

School Improvement Plan - 2013-2014

Generated on June 6, 2013 at 10:09 AM

Montezuma Elementary School (6629)

Southwest Parke Com Sch Corp

Montezuma, 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

Montezuma Elementary School

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
- Priority

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

- Diana Bartlow - Community
- Jami Britton - Administrator
- Bert Evans - Teacher
- Bill Livers - School Counselor
- Judy Lorenze - Teacher
- Melissa McMullen - Teacher
- Kristie Miller-Johnson - Parent/Guardian
- Brooke Sullivan - Teacher

Strategy Chairs

- Danyell Britton
- Kylie Gilman
- Kenna Haase
- Corey Hobson
- Bill Livers
- Ashley Organ
- Leslie Wetzel
- Brenda Willhite

Community Council

- Stacie Amerman - parent of second grade girl, and psychologist at Hamilton Center with families from birth to 5
- Heather Atterbury - Mother of a preschooler, and a seventh grader, member of local fire department
- Brad Bumgardner - Director for Parke County Community Foundation
- Amy Clarkson - Nurse on the health bus that comes to Montezuma Elementary School
- Allen Cobb - Town Board president, father of an Autistic son and a son in a vocational school
- Joyce Cox - Counselor for Hamilton Center working with Montezuma families
- Penny Cox - School Board, 4-H, Covered Bridge Festival President Member of Montezuma Park Board, Lions Club
- Stephanie Crum - Area Career Center Teacher
- Donna Hardesty - Youth pastor and organizer of the ROCK program and tutoring
- Mary Jo Harkrider - Parent of fourth grade and fifth grade student, elected official for Parke Co
- Don Hatfield - Mentor Program organizer for Parke County
- Patricia Hobson - Parent of first and fourth grade student, Local business owner, and pharmacist at CVS
- Paul Johnson - Parent of gifted students: kindergarten and fourth grade, PTO member
- Betty Jones - Manager of the bank in Montezuma
- Bridget Jones - PTO president, local business owner
- Amanda Lair - parent of first grader
- Annie Marshall - Grandmother of third grader, Montezuma Park Board, director of Montezuma boys baseball
- Keith McIntrye - Pastor of church in Montezuma and a bus driver for Montezuma Elementary
- Brooke Meschen - parent of third grader, and 2 boys in a 4 year college
- Connie Norman - Parent of triplets in six grade with IEPs, head of the Parke County Food Pantry
- Rachel Porter - Digital curriculum director for the corporation, parent of preschool and third grade student
- Jayann Ruple - Local Librarian
- Mary Todd - parent of kindergartener

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:

- teachers who are highly qualified.
- a safe and productive learning environment.
- to be respected and cared about.
- to be academically challenged with high expectations given to every child celebrating differences.
- to have their successes recognized and appreciated.
- the opportunity of post-secondary educationally opportunities.
- to have physical, academic, social, and emotional needs met within a timely manner-included but not limited to having proper resources, nutritious meals, and health needs addressed appropriately.

We reserve in our hearts that all kids deserve to be happy.

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

- are able to communicate open and honestly over the child's progress and concerns through appropriate avenues.
- will actively support and value education and the school-by making sure that tasks are completed on time, listening to student successes and concerns, and being engaged in the students lives and advocating for all of the student's needs.
- will dedicate time, resources, and energy to promote success and exhibit behavior that is appropriate to model after.
- will be reliable and responsible for the child's successes and concerns.
- will give students real-life experiences which will allow them to have authentic experiences.
- will treat children equally and fairly.

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

- will be eager to learn and actively participate doing their personal best at all times.
- will be respectful and polite in all aspects of their lives-they will not bully others, will help others, will be a good friend to all, and will not exclude anyone.
- will be independent and motivated, being accountable for all areas within their life inside and outside of the school.
- will be trustworthy.
- will try their best with a positive outlook within life.
- will be receptive to instruction and take on challenges not giving up on tasks at hand.
- will take pride in their accomplishments and will be responsible for his/her own learning.

