ISTEP+ Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	43	49	46	52		57		62		66		100

Special Education - Spring Passing ISTEP+ Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	57	61	46	52		57		61		65		100

Special Education students - % Meeting reading benchmark

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60		65		70		73		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... 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... 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... Student Ownership of Learning - expectations are clearer for academics

Expectations have been raised, students report paying attention, students report that their teachers push them to do their best, but there is a problem with students behavior whether it related to a disability or not keeps some students from learning.

We are concerned that... Parent Involvement

Although the majority of parents and teachers communicate, there is still 16% of parents who reported on the survey that they do not communicate regularly with their child's teacher.

We are concerned that... Educator Training - Parent Involvement

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

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

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

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

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

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

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

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

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Students are coming to school without any early readiness skills. It takes additional time and assistance to get them where they need to be by the time they are in third grade.

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

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Annual Parent Meeting

We will 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 email 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: Low Impact

Focus: Specific

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: High Impact - Outside

Focus: General

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

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 Para-pro 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

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, HOUSSSE, CAS. There are no teachers that are not highly qualified.

Impact Level: High Impact - Inside

Focus: General

K-5 Math Assessment

Using Common Core State Standards, K-5 classroom teachers will provide instruction for basic facts fluency daily and assess students' knowledge of basic math facts weekly. On these weekly math facts fluency tests, the students will track their personal best in their data notebook

Impact Level: High Impact - Inside

Focus: Specific

Outreach to Preschool Parent Involvement Programs

In the fall and spring we will host area preschools, Head Start, 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

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. The math team will provide a family math night. 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

Parent Involvement

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

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 Kindergarten teachers report the readiness skills for reading and math through the use of ESGI 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

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

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

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

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

Student Transition

In the spring, we will host a day where preschools, Head Start, 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

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. Due to having six new faculty members, we will continue with this strategy from last year. We will review for continuing staff members and train new staff on our databooks and student-led conferences.

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 2013-2014 school year. Since we will have 6 new teachers and 3 new paraprofessionals, we will have a two day training for them before school starts. Current staff may attend if they want a refresher. 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: Specific

Timely Additional Assistance

South Newton Elementary will offer In School Skill Building to students grade 2-5 and K-1 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

Visuals for Communication, Academic, and Behavior Support

Visuals will be used for communication, academic, and behavior support school wide. This strategy team will provide training on the use of visuals, the expected outcomes, and their implementation plan for the 2013-2014 school year.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

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

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

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	100			

Outreach to Preschool Parent Involvement Programs

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66	85		85	

Student Transition

% of parents who report informational visit was helpful

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		100	

Student-led conferences

% of teachers who have students with current data notebooks

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	100		100	

Timely Additional Assistance

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	100		100	

Visuals for Communication, Academic, and Behavior Support

% of teachers implementing and using the visuals

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50				

Required Strategies

F. Encourage Rigorous Curriculum: Accelerated Math Class

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
88	100		100	

I. Focused Academic Area: Reading Comprehension

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	100		100	

U. Focused Student Group: Success through Reading Intervention

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

To-Do List

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

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

Educator Training - Parent Involvement

Aug 13, 2013: Faculty meeting discuss the aspects of parent involvement **Person:** Sandra Arini

Oct 15, 2013: Faculty meeting discuss the aspects of parent involvement **Person:** Sandra Arini

Dec 16, 2013: Collect fall data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:** Sandra Arini

Dec 17, 2013: Faculty meeting discuss the aspects of parent involvement **Person:** Sandra Arini

Feb 18, 2014: Faculty meeting discuss the aspects of parent involvement **Person:** Sandra Arini

Apr 22, 2014: Faculty meeting discuss the aspects of parent involvement **Person:** Sandra Arini

May 29, 2014: Collect spring data: % of teachers who include a parent involvement activity in their newsletters or classrooms **Person:** Sandra Arini

Aug 16, 2014: Information at the first team meeting about the purpose of this strategy. **Person:** Sandra Arini

Encourage Rigorous Curriculum

Aug 15, 2013: First team meeting of the school year, grade level team will collaborate about math groupings. **Person:** Sandra Arini

Aug 20, 2013: Students are placed in accelerated math classes based on math assessments **Person:** Sandra Arini

Nov 30, 2013: Collect fall data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Sandra Arini

Jun 30, 2014: Collect spring data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Sandra Arini

Focused Academic Area

Aug 7, 2013: New faculty will be trained used Fountas and Pinnell Literacy continuum. **Person:** Blair DiRuzza

Aug 13, 2013: Review for all staff of this strategy. **Person:** Reading team

Aug 15, 2013: 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 15, 2013: 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 19, 2013: 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

Oct 17, 2013: 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

Nov 21, 2013: 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

Nov 30, 2013: Collect fall data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:** Blair DiRuzza

Dec 19, 2013: 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

Jan 16, 2014: 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

Feb 20, 2014: 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

Mar 20, 2014: 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

Apr 17, 2014: 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
Jun 30, 2014: 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 7, 2013: All new classroom teachers will be trained in the Fountas and Pinnell Reading Benchmark Assessment. Returning staff may attend if they desire a review. **Person:** Reading Team
Aug 13, 2013: Review Benchmark Assessment System **Person:** Angie Schriener
Aug 16, 2013: Benchmark Students **Person:** Classroom teachers
Sep 9, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Sep 16, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Sep 23, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Sep 30, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Oct 7, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Oct 14, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Oct 18, 2013: Benchmark Students **Person:** Classroom teachers
Oct 21, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Oct 28, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Nov 4, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Nov 11, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Nov 18, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Nov 25, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Nov 30, 2013: Collect fall data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:** Angie Schriener
Nov 30, 2013: Collect fall data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener
Dec 2, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Dec 9, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Dec 16, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Dec 20, 2013: Benchmark Students **Person:** Classroom teachers
Dec 23, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Dec 30, 2013: Weekly Progress Monitoring **Person:** Classroom teachers
Jan 6, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Jan 13, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Jan 20, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Jan 27, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Feb 3, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Feb 10, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Feb 17, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Feb 21, 2014: Benchmark Students **Person:** Classroom teachers
Feb 24, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Mar 3, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Mar 10, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Mar 17, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Mar 24, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Mar 31, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Apr 7, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Apr 14, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Apr 21, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Apr 25, 2014: Benchmark Students **Person:** Classroom teachers
Apr 28, 2014: Weekly Progress Monitoring **Person:** Classroom teachers
Jun 30, 2014: Collect spring data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:** Angie Schriener
Jun 30, 2014: Collect spring data: Percent of teachers using benchmark data to drive their reading instruction. **Person:** Angie Schriener

K-5 Math Assessment

Aug 1, 2013: Math strategy committee will make a "personal best" chart for the math assessments to go into each student's datanotebook. **Person:** Sandy Dewing

Aug 1, 2013: Math strategy committee will meet and get assessments for the upcoming year prepared for each teacher. **Person:** Sandy Dewing

Aug 13, 2013: At first faculty meeting Sandy will share the implementation of this strategy. **Person:** Sandy Dewing

Sep 9, 2013: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Oct 14, 2013: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Nov 11, 2013: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

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

Nov 30, 2013: Collect fall data: percent of teachers who implement short cycle assesments weekly **Person:** Sandy Dewing

Dec 9, 2013: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Jan 13, 2014: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Feb 10, 2014: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Mar 10, 2014: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Apr 14, 2014: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

May 12, 2014: At each teachers' meeting Sandy will go over strategy and answer quesitons. **Person:** Sandy Dewing

Jun 30, 2014: Collect spring data: % of teachers who assess basic math facts and provide daily instruction driven by these assessments **Person:** Sandy Dewing

Jun 30, 2014: Collect spring data: percent of teachers who implement short cycle assesments weekly **Person:** Sandy Dewing

Outreach to Preschool Parent Involvement Programs

Aug 5, 2013: Plan collaboration meeting for kindergarten teachers and area preschool teachers. **Person:** Strategy committee

Aug 5, 2013: Send invitations to the preschool teachers **Person:** Sharon Hiatt

Sep 6, 2013: Host collaboration meeting. **Person:** Pam Terrell

Oct 5, 2013: Follow up conversations between kindergarten teachers and preschool teachers. **Person:** Pam Terrell

Nov 30, 2013: Collect fall data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** Pam Terrell

Dec 7, 2013: Follow up conversations between kindergarten teachers and preschool teachers. **Person:** Pam Terrell

Feb 8, 2014: Follow up conversations between kindergarten teachers and preschool teachers. **Person:** Pam Terrell

Apr 12, 2014: Follow up conversations between kindergarten teachers and preschool teachers. **Person:** Pam Terrell

Jun 30, 2014: Collect spring data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** Pam Terrell

Parent Information Resource Center Website

Aug 13, 2013: At the first faculty meeting, information about parent information resource and trainings will be communicated. **Person:** Angie Schriener

Aug 13, 2013: At the first faculty meeting, information about parent information resource and trainings will be communicated. **Person:** Angie Schriener

Aug 13, 2013: Reading team will give semester schedule of trainings and web information to the secretary for the newsletters. **Person:** Angie Schriener

Apr 29, 2014: Reading team will go over parent evaluations of trainings and resources **Person:** Blair DiRuzza

Parent Involvement

Aug 13, 2013: Information to staff at teachers meeting **Person:** Donna Garing

Aug 13, 2013: Overview **Person:** Jill Sisson

Sep 29, 2013: Meeting with Reading team **Person:** Donna Garing

Sep 30, 2013: Create Benchmark Flyer **Person:** Donna Garing

Oct 5, 2013: Mass Email to parents **Person:** Joan Hays

Jan 8, 2014: Meeting with Reading team **Person:** Donna Garing

Jan 10, 2014: Create flyer for parent night **Person:** Donna Garing

Jan 25, 2014: Mass Email to parents **Person:** Joan Hays

Apr 29, 2014: Go over the parent evaluations **Person:** Donna Garing

Student Transition

Aug 15, 2013: There will be an informational piece in the newsletter about the transition to kindergarten. **Person:** Pam Terrell

Nov 30, 2013: Collect fall data: % of parents who report informational visit was helpful **Person:** Ashleigh McCord

Mar 8, 2014: At kindergarten registration, teachers will tell parents about the transition visit and have a sign up sheet. **Person:** Pam Terrell

Apr 15, 2014: There will be an informational piece in the newsletter about kindergarten transition. **Person:** Pam Terrell

Apr 20, 2014: In the spring, we will host a day where preschools, Headstart, and students registered for kindergarten can visit for a morning. **Person:** Strategy committee

Jun 30, 2014: Collect spring data: % of parents who report informational visit was helpful **Person:** Ashleigh McCord

Student-led conferences

Aug 13, 2013: At the beginning of the year at the faculty meeting, present the student led conferences and expectations for data notebooks. **Person:** Kim Cripe

Aug 20, 2013: Overview of data notebooks **Person:** Kim Cripe

Aug 23, 2013: At team meeting teachers will have time to question and refine the data notebooks. **Person:** Sandra Arini

Aug 23, 2013: At the second team meeting, each team will determine with the principal what will be included in their data notebooks. **Person:** Sandra Arini

Sep 25, 2013: 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

Sep 25, 2013: Expectations and overview of student led conferences **Person:** Kim Cripe

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

Jun 30, 2014: Collect spring data: % of teachers who have students with current data notebooks **Person:** Sandra Arini

The Leader In Me

Aug 8, 2013: New faculty will be trained in the Leader in Me. Returning staff may attend training if they desire. **Person:** Jessica Lackner

Aug 8, 2013: New staff will receive a 2 day training for Leader in Me **Person:** Jessica Lackner

Aug 13, 2013: 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 14, 2013: Classroom lessons on the 7 Habits will be ongoing. **Person:** Classroom teachers

Sep 15, 2013: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Oct 15, 2013: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Nov 15, 2013: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Dec 15, 2013: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Jan 15, 2014: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Feb 15, 2014: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Mar 15, 2014: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Apr 15, 2014: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

May 15, 2014: Each month we will target one of the 7 Habits on Channel 66. **Person:** Mark Mayhew

Timely Additional Assistance

Aug 6, 2013: ISSB team will meet and assign students based on need. **Person:** Narron Sloan

Aug 13, 2013: At first faculty meeting, information about ISSB and everyone's roles will be communicated. **Person:** Narron Sloan

Aug 13, 2013: Continue to develop skill focus assessments and activity/lessons **Person:** ISSB Committee

Aug 13, 2013: 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 20, 2013: ISSB round one **Person:** ISSB Committee

Oct 31, 2013: ISSB round two **Person:** ISSB Committee

Nov 30, 2013: Collect fall data: Percent of teachers using quarterly pre/post skill assessments for in school skill building groups. **Person:** Narron Sloan

Jan 10, 2014: ISSB round three **Person:** ISSB Committee

Mar 1, 2014: ISSB round four **Person:** ISSB Committee

Jun 30, 2014: Collect spring data: Percent of teachers using quarterly pre/post skill assessments for in school skill building groups. **Person:** Narron Sloan

