

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:05:29

Turkey Run Elementary School (6647)

Turkey Run Community Sch Corp

Marshall, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 8
- Strategies 10
- Professional Development 13
- Relationship Report -- Areas of Concern / Strategies / Data Targets 16
- Force Field Excerpt 21
- To-Do List 22
- Continuous Improvement Timeline 29

School Improvement Plan Introduction

Turkey Run 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
- PL221
- Title I School Wide

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Carmen Branson - Teacher
- Judy Brook - Administrator
- Tina Jacks - Teacher
- Bobbi Jones - Community Representative (Business)
- Robin Stewart - Teacher
- Rena Uplinger - Parent/Guardian
- Wilma Wooten - School Counselor

Strategy Chairs

- Carmen Branson
- Judy Brook
- Heidi Deters
- Sue Harness
- Karen Hill
- Roberta Hobbs
- Charity Jablonski
- Tina Jacks
- Kathy Jones
- Sally Simpson
- Robin Stewart
- Wilma Wooten

Community Council

- Tracey Brook
- Sally Curley - Social Worker
- Heather Emery
- Stacey Gill - Catering
- Sarah Grayless - Social Worker
- Michelle Gregg
- Greg Harvey - Hospital Administrator
- Kyle Jacks - Insurance Agent
- Karen Kent - Parent
- Jessica Lynk - Newspaper Editor
- Sarabeth Marcinko - retired teacher
- Rick Patton
- Marilyn Rode - Owner
- Steve Stewart - Math teacher
- Stephanie Wrightsman - Preschool Teacher

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:

to be prepared for each grade level, to be assigned appropriate amounts of homework and to have adequate supplies to do the work required in the classroom. We believe that all students deserve to have a wide variety of resources available to them in the library/media center including books and resource materials for kindergarten through 6th grade as well as access to computers and other types of technology. We believe all students deserve teachers who make learning interesting and enjoyable, provide a well-organized and disciplined learning environment, have high expectations for every student and provide learning experiences that are challenging and motivating. We believe all students deserve to have a school where students follow rules, do their own work, respect each other, and are kind to others. They deserve teachers who are good listeners, enjoy teaching and constantly strive to meet the needs of every student. In addition, they deserve teachers who are enthusiastic, understanding, patient, creative, knowledgeable in State standards, and skilled in effective instructional strategies.

We believe students deserve to have time for special classes, for free reading, physical activity and extra-curricular activities. Students deserve to be loved and respected, to have hope, to have nutritious meals and a safe environment, to be valued as individuals and to have opportunities to reach their potential - to be tomorrow's leaders.

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

All teachers, parents, and community members expect all students to achieve, are willing to help struggling students, and accept each individual for their unique abilities. All teachers are knowledgeable about what needs to be taught and effective instructional strategies. They are at work on time daily, believe children should be challenged and accept no excuses for low student achievement. Teachers accommodate each student's learning style by using a variety of resources and approaches, allowing variations in time for responses and completion of work, and listening to students' thoughts and opinions. Adults in the school work together to build students' self-esteem, to teach appropriate behavior and manners, to reward good behavior, and to provide a safe and nurturing learning environment.

Adults in our community are goal-driven and motivated. They lead by example and provide good role models by being well-groomed, communicating effectively, acknowledging when they are wrong, and acting in an ethical manner each day. Our community leaders are open to new ideas and changes. Children are their priority. All adults in our community are kind, empathetic, patient, honest, fair, energetic, flexible, understanding, and encouraging. They do their best at all times to be good listeners with a sense of humor, to be positive influences on children showing them the value of hard work, creativity, and optimism. In addition, they are problem solvers, drug free, conscientious, and concerned about keeping all children safe.

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

complete their homework, participate in class, and dress appropriately. All students are at school on time on school days, are well-organized, attentive, and respectful listeners. They show a desire to learn by working hard, participating in class, taking pride in their work, and setting goals.

All students are broad-minded and willing to accept help. They like challenges and welcome accountability and responsibility. All students use the Golden Rule, are respectful, helpful, honest, cooperative, happy, persistent, appreciative, and imaginative. All students will complete one hundred percent of their homework. Finally, all students accept differences in others by refraining from bullying or name-calling, and they respect school property and remain drug free.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who read at grade level: 100%
- % of students who move to next grade level: 100%
- % of students who write at grade level: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	75	75	77	80		85		90		95		100

Third Grade - Percent passing ISTEP Math number sense in Fourth Grade

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	81	81	79	85	72	90		91		92		100

Third Grade Free and Reduced - Percent passing Fourth Grade Lang. Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	50	60	68	80	86	85		87		89		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Lack of Formative Assessment

Teachers were surveyed and the results showed that not all TRES teachers felt they were aligning their assessments with the Indiana Academic Standards.

Concern: Departmentalize Third Grade

When looking at the ISTEP trend data in the third grade results showed that students scores were dropping consistently from the beginning of third grade to the beginning of fourth grade. After much discussion, collaboratively we decided that we needed consistent instruction in third grade.

Concern: The amount of time writing is not consistent.

Teacher observation / discussion indicated that inconsistent writing time is an issue.

Concern: [blank]

Concern: Large gap between free and reduced and paid lunch in fifth grade language arts.

When reviewing the ISTEP data, the staff, community council and students noted that their was a discrepancy between f/r and paid language arts scores in fifth grade.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

O. Extended Learning Activities

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Formative Assessment of Standards

All TR Language Arts and Math teachers will use a revised standards check list that will be reviewed by the principal after first and second semester.

Required Strategies

A. Parent Involvement: Parent Math Night

Our Family Math Night is in February. We invite a guest speaker and they show our parents and students many math activities they can do at home.

B. Technology Coordination

Every classroom integrates technology into their lesson plans for weekly use in their rooms. Every classroom is equipped with classroom computers, LCD projectors, laptop computer, overhead projector and DVD/VCR. Many classrooms use some or all of the above daily. Also available for teachers to use are Smart Boards.

C. Safe and Disciplined Learning Environment

TRES maintains a safe building; has only one entrance for visitors; has a safety team made up of teachers, parents, administration, law enforcement and community members; has a set discipline plan; and has a student handbook with guidelines on appropriate and acceptable behavior with outlined consequences for not displaying appropriate and acceptable behavior. TRES has a crisis plan in place and practices regular drills.

D. Attendance

TRES promotes improved attendance by offering incentive awards to classrooms and individual students each nine weeks. PTO attendance awards are awarded to students each nine weeks. Letters are sent home and home visits are made to students with poor attendance

G1. Exceptional Learners - Gifted

TRES is offering High Ability Instruction to the top ten percent of students in grades k-6. Students will be cluster grouped daily in regular classrooms. The regular classroom teachers will differentiate instruction daily under the guidance of the high ability licensed teachers.

G2. Exceptional Learners - Special Education

TRES has students referred through the general education intervention program/student assistance program for psychological testing. If students qualify for special services the case conference committee determines the IEP appropriate for each student. TRES has three highly qualified teachers and six highly qualified teaching assistants. Students are serviced in the regular classroom as well as in two resource rooms daily. Students are instructed at grade level using Indiana Academic Standards.

H. Cultural Competency

TRES promotes students to become more culturally aware both within and outside their cultural community by helping students understand differences in each other's abilities, incorporating cultural studies into each grade level and field trips. Each morning students are taught character education by the principle using Project Wisdom. Teachers are studying the work of Ruby Payne and have participated in a poverty simulation.

I. Focused Instruction / Curriculum: Departmentalize Third Grade Language Arts and Math

Each third grade teacher at Turkey Run Elementary will specialize in Language Arts or Math instruction in the third grade classrooms during the school year. Each student will have LA instruction by the specialized LA teacher. Each student will have Math instruction by the specialized Math teacher. Students will rotate daily between the two classrooms. Departmentalizing LA and Math will keep instruction consistent for all students.

I. Focused Instruction / Curriculum: Number Sense

Fourth grade teachers will focus on connecting number sense to the real world using intense activities at least 10 minutes per week during classroom instruction.

I. Focused Instruction / Curriculum: Writing Time Block

All teachers will use a writing block 4 days per week, as appropriate for each grade level with a minimum of 30-40 minutes per day.

J. Instruction by Highly Qualified Teachers

All TRES teachers have valid teaching licenses, are teaching in their licensed area and are in compliance with Indiana Department of Education's standard of "Highly Qualified" in August of each school year.

K. Attracting Highly Qualified Teachers

The school/district website provides a link to the Department of Education website posting latest ISTEP scores and PL 221 categories. Certifications of every teacher in the school are published for parents and the public at registration. Every employment posting for teachers/administrators includes a requirement of verification of highly qualified certification and licensure. Achievement results are reported by teachers and the principal at public board meetings in an effort to inform the public of the positive accomplishments of the TRES staff and students.

L. Early Childhood Assistance

In addition to our parents' informational Kindergarten Roundup meeting in March, TRES Kindergarten teachers will provide training for parents of incoming Kindergartners so they will be more equipped to prepare their child for Kindergarten. A workshop will be in the spring and materials for parents to take home will be provided at TRES. We will be offering a preschool program for students who screened developmentally delayed for regular full day kindergarten. This program will be offered three full days a week and will provide readiness curriculum and instruction to prepare students for regular kindergarten the following year.

M. Assessment Results to Parents

Parents are informed of their child's progress in each subject every nine weeks by a report card. NWEA results are given to parents at parent teacher conferences and explained, in the fall and sent home to parents by report card in the Spring. ISTEP results are sent home in report cards.

O. Extended Learning Activities: Summer Literacy Program

Turkey Run Elementary students will be invited to attend several extended learning activities. Early in the fall, grades 3-6 students who are most in need will be invited to receive ISTEP (Jump Start)preparation instruction, taught by highly qualified teachers after school, one hour, two days a week for four weeks. Late in the fall, identified students in grades 3-6 will be offered and independant reading instruction by a highly qualified teacher during bookclubs, one hour a day, two days a week for 10 weeks, before or after school depending on parent preference. Eligible students in grades 2-5 for the 2008-09 school year will participate in a Summer School Literacy Program during the month of June, taught by highly qualified teachers. The Summer School focus is literacy skills to help keep students reading skills from declining over the summer.

Q. School-Parent Involvement Policy

During student registration, the principal will give each family a copy of the Title 1 Scool-Parent Involvement Policy. During the month of September, during our Annual Title1 Parent Meeting, any revisions that need to be made will be done with the help of parents, and Title 1 staff.

R. Parent Right-to-Know Letter: Parent Right to Know Letter

At registration parents will receive the parents right to know letter that informs the parents of their right to know the qualifications of the teachers instructing their child. Parents will be notified if a teacher is not highly qualified that is teaching their child. They will be given this letter by the registration volunteers.

S. School-Parent Compact: School Parent Compact

Parent Title 1 Advisory Board will help to develop and revise The School Parent Compact in June. The Student Parent Compact will be sent home in August to each child at registration.

T. Annual Parent Meeting: Annual Parent Meeting

A Title 1 Annual Parent Meeting will be held during the month of September to inform parents about Title 1 by the Title 1 teachers. Parents are given the school parent involvement policy.

U. Targeted Assistance: Language Arts Book Study

The TRES Staff will research book(s) and study language arts instructional techniques for working with low income students and implement at least one new strategy in the classroom during the year.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

A. Parent Involvement: Parent Math Night

No professional development is needed for this strategy.

I. Focused Instruction / Curriculum: Departmentalize Third Grade Language Arts and Math

No professional development is needed for this strategy.

I. Focused Instruction / Curriculum: Number Sense

No professional development is needed for this strategy.

