

School Improvement Plan - 2012-2013

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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:



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

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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

- Kayla Clemons - School Counselor
- Aaron Hart - Administrator
- Kathy Jones - Teacher
- Sue Lawson - Teacher
- Donna McVay - Community Representative (Business)
- Kathy Wirth - Parent/Guardian

Strategy Chairs

- Carmen Branson
- Kayla Clemons
- Christian Crum
- Heidi Deters
- Aaron Hart
- Roberta Hobbs
- Kathy Jones
- Sue Lawson
- Alicia Mathis
- Betsy Newton
- Brittany Shannon
- 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 Waldridge - 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.

All Students - Passing Writing Applications on ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80	89	90		92		94		96		100

All Students - Passing E/LA ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80	92	93		94		95		96		100

First Grade - Percentage of Students at Benchmark on DIBELS Reading

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55		70	73		75		78		81		100

Free and Reduced Lunch students - Passing ISTEP English/ Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			90	92		94		96		98		100

Kindergarten - Percentage of Students at Benchmark on DIBELS Reading

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	91	95	88	90		92		94		96		100

Second Grade - Percentage of Students at Benchmark on DIBELS Reading

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70	75	47	52		57		62		67		100

Special Education - Passing ISTEP English/Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			76	78		80		82		84		100

Third Grade - Percentage of Students at Benchmark on DIBELS Reading

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62	80	73	78		83		88		92		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... 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

G. Attendance

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:

Required Strategies

A. Parent Involvement: Bi-annual Parent Meetings

One parent meeting will be scheduled each semester in the 2012-13 school year. The principal, the Title 1 staff and the parent involvement committee will host a Back to School Night dinner for all families in the fall. An informational power point explaining about the Core Academic Standards will run while families dine. In addition, handouts will be available for each grade level for parents to take as needed. In the spring semester, the committee will host a Family Movie Night. At the beginning of the evening, the guidance counselor will explain to parents the importance of ISTEP, i-Read, MAP testing, and how to best prepare their child for taking these tests.

Impact Level: High Impact - Inside

Focus: General

B. Educator Training - Parent Involvement

In the fall, Turkey Run Elementary Staff will host the speaker, Bertie Kingore, to deliver a session on Rigor and Engagement for Growing Minds: K-5. This workshop will address effective strategies on using quality children's literature and graphic organizers to encourage high level thinking skills. Parents will be invited to this workshop to gain information on working with their own child.

Impact Level: High Impact - Inside

Focus: Specific

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: 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: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Alignment

Teachers, during monthly grade level meetings, will align core curriculum in order to help ensure compliance with Indiana Academic Standards, and the transition to the common core standards.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Monitoring primary students reading progress

Primary grade teachers will Progress Monitor students in yellow every 4 weeks and students in red every other week except short weeks. Students in yellow will have Tier 2 every day for 30 minutes. Teachers will reteach skills learned in the Core instruction to help students master rigorous curriculum. Students in red will have an additional extra 30 minutes of instruction in small groups to provide academic support to enable these students to be successful in rigorous academic lessons.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Reading Assessments

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

G. Attendance

Attendance is checked weekly at the school. Attendance falls into three different categories: certified, excused, or unexcused. The office will do the following in regards to Excused and Unexcused Absences: 1. A documented contact will be made with parents or guardian after 5 missed days. 2. After 8 missed days, the principal will meet with the parent or guardian to discuss the attendance problem. At this point, the parent and student will need to sign an attendance contract. 3. On the 11th absence, and each additional absence thereafter, the principal will report the attendance issue to the Parke County Prosecutor's Office, Department of Child Services, and the Parke County Sheriff.

Impact Level: High Impact - Outside

Focus: General

I. Focused Academic Area: Writing

The 6+ Traits writing program will be implemented by the K-5 language arts teachers for the 2012-2013 school year. The 6+ Traits writing program focuses on specific writing traits that are essential for effective writing in all texts at all grade levels. These traits include the following: ideas, sentence fluency, organization, word choice, voice, conventions, and presentation. The goal of this strategy 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. A list will be kept in the office or all paraprofessionals. They become highly qualified by passing the Para Pro test, have an associates degree, or 2 years of college.

