

## **School Improvement Plan - 2011-2012**

Generated on June 16, 2011 at 1:28 PM

### **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
- Indiana Rules and Regulations
- 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
- Aaron Hart - Administrator
- Lisa Hoagland - Parent/Guardian
- Kathy Jones - Teacher
- Sue Lawson - Teacher
- Donna McVay - Community Representative (Business)
- Kathy Wirth - Parent/Guardian

## Strategy Chairs

- Carmen Branson
- Christian Crum
- Heidi Deters
- Aaron Hart
- Brittany Jones
- Kathy Jones
- Robin Stewart

## Community Council

- Alice Alderson - Business
- Kathy Bassett - Business
- Shannon Belcher - Parent
- Jim Bosley - Business

- Tracey Brook - parent of female 3rd and male 4th grader
- Andrew Brown - community member/9th grade parent
- Brad Bumgardner - Community
- Marcia Carpenter - Community
- Monte/Cena Chaplain - community/parent of 9th grader and 6th grader
- Kristen Clary - Community
- Gayle Cole - community
- Rebecca Cory - parent 7th grader
- Raquel Cosby - Parent
- Robin Cox - parent -high ability student
- Stephanie Crum - Community
- Steve and Becky Crum - Community
- Sally Curley - Social Services
- Heather & Brian Emery - Parent of 5th & 7th grade female and 4th grade female
- Karen Francis - community
- Larry Gambaiani - Community
- Stacey & Kirk Gill - Township Trustee and parent of 4th grade female 6th grade male
- Teresa Goddard - community
- Sarah Grayless - Community (First Steps) parent of male 4th grader and 6th female, kindergartener
- Greg Harbison - Business
- Mary Jo Harney - Community
- Greg Harvey - Board Member
- Cindy Hein - Community
- Dennis Hobbs - business owner
- Kyle Jacks - Business
- Karen Kent - Parent
- Karen Kent - Parent of female Special services 6th grade
- Randy Kneeland - Community
- Jessica Lynk - Media/Parent of male 4th grader
- Sarabeth Marcinko - retired teacher
- Donna McVay - community
- Jim Meece - Community
- Annette Munoz - parent
- Chris/Valori Newcomb - community/parent of 6th grader male
- Jerry Newlin - Community
- Freda Overmyer - parent
- Dan Overpeck - Business
- Jeff Pell - Business
- Don Perry - Community
- Ashli Ramsay - Parent
- Marilyn Rode - Business
- Kelli Seward - Business/Parent
- Linda Snodgrass - community/parent of 5th grader female and 6th grade female
- Amy South - parent/ 1 high school female and 3rd grade female
- Patsy/Ken Steffen - community
- Janice Stewart - Community
- Steve Stewart - HS Math Teacher grandparent of elementary and middle school student
- Kevin Swaim - community
- Alan Waldrige - Community
- Denise Walker - Parent of former students
- Donna Williams - Community
- Kathy Wirth - Parent Fourth Grade Student
- Wilma Wooten - 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 live in a community that supports education and pride in their school. Students will have parents that care and provide for their needs. We believe that 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 quality resources available to them in the library/media center including books and resource materials for kindergarten through 5th grade as well as access to computers and other types of technology. We believe that all students deserve to read on grade level. We believe that students deserve to be excited about school. 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 that all students should receive extra help when it is needed. 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 operate in a bully free, safe environment. They deserve teachers who are good communicators, enjoy teaching and constantly strive to meet the needs of every student through individual attention. In addition, they deserve teachers who are enthusiastic, understanding, patient, creative, knowledgeable in state standards, skilled in effective differentiated instructional strategies and use authentic learning experiences as well as, teach higher level thinking skills. Students deserve to be exposed to other cultures. Students also deserve to be assessed in many different ways. We believe students deserve to have time for special classes, for free reading, physical activity and extra-curricular activities, and that they deserve to be included in a fine arts curriculum. 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. They deserve to be taught proper tools for personal hygiene. We believe that students deserve the opportunity to be aware of careers, and have equal opportunities to attend college. Students also deserve to be recognized and praised for their accomplishments. Students also deserve to be kids.