I. Focused Instruction / Curriculum: Writing Time Block

Professional Development Activity	Funding	Activity Purpose
<i>Provide time for reviewing writing pieces.</i>	Source: Title 1 Amount: \$1000.	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be provided a day to grade writing prompts together as a team and give each other feedback. This will happen after each writing prompt is given. (3 times per year)	Teachers	Other

Professional Development Activity	Funding	Activity Purpose
<i>View Peers Writing Block</i>	Source: Title 1 Amount: \$100.	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will visit other classrooms in the building and observe colleagues writing block time.	Teachers	Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Visit exemplary schools that have high LA writing scores.</i>	Source: Title 1 Amount: \$600.	Information
Brief Description	Intended Participants	Activity Format
LA teachers will visit schools with similar demographics that perform well writing applications on the ISTEP.	Teachers	Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>On-site writing consultant.</i>	Source: State Professional Development Grant Amount: \$3000.	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
A consultant will come and work with individual LA teachers modeling the writing block strategies. The consultant will come back for a second day as a follow-up and possibly a third day.	Teachers	Other

L. Early Childhood Assistance

Professional Development Activity	Funding	Activity Purpose
<i>Early Childhood Instructional Training</i>	Source: State Professional Dev. Grant Amount: \$800.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will attend the Indiana State Kindergarten conference in Indianapolis.	Teachers	Presentation/Workshop

O. Extended Learning Activities: Summer Literacy Program

No professional development is needed for this strategy.

U. Targeted Assistance: Language Arts Book Study

Professional Development Activity	Funding	Activity Purpose
<i>Visit Top Gainer Schools</i>	Source: State Professional Development Grant Amount: \$600.00	Information
Brief Description	Intended Participants	Activity Format
LA teachers will visit top gainer schools to observe LA strategies being implemented in high achieving schools.	Teachers	Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Jigsaw Professional Development book that deals with strategies of teaching students in poverty.</i>	Source: Title 1 Amount: \$1000.	Information
Brief Description	Intended Participants	Activity Format
All teachers, administrators, and counselor will participate in a book study on techniques for working with low income students.	Teachers Counselors Administrators	Study Group

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Lack of Formative Assessment

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- Formative Assessment of Standards

Concern: Departmentalize Third Grade

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Departmentalize Third Grade Language Arts and Math

Concern: The amount of time writing is not consistent.

Data Targets Influenced by This Concern:

- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Writing Time Block

Concern: [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Concern: Large gap between free and reduced and paid lunch in fifth grade language arts.

Data Targets Influenced by This Concern:

- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- U. Targeted Assistance: Language Arts Book Study

Required Areas of Concern

A. Parent Involvement (PL221, Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Math Night

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency

I. Focused Instruction / Curriculum (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Writing Time Block
- I. Focused Instruction / Curriculum: Departmentalize Third Grade Language Arts and Math
- I. Focused Instruction / Curriculum: Number Sense
- U. Targeted Assistance: Language Arts Book Study

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- M. Assessment Results to Parents

O. Extended Learning Activities (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- O. Extended Learning Activities: Summer Literacy Program

R. Parent Right-to-Know Letter (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter: Parent Right to Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- S. School-Parent Compact: School Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- U. Targeted Assistance: Language Arts Book Study

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	District Office, School Office and School Library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP Grades 3-6 NWEA 2-6	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Summer School Grant is combined with Title 1 Grant to provide staff and transportation for students. Special Ed. Students participate in summer school.	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Early Childhood Assistance

Nov 3, 2008: Select dates for workshop

Person: Early Childhood Committee

Activity: Preschool Parent Workshop

Nov 17, 2008: Indiana Kindergarten Conference

Person: Kindergarten Teachers

Activity: Early Childhood Instructional Training

Nov 28, 2008: Secure ELC room for workshop.

Person: Principal

Activity: Preschool Parent Workshop

Jan 7, 2009: Secure babysitting for younger siblings.

Person: Kathy Jones

Activity: Parents have no place for their children to go while they're at the workshop.

Feb 2, 2009: Secure funding for materials for home packets.

Person: Principal

Activity: Preschool Parent Workshop

Feb 27, 2009: Purchase materials for take home packets.

Person: Early Childhood Committee

Activity: Preschool Parent Workshop

Feb 28, 2009: Organize take home packets.