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 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: Low Impact

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. 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: Low Impact

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 August, 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

The Title 1 teachers will have their Annual Title 1 meeting in August. One meeting will be in the evening and one in the day to accommodate all parents. The meeting will inform them of the school's participation in Title 1, Part A program, and to explain the Title 1, Part A requirements and the right of parents to be informed. All K-5 parents will be invited. The Title 1 Compacts, and Title 1 Parent Involvement Policy will be explained. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Special Education Students

Special services students presented the largest gap of performance based on data from ISTEP. The Case Conference Committee will decide which students will participate in Core reading instruction through the general education classroom. During Tier 2 and Tier 3 time the Special Service students will have additional instruction, including Edmark, Herman, and Tucker Signing. Instruction will be given by the Special Education teachers.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: RTI-Response to Instruction

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, NWEA, ISTEP, IREAD 3 and or Acuity 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 or other grade level formative assessments. 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.

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Alignment

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

I. Focused Academic Area: Writing

Percentage of Teachers consistently teaching writing with the adopted process

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

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, 2012: Secure funding **Person:** Roberta Hobbs

Sep 6, 2012: Date will be made with input from the High School Principal **Person:** Roberta Hobbs

Sep 6, 2012: Survey will be made **Person:** Committee

Sep 17, 2012: Set date and reserve ELC room **Person:** Roberta Hobbs

Oct 17, 2012: Make flyer and send out flyer to all parents **Person:** Committee

Oct 31, 2012: The parents and teachers will be surveyed **Person:** Committee

Encourage Rigorous Curriculum

Sep 7, 2012: progress monitor students in yellow **Person:** Classroom/Title One teachers

Sep 12, 2012: Schedule will be made by grade level teachers **Person:** teachers

Sep 12, 2012: Teachers will decide when to hold monthly meetings **Person:** teachers

Sep 14, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Sep 28, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Oct 5, 2012: progress monitor students in yellow **Person:** Classroom/Title One teachers

Oct 12, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Oct 17, 2012: Grade level teachers will align core curriculum and transition to common core standards **Person:** teachers

Oct 17, 2012: Minutes will be e-mailed to the principal after each monthly meeting **Person:** teacher from each grade level

Oct 26, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Nov 2, 2012: progress monitor students in yellow **Person:** Classroom/Title One teachers

Nov 9, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Nov 16, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Nov 23, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Nov 30, 2012: Collect fall data: % of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists
Person: Aaron Hart

Nov 30, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Dec 7, 2012: progress monitor students in yellow **Person:** Classroom/Title One teachers

Dec 14, 2012: progress monitor students in red **Person:** Classroom/Title One teachers

Jan 4, 2013: progress monitor students in yellow **Person:** Classroom/Title One teachers

Jan 18, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Feb 1, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Feb 1, 2013: progress monitor students in yellow **Person:** Classroom/Title One teachers

Feb 15, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Mar 1, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Mar 1, 2013: progress monitor students in yellow **Person:** Classroom/Title One teachers

Mar 15, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Apr 5, 2013: progress monitor students in yellow **Person:** Classroom/Title One teachers

Apr 12, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

Apr 26, 2013: progress monitor students in red **Person:** Classroom/Title One teachers

May 3, 2013: progress monitor students in yellow **Person:** Classroom/Title One teachers

Jun 30, 2013: Collect spring data: % of teachers who are in compliance with a Standards Checklists -Curriculum Map Checklists
Person: Aaron Hart

Focused Academic Area

Apr 30, 2012: Purchase 6+ Traits Writing Kits for each grade level and special services teachers. **Person:** Aaron Hart

Sep 1, 2012: Trait crates will be given to teachers in the fall. **Person:** Aaron Hart

Nov 30, 2012: Collect fall data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters

Dec 1, 2012: Survey teachers: % of teachers using 6+ Traits Writing **Person:** Heidi Deters