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

- % of students who Pass English/Language Arts on ISTEP+: 100%
- % of students who Pass Math on ISTEP+: 100%
- % of students who pass I-Read: 100%
- % of students who pass or master common core: 100%
- % of students who show High Growth on ISTEP+: 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.

4th Grade Students - Computation

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	
67%	67%	48%	48%	70%		75%		80%		85%		100

Intermediate Students - Increase within Algebra and Functions portion of ISTEP+ Test

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	
70%	70%	72%	72%	75%		80%		85%		90%		100

Intermediate Students - Show growth within Literary Text on ISTEP+

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	
73%	73%	71%	71%	75%		80%		85%		90%		100

Primary Grades 1 and 2 Students - Increase within Fluency on MClass TRC Testing

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	
-	-	59%	59%	64%		69%		74%		79%		100%

SPECIAL EDUCATION STUDENT BODY - Pass 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	
74%	74%	46%	46%	50%		55%		60%		65%		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... students' behavior interferes with other students' ability to learn.

74% of primary students report that students behaviors interfere with learning 56% of grade 3-6 report that students behaviors interfere with learning 39% of parents report that students behaviors interfere with learning 89% of teachers report that students behaviors interfere with learning

We are concerned that... students have personal problems that are interfering with learning

Data from FF Survey

We are concerned that... students are not paying attention in class

FF Survey Data

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Increase Parent Involvement

Staff will increase parent involvement throughout the school year. Parents will be invited to attend extra-curricular activities such as Bingo for Books and Parent/Teacher conferences. Student planners will be sent home daily obtaining parent signatures each night. Parent volunteers will be invited to participate at school during the instructional day.

Impact Level: High Impact - Outside

Focus: General

Positive Behavior Intervention System

Staff and students will participate daily in a positive behavior intervention system that will encourage positive behavior throughout the school day and during extra curricular activities. Students who have not received consequences every 4.5 weeks will be given opportunities to participate in extra activities that reward positive behavior; extra recess, extra field trips, teacher designed activities during the school day. Behavior will be tracked on Lotus Notes, discipline slip forms, and the school wide discipline policy.

Impact Level: High Impact - Inside

Focus: General

Positive Behavior: C.L.A.S.S.

All staff will daily incorporate components of the C.L.A.S.S. Program. These components will include school wide procedures, school wide lifelong guidelines and life skills. C.L.A.S.S. represents Connected Learning Assures Successful Students. C.L.A.S.S. weaves climate, community, and curriculum together in positive and purposeful ways.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping

Teachers will use the "Build Your Own Curriculum" program to map curriculum to align with the Indiana Academic Standards and/or Common Core Standards. Teachers will have a "skeleton" curriculum map created by May 2013. This skeleton will include which standards will be taught during each of the nine weeks. This skeleton will be implemented by teachers beginning August 2013. Resources and materials will be added to the curriculum map during the 2013-2014 school year. The curriculum map will be completed by May 2014 and will become a living document.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Preschool Education

A free preschool program will be offered for four and five year olds students living in the Montezuma school district. This program will be an all day every day program. This is funded through Title I with highly qualified staff.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Perfect attendance will be announced daily by a staff member and the students will be given positive rewards like extra recess, pajama day, and hat and shade day. The students will also have their names put in the local paper each nine weeks.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Achieve3000-Reading

Achieve3000 is a computer-based leveled reading program that allows all students to progress towards mastery comprehension and fluency within nonfiction text. Staff will implement Achieve3000 at least three times a week for students in grades 3-6.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Computer Based Math Programs

Staff will provide students in Grades 4-6 daily ALEKS sessions within their math classes, monitor student progress, and adjust their instruction based on student level of mastery. Assessment and Learning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and instructs the student on the topics the student is most ready to learn. ALEKS periodically reassesses the student to ensure that topics learned are also retained. Staff will provide students in Grades K-3 lessons on I-Ready Math two days per week. I-Ready is an online program that allows students to work independently to improve math skills that are aligned with the common core math standards.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: i-Ready Reading