Person: Early Childhood Committee

Activity: Preschool Parent Workshop

Mar 2, 2009: Create a short preworkshop survey

Person: Early childhood Committee

Activity: Collect baseline data

Mar 2, 2009: Create a short post workshop survey.

Person: Early Childhood Committee

Activity: Collect final semester/trimester follow up data

Mar 2, 2009: Prepare sign-up sheet for parents at kindergarten roundup.

Person: Kathy Jones and Alicia Mathis

Activity: Preschool Parent Workshop

Mar 3, 2009: Prepare a flyer/ad for newspaper to inform parents about the workshop.

Person: Kathy Jones and Alicia Mathis

Activity: Preschool Parent Workshop

Mar 9, 2009: Type and copy the preworkshop survey.

Person: Kathy Jones

Activity: Collect baseline data

Mar 9, 2009: Type and copy post workshop survey.

Person: Kathy Jones

Activity: Collect final semester/trimester follow up data

- Mar 16, 2009:** Invite parents personally to kindergarten roundup.
Person: Principal
Activity: Preschool Parent Workshop

- Mar 16, 2009:** Prepare and organize materials to be presented at workshop.
Person: Early Childhood Committee
Activity: Preschool Parent Workshop

- Mar 30, 2009:** Purchase an incentive for attendees at the workshop.
Person: Sue Lawson
Activity: Parents that do not attend the workshop.

- Apr 23, 2009:** Prepare/set up ELC/meeting room.
Person: Kathy Jones, Alicia Mathis and Abby Hobson
Activity: Preschool Parent Workshop

- Jun 30, 2009:** Purchase an incentive for children whose parents who return the check off list.
Person: Sue Lawson
Activity: Parents who don't participate in the take home activities.

Extended Learning Activities

- Mar 2, 2009:** Coordinate school lunches with Janet Lindley.
Person: Principal
Activity: Summer Literacy Program

- Mar 4, 2009:** Set date and length of summer literacy program.
Person: Principal
Activity: Summer Literacy Program

- Mar 6, 2009:** Hire summer school teachers.
Person: Principal
Activity: Summer Literacy Program

- Mar 31, 2009:** Create student flyer to be sent home.
Person: Summer School Staff
Activity: Summer Literacy Program

- Mar 31, 2009:** Secure funding.
Person: Principal
Activity: Summer Literacy Program

- Apr 6, 2009:** Invite selected students to kick-off.
Person: Summer School Staff
Activity: Summer Literacy Kick-off

- Apr 6, 2009:** Hire summer bus drivers.
Person: Principal
Activity: Summer Literacy Program

- Apr 8, 2009:** Coordinate curriculum.
Person: Summer School Staff
Activity: Summer Literacy Program

- Apr 15, 2009:** Set summer school bus routes.
Person: Principal
Activity: Summer Literacy Program

- Apr 23, 2009:** Identify Summer School Students
Person: Title 1 Teachers
Activity: Summer Literacy Program
- May 4, 2009:** Purchase teacher materials.
Person: Summer School Staff
Activity: Summer Literacy Program
- May 4, 2009:** Summer School Kickoff/permissions slips sent home.
Person: Carmen Branson
Activity: Summer Literacy Program
- May 9, 2009:** Purchase student materials.
Person: Summer School Staff
Activity: Summer Literacy Program
- May 18, 2009:** Create survey and copy.
Person: Carmen Branson
Activity: Survey Summer School Teachers
- May 27, 2009:** Organize student materials.
Person: Summer School Staff
Activity: Summer Literacy Program
- Jun 26, 2009:** Conduct and collect survey data.
Person: Carmen Branson
Activity: Survey Summer School Teachers