Jun 30, 2013: Collect spring data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters

Focused Student Group

May 24, 2012: Case conference committee will decide which students will participate in core reading instruction in the general ed. classroom. **Person:** committee

Aug 14, 2012: Special education teachers will implement Tier 2 and Tier 3 in the special education classroom in the fall. **Person:** Special Education Teachers

Aug 20, 2012: A master schedule will be made by special education teachers with the help of general education teachers. **Person:** Special/General Ed. Teachers

Jun 15, 2013: % of special ed. students passing ISTEP **Person:** Committee

Outreach to Preschool Parent Involvement Programs

Jan 31, 2013: Secure funding if necessary for materials for Transition Workshop **Person:** Kdg. Teachers

Jan 31, 2013: Set date for Kindergarten Parent Meeting (Round-up) **Person:** Kdg. Teachers and Principal

Jan 31, 2013: Set date for Kindergarten Screenings **Person:** Kdg. Teachers and Principal

Jan 31, 2013: Set date for Transition Workshop **Person:** Kdg. Teachers and Principal

Jan 31, 2013: Set date for Young Five's Parent Meeting **Person:** Kdg. Teachers and Principal

Feb 10, 2013: Secure babysitting for Parent Meeting **Person:** Kathy Jones

Feb 20, 2013: Reserve Elementary Library for Meeting **Person:** Brittany Shannon

Feb 20, 2013: Secure Elementary Library for Transition Workshop **Person:** Brittany Shannon

Feb 20, 2013: Secure funding for babysitters **Person:** Kathy Jones

Feb 20, 2013: Secure Library for Young Five's Meeting **Person:** Brittany Shannon

Mar 15, 2013: Prepare materials for Round-Up Meeting **Person:** committee

Mar 15, 2013: Prepare Survey for Parents about how they work and read with their child **Person:** Kathy Jones

Mar 20, 2013: Prepare materials for Kindergarten Screenings **Person:** Kdg. Teachers

Mar 31, 2013: Advertise Round-Up Meeting in local newspapers and school calendar **Person:** Kdg. Teachers/ Lori Brown

Apr 15, 2013: Prepare Post Survey to be given at Transition Workshop **Person:** Kathy Jones

Apr 20, 2013: Prepare materials for Young Five's Meeting **Person:** Kdg. Teachers

Apr 25, 2013: Prepare materials for Transition Workshop **Person:** Committee

Oct 1, 2013: Prepare Follow-Up Survey for parents who attended Transition workshop **Person:** Kathy Jones

Parent Information Resource Center Website

Aug 15, 2012: Update Website **Person:** Christian Crum

Sep 15, 2012: Update Website **Person:** Christian Crum

Oct 15, 2012: Update Website **Person:** Christian Crum

Nov 15, 2012: Update Website **Person:** Christian Crum

Dec 15, 2012: Update Website **Person:** Christian Crum

Jan 15, 2013: Update Website **Person:** Christian Crum

Feb 15, 2013: Update Website **Person:** Christian Crum

Mar 15, 2013: Update Website **Person:** Christian Crum

Apr 15, 2013: Update Website **Person:** Christian Crum

May 15, 2013: Update Website **Person:** Christian Crum

Parent Involvement

May 1, 2012: Reserve Cafeteria **Person:** Carmen Branson

May 1, 2012: Set date and time for Back to School Night **Person:** Carmen Branson

May 25, 2012: Make and Distribute Flyer during sign-ups **Person:** Casey DeHoney
May 25, 2012: Prepare Copies of Common Core Standards **Person:** Pat Harvey
Jun 15, 2012: Secure Funding **Person:** Carmen Branson
Aug 1, 2012: Order Supplies from cafeteria. **Person:** Carmen Branson
Aug 1, 2012: Prepare Powerpoint **Person:** Jennifer Eveland
Aug 1, 2012: Shop for supplies **Person:** Carmen Branson
Aug 12, 2012: Prepare Survey and tally results **Person:** Karen Hill
Aug 13, 2012: Cook food **Person:** Committee
Aug 13, 2012: Serve food. **Person:** Committee
Aug 13, 2012: Set up Cafeteria **Person:** Committee
Aug 13, 2012: Survey parents on if the meeting contained helpful information. **Person:** Committee
Dec 1, 2012: Pick Movie **Person:** Principal
Dec 1, 2012: Reserve Funding **Person:** Carmen Branson
Dec 1, 2012: Set Date and reserve room **Person:** Carmen Branson
Feb 1, 2013: Buy Supplies **Person:** Carmen Branson
Feb 1, 2013: Prepare materials. **Person:** Counselor
Feb 1, 2013: Serve popcorn **Person:** Committee
Feb 1, 2013: Survey parents on if meeting was helpful in helping them get their child ready for Istep+. MAP, and Dibels and IREAD.
Person: Committee
Mar 29, 2013: Prepare Survey and tally results **Person:** Betsy Newton

Student Transition

Jan 31, 2013: Set date for Young Fives Meeting **Person:** Principal, Kindergarten Teachers
Jan 31, 2013: Set date for Young Fives Screenings **Person:** Principal, Kindergarten Teachers
Apr 30, 2013: Conduct Screenings **Person:** Kindergarten Teachers
May 5, 2013: Create Parent Permission Form (for placement in Young Fives) **Person:** Brittany Shannon
May 5, 2013: Score Screenings **Person:** Kindergarten Teachers
May 10, 2013: Contact Parents with Results **Person:** Kindergarten Teachers
May 15, 2013: Conduct Young Fives Parent Meeting **Person:** Principal, Kindergarten Teachers
May 20, 2013: Survey parents at end of year **Person:** TBA- New Staff

Timely Additional Assistance

Sep 1, 2012: % if teachers that progress monitor **Person:** Aaron Hart
Sep 15, 2012: Assign students to teachers/aides. **Person:** Classroom Teachers
Sep 15, 2012: Teachers rank students. **Person:** Classroom Teachers
Sep 15, 2012: Title 1 will assist with testing and ranking. **Person:** Title 1 Teachers
Nov 3, 2012: % if teachers that progress monitor **Person:** Aaron Hart
Jan 5, 2013: % if teachers that progress monitor **Person:** Aaron Hart
Mar 9, 2013: % if teachers that progress monitor **Person:** Aaron Hart

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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.

A. Parent Involvement: Bi-annual 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: Curriculum Alignment

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Monitoring primary students reading progress

Status: Submitted

No professional development is needed for this strategy.

I. Focused Academic Area: Writing

No professional development is needed for this strategy.

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Special Education Students

No professional development is needed for this strategy.

W. Timely Additional Assistance: RTI-Response to Instruction

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... Student Behavior

Data Targets Influenced by This Concern:

- All Students -- Passing Writing Applications on ISTEP
- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- W. Timely Additional Assistance: RTI-Response to Instruction

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP

Strategies to Impact This Concern:

- A. Parent Involvement: Bi-annual Parent Meetings

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA 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:

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

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 -- Passing E/LA 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:

- All Students -- Passing Writing Applications on ISTEP
- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Monitoring primary students reading progress
- F. Encourage Rigorous Curriculum: Reading Assessments
- F. Encourage Rigorous Curriculum: Curriculum Alignment

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students -- Passing Writing Applications on ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing Writing Applications on ISTEP
- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- L. Student Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing Writing Applications on ISTEP
- All Students -- Passing E/LA ISTEP
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts

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 -- Passing E/LA 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:

- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Students

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP
- First Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Free and Reduced Lunch students -- Passing ISTEP English/ Language Arts
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of Students at Benchmark on DIBELS Reading

Strategies to Impact This Concern:

- W. Timely Additional Assistance: RTI-Response to Instruction

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. 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 (phonemic 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.	InSAI Expectations Assessment, InSAI Curriculum Assessment, InSAI Instruction Assessment, InSAI Classroom Assessment, INSAI Extra Help Assessment, InSAI Guidance Assessment, InSAI Environment Assessment
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
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 2013-2014 school year