

School Improvement Plan - 2010-2011

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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:



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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 - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Candy Allen - School Counselor
- Carmen Branson - Teacher
- Christian Crum - Teacher
- Aaron Hart - Administrator
- Roberta Hobbs - Teacher
- Bobbi Jones - Community Representative (Business)
- Robin Stewart - Teacher
- Heather Sutton - Teacher
- Rena Uplinger - Parent/Guardian

Strategy Chairs

- Carmen Branson
- Heidi Deters
- Aaron Hart
- Karen Hill
- Roberta Hobbs
- Kathy Jones
- Robin Stewart

Community Council

-
- Alice Alderson - Community
- Tracey Brook - parent of female 2 and male 3rd grader
- Andrew Brown - community member/8th grade parent
- Monte/Cena Chaplain - community/parent of 8th grader and 5th grader
- Gayle Cole - community
- Rebecca Cory - parent 6th grader
- Robin Cox - parent
- Sally Curley - Social Services
- Heather & Brian Emery - Parent of 4th & 6th grade female and 4th grade female
- Karen Francis - community
- Stacey & Kirk Gill - Township Trustee and parent of 3rd grade female 5th grade male
- Teresa Goddard - community
- Sarah Grayless - Community (First Steps) parent of male 4th grader and 6th female, kindergartener
- Greg Harvey - Board Member
- Dennis Hobbs - business owner
- Kyle Jacks - Business
- Karen Kent - Parent of female Special services 6th grade
- Jessica Lynk - Media/Parent of male 3rd grader
- Sarabeth Marcinko - retired teacher
- Donna McVay - community
- Annette Munoz - parent
- Chris/Valori Newcomb - community/parent of 5th grader male
- Freda Overmyer - parent
- Marilyn Rode - Business
- Linda Snodgrass - community/parent of 4th grader female and 5th grade female
- Amy South - parent/ 2 high school females and 2nd grade female
- Patsy/Ken Steffen - community
- Janice Stewart - Community
- Steve Stewart - HS Math Teacher grandparent of 2nd grade female and 4th grade female
- Kevin Swaim - community
- Carol/John Trench - parent/community
- Alan Waldridge - Community
- Denise Walker - parent
- Donna Williams - community
- Stephanie Wrightsman - Parent high school students

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:

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, skilled in effective instructional strategies and use authentic learning experiences as well as, teach higher level thinking skills.

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. All students can live this in this utopian environment here in Parke County. All students are proud to live in a small community. 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

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.

All general ed students in grade 3-5 - % passing LA on the ISTEP test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75.5	78.5		81.5		84.5		87.5		100

All special education students in grades 3-5 - % passing English and Language Arts ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			47.5	50.5		53.5		56.5		59.5		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	81.3	82	76.2	82		83		84		85		100

Fourth Grade - % passing ISTEP number sense

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84		74	77		80		83		88		100

Third Grade - Percent passing ISTEP Math number sense

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	79	73	82	76		77		78		80		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	86	85	75	77		80		83		85		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... [blank]

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Required Strategies

A. Parent Involvement: Parent Literacy Night

Turkey Run Elementary teachers will conduct a Parent Literacy Night annually in February. Literacy night is a night when a guest author and/or storyteller will demonstrate literacy activities to the parents and students in grades k-5, trying to change the home environment by encouraging the importance of parent involvement. This strategy will incorporate strong collaboration with community resources in the following way: 1) book donation so that each student has literature to take home 2) feedback on how to improve the event in the future

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement

The Turkey Run Elementary Staff will host a guest speaker, in the fall, that addresses strategies and techniques for teachers to increase the amount of parents involved in the school and their child's education.

Impact Level: High Impact - Inside

Focus: Specific

C. Outreach to Preschool Parent Involvement Programs

Local preschool teachers will be invited to attend our fall professional development speaker on how to involve parents in the school and individual classrooms. The preschool teachers will be formally invited by the building principal.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

There will be a parent link off of our corporation's main site for elementary school parents. This link will lead parents to a homepage that will allow them to see the school newsletter, classroom newsletters/web page, and a list of links to parent resources. One such link will be the Indiana Parent Information and Resource Center (PIRC): <http://www.fscp.org>. A Harmony FAQ section will be included to help parents better understand the online accessibility to student grades. This will be maintained by our media specialist and classroom teachers. It will be updated as needed and monitored by the building principal.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum

All K-5 teachers will be engaged in a book study and planning to create a curriculum mapping program for the 2011-2012 school year. A small group of teachers will be piloting curriculum mapping programs second semester to make sure that we choose a program that will meet the needs of our school corporation. A mapping program will be adopted, and all teachers will begin mapping at the beginning of the 2011-2012 school year. his strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Number Sense

Fourth grade and Third grade teachers will focus on connecting number sense to the real world using number sense activities such as Marcy Cook at least 1 day for 10 minutes per week during classroom instruction. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year.

Impact Level: High Impact - Inside

Focus: Specific

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. If a non-highly qualified teacher is hired into the school, the principal, staff and administrators would assist that teacher in activities that would enable him/her to meet the highly qualified requirements. The Turkey Run Elementary Office will also maintain a list of all teachers in the building and record how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). This list will be provided to Turkey Run families in the "Back to School Packet." To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals.

Impact Level: Low Impact

Focus: General

K. Attracting Highly Qualified Teachers

The Turkey Run Community School Corporation is dedicated to hiring highly qualified teachers from nationally recognized teacher preparation programs. Local universities are contacted about current position openings. Openings are also posted on our corporation's website. Candidate resumes are prescreened by an administrator and a teacher representative. In some cases, references are contacted before an interview to gain even more background knowledge of a candidate. Interviews are set up and conducted. References are contacted again for to gain more information about a teacher candidate. If this process does not present someone who we feel is highly qualified we continue our search. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by 1) providing a supportive and caring environment, and 2) providing professional development opportunities.

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition

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 conducted 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.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

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. All reports of progress are presented to parents in terms that they can understand.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

During student registration, the principal will give each family a copy of the Title 1 School-Parent Involvement Policy that includes the components listed on the DOE School Parent Involvement Policy checklist. During the month of September, at our Annual Title 1 Parent Meeting, any revisions that need to be made will be done with the help of parents, and Title 1 staff.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

During student registration, all parents will receive a letter to inform them that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist.

Impact Level: High Impact - Outside

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

TRES will notify by means of a letter to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Impact Level: High Impact - Outside

Focus: General

S. School-Parent Compact

Parent Title 1 Advisory Board will help to develop and revise The School Parent Compact in May. The Student Parent Compact will be sent home in August to each child at registration and include all components described on DOE School Parent Compact list. The compact will be reviewed at a parent teacher conferences.

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

Title 1 Annual Parent Meetings will be held during the month of September for all K-6 parents will be invited to attend to inform them about Title 1. The Title 1 teachers will inform parents of the school's participation in the school wide Title 1 program and their rights and responsibilities of being involved in the Title 1 program. One meeting will be held in the evening and one meeting will be held during the midmorning hours to accommodate times for all parents to attend. Parents will be given the school parent involvement policy at that time. An agenda and the parent sign in sheet for the meeting will be kept for documentation for the DOE.

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Writing Time Block

All K-5 students will have daily writing instruction provided by Title 1 teachers in the classroom. More specifically, fourth grade students will be engaged in a minimum of 30 minutes of writing instruction/practice daily. This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: RTI

All K-3 students will be put in intervention groups based on DIBELS/ISTEP/MAP assessments and will receive intervention daily by Title 1 teachers/aides. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Required Strategies

A. Parent Involvement: Parent Literacy Night

% of parents reporting that they read with their child daily

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Number Sense

The percent of 4th grade teachers that are using real world number sense atleast 10 minutes each week.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

L. Early Childhood Transition

The percent of parents who report on survey that they feel more prepared in helping their child with academic and fine motor skills, after the workshop..

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

U. Focused Student Group: Writing Time Block

% of teachers who spend 20 minutes (primary) or 30 (minutes) intermediate 4 days a week.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

W. Timely Additional Assistance: RTI

% of K-3 Title 1 Teachers/Aides who have used reading interventions logs on non-identified students based on interventions.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

To-Do List

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

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

Early Childhood Transition

Sep 30, 2010: Kindergarten teacher attend workshop **Person:** Kathy Jones

Nov 30, 2010: Collect fall data: The percent of parents who report on survey that they feel more prepared in helping their child with academic and fine motor skills, after the workshop.. **Person:**

Jan 22, 2011: Provide babysitting **Person:** Kathy Jones

Jan 31, 2011: Secure funding for take home materials **Person:** Aaron Hart

Jan 31, 2011: Select a date for workshop **Person:** Aaron Hart

Mar 1, 2011: Purchase materials **Person:** committee

Mar 15, 2011: Invite parents to workshop **Person:** Aaron Hart

Mar 15, 2011: Organize take home material **Person:** committee

Mar 20, 2011: Prepare pre workshop survey **Person:** Kindergarten teachers

Mar 30, 2011: Prepare flier/survey **Person:** Kathy Jones

Mar 30, 2011: Prepare workshop sign up sheet **Person:** Alicia Mathis

Mar 31, 2011: Collect Baseline data **Person:** Kathy Jones

Apr 10, 2011: Collect Pre workshop survey **Person:** Kathy Jones

Apr 15, 2011: Prepare for workshop **Person:** committee

Apr 23, 2011: Collect post workshop survey **Person:** Kindergarten Teachers

Apr 23, 2011: Set up for workshop **Person:** committee

May 18, 2011: Early Childhood Transition Workshop **Person:** committee

Jun 30, 2011: Collect spring data: The percent of parents who report on survey that they feel more prepared in helping their child with academic and fine motor skills, after the workshop.. **Person:**

Sep 10, 2011: Prepare follow up survey **Person:** Kathy Jones

Sep 30, 2011: Collect follow up data **Person:** Kindergarten Teachers

Educator Training for Parent Involvement

Aug 30, 2010: Contact a speaker **Person:** Roberta Hobbs

Aug 30, 2010: Set date, time and room. **Person:** Roberta Hobbs

Encourage Rigorous Curriculum

Jan , 2010: Pilot Curriculum Mapping Programs **Person:** Aaron Hart

May 16, 2010: Pilot Curriculum Mapping Programs **Person:** Aaron Hart

May 28, 2010: Choose Curriculum Mapping Program in implement for the 2010-2011 school year. **Person:** Aaron Hart

Sep , 2010: Staff Book Study on Curriculum Mapping **Person:** Aaron Hart

Oct , 2010: Guest Speaker on Curriculum Mapping **Person:** Aaron Hart

Nov , 2010: Look at Curriculum Mapping Programs to Pilot **Person:** Aaron Hart

Focused Academic Area

Aug 31, 2010: Purchase resources as needed for number sense activities. **Person:** Classroom teachers.

Aug 31, 2010: Talk to teachers about number sense activities they are using to teach number sense. **Person:** Karen Hill

Aug 31, 2010: Teachers will plan take home activities (such as Marcy Cook) into math class/time per week for 10 minutes. **Person:** Classroom teachers.

Aug 31, 2010: Teachers will plan take home activities for number sense. **Person:** Classroom teachers.
Oct 1, 2010: Calculate differences in number sense scores on ISTEP. **Person:** All classroom teachers.
Nov 30, 2010: Collect fall data: The percent of 4th grade teachers that are using real world number sense atleast 10 minutes each week. **Person:**
Jun 30, 2011: Collect spring data: The percent of 4th grade teachers that are using real world number sense atleast 10 minutes each week. **Person:**

Focused Student Group

Apr 1, 2010: Collect baseline data: % of teachers who spend 20 minutes (primary) or 30 (minutes) intermediate 4 days a week. **Person:** Classroom Teachers
Aug 30, 2010: Half day collaboration time tor grading prompts and collaborating about writing instruction will be provided **Person:** Aaron Hart
Aug 30, 2010: Locate and retain a guest speaker. **Person:** Sue Harness
Aug 31, 2010: Develope schedules for evaluating prompts. **Person:** Heidi Deters
Sep 6, 2010: Select prompts and dates to be given. **Person:** Committee
Sep 30, 2010: Create data charts to be shared. **Person:** Classroom Teachers
Oct 25, 2010: Guest Speaker/Presentation by a Writing Consultant **Person:** Sue Harness
Nov 30, 2010: Collect fall data: % of teachers who spend 20 minutes (primary) or 30 (minutes) intermediate 4 days a week. **Person:** Classroom Teachers
Jan 29, 2011: Guest Speaker/Presentation by a Writing Consultant **Person:** Sue Harness
Jan 31, 2011: Create data charts to be shared. **Person:** Classroom Teachers
May 29, 2011: Create data charts to be shared. **Person:** Classroom Teachers
Jun 30, 2011: Collect spring data: % of teachers who spend 20 minutes (primary) or 30 (minutes) intermediate 4 days a week. **Person:** Classroom Teachers

Outreach to Preschool Parent Involvement Programs

Sep , 2010: Invite Pre-School teachers to P.D. speaker **Person:** Aaron Hart

Parent Involvement

Apr 1, 2010: Collect baseline data: % of parents reporting that they read with their child daily **Person:** Robin Stewart
Sep 6, 2010: Hire a story teller for literacy night **Person:** Robin Stewart
Sep 23, 2010: Plan the Literacy Night **Person:** Team
Sep 24, 2010: Literacy teacher work session **Person:** Literacy team
Sep 24, 2010: Set the date for the Literacy Night **Person:** Literacy team
Oct 9, 2010: Arrange for half day subs for the k-5 language arts teachers to prepare for the literacy night **Person:** Robin Stewart
Oct 23, 2010: Reserve the ELC room in the high school **Person:** Robin Stewart
Oct 30, 2010: Create the flier for the Literacy Night **Person:** Rebekah McKerchie
Oct 30, 2010: Prepare pre and post survey **Person:** Heide Deters
Nov 6, 2010: Run off the fliers for the classroom teachers **Person:** Heather Sutton
Nov 7, 2010: Distribute the fliers to the classroom teachers **Person:** Sue Lawson
Nov 18, 2010: Collect the pre and post surveys for first semester **Person:** Betsy Newton
Nov 18, 2010: Order the food for the Literacy Night **Person:** Carmen Branson
Nov 18, 2010: Tabulate total Literacy participants **Person:** Sue Harness
Nov 30, 2010: Collect fall data: % of parents reporting that they read with their child daily **Person:** Robin Stewart
Dec 11, 2010: Collect and record the % of parents that report that they read to or student reads to them daily **Person:** Carmen Branson
Dec 12, 2010: Collect the first semester follow up data **Person:** Robin Stewart
Jan 12, 2011: Analyze first semester data (surveys) **Person:** Team
Feb 23, 2011: Rotation of subject area **Person:** Math focus group
Feb 25, 2011: Math focus group will brain storm ideas for a math night instead of a literacy night the next year **Person:** Math focus group
May 5, 2011: Collect the second semester data **Person:** Robin Stewart
May 10, 2011: Collect the pre and post surveys for second semester **Person:** Betsy Newton
May 11, 2011: Analyze the second semester data **Person:** Team
Jun 30, 2011: Collect spring data: % of parents reporting that they read with their child daily **Person:** Robin Stewart

Timely Additional Assistance

Aug 1, 2010: Scheduling RTI **Person:** Aaron Hart

Aug 1, 2010: Set Teaching Assignments **Person:** Aaron Hart

Aug 31, 2010: Secure Funding for training **Person:** Aaron Hart

Aug 31, 2010: Set Dates for Training **Person:** Aaron Hart

Sep 30, 2010: Monthly Collaboration Meetings **Person:** Aaron Hart/Title 1

Nov 30, 2010: Collect fall data: % of K-3 Title 1 Teachers/Aides who have used reading interventions logs on non-identified students based on interventions. **Person:** Aaron Hart

Jun 30, 2011: Collect spring data: % of K-3 Title 1 Teachers/Aides who have used reading interventions logs on non-identified students based on interventions. **Person:** Aaron Hart

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 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.

A. Parent Involvement: Parent Literacy Night

Arrange for half day subs for the k-5 language arts teachers to prepare for the literacy night

Brief Description: Language arts teachers will prepare the material needed for the literacy night.

Intended Participants: Teachers

Date: Oct 9, 2010

Activity Purpose: Refinement

Activity Format: Other

Funding: Title 1

Does this activity occur during the school day? Yes

Literacy teacher work session

Brief Description: Literacy teachers will meet and set the date for the literacy night and make all the final decisions.

Intended Participants: Teachers

Date: Sep 24, 2010

Activity Purpose: Refinement

Activity Format: Other

Funding: Title 1

Does this activity occur during the school day? Yes

Set the date for the Literacy Night

Brief Description: A storyteller will be hired to come to the building during the day and to a convocation with all students. That evening, he will perform for parents and students and model strategies for fun with literacy.

Intended Participants: Teachers, Administrators, Parents, Students

Date: Sep 24, 2010

Activity Purpose: Refinement

Activity Format: Other

Funding: Title 1

Does this activity occur during the school day? Yes

B. Educator Training for Parent Involvement

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum

Guest Speaker on Curriculum Mapping

Brief Description: A guest speaker will be invited to talk to staff members about the benefits of curriculum mapping. This could also include an explanation of software programs that can be used.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? No

Staff Book Study on Curriculum Mapping

Brief Description: Teachers will read a book that explains the process of curriculum mapping.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 0, 2010

Activity Purpose: Information

Activity Format: Study Group

Funding: Title 1

Does this activity occur during the school day? No

I. Focused Academic Area: Number Sense

No professional development is needed for this strategy.

L. Early Childhood Transition

Kindergarten teacher attend workshop

Brief Description: The kindergarten teachers will attend the Kindergarten fall conf. in Indianapolis.

Intended Participants: Teachers

Date: Sep 30, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title 1

Does this activity occur during the school day? Yes

U. Focused Student Group: Writing Time Block

Locate and retain a guest speaker.

Brief Description: A guest speaker will come to TRES and model teach writing to students with classroom teachers observing. Teachers will then meet with the guest to discuss his/her teaching writing techniques.

Intended Participants: Teachers, Students

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Site Visit

Funding: Title 1

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: RTI

Monthly Collaboration Meetings

Brief Description: The Title 1 teachers will meet with classroom teachers once each month to discuss students progress and interventions.

Intended Participants: Teachers

Date: Sep 30, 2010

Activity Purpose: Information, Feedback/Support, Refinement

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

Funding: n/a

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... [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Literacy Night

B. Educator Training (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All general ed students in grade 3-5 -- % passing LA on the ISTEP test
- All special education students in grades 3-5 -- % passing English and Language Arts ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Fourth Grade -- % passing ISTEP number sense
- Third Grade -- Percent passing ISTEP Math number sense
- Third Grade Free and Reduced -- Percent passing Third Grade Lang. Arts ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Number Sense
- U. Focused Student Group: Writing Time Block

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- All special education students in grades 3-5 -- % passing English and Language Arts ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Writing Time Block

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- W. Timely Additional Assistance: RTI

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?	Superintendent's Office, Principal's Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA is a researched based assessment state aligned computer adaptive test that measures student achievement and growth. DIBELS (Dynamic Indicators of Basic Early Literacy Skills). The DIBELS measures were specifically designed to assess 3 of the 5 big ideas of early literacy (phonemic awareness, alphabetic principles and measures of phonological awareness and a measure of fluency with connected text.
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI Expectations Assessment InSAI Curriculum Assessment InSAI Instruction Assessment InSAI Classroom Assessment InSAI Extra Help Assessment InSAI Guidance Assessment InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We choose not to consolidate our funding but choose to coordinate programs and 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 2011-2012 school year