Focused Instruction / Curriculum

- Mar 19, 2008:** Create a survey.
Person: Sue Lawson
Activity: Collect baseline data
- May 19, 2008:** Collect survey and tally results.
Person: Sue Harness and task group
Activity: Collect baseline data
- May 22, 2008:** Principal checks lesson plans for curriculum alignment
Person: Principal
Activity: Collect baseline data
- Aug 11, 2008:** Collaborate with special teachers and create block times for language arts and math.
Person: Tina Jacks and Rita Shaw
Activity: Coordinate Schedules.
- Aug 11, 2008:** Teachers will spend 30 minutes (primary)40 minutes (for intermediate), four days a week, writing.
Person: Sue Harness and strategy task group.
Activity: Scheduled Writing Block
- Sep 1, 2008:** Self report to chair each 9 wks about activities used in classroom
Person: Karen Hill
Activity: Collect baseline data
- Sep 1, 2008:** integrate activity into math instruction 1 time per week for 10 minutes
Person: All Math Teachers
Activity: Lack of time
- Sep 1, 2008:** order resources as needed
Person: Karen Hill
Activity: Provide extra resources for elementary math teachers

- Sep 3, 2008:** Set time aside for feedback for the use of writing block.
Person: Sue Harness
Activity: Group Callaboration during LA PLC's
- Sep 3, 2008:** Set aside time during PLC to discuss issues as needed.
Person: Tina Jacks and Rita Shaw
Activity: Meet during PLC's to plan, discuss scheduling changes.
- Sep 15, 2008:** Use Marcy Cook or similar activities during class instruction 10 minutes per week
Person: All elementary math teachers
Activity: Use activities in the classroom that connect real life with number sense
- Sep 17, 2008:** Teachers will plan take home activities for number sense.
Person: All elementary math teachers
Activity: Connect 9 week take home activities to number sense in student daily life
- Sep 24, 2008:** Share activities with other math teachers
Person: all math teachers
Activity: Collect baseline data
- Sep 30, 2008:** Secure funding.
Person: Principal
Activity: On-site writing consultant.
- Sep 30, 2008:** Secure funding for subs.
Person: Principal
Activity: Provide time for reviewing writing pieces.
- Sep 30, 2008:** Secure funding for subs.
Person: Principal
Activity: View Peers Writing Block
- Sep 30, 2008:** Secure funding for subs.
Person: Principal
Activity: Visit exemplary schools that have high LA writing scores.
- Oct 15, 2008:** Contact schools and set dates for visits.
Person: Sue Harness
Activity: Visit exemplary schools that have high LA writing scores.
- Oct 30, 2008:** Locate a writing consultant.
Person: Sue Harness/Tina Jacks
Activity: On-site writing consultant.
- Oct 30, 2008:** Set date for writing consultant visit(s).
Person: Sue Harness/Tina Jacks
Activity: On-site writing consultant.
- Nov 30, 2008:** Schedule writing consultant rotation within house.
Person: Sue Harness/Tina Jacks
Activity: On-site writing consultant.
- Dec 8, 2008:** Collect survey and tally results.
Person: Sue Harness and task group
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** Self report activities used in classroom
Person: Karen Hill
Activity: Collect first semester/trimester follow up data

- Dec 19, 2008:** Principal checks lesson plans for curriculum alignment.
Person: Principal
Activity: Collect first semester/trimester follow up data
- May 10, 2009:** Self report activities used in classroom
Person: Karen Hill
Activity: Collect final semester/trimester follow up data
- May 11, 2009:** Collect survey and tally results.
Person: Sue Harness and task group
Activity: Collect final semester/trimester follow up data
- May 13, 2009:** Calculate the difference in scores on the number sense section of ISTEP
Person: Math Focus Group
Activity: Collect final semester/trimester follow up data
- May 21, 2009:** Principal checks lesson plans for curriculum alignment.
Person: Principal
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Oct 31, 2008:** Reserve Room
Person: Robin Stewart
Activity: Conducting a Parent Math Night
- Nov 12, 2008:** Contact Presenters
Person: Robin Stewart
Activity: Conducting a Parent Math Night
- Jan 12, 2009:** Create Parent Math Night Flyer
Person: Heidi Deters and Pat Harvey
Activity: Conducting a Parent Math Night
- Jan 14, 2009:** Choose a number sense math activity for each grade level.
Person: Math Focus Group
Activity: Pre-Math Night Kick-off
- Jan 26, 2009:** Math classroom teacher will demonstrate and distribute math activities.
Person: Math Focus Group
Activity: Pre-Math Night Kick-off
- Feb 2, 2009:** Pass out flyer/permission slips to students
Person: Roberta Hobbs and Rita Shaw
Activity: Conducting a Parent Math Night
- Feb 9, 2009:** Collect permission slips and tally permission slips
Person: Robin Stewart
Activity: Conducting a Parent Math Night
- Feb 23, 2009:** Order food for families for Math Night
Person: Robin Stewart
Activity: Conducting a Parent Math Night
- Feb 23, 2009:** Pick up food and set up room.
Person: Robin Stewart
Activity: Conducting a Parent Math Night
- Apr 6, 2009:** Distribute parent survey.
Person: Roberta Hobbs and Heidi Deters
Activity: Baseline data

Apr 29, 2009: Collect and tally survey.
Person: Rita Shaw and Pat Harvey
Activity: Baseline data

Targeted Assistance

Apr 1, 2008: Secure funding from administration for books.
Person: Robin Stewart
Activity: Book Study and Implementation

Apr 30, 2008: Find a book and vote
Person: Strategy Focus Group/Book Study
Activity: Book Study and Implementation

May 19, 2008: Purchase Books
Person: Strategy Focus Group/Book Study
Activity: Book Study and Implementation

Aug 11, 2008: Get approval from principal and schedule PLC time.
Person: Betsy Newton
Activity: Extra Reading Time PLC

Aug 13, 2008: Research schools that received INSAI's Top Gainer Award for similar demographics.
Person: Strategy Focus Group/Book Study
Activity: Visit Top Gainer Schools

Aug 30, 2008: During PLC's, teachers will share strategies learned from the book study.
Person: All LA teachers
Activity: Jigsaw Professional Development book that deals with strategies of teaching students in poverty.

Sep 3, 2008: Read book and do book study during PLC time
Person: TRES staff
Activity: Book Study and Implementation

Sep 3, 2008: Use the jigsaw strategy for dividing book into sections. Each group reads certain chapters
Person: TRES staff
Activity: Extra Reading Time PLC

Sep 3, 2008: Read book and do book study during PLC time.
Person: All teachers
Activity: Jigsaw Professional Development book that deals with strategies of teaching students in poverty.

Sep 10, 2008: Call school and arrange visit.
Person: Gwen Hinshaw
Activity: Visit Top Gainer Schools

Sep 24, 2008: Create a survey for teachers about teaching strategies for low income students.
Person: Strategy Focus Group/Book Study
Activity: Collect baseline data

Oct , 2008: Send people to visit.
Person: Charity Jablonski, Jennifer Eveland, Gwen Hinshaw
Activity: Visit Top Gainer Schools

Oct 1, 2008: Group summarize and present to the group at the next PLC.
Person: Representative from each book study group
Activity: Jigsaw Professional Development book that deals with strategies of teaching students in poverty.

Oct 8, 2008: Give the survey to staff

Person: Strategy Focus Group/Book Study

Activity: Collect baseline data

Oct 8, 2008: Discuss the strategies from the book that was read during book study, to help teachers teach students from poverty.

Person: All teachers

Activity: Jigsaw Professional Development book that deals with strategies of teaching students in poverty.

Oct 15, 2008: Record percentages

Person: Strategy Focus Group/Book Study

Activity: Collect baseline data

Nov 12, 2008: Report strategies being used.

Person: Charity Jablonski, Jennifer Eveland, Gwen Hinshaw

Activity: Visit Top Gainer Schools

May 6, 2009: Give survey to staff

Person: Strategy Focus Group/Book Study

Activity: Collect final semester/trimester follow up data

May 13, 2009: Record percentages

Person: Strategy Focus Group/Book Study

Activity: Collect final semester/trimester follow up data

May 18, 2009: Total participation percentages from minutes and survey.

Person: Strategy Focus Group/Book Study

Activity: Book Study and Implementation

May 19, 2009: Look at spring ISTEP data

Person: Strategy Focus Group/Book Study

Activity: Book Study and Implementation

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>