

## **School Improvement Plan - 2013-2014**

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### **Turkey Run Elementary School (6647)**

**Turkey Run Community Sch Corp**

**Marshall, IN**

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



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# School Improvement Plan Introduction

Turkey Run Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- 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

- Judy Brook - Administrator
- 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
- Judy Brook
- Kayla Clemons
- Christian Crum
- Heidi Deters
- Sean Fahey
- Kathy Jones
- Alicia Mathis
- 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 and Parent of 9th grader
- Brad Bumgardner - Community
- Marcia Carpenter - Community
- Tammy Carr-Bailey - Community Agency
- Monte/Cena Chaplain - Community and Parent of 9th grader and 6th grader
- Kristen Clary - Community
- Gayle Cole - Community and Business Representative
- Jennifer Conley - Teacher
- Rebecca Cory - Parent of 7th grader
- Raquel Cosby - Parent
- Robin Cox - Parent of high ability student
- Stephanie Crum - Community
- Steve and Becky Crum - Community
- Sally Curley - Social Services
- Andrea Davies Winn - Community
- Heather & Brian Emery - Parent of 5th & 7th grade female and 4th grade female
- Karen Francis - Community
- Larry Gambaiani - Community
- Karen Geneau - Community
- Stacey & Kirk Gill - Township Trustee and parent of 4th grade female 6th grade male
- Teresa Goddard - Community and Post Secondary Education Technology
- Sarah Grayless - First Steps Representative and Parent of male 4th grader and 6th female, kindergartener
- Greg Harbison - Business
- Mary Jo Harney - Community
- Greg Harvey - Board Member and Business Representative
- Cindy Hein - Community
- Mischa Hetrick - Business Representative
- Dennis Hobbs - Business Owner
- Andy Hybarger - Community and Business
- Kyle Jacks - Business
- Karen Kent - Parent
- Karen Kent - Parent of female Special services 6th grade
- Randy Kneeland - Community
- Stephanie Laws - Community
- Jessica Lynk - Media and Parent of male 4th grader
- Sarabeth Marcinko - Community and Retired Teacher
- Donna McVay - Community and Parent
- Jim Meece - Community and Local Government
- Annette Munoz - Parent
- Chris/Valori Newcomb - Community and Parent of 6th grader male
- Jerry Newlin - Community
- Freda Overmyer - Youth Service Organization and Parent
- Dan Overpeck - Business
- Jeff Pell - Business
- Don Perry - Community
- Ashli Ramsay - Parent
- Marilyn Rode - Business
- Kelli Seward - Business and Parent
- Linda Snodgrass - Community and Parent of 5th grader female and 6th grade female
- Amy South - Parent of 3rd grade female and high school female

- Patsy/Ken Steffen - Community
- Janice Stewart - Community and Business Representative
- Steve Stewart - HS Math Teacher and Grandparent of elementary and middle school student
- Kevin Swaim - Community and Business Representative
- Alan Waldrige - Community and Business Representative
- Denise Walker - Parent of former students
- Donna Williams - Community
- Kathy Wirth - Parent of 4th 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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 80        | 89     | 90        | 89     | 90        |        | 92        |        | 94        |        | 96        |        |             |

## All Students - Passing E/LA ISTEP

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 80        | 92     | 93        | 93     | 94        |        | 95        |        | 96        |        | 97        |        |             |

## First Grade - Percentage of Students at Benchmark on DIBELS Reading

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 70     | 73        | 86     | 87        |        | 88        |        | 89        |        | 90        |        |             |

**Free and Reduced Lunch students - Passing ISTEP Math**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 92     | 92        | 94     | 95        |        | 96        |        | 97        |        | 98        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 95        | 88     | 90        | 75     | 85        |        | 86        |        | 87        |        | 88        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 75        | 47     | 52        | 66     | 68        |        | 70        |        | 72        |        | 74        |        | 100         |

**Third Grade - Percentage of third grade general ed. students passing I-READ**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        | 78        | 100    | 100       |        | 100       |        | 100       |        | 100       |        | 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... Parent Involvement**

**We are concerned that... Educator Training - Parent Involvement**

**We are concerned that... Outreach to Preschool Parent Involvement Programs**

**We are concerned that... Parent Information Resource Center Website**

**We are concerned that... Instruction by Highly Qualified Teachers**

**We are concerned that... Instruction by Highly Qualified Paraprofessionals**

**We are concerned that... Attracting Highly Qualified Teachers**

**We are concerned that... Student Transition**

**We are concerned that... Parent Notice - Assessment Results**

**We are concerned that... School-Parent Involvement Policy**

**We are concerned that... Parent Right-to-Know Letter - Qualifications**

**We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

**We are concerned that... School-Parent Compact**

**We are concerned that... Annual Parent Meeting**

**We are concerned that... Timely Additional Assistance**

**We are concerned that... All teachers provide hands on Math activities for Free and Reduced lunch students.**

Acuity scores in grades 3, 4, and 5 showed some concerns in the math area, particularly in time and measurement. Teachers identified this as a concern when looking at data,

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**I. Focused Academic Area**

**U. Focused Student Group**

# 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

### 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

### 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

### Educator Training - Parent Involvement

In the fall, Turkey Run Elementary Staff will host a meeting with all TRES teachers. Prior to the meeting, all staff will research new parent involvement strategies that has a high impact on student achievement. Then each teacher will bring their new ideas to the meeting to share and discuss.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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 of all paraprofessionals. They become highly qualified by passing the Para Pro test, have an associates degree, or 2 years of college.

**Impact Level:** High Impact - Inside

**Focus:** General

## **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

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

Parents of incoming kindergarten students are invited to a spring series of "roundup" meetings. During the meetings the kindergarten teachers, the school counselor, and principal discuss the knowledge and skills that children need in order to be prepared for kindergarten. Parents are invited to bring their child for an afternoon of parent/child activities with the purpose of giving parents the opportunity to learn new ways to work with their child.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **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

## **Parent Involvement**

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

## **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

## **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

## **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

## **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

## **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

## **Student Transition**

The school offers a preschool program for the students who are identified as developmentally delayed during screenings for kindergarten. The preschool program is offered five full days a week and provides readiness curriculum and instruction to prepare these students for kindergarten the following year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **Timely Additional Assistance**

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

# **Required Strategies**

## **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:** Low Impact

**Focus:** General

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

The 6+ Traits writing program will be continued by the K-5 language arts teachers for the 2013-2014 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

## **U. Focused Student Group: Free and Reduced Lunch students passing ISTEP Math in Measurement**

Every Friday through the school year, all teachers in grades K-5 will do a 10 minute measurement activity using manipulatives to help raise the measurement standard on ISTEP.

**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

### I. Focused Academic Area: Writing

Percentage of Teachers consistently teaching writing with the adopted process

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

### U. Focused Student Group: Free and Reduced Lunch students passing ISTEP Math in Measurement

% of teachers reporting to the principal that they are doing measurement activities for ten minutes each week.

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| Actual            |  |        |   |        |
| 0%                | 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

**Jan 1, 2014:** Set date for meeting. **Person:** Robin Stewart

**Jan 15, 2014:** Create and send out flyer inviting teachers to the meeting and detail what they need to bring to the meeting. **Person:** Carmen Branson

**Feb 28, 2014:** Offer Professional Development Credit for attending the meeting. **Person:** Principal

**Mar 15, 2014:** Plus delta will be completed at the end of the meeting. **Person:** Robin Stewart

## Encourage Rigorous Curriculum

**Sep 6, 2013:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Sep 6, 2013:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Oct 4, 2013:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Oct 6, 2013:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Nov 1, 2013:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Nov 6, 2013:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Dec 6, 2013:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Dec 6, 2013:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Jan 3, 2014:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Jan 6, 2014:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Feb 6, 2014:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Feb 7, 2014:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Mar 6, 2014:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**Mar 7, 2014:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Apr 4, 2014:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**Apr 6, 2014:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

**May 2, 2014:** Progress monitor students in red **Person:** Classroom teacher/ Title1 teacher

**May 6, 2014:** Progress monitor students in yellow **Person:** Classroom teacher/Title 1 teachers

## Focused Academic Area

**Aug 31, 2013:** Select a fall writing prompt **Person:** Language Arts Specialist Committee

**Oct 1, 2013:** Collect fall writing prompt samples and data charts from Language Arts teachers **Person:** Heidi Deters

**Oct 31, 2013:** Discuss 6+ traits writing vocabulary and grade level expectations to develop a common writing curriculum **Person:** Language Arts Specialist Committee

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

**Dec 31, 2013:** Discuss 6+ traits writing vocabulary and grade level expectations to develop a common writing curriculum **Person:** Language Arts Specialist Committee

**Dec 31, 2013:** Select a winter writing prompt **Person:** Language Arts Specialist Committee

**Jan 31, 2014:** Discuss 6+ traits writing vocabulary and grade level expectations to develop a common writing curriculum **Person:** Language Arts Specialist Committee

**Feb 1, 2014:** Collect winter writing prompt samples and data from Language Arts teachers **Person:** Heidi Deters

**Mar 31, 2014:** Discuss 6+ traits writing vocabulary and grade level expectations to develop a common writing curriculum **Person:** Language Arts Specialist Committee

**Mar 31, 2014:** Select a spring writing prompt **Person:** Language Arts Specialist Committee

**Apr 30, 2014:** Collect spring data: Percentage of Teachers consistently teaching writing with the adopted process **Person:** Heidi Deters

**May 1, 2014:** Collect writing prompt samples and data from Language Arts teachers **Person:** Heidi Deters

## Focused Student Group

**Apr 1, 2013:** Collect baseline data: % of teachers reporting to the principal that they are doing measurement activities for ten minutes each week. **Person:** Sean Fahey

**Apr 1, 2013:** Each classroom teacher will receive copies of Common Core and Indiana Academic standards. **Person:** Sean Fahey

**May 21, 2013:** Math team will meet in April and May to align the math curriculum. **Person:** Math Team

**Aug 15, 2013:** Math Team will meet in April and May and determine manipulatives needed per grade level and collect and purchase materials needed. **Person:** Math Team

**Nov 30, 2013:** Collect fall data: % of teachers reporting to the principal that they are doing measurement activities for ten minutes each week. **Person:** Sean Fahey

**Apr 30, 2014:** Collect spring data: % of teachers reporting to the principal that they are doing measurement activities for ten minutes each week. **Person:** Sean Fahey

## Outreach to Preschool Parent Involvement Programs

**Jan 31, 2014:** Set date for Kindergarten Round-Up (parent meeting) **Person:** Kdg. teachers and principal

**Jan 31, 2014:** Set date for Transition workshop (for parent and child together) **Person:** Kdg. teachers and principal

**Jan 31, 2014:** Set date for Young 5's Meeting **Person:** Kdg. teachers and principal

**Feb 15, 2014:** Secