

School Improvement Plan - 2014-2015

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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 American 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:

- American 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
- Shaun Pluta - School Counselor
- Angie Schriener - Teacher
- Janice Skinner - Teacher
- Loretta Wernert - Parent/Guardian

Strategy Chairs

- Sandra Arini
- Caitlin Beasley
- Sandy Dewing
- Amber DeYoung
- Blair DiRuzza
- Mario DiRuzza
- Donna Garing
- Ashley Hufnagel
- Jessica Lackner
- Angie Schriener
- 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
- Amanda Sadowski - Parent
- 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(spring)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	80	90	95	96	96	100		100		100		100

3rd-5th Students - % Meeting reading benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	69	73	72	76	76	79		82		90		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	79	82	83	84	90	90		92		95		100

All students - Spring Passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	86	88	88	90		91		92		96		100

All students - Spring Passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
94	83	85	87	87		89		91		95		100

K-2 Students - % Meeting reading benchmark

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	72	75	76	78	78	81		83		85		100

Special Education - Spring Passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
49	46	52	43	57		62		66		75		100

Special Education - Spring Passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	46	52	35	57		61		65		75		100

Special Education(spring) - % Passing IREAD 3

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				100	84	100		100		100		100

Comprehensive 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.

Areas of Concern

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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... Outreach to Preschool Parent Involvement Programs

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

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... Parent Notice - Assessment Results

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

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

We are concerned that... School-Parent Compact

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

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... Student Transition

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... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... 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:

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: High Impact - Outside

Focus: General

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: High Impact - Inside

Focus: General

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 - Inside

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

Encourage Rigorous Curriculum

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

Focused Academic Area - Reading

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, including the use of Moby Max. 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

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: High Impact - Inside

Focus: Specific

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 Instruction and Assessment

Using IXL Math, K-5 teachers will assess individual student's needs and use these areas of concern to drive instruction in accordance with Indiana State Standards.

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: Low Impact

Focus: Specific

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 1 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. Also in the fall, there will be a 1:1 Initiative Kick Off night. All parents will be invited to attend. The 1:1 Initiative meeting will give an overview of the program, responsibilities of students and parents, staff preparedness for new curriculum delivery, and a release form will have to be signed by parents in order for their child to receive their device. 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: Specific

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: High Impact - Inside

Focus: Specific

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: High Impact - Outside

Focus: Specific

School-Parent Compact

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

Impact Level: Low Impact

Focus: Specific

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: Low Impact

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: 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. Due to our schools' one-to-one technology initiative, grades 3-5 will record data in a digital format. We will train staff members on the new databook format and review student-led conferences.

Impact Level: High Impact - Inside

Focus: General

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 needs 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

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 2014-2015 school year with added integration using 1:1. With the addition of new staff, Leader in Me training will occur in the summer/fall 2014 lead by the Leader in Me Team. 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 four days a week. Students will be provided skill building instruction and enriching learning through technology 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 2014-2015 school year.

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.

Encourage Rigorous Curriculum

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	100		100	

Focused Academic Area - Reading

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

K-5 Math Instruction and Assessment

percent of teachers who implement short cycle assesments weekly

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	100		100	

Outreach to Preschool Parent Involvement Programs

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85	100		100	

Student Transition

% of parents who report informational visit was helpful

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

Success Through Reading Intervention

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of 3rd grade special education students that pass IREAD 3

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
81%			85%	

Timely Additional Assistance

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

Visuals for Communication, Academic, and Behavior Support

% of teachers implementing and using the visuals

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	100		100	

To-Do List

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

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

Educator Training - Parent Involvement

Aug 15, 2014: Team meeting - discuss parent involvement and importance **Person:** Principal
Aug 15, 2014: Team meeting - expectation for meaningful parent involvement **Person:** Principal
Sep 15, 2014: Team meeting **Person:** Principal
Sep 19, 2014: Team meeting - discuss parent involvement and importance **Person:** Principal
Oct 17, 2014: Team meeting - discuss parent involvement and importance **Person:** Principal
Nov 21, 2014: Team meeting - discuss parent involvement and importance **Person:** Principal
Dec 15, 2014: Team meeting - staff will share their parent involvement activities. **Person:** Principal
Dec 19, 2014: Team meeting - discuss parent involvement and importance **Person:** Principal
Jan 16, 2015: Team meeting - discuss parent involvement and importance **Person:** Principal
Feb 20, 2015: Team meeting - discuss parent involvement and importance **Person:** Principal
Mar 20, 2015: Team meeting - discuss parent involvement and importance **Person:** Principal
Apr 17, 2015: Team meeting - discuss parent involvement and importance **Person:** Principal
May 15, 2015: Team meeting - discuss parent involvement and importance **Person:** Principal

Encourage Rigorous Curriculum

Aug 15, 2014: First team meeting of the school year, grade level team will collaborate about math groupings. **Person:** Principal
Nov 30, 2014: Collect fall data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Principal
Jan 15, 2015: Team meeting mid year - collaborate on math groupings and how students are doing **Person:** Principal
Jun 30, 2015: Collect spring data: % of teachers who exhibit having higher expectations for students' success in math **Person:** Principal

Focused Academic Area - Reading

Aug 5, 2014: Moby Max Training **Person:** Blair DiRuzza
Aug 6, 2014: Benchmark Training for new staff **Person:** Blair DiRuzza
Aug 18, 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
Aug 18, 2014: Inform new staff and remind returning staff of the details of this strategy. **Person:** Blair DiRuzza
Aug 18, 2014: Meet with teachers who have fears and concerns about the goals and tasks of this strategy as needed throughout the year. **Person:** Blair DiRuzza
Nov 30, 2014: Collect fall data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:**
Jun 30, 2015: Collect spring data: The percentage of teachers providing more efficient oversight of student comprehension based on student assessment. **Person:**

K-5 Math Instruction and Assessment

Aug 12, 2014: at our first faculty meeting the math team will share their goals for the year with the rest of the staff. **Person:** Sandy Dewing
Aug 21, 2014: At team meetings teams teachers will discuss the interventions that they are using. **Person:** Casey Hall
Oct 23, 2014: At team meetings teams teachers will discuss the interventions that they are using. **Person:** Casey Hall

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

Nov 30, 2014: Collect fall data: percent of teachers who implement short cycle assessments weekly **Person:**

Dec 25, 2014: At team meetings teams teachers will discuss the interventions that they are using. **Person:** Casey Hall

Feb 26, 2015: At team meetings teams teachers will discuss the interventions that they are using. **Person:** Casey Hall

Apr 30, 2015: At team meetings teams teachers will discuss the interventions that they are using. **Person:** Casey Hall

Jun 30, 2015: Collect spring data: % of teachers who assess basic math facts and provide daily instruction driven by these assessments **Person:** Sandy Dewing

Jun 30, 2015: Collect spring data: percent of teachers who implement short cycle assessments weekly **Person:**

Outreach to Preschool Parent Involvement Programs

Sep 24, 2014: Plan collaboration meeting for kindergarten teachers and area preschool teachers. **Person:** Pam Terrell

Oct 15, 2014: Collaborate with area preschool teachers **Person:** Pam Terrell

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

Jun 30, 2015: Collect spring data: % of collaboration between pre- school and kindergarten teachers to promote parent involvement **Person:** Pam Terrell

Parent Information Resource Center Website

Aug 1, 2014: Information will be on the school's website **Person:** Donna Garing

Aug 13, 2014: First newsletter information will be shared about the parent information resource center website. **Person:** Principal

Parent Involvement

Jul 1, 2014: 1:1 Initiative showcased on school website **Person:** Joan Hays

Jul 1, 2014: Letter Home to Parents (1:1) **Person:** Joan Hays

Aug 12, 2014: 1:1 Initiative Kick Off Parent Meeting **Person:** Joan Hays

Sep 3, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Sep 3, 2014: Benchmark Meeting showcased on school website **Person:** Donna Garing

Sep 10, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Sep 17, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Sep 24, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Oct 1, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Oct 1, 2014: Reading Benchmark Flyer **Person:** Donna Garing

Oct 2, 2014: Reading Benchmark Parent Meeting **Person:** Donna Garing

Oct 8, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Oct 15, 2014: Article in It's Elementary newsletter **Person:** Holly Gray

Student Transition

Nov 30, 2014: Collect fall data: % of parents who report informational visit was helpful **Person:**

Jan 8, 2015: Plan a visit for the newly registered kindergarten students for April **Person:** Pam Terrell

Apr 27, 2015: Discuss with parents expectations for kindergarten and answer their questions **Person:** Pam Terrell, Casey Hall, Paula McCarthy, Mark Mayhew, and Chris Barce

Jun 30, 2015: Collect spring data: % of parents who report informational visit was helpful **Person:**

Student-led conferences

Oct 16, 2014: Student Led Conferences **Person:** Amber DeYoung

Oct 16, 2014: Update Student Goals **Person:** Amber DeYoung

Jan 15, 2015: Update Student Goals (2nd Semester) **Person:** Amber DeYoung

Mar 12, 2015: Student Led Conferences (2nd Semester) **Person:** Amber DeYoung

Success Through Reading Intervention

Apr 1, 2014: Collect baseline data: % of 3rd grade special education students that pass IREAD 3 **Person:**
Aug 12, 2014: Benchmark Assessment Refresher **Person:** Angie Schriener
Aug 25, 2014: Benchmark Assessment **Person:** Teachers
Sep 8, 2014: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Oct 8, 2014: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Oct 27, 2014: Benchmark Assessment **Person:** Teachers
Nov 8, 2014: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Nov 30, 2014: Collect fall data: % of 3rd grade special education students that pass IREAD 3 **Person:**
Nov 30, 2014: Collect fall data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:**
Nov 30, 2014: Collect fall data: Percent of teachers using benchmark data to drive their reading instruction. **Person:**
Dec 8, 2014: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Dec 29, 2014: Benchmark Assessment **Person:** Teachers
Jan 8, 2015: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Feb 8, 2015: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Mar 2, 2015: Benchmark Assessment **Person:** Teachers
Mar 8, 2015: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
Apr 8, 2015: Weekly Progress Monitoring through use of Running Records **Person:** Teachers
May 4, 2015: Benchmark Assessment **Person:** Teachers
Jun 30, 2015: Collect spring data: % of 3rd grade special education students that pass IREAD 3 **Person:**
Jun 30, 2015: Collect spring data: % of Special Education Teachers using data from Benchmark Assessments quarterly to drive their reading instruction **Person:**
Jun 30, 2015: Collect spring data: Percent of teachers using benchmark data to drive their reading instruction. **Person:**

The Leader In Me

Aug 12, 2014: At our first faculty meeting Leader in Me team will share their goals for the year with the rest of the staff. **Person:** Jessica Lackner
Aug 12, 2014: at our first faculty meeting Leader in Me team will share their goals for the year with the rest of the staff. **Person:** Jessica Lackner and team
Aug 12, 2014: New staff will receive a 2 day training for Leader in Me **Person:** Jessica Lackner and team
Jan 8, 2015: % of staff using Leader in Me in classroom and discussions **Person:** Jessica Lackner and team

Timely Additional Assistance

Jan 10, 2014: ISSB- second semester **Person:** Ashley Hufnagel
May 10, 2014: Progress sheets **Person:** Ashley Hufnagel
Sep 1, 2014: ISSB-first semester **Person:** Ashley Hufnagel
Nov 20, 2014: Progress sheets **Person:** Ashley Hufnagel
Nov 30, 2014: Collect fall data: Percent of teachers using quarterly pre/post skill assessments for in school skill building groups. **Person:**
Jun 30, 2015: Collect spring data: Percent of teachers using quarterly pre/post skill assessments for in school skill building groups. **Person:**

Visuals for Communication, Academic, and Behavior Support

Aug 11, 2014: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Sep 8, 2014: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Sep 29, 2014: Visuals PD - After school pd session **Person:** Mario DiRuzza
Oct 13, 2014: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Nov 10, 2014: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Nov 30, 2014: Collect fall data: % of teachers implementing and using the visuals **Person:** Mario DiRuzza
Dec 8, 2014: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Jan 12, 2015: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Feb 9, 2015: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Mar 9, 2015: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall
Apr 13, 2015: At each teachers' meeting Casey will go over strategy and answer quesitons. **Person:** Casey Hall

May 11, 2015: At each teachers' meeting Casey will go over strategy and answer questions. **Person:** Casey Hall
Jun 30, 2015: Collect spring data: % of teachers implementing and using the visuals **Person:** Mario DiRuzza
Sep 25, 2015: Develop visuals for schoolwide visuals **Person:** Mario DiRuzza

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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

Team meeting

Brief Description: Review the effective parent involvement activities and have teachers brainstorm possible new ways they might improve their parental involvement.

Intended Participants: Teachers, Counselors

Date: Sep 15, 2014

Activity Purpose: Refinement

Activity Format: Collaborative Problem Solving

Funding: none needing

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum

No professional development is needed for this strategy.

Focused Academic Area - Reading

Benchmark Training for new staff

Brief Description: Blair and the rest of the reading team will host a training for new staff members. We'll tell them about our benchmarks and where to record the data. We'll also familiarize them with the kit and ensure they are comfortable assessing their students.

Intended Participants: Teachers

Date: Aug 6, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

Moby Max Training

Brief Description: Show the staff an overview of Moby Max and allow them to "play" in the site so they feel comfortable using it with their students. Demonstrate how to obtain data once their students start using this program.

Intended Participants: Teachers

Date: Aug 5, 2014

Activity Purpose: Information

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

K-5 Math Instruction and 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

No professional development is needed for this strategy.

Success Through Reading Intervention

No professional development is needed for this strategy.

The Leader In Me

New staff will receive a 2 day training for Leader in Me

Brief Description: Review Leader in Me and share materials

Intended Participants: Teachers, Administrators

Date: Aug 12, 2014

Activity Purpose: Information

Activity Format: Presentation, Collaborative Problem Solving

Funding: 21st century 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 PD - After school pd session

Brief Description: Staff will go over the visuals we are currently using, discuss their effectiveness, and discuss any visuals that are needed.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 29, 2014

Activity Purpose: Feedback/Support, Refinement

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

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... 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... 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... 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... 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... 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 Instruction and 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... 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... 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

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... 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... 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... 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... 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... 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... 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 Instruction and Assessment
- Student-led conferences
- The Leader In Me
- Visuals for Communication, Academic, and Behavior Support

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... 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... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Academic Area - Reading

We are concerned that... Attendance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 3rd grade students -- % passing IREAD 3(spring)

Strategies to Impact This Concern:

- Focused Academic Area - Reading
- Success Through Reading Intervention

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- 3rd-5th Students -- % Meeting reading benchmark
- K-2 Students -- % Meeting reading benchmark
- Special Education(spring) -- % Passing IREAD 3

Strategies to Impact This Concern:

- 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?	96.50% 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</p> <p>IREAD K, 1, 2, and 3</p> <p>Acuity</p> <p>Terra Nova Achievement and Aptitude test- grade 2 given in March</p> <p>STAR Reading and Math for progress monitoring</p> <p>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.</p> <p>ISTEP+ and IREAD scores</p> <p>Acuity Data</p> <p>Fountas and Pinnell Reading Benchmark Assessment - all students are leveled</p> <p>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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2015-2016 school year