## **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, accept each individual for their unique abilities, and provide social support to students. 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, and to teach appropriate behavior /manners. Students will be rewarded for good behavior. Adults work to provide a safe and nurturing learning environment. They are willing to change methods of working with students to help them be more successful. Adults in our community are goal-driven, motivated, and value education. 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. Adults are willing to listen and help build up children. They are driven and inspiring to others around them. Adults take care of providing social and economic support, create healthy environments, and meet the emotional needs of students. They create opportunities for students to be successful. 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. Adults provide opportunities for students to be tutored or mentored through school and community programs. They provide praise and recognition for students' accomplishments.

## **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, engaged, excited, confident and mannerly. They show a desire to learn by working hard, participating in class, taking pride in their work, and setting goals. Students are good role models for their peers by being responsible, respectful, and sympathetic. Students also possess and exhibit traits of being a positive citizen. They are hard working, encouraging, and willing to take advantage of learning opportunities as they are presented to them. 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 only say things that build others up, instead of tearing down and bullying. All students can live this in

this Utopian environment here in Parke County. All students are proud to live in a small community. Students, through a personal vision, will have a desire to go to college and receive a post-secondary education. Their education at TRCSC, and post-secondary education, will provide an understanding of other cultures and ways of life. 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 ISTEP Reading Test: 100%
- % of students who Show one year's growth on NWEA: 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.

## 5th Grade General Education Students - Passing E/LA ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	91		75	80		85		87		90		100

## 5th Grade Students - Passing Language Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78		66	80		85		87		90		100

## 5th Grade Students - Passing Writing Applications on ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66	80		85		90		95		100



**5th Grade Students - Passing Writing Process on ISTEP**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66	80		85		90		95		100

**Fifth Grade - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55	80		85		90		95		100

**First Grade - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55	95		98		100		100		100

**Fourth Grade - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			86	85		90		95		100		100

**Kindergarten - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			91	95		98		100		100		100

**Second Grade - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70	75		80		85		90		100

**Third Grade - Percentage of Students at Benchmark on DIBELS**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			62	80		85		90		95		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... Tier 1 Core Reading**

**We are concerned that... Tier 2 Reading**

**We are concerned that... Tier 3 Reading**

**We are concerned that... Reading Assessment**

**We are concerned that... Reading Communication to Parents**

**We are concerned that... Student Behavior**

52% of students in grades 3-5 either agree or strongly agree that other student behaviors interfere with their ability to learn.

### Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training - Parent Involvement**

**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**

**J2. Instruction by Highly Qualified Paraprofessionals**

**K. Attracting Highly Qualified Teachers**

**L. Student 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:

## Local Strategies

### Reading Assessment

Students will be assessed three times a year in grades K-5 with the DIBELS measures. Students falling into strategic or at risk categories will be progress monitored regularly to make sure that response to instruction is effective. Students in 3rd grade will be involved in the IREAD assessment in the spring.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Reading Communication to Parents

DIBELS information will be sent home to parents after each benchmarking period. Parents will also be notified of the third grade reading assessment results. These results will be sent home with ISTEP results in the student's report card. In addition to providing parents with results, the school will present information to parents about our current reading program, grade level curriculum, and practical ways to help their student become a better reader. This will occur during our monthly parent meetings.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Tier 1 Core Reading

Teachers will use their adopted text's scope and sequence to provide high quality research-based curriculum to students during a reserved 90 minute time block. This scope and sequence will be aligned with the Indiana Academic Standards/Common Core Standards curriculum maps. Instruction will be differentiated to meet the needs of at least 80% of all students. This will be accomplished through small group or individual activities and materials that are at each student's level. This differentiated instruction will allow for a focus to be on ALL students at differing ability levels.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Tier 2 Reading

See Timely Additional Assistance

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Tier 3 Reading

See Timely Additional Assistance

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### A. Parent Involvement: Monthly Parent Meetings

We will have a monthly parent meeting that spotlights a key area of our school. It will be lead by administration, teachers, and possibly guest speakers. A common day of the month will be used.

**Impact Level:** Low Impact

**Focus:** General

### B. Educator Training - 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:** Low Impact

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs

Parents of incoming kindergarten students are invited to a spring series of "roundup" meetings. Kindergarten teachers, the school counselor, and principal discuss the knowledge and skills that children need in order to be prepared for kindergarten.

**Impact Level:** Low Impact

**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

Teachers, during weekly grade level meetings, will align core curriculum with state developed curriculum maps to help in ensuring compliance with Indiana Academic Standards, and the transition to the common core standards.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Writing

Teachers will research writing programs during the spring semester of the 2010-2011 school year. This will include online research, speaking to other schools, and possible going to workshops. A writing program will be "adopted" by the teachers and will begin to be implemented for the 2011-2012 school year.. The goal of this, is to promote continuity in the way writing is taught K-5.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### J. Instruction by Highly Qualified Teachers

All Turkey Run Elementary School 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:** High Impact - Inside

**Focus:** General

## **J2. Instruction by Highly Qualified Paraprofessionals.**

Paraprofessionals develop the skill sets to successfully intervene with identified student groups.

**Impact Level:** Low Impact

**Focus:** Specific

## **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 screened 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.

**Impact Level:** High Impact - Outside

**Focus:** General

## **L. Student Transition**

We will be offering a preschool program for students who screened developmentally delayed for regular full day kindergarten. This program is offered five full days a week and will provide readiness curriculum and instruction to prepare students for regular kindergarten the following year.

**Impact Level:** High Impact - Inside

**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:** Low Impact

**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:** Low Impact

**Focus:** General

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

The school 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:** Low Impact

**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 parent teacher conferences.

**Impact Level:** Low Impact

**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 mid-morning 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:** General

## **U. Focused Student Group: General Education Students**

Fifth grade general education students scored the presented the largest gap of performance from the spring of 2009 to spring 2010. These students will be involved in high quality, research based instruction through their core curriculum in both reading and writing. Support will be given to students who are not reaching mastery during Tier 2 and Tier 3 as part of our timely additional assistance strategy.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **W. Timely Additional Assistance: RTI**

Students in K-5 will be divided into differentiated groups during Tier 2 and 3. These groups will focus on reinforcing and extending the core curriculum beyond Tier 1 as well as addressing gaps with students that are below grade level. Students will receive these interventions daily by classroom teachers and Title 1 teachers/aides to support reading instruction. Students will be monitored for progress by using DIBELS and Mastery Check Assessments. As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. Students will be progress monitored using DIBELS as well as mastery checks for core content. Positive Behavior Supports will be included in both school-wide and daily routines as part of the RTI structure.

**Impact Level:** High Impact - Inside

**Focus:** Specific



# Strategy Data

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

## Local Strategies

### Tier 1 Core Reading

Percentage of teachers who cover all Academic Standards on their Curriculum Maps Each Semester

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	100		100	

## Required Strategies

### A. Parent Involvement: Monthly Parent Meetings

% of parents who attend the monthly meetings.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

### F. Encourage Rigorous Curriculum

% of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
N/A	100		100	

### I. Focused Academic Area: Writing

Percentage of Teachers consistently teaching writing with the adopted process

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	100		100	

**U. Focused Student Group: General Education Students**

Percentage of teachers who of are increasing rigor through Curriculum Maps and Common Core Standards

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
NA	100		100	

## To-Do List

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

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

## Educator Training - Parent Involvement

**Aug 15, 2011:** Secure Funding for Guest Speaker **Person:** Aaron Hart

**Sep 15, 2011:** Locate and Book a Guest Speaker **Person:** Roberta Hobbs

**Oct 25, 2011:** Host Guest Speaker **Person:** Aaron Hart, Roberta Hobbs

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: % of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists

**Person:** Aaron Hart

**Aug 19, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Aug 26, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Sep 2, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Sep 9, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Sep 16, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Sep 23, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Sep 30, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Oct 7, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Oct 14, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Oct 21, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Oct 28, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Nov 4, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Nov 11, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Nov 18, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Nov 25, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Nov 30, 2011:** Collect fall data: % of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists

**Person:** Aaron Hart

**Dec 2, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Dec 9, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Dec 16, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Dec 23, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Dec 30, 2011:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Jan 6, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Jan 13, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Jan 20, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Jan 27, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Feb 3, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Feb 10, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Feb 17, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Feb 24, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Mar 2, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Mar 9, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Mar 16, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Mar 23, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Mar 30, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Apr 6, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers

**Apr 13, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**Apr 20, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**Apr 27, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**May 4, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**May 11, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**May 18, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**May 25, 2012:** Teachers will check standards with state curriculum maps **Person:** Classroom Teachers  
**Jun 30, 2012:** Collect spring data: % of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists  
**Person:** Aaron Hart

## Focused Academic Area

**Feb 1, 2011:** Research Writing Programs **Person:** Janet Leonard  
**Apr 1, 2011:** Collect baseline data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters  
**May 1, 2011:** Contact Roachdale Elementary about their writing program **Person:** Sue Lawson  
**May 9, 2011:** Attend IRA Conference **Person:** Carmen Branson, Robin Stewart  
**May 15, 2011:** Contact 4 star schools to find out what type of writing programs they are using **Person:** Heather Sutton  
**May 15, 2011:** Define a writing program that will be used by all teachers K-5 **Person:** Committee  
**May 15, 2011:** Research 6 Traits **Person:** Committee  
**May 31, 2011:** Create a common writing vocabulary to be used by all teachers teaching writing **Person:** Committee  
**May 31, 2011:** Create a scope and sequence for teaching writing K-5 **Person:** Committee  
**May 31, 2011:** Secure funding for a guest speaker **Person:** Aaron Hart  
**May 31, 2011:** Secure funding for a guest speaker **Person:** Aaron Hart  
**May 31, 2011:** Secure funding for professional development (books, overheads, samples, etc.) **Person:** Aaron Hart  
**Aug 1, 2011:** Select Writing Prompts and dates for administration **Person:** Heidi Deters  
**Oct 1, 2011:** Collect graphs and student samples and place into binder for reflection **Person:** Heidi Deters  
**Oct 1, 2011:** Secure guest speakers who have utilized this program successfully for multiple years in the classroom (one K-2 and one 3-5) **Person:** Robin Stewart  
**Nov 30, 2011:** Collect fall data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters  
**Jan 1, 2012:** Collect graphs and student samples and place into binder for reflection **Person:** Heidi Deters  
**Jan 31, 2012:** Administer writing prompts **Person:** Classroom  
**Jan 31, 2012:** Create graphs and select student samples **Person:** Classroom Teachers  
**Feb 1, 2012:** Collect graphs and student samples and place into binder for reflection **Person:** Heidi Deters  
**May 31, 2012:** Administer writing prompts **Person:** Classroom Teachers  
**May 31, 2012:** Create graphs and select student samples **Person:** Classroom Teachers  
**Jun 1, 2012:** Evaluate the program and discuss strengths and weaknesses as language arts committee. Make suggestions for next year's program. **Person:** Committee  
**Jun 30, 2012:** Collect spring data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters  
**Aug 1, 2012:** Secure 3 professional release days for grading, collaboration, and discussion of writing prompts and writing program  
**Person:** Aaron Hart

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: Percentage of teachers who of are increasing rigor through Curriculum Maps and Common Core Standards **Person:** Heidi Deters  
**Aug 19, 2011:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers  
**Aug 26, 2011:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers  
**Sep 1, 2011:** Check MAP testing scores to identify students in need of additional instruction **Person:** Classroom Teachers  
**Sep 1, 2011:** Create Flexible Groups for Tier 2 and Tier 3 instruction for identified students. **Person:** Classroom Teacher and Title 1  
**Sep 2, 2011:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers  
**Sep 9, 2011:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers  
**Sep 16, 2011:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers



**Mar 23, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Mar 30, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Apr 1, 2012:** Create Flexible Groups for Tier 2 and Tier 3 instruction for identified students. **Person:** Classroom Teacher and Title 1

**Apr 6, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Apr 13, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Apr 20, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Apr 27, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**May 1, 2012:** Check Map Test Scores to identify students in need of additional instruction **Person:** Classroom Teachers

**May 1, 2012:** Create Flexible Groups for Tier 2 and Tier 3 instruction for identified students. **Person:** Classroom Teacher and Title 1

**May 4, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**May 11, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**May 18, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**May 25, 2012:** Provide students with high quality Core Curriculum based on State Curriculum Maps and Common Core Standards  
**Person:** Classroom Teachers

**Jun 1, 2012:** Check ISTEP Scores to identify students in need of additional instruction **Person:** Classroom Teachers

**Jun 30, 2012:** Collect spring data: Percentage of teachers who of are increasing rigor through Curriculum Maps and Common Core Standards **Person:** Heidi Deters

## **Instruction by Highly Qualified Paraprofessionals.**

**Sep 28, 2011:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Oct 28, 2011:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Nov 28, 2011:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Dec 28, 2011:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Jan 28, 2012:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Feb 28, 2012:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Mar 28, 2012:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

**Apr 28, 2012:** 2 hours monthly PD working on student interventions **Person:** Paraprofessionals

## **Outreach to Preschool Parent Involvement Programs**

**Jan 15, 2012:** Secure ELC room **Person:** Aaron Hart

**Jan 15, 2012:** Select a date for the workshop **Person:** Committee

**Jan 30, 2012:** Secure funding for take-home materials **Person:** Aaron Hart

**Mar 31, 2012:** Purchase materials **Person:** Committee

**Apr 1, 2012:** Organize take home materials **Person:** Committee

**Apr 5, 2012:** Prepare flyer/survey **Person:** Kathy Jones

**Apr 5, 2012:** Prepare workshop sign up sheet **Person:** Kathy Jones

**Apr 15, 2012:** Prepare for workshop -post workshop survey **Person:** Committee

**Apr 20, 2012:** Invite prents to attend workshop **Person:** Aaron Hart

**Apr 28, 2012:** Set up for workshop -conduct workshop **Person:** Committee

**Sep 10, 2012:** Prepare follow-up survey **Person:** Kathy Jones

**Sep 12, 2012:** Send home follow-up survey **Person:** Kathy Jones

**Sep 20, 2012:** Give students a book for returning survey **Person:** Kdg. Teachers

## **Parent Information Resource Center Website**

**Aug 15, 2011:** Update Website **Person:** Lori Brown

**Sep 15, 2011:** Update Website **Person:** Lori Brown

**Oct 15, 2011:** Update Website **Person:** Lori Brown

**Nov 15, 2011:** Update Website **Person:** Lori Brown  
**Dec 15, 2011:** Update Website **Person:** Lori Brown  
**Jan 15, 2012:** Update Website **Person:** Lori Brown  
**Feb 15, 2012:** Update Website **Person:** Lori Brown  
**Feb 15, 2012:** Update Website **Person:** Lori Brown  
**Mar 15, 2012:** Update Website **Person:** Lori Brown  
**Apr 15, 2012:** Update Website **Person:** Lori Brown  
**May 15, 2012:** Update Website **Person:** Lori Brown

## Parent Involvement

**Apr 1, 2011:** Collect baseline data: % of parents who attend the monthly meetings. **Person:** Aaron Hart  
**Jun 30, 2011:** Secure funding for monthly meetings. **Person:** Aaron Hart  
**Aug 15, 2011:** Back to School Night Cookout **Person:** Aaron Hart/Carmen Branson  
**Aug 15, 2011:** Set schedule of monthly meetings **Person:** Aaron Hart  
**Aug 15, 2011:** Set topics for monthly meetings **Person:** Aaron Hart  
**Aug 31, 2011:** Line up speakers for monthly meetings **Person:** Aaron Hart  
**Sep 1, 2011:** Arrange child care for parents during meetings. **Person:** Carmen Branson  
**Sep 1, 2011:** Child Care **Person:** Aaron Hart/Carmen Branson  
**Sep 1, 2011:** Collect data from Survey Monkey. **Person:** Aaron Hart  
**Sep 1, 2011:** Coordinate preparation, serving and clean up after meetings. **Person:** Carmen Branson  
**Sep 1, 2011:** Create Survey Monkey and email to participants or take survey that evening in the computer lab. **Person:** Aaron Hart  
**Sep 1, 2011:** Make flyers for the parent meetings. **Person:** Carmen Branson  
**Sep 1, 2011:** Make sign in sheet with place for email address. **Person:** Carmen Branson  
**Sep 1, 2011:** Purchase supplies for the meetings. **Person:** Carmen Branson/Aaron Hart  
**Sep 1, 2011:** Set activities for children during the meetings. **Person:** Carmen Branson  
**Nov 30, 2011:** Collect fall data: % of parents who attend the monthly meetings. **Person:** Aaron Hart  
**Jun 30, 2012:** Collect spring data: % of parents who attend the monthly meetings. **Person:** Aaron Hart

## Reading Assessment

**Sep 15, 2011:** Inform teachers of Dibels testing times 3 times per year. **Person:** Candice Allen  
**Oct 1, 2011:** Classroom teachers will progress monitor students based on the Dibels Assessment **Person:** Classroom Teachers  
**Jan 19, 2012:** Inform teachers of Dibels testing times 3 times per year. **Person:** Candice Allen  
**Feb 4, 2012:** Classroom teachers will progress monitor students based on the Dibels Assessment **Person:** Classroom Teachers  
**Mar 14, 2012:** Distribute I Read pilot test for Grade 3. **Person:** Candice Allen  
**Mar 22, 2012:** Inform teachers of Dibels testing times 3 times per year. **Person:** Candice Allen  
**Apr 7, 2012:** Classroom teachers will progress monitor students based on the Dibels Assessment **Person:** Classroom Teachers

## Reading Communication to Parents

**Sep 15, 2011:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Oct 1, 2011:** DIBELS Reports Printed and Sent Home **Person:** Classroom Teachers  
**Oct 15, 2011:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Nov 15, 2011:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Dec 15, 2011:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Jan 1, 2012:** DIBELS Reports Printed and Sent Home **Person:** Classroom Teachers  
**Jan 15, 2012:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Feb 15, 2012:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Mar 15, 2012:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**Apr 15, 2012:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**May 15, 2012:** Testing Information Presented to Parents during Monthly meetings **Person:** Classroom Teachers  
**May 31, 2012:** Third Grade Reading Assessment Results Sent Home **Person:** 3rd Grade Teachers  
**Jun 1, 2012:** DIBELS Reports Printed and Sent Home **Person:** Classroom Teachers  
**Jun 1, 2012:** ISTEP Results Sent Home **Person:** Classroom Teachers

## Student Transition

**Jan 15, 2012:** Notify Staff of Date -round up **Person:** Committee  
**Jan 15, 2012:** Notify Staff of Date -screening **Person:** Committee  
**Jan 15, 2012:** Set date for round up **Person:** Committee  
**Jan 15, 2012:** Set Date for Screenings **Person:** Committee  
**Mar 1, 2012:** Publicize round up **Person:** Committee  
**Mar 1, 2012:** Reserve Elementary Library **Person:** Brittany Jones  
**Mar 25, 2012:** Prepare K Handbook and Materials **Person:** Committee  
**Mar 25, 2012:** Prepare sign up for screening times **Person:** Brittany Jones  
**Mar 31, 2012:** Have parents sign up for a screening time at round up **Person:** Committee  
**Mar 31, 2012:** Set up and conduct round up **Person:** Committee  
**Apr 12, 2012:** Prepare materials for Gessell Screening **Person:** Committee  
**Apr 13, 2012:** Conduct Screenings **Person:** Committee  
**Apr 13, 2012:** Set up for screenings **Person:** Committee  
**Apr 14, 2012:** Conduct Screenings **Person:** Committee  
**Apr 14, 2012:** Score Screenings **Person:** Committee  
**Apr 24, 2012:** Based on screenings -prepare letters to notify parents **Person:** Kdg. Teachers  
**Apr 25, 2012:** Send Recommendation Letter to Parents **Person:** Kdg. Teachers

## Tier 1 Core Reading

**Apr 1, 2011:** Collect baseline data: Percentage of teachers who cover all Academic Standards on their Curriculum Maps Each Semester **Person:** Aaron Hart  
**Aug 19, 2011:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Sep 20, 2011:** Measure Student Passing Percentage on DIBELS K-3 **Person:** Classroom Teachers  
**Sep 23, 2011:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Sep 25, 2011:** Measure Number of Students Passing MAP Tests **Person:** Classroom Teachers  
**Sep 30, 2011:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Oct 28, 2011:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Nov 25, 2011:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Nov 30, 2011:** Collect fall data: Percentage of teachers who cover all Academic Standards on their Curriculum Maps Each Semester **Person:** Aaron Hart  
**Dec 20, 2011:** TTeachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Jan 1, 2012:** Measure Student Passing Percentage on DIBELS K-3 **Person:** Classroom Teachers  
**Jan 20, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Feb 24, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Mar 23, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Apr 20, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**May 18, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**May 25, 2012:** Measure Number of Students Passing MAP Tests **Person:** Classroom Teachers  
**May 25, 2012:** Measure Student Passing percentage on DIBELS K-3 **Person:** Classroom Teachers  
**May 25, 2012:** Teachers Group Students Using Formative Assessments **Person:** Classroom Teachers  
**Jun 1, 2012:** Measure Number of Students Passing IRead3 **Person:** Classroom Teachers  
**Jun 1, 2012:** Measure Number of Students Passing K-2 Assessment **Person:** Classroom Teachers  
**Jun 1, 2012:** Measure the Number of Students Passing ISTEP+ **Person:** Classroom Teachers  
**Jun 30, 2012:** Collect spring data: Percentage of teachers who cover all Academic Standards on their Curriculum Maps Each Semester **Person:** Aaron Hart

## Tier 2 Reading

**Aug 1, 2011:** See Timely Additional Assistance **Person:** Aaron Hart

## Tier 3 Reading

**Aug 1, 2011:** See Timely Additional Assistance **Person:** Aaron Hart





**Mar 2, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Mar 8, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Mar 8, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Mar 9, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Mar 15, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Mar 16, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Mar 22, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Mar 23, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Mar 29, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Mar 30, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Apr 5, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Apr 6, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Apr 12, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Apr 13, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Apr 19, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Apr 20, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**Apr 26, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**Apr 27, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**May 3, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**May 4, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**May 10, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**May 10, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**May 11, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**May 17, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**May 18, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**May 24, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1  
**May 25, 2012:** Provide Positive3 Behavior Supports through Rain Drop Winners Weekly **Person:** Aaron Hart, Tina Wilson  
**May 31, 2012:** Create Flexible Groups for Tier 2 and Tier 3 **Person:** Classroom Teacher and Title 1

# Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Reading Assessment

No professional development is needed for this strategy.

## Reading Communication to Parents

No professional development is needed for this strategy.

## Tier 1 Core Reading

No professional development is needed for this strategy.

## Tier 2 Reading

No professional development is needed for this strategy.

## Tier 3 Reading

No professional development is needed for this strategy.

## A. Parent Involvement: Monthly Parent Meetings

No professional development is needed for this strategy.

## **B. Educator Training - 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.

## **E. Parent Information Resource Center Website**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Writing**

### **Attend IRA Conference**

**Brief Description:** Teachers will attend the International Reading Conference

**Intended Participants:** Teachers

**Date:** May 9, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Title 1

**Does this activity occur during the school day?** Yes

## **J2. Instruction by Highly Qualified Paraprofessionals.**

### **2 hours monthly PD working on student interventions**

**Brief Description:** Monthly PD will include instruction on interventions and best practice to help students increase achievement.