Visuals for Communication, Academic, and Behavior Support

Apr 1, 2013: Collect baseline data: % of teachers implementing and using the visuals **Person:** Sue Stenz
Aug 1, 2013: Develop visuals for schoolwide visuals **Person:** Visuals committee
Aug 13, 2013: Present the visuals and the information on how to use them at the first faculty meeting. **Person:** Sue Stenz and committee
Aug 20, 2013: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Aug 20, 2013: Visuals: Purposes, uses, and our implementation inservice will be at our first hour PD. **Person:** Sue Stenz
Sep 15, 2013: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Sep 20, 2013: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Oct 15, 2013: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Oct 20, 2013: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Nov 15, 2013: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Nov 20, 2013: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Nov 30, 2013: Collect fall data: % of teachers implementing and using the visuals **Person:** Sue Stenz
Dec 15, 2013: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Dec 20, 2013: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Jan 15, 2014: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Jan 20, 2014: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Feb 15, 2014: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Feb 20, 2014: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Mar 15, 2014: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Mar 20, 2014: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Apr 15, 2014: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
Apr 20, 2014: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
May 15, 2014: Review visuals and discuss concerns at faculty meetings. **Person:** Sue Stenz
May 20, 2014: Discuss the visuals and how it is going in the classrooms with each team **Person:** Sandra Arini
Jun 30, 2014: Collect spring data: % of teachers implementing and using the visuals **Person:** Sue Stenz

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.

Educator Training - Parent Involvement

K-5 Math Assessment

No professional development is needed for this strategy.

Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

Parent Information Resource Center Website

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

Student-led conferences

Expectations and overview of student led conferences

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Date: Sep 25, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Collaborative Problem Solving

Funding: none needed

Does this activity occur during the school day? No

Overview of data notebooks

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Date: Aug 20, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

The Leader In Me

New faculty will be trained in the Leader in Me. Returning staff may attend training if they desire

Brief Description: Chuck Farnsworth from Franklin Covey will present a two day inservice of Leader in Me.

Intended Participants: Teachers, Counselors

Date: Aug 8, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: 4 Star Innovation Grant

Does this activity occur during the school day? No

Timely Additional Assistance

No professional development is needed for this strategy.

Visuals for Communication, Academic, and Behavior Support

Visuals: Purposes, uses, and our implementation inservice will be at our first hour PD.

Brief Description: Visuals for Behavior, Academic and Communication Supports 1. The purpose and uses of visuals 2. Give teachers the schoolwide visuals and how our school will use them. 3. Visuals for behavior support 4. Visuals for academic support 5. Visuals for communication supports

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 20, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: General Funds

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Accelerated Math Class

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Comprehension

New faculty will be trained used Fountas and Pinnell Literacy continuum.

Brief Description: Teachers will be trained in the use of the continuum. Books on comprehension will be available for book studies.

Intended Participants: Teachers

Date: Aug 7, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: Title II

Does this activity occur during the school day? No

U. Focused Student Group: Success through Reading Intervention

All new classroom teachers will be trained in the Fountas and Pinnell Reading Benchmark Assessment.

Brief Description: Reading Team will present the Fountas and Pinnell Reading benchmark assessment. Teachers will practice leveling recorded students. They will discuss and analyze their running records.

Intended Participants: Teachers

Date: Aug 7, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: already have materials Title I

Does this activity occur during the school day? No

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 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... Leader In Me - students are unsure of where they are and where they are going.

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts
- All students -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- The Leader In Me

We are concerned that... Student Ownership of Learning - expectations are clearer for academics

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts
- All students -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- K-5 Math Assessment
- Student-led conferences
- The Leader In Me
- Visuals for Communication, Academic, and Behavior Support

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Involvement

We are concerned that... Educator Training - Parent Involvement

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- Special Education -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts
- All students -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Student Transition

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

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
- All students -- Spring Passing ISTEP+ Math
- K-2 Students -- % Meeting reading benchmark
- Special Education -- Spring Passing ISTEP+ Language Arts
- Special Education -- Spring Passing ISTEP+ Math

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts
- All students -- Spring Passing ISTEP+ Math
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Timely Additional Assistance

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

Data Targets Influenced by This Concern:

- All students -- Spring Passing ISTEP+ Language Arts
- All students -- Spring Passing ISTEP+ Math
- K-2 Students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- Parent Information Resource Center Website

Required Areas of Concern

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:

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

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd grade students -- % passing IREAD 3
- Special Education students -- % Meeting reading benchmark

Strategies to Impact This Concern:

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

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
- Special Education students -- % Meeting reading benchmark

Strategies to Impact This Concern:

- U. Focused Student Group: Success through Reading Intervention

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 and school office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	96.25% to date - letters sent to parents and phone calls
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 least 3 times a year IREAD K, 1, 2, and 3 Acuity Terra Nova Achievement 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>Surveys from parents, students, teachers, and community. ISTEP+ and IREAD scores Acuity Data Fountas and Pinnell Reading Benchmark Assessment - all students are leveled Data from discipline referrals</p>
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	none 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 2015-2016 school year