Staff will have K-6 students use i-Ready Reading at least twice a week within the classroom. i-Ready offers an adaptive diagnostic, and both teacher-led and individualized online reading instruction for complete blended learning.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Problem Solving

Staff will provide K-6 students with daily word problems. K-6 staff will use 'Simple 6 for Math' by Kay Davidson. The 'Simple 6 for Math' has word and computation problems that are aligned to Indiana State and Common Core Standards. K-4 staff will incorporate 'Daily Word Problems' by Evan Moor in their daily instruction. 'Daily Word Problems' provide daily focused practice which leads to student mastery and retention of the skills practiced. It is comprised of 36 weekly sections with each week's problems centering on a theme. Grade 5-6 Staff will incorporate 'Use It, Don't Lose It!' daily math practice by Pat Alvord into their daily instruction. 'Use It, Don't Lose It' provides daily math practice for basic skills. It includes five math problems a day addressing skills correlated to national and state standards. Students practice skills, concepts, and processes in a spiraling sequence. The plan starts with the simplest level and progresses gradually to higher-level tasks, as it continually circles around and back to the same skills at a little higher level.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Workshop

K-6 Staff will implement Math Workshop for 75 to 90 minutes daily. Math Workshop is a differentiated math program based on Standards and the 12 main math strands. The program contains hands-on activities designed to reinforce difficult concepts through independent, kid-friendly, student centered engagements. Students work at appropriate developmental levels. The structure of each activity engages students, allows them to make choices, and use tools to gain a deeper understanding of the concept being worked on. The program includes independent activities for an entire year.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: LD Inclusion into General Education Classrooms

All LD students will be included daily in the general education classroom with support from general ed and special education staff.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: MClass-Burst: Reading Intervention

Staff will provide Tier II instruction to K-2 students who show a deficit within MClass Dibels/Burst Assessments. Lessons produced by Burst Reading Intervention Program will be used for instruction. Assessments will be given every 10 days to recalculate groupings. Students will be moved in and out of Burst Reading Intervention as needed based on assessments.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

All students in grades 6 will create an Indiana Graduation Plan that will be updated annually in grades 7-12. The Graduation Plan includes a statement of the student's intent to graduate from high school. The plan includes an acknowledgment of the importance of good citizenship, school attendance and diligent study habits. The plan is included in the students permanent school record.

Impact Level: High Impact - Inside

Focus: General

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

Positive Behavior: C.L.A.S.S.

% of staff that are observed using CLASS procedures.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	80		100	

Required Strategies

I. Focused Academic Area: Achieve3000-Reading

Percent of staff implementing Achieve 3000 based on daily and monthly reports

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
6	7		8	

Percent of staff who align Achieve 3000 articles to weekly reading strategies based on the quiz score given at the end of the 5 steps

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
2	5		8	

I. Focused Academic Area: Computer Based Math Programs

Percent of staff implementing computer based math programs 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
10	12		14	

I. Focused Academic Area: Math Problem Solving

Percent of staff who implement problem solving daily

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

I. Focused Academic Area: Math Workshop

Percent of staff who implement hands on real life use of math skills during math block.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3	8		10	

U. Focused Student Group: MClass-Burst: Reading Intervention

Percent of staff using MClass Progress Monitoring Assessment Data

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

Burst Data

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
15	15		15	

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.

Encourage Rigorous Curriculum

Aug 10, 2013: "Build Your Own Curriculum" program **Person:**
Sep 10, 2013: "Build Your Own Curriculum" program **Person:**
Oct 10, 2013: "Build Your Own Curriculum" program **Person:**
Nov 10, 2013: "Build Your Own Curriculum" program **Person:**
Dec 10, 2013: "Build Your Own Curriculum" program **Person:**
Jan 10, 2014: "Build Your Own Curriculum" program **Person:**
Feb 10, 2014: "Build Your Own Curriculum" program **Person:**
Mar 10, 2014: "Build Your Own Curriculum" program **Person:**
Apr 10, 2014: "Build Your Own Curriculum" program **Person:**
May 10, 2014: "Build Your Own Curriculum" program **Person:**

Focused Academic Area

Apr 1, 2013: Collect baseline data: Percent of staff implementing Achieve 3000 based on daily and monthly reports **Person:** Leslie Wetzel

Apr 1, 2013: Collect baseline data: Percent of staff implementing computer based math programs weekly. **Person:** Jami Britton

Apr 1, 2013: Collect baseline data: Percent of staff who align Achieve 3000 articles to weekly reading strategies based on the quiz score given at the end of the 5 steps **Person:** Leslie Wetzel

Apr 1, 2013: Collect baseline data: Percent of staff who implement hands on real life use of math skills during math block. **Person:** Kenna Haase

Apr 1, 2013: Collect baseline data: Percent of staff who implement problem solving daily **Person:**

Aug 7, 2013: Book Distribution/Study **Person:** Corey Hobson Kenna Haase

Aug 7, 2013: Implementation Workshop **Person:** Corey Hobson Kenna Haase

Aug 7, 2013: Math Workshop Book Distribution/Study **Person:** Corey Hobson Kenna Haase

Aug 8, 2013: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Aug 21, 2013: Technology workshops **Person:** Rachel Porter

Sep 8, 2013: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Sep 18, 2013: Technology workshops **Person:** Rachel Porter

Oct 8, 2013: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Oct 10, 2013: Afterschool games/activities/clubs **Person:** Corey Hobson Kenna Haase

Oct 10, 2013: Problem Solving Check Up **Person:** Jami Britton

Oct 16, 2013: Technology workshops **Person:** Rachel Porter

Oct 22, 2013: Math Problem Solving Review **Person:** Kenna Haase Corey Hobson

Oct 22, 2013: Math Workshop Review **Person:** Kenna Haase Corey Hobson

Nov 8, 2013: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Nov 20, 2013: Technology workshops **Person:** Rachel Porter

Nov 30, 2013: Collect fall data: Percent of staff implementing Achieve 3000 based on daily and monthly reports **Person:** Leslie Wetzel

Nov 30, 2013: Collect fall data: Percent of staff implementing computer based math programs weekly. **Person:** Jami Britton

Nov 30, 2013: Collect fall data: Percent of staff who align Achieve 3000 articles to weekly reading strategies based on the quiz score given at the end of the 5 steps **Person:** Leslie Wetzel

Nov 30, 2013: Collect fall data: Percent of staff who implement hands on real life use of math skills during math block. **Person:** Kenna Haase

Nov 30, 2013: Collect fall data: Percent of staff who implement problem solving daily **Person:**

Dec 8, 2013: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Dec 12, 2013: Afterschool games/activities/clubs **Person:** Corey Hobson Kenna Haase

Dec 12, 2013: Problem Solving Check Up **Person:** Jami Britton

Dec 18, 2013: Technology workshops **Person:** Rachel Porter

Jan 7, 2014: Peer Share **Person:** Kenna Haase Corey Hobson

Jan 8, 2014: Mid Year Checkup **Person:** Corey Hobson Kenna Haase

Jan 8, 2014: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Jan 14, 2014: Problem Solving Presentation - Dana Dull **Person:** Corey Hobson Kenna Haase

Jan 15, 2014: Technology workshops **Person:** Rachel Porter

Feb 8, 2014: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Feb 13, 2014: Afterschool games/activities/clubs **Person:** Corey Hobson Kenna Haase

Feb 13, 2014: Problem Solving Check Up **Person:** Jami Britton

Feb 19, 2014: Technology workshops **Person:** Rachel Porter

Mar 8, 2014: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Mar 19, 2014: Technology workshops **Person:** Rachel Porter

Apr 8, 2014: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Apr 16, 2014: Technology workshops **Person:** Rachel Porter

Apr 17, 2014: Afterschool games/activities/clubs **Person:** Corey Hobson Kenna Haase

Apr 30, 2014: Collect spring data: Percent of staff who implement hands on real life use of math skills during math block. **Person:** Kenna Haase

Apr 30, 2014: Collect spring data: Percent of staff who implement problem solving daily **Person:**

May 8, 2014: Teachers will have students read and complete the 5 steps article three times a week **Person:** Staff

Jun 30, 2014: Collect spring data: Percent of staff implementing Achieve 3000 based on daily and monthly reports **Person:** Leslie Wetzel

Jun 30, 2014: Collect spring data: Percent of staff implementing computer based math programs weekly. **Person:** Jami Britton

Jun 30, 2014: Collect spring data: Percent of staff who align Achieve 3000 articles to weekly reading strategies based on the quiz score given at the end of the 5 steps **Person:** Leslie Wetzel

Focused Student Group

Apr 1, 2013: Collect baseline data: Burst Data **Person:**

Apr 1, 2013: Collect baseline data: Percent of staff using MClass Progress Monitoring Assessment Data **Person:**

Sep 10, 2013: MClass Training **Person:** Brooke Sullivan

Oct 8, 2013: Progress Monitoring Review **Person:** Brooke Sullivan

Nov 30, 2013: Collect fall data: Burst Data **Person:**

Nov 30, 2013: Collect fall data: Percent of staff using MClass Progress Monitoring Assessment Data **Person:**

Dec 11, 2013: Enter Strategy Data **Person:** Brooke Sullivan/Classroom Teachers

Jun 30, 2014: Collect spring data: Burst Data **Person:**

Jun 30, 2014: Collect spring data: Percent of staff using MClass Progress Monitoring Assessment Data **Person:**

Increase Parent Involvement

Aug 7, 2013: Invite parents to participate in celebrations/activities. **Person:** Staff

Aug 7, 2013: Staff will implement student planners. **Person:** Staff

Aug 7, 2013: Staff will use triplicate discipline forms. **Person:** Staff

Positive Behavior Intervention System

Aug 8, 2013: Staff will design and utilize the school wide discipline policy. **Person:** Staff

Aug 8, 2013: Staff will implement a three strikes policy as a determiner for reward, end of the year fieldtrips. **Person:** Staff

Aug 8, 2013: Staff will implement student activities to reward those not receiving behavior modification within a 4 1/2 week period. **Person:** Staff

Aug 8, 2013: Staff will utilize a behavior modification program as an opportunity for improvement. **Person:** Staff

Positive Behavior: C.L.A.S.S.

✓ **Apr 1, 2013:** Collect baseline data: % of staff that are observed using CLASS procedures. **Person:** Kylie Gilman

Apr 10, 2013: Schedule CLASS training. **Person:** Jami Britton

May 23, 2013: CLASS Training **Person:** Jami Britton
Aug 8, 2013: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Aug 8, 2013: Teach parents desired CLASS procedures **Person:** Staff
Aug 8, 2013: Teach students expected CLASS procedures. **Person:** Staff
Sep 8, 2013: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Oct 8, 2013: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Nov 8, 2013: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Nov 30, 2013: Collect fall data: % of staff that are observed using CLASS procedures. **Person:** Jami Britton
Dec 8, 2013: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Jan 8, 2014: Refresher for parents on desired CLASS procedures **Person:** Staff
Jan 8, 2014: Refresher for students on expected CLASS procedures. **Person:** Staff
Jan 8, 2014: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Feb 8, 2014: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Mar 8, 2014: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Apr 8, 2014: Refresher for parents on desired CLASS procedures. **Person:** Staff
Apr 8, 2014: Refresher for students on expected CLASS procedures. **Person:** Staff
Apr 8, 2014: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff
Apr 30, 2014: Collect spring data: % of staff that are observed using CLASS procedures. **Person:** Jami Britton
May 8, 2014: Staff will implement CLASS procedures and lifeskills daily. **Person:** Staff

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.

Increase Parent Involvement

No professional development is needed for this strategy.

Positive Behavior Intervention System

No professional development is needed for this strategy.

Positive Behavior: C.L.A.S.S.

CLASS Training

Brief Description: CLASS representative will give training on the program, including procedures, lifeskills, lifelong guidelines, positive behavior (PBIS) and consequences.

Intended Participants: Teachers, Counselors, Administrators

Date: May 23, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title I

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Curriculum Mapping

"Build Your Own Curriculum" program

Brief Description: Teachers will use the "Build Your Own Curriculum" program to map curriculum to align with the Indiana Academic Standards and/or Common Core Standards. Teachers will have a "skeleton" curriculum that will include which standards will be taught during each of the nine weeks. Resources and materials will be added to the curriculum map during the 2013-2014 school year.

Intended Participants: Teachers

Dates: Aug 10, 2013; Sep 10, 2013; Oct 10, 2013; Nov 10, 2013; Dec 10, 2013; Jan 10, 2014; Feb 10, 2014; Mar 10, 2014; Apr 10, 2014; May 10, 2014

Activity Purpose: Skill Building, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Achieve3000-Reading

No professional development is needed for this strategy.

I. Focused Academic Area: Computer Based Math Programs

Technology workshops

Brief Description: Monthly breakout sessions addressing computer programs available to use and implement within the classroom.

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 21, 2013; Sep 18, 2013; Oct 16, 2013; Nov 20, 2013; Dec 18, 2013; Jan 15, 2014; Feb 19, 2014; Mar 19, 2014; Apr 16, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: i-Ready Reading

No professional development is needed for this strategy.

I. Focused Academic Area: Math Problem Solving

Problem Solving Presentation - Dana Dull

Brief Description: Dana Dull will present math problem solving strategies.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 14, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Math Workshop

Peer Share

Brief Description: Teachers will get together to share what they are doing in their Math Workshops, what can be done better, and what is going well.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 7, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

U. Focused Student Group: LD Inclusion into General Education Classrooms

No professional development is needed for this strategy.

U. Focused Student Group: MClass-Burst: Reading Intervention

MClass Training

Brief Description: Brooke Sullivan will lead a presentation/workshop on the MClass program. Staff will be trained how to read data and implement data.

Intended Participants: Teachers, Administrators

Date: Sep 10, 2013

Activity Purpose: Information

Activity Format: Presentation, Peer Coaching

Funding: Title 1

Does this activity occur during the school day? Yes

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... students' behavior interferes with other students' ability to learn.

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- Positive Behavior Intervention System
- Positive Behavior: C.L.A.S.S.

We are concerned that... students have personal problems that are interfering with learning

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- Increase Parent Involvement
- Positive Behavior: C.L.A.S.S.

We are concerned that... students are not paying attention in class

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- Increase Parent Involvement
- Positive Behavior: C.L.A.S.S.
- I. Focused Academic Area: Computer Based Math Programs
- I. Focused Academic Area: Math Workshop

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Preschool Education
- F. Encourage Rigorous Curriculum: Curriculum Mapping

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+
- Primary Grades 1 and 2 Students -- Increase within Fluency on MClass TRC Testing
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- I. Focused Academic Area: i-Ready Reading
- I. Focused Academic Area: Math Workshop
- I. Focused Academic Area: Achieve3000-Reading
- I. Focused Academic Area: Math Problem Solving
- I. Focused Academic Area: Computer Based Math Programs

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- 4th Grade Students -- Computation
- SPECIAL EDUCATION STUDENT BODY -- Pass ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: MClass-Burst: Reading Intervention
- U. Focused Student Group: LD Inclusion into General Education Classrooms

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- Intermediate Students -- Increase within Algebra and Functions portion of ISTEP+ Test
- Intermediate Students -- Show growth within Literary Text on ISTEP+

Strategies to Impact This Concern:

- X. Graduation Plan

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 Library
<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. 	At this time, Montezuma School will not be seeking any waivers regarding student learning.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes We will continue to do special activities such as hat day, PJ day etc. for classes that have perfect attendance.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity: Predictive test for ISTEP done on line through the state of Indiana. Test on English/Language arts and math.</p> <p>M-Class reading and math</p> <p>IREADY: reading</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	INSAI SURVEY
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	DON'T CONSOLIDATE PROGRAMS BUT COORDINATE FUNDING WITH THE SCHOOL-WIDE FUNDING.

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