**Intended Participants:** Other

**Dates:** Sep 28, 2011; Oct 28, 2011; Nov 28, 2011; Dec 28, 2011; Jan 28, 2012; Feb 28, 2012; Mar 28, 2012; Apr 28, 2012

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Presentation, Peer Coaching

**Funding:** NA

**Does this activity occur during the school day?** No

## **L. Student Transition**

No professional development is needed for this strategy.

## **U. Focused Student Group: General Education Students**

No professional development is needed for this strategy.

## **W. Timely Additional Assistance: RTI**

No professional development is needed for this strategy.

# 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... Tier 1 Core Reading

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- Tier 1 Core Reading

#### We are concerned that... Tier 2 Reading

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- Tier 2 Reading

#### We are concerned that... Tier 3 Reading

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- Tier 3 Reading

#### We are concerned that... Reading Assessment

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- Reading Assessment

## **We are concerned that... Reading Communication to Parents**

### **Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP

### **Strategies to Impact This Concern:**

- Reading Communication to Parents

## **We are concerned that... Student Behavior**

### **Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP

### **Strategies to Impact This Concern:**

- W. Timely Additional Assistance: RTI

## **Required Areas of Concern**

### **A. Parent Involvement (SW)**

#### **Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

#### **Strategies to Impact This Concern:**

- A. Parent Involvement: Monthly Parent Meetings

### **B. Educator Training - Parent Involvement (SW)**

#### **Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

#### **Strategies to Impact This Concern:**

- B. Educator Training - Parent Involvement

### **C. Outreach to Preschool Parent Involvement Programs (SW)**

#### **Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

#### **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:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- E. Parent Information Resource Center Website

## **F. Encourage Rigorous Curriculum (IN Rules, SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Writing Applications on ISTEP
- 5th Grade Students -- Passing Writing Process on ISTEP

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum

## **I. Focused Academic Area (IN Rules, SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Writing Applications on ISTEP
- 5th Grade Students -- Passing Writing Process on ISTEP

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Writing
- U. Focused Student Group: General Education Students

## **J. Instruction by Highly Qualified Teachers (SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP
- 5th Grade Students -- Passing Language Arts ISTEP
- 5th Grade Students -- Passing Writing Applications on ISTEP
- 5th Grade Students -- Passing Writing Process on ISTEP

**Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

## **J2. Instruction by Highly Qualified Paraprofessionals (SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- J2. Instruction by Highly Qualified Paraprofessionals.

## **K. Attracting Highly Qualified Teachers (SW)**

**Data Targets Influenced by This Concern:**



- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Student Transition (SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- L. Student Transition

## **M. Parent Notice - Assessment Results (SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

## **Q. School-Parent Involvement Policy (SW)**

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

**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:**

- 5th Grade Students -- Passing Language Arts ISTEP

**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:**

- 5th Grade Students -- Passing Language Arts ISTEP

### **Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (SW)**

### **Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

### **Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (IN Rules, SW)**

### **Data Targets Influenced by This Concern:**

- 5th Grade General Education Students -- Passing E/LA ISTEP

### **Strategies to Impact This Concern:**

- U. Focused Student Group: General Education Students

## **W. Timely Additional Assistance (SW)**

### **Data Targets Influenced by This Concern:**

- 5th Grade Students -- Passing Language Arts ISTEP

### **Strategies to Impact This Concern:**

- Tier 2 Reading
- Tier 3 Reading
- 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes
D. 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 (phonememic awareness, alphabetic principles and measures of phonological awareness and a measure of fluency with connected text.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>InSAI Expectations Assessment          InSAI Curriculum Assessment          InSAI Instruction Assessment          InSAI Classroom Assessment          InSAI Extra Help Assessment          InSAI Guidance Assessment          InSAI Environment Assessment</p>
F. 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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 2013-2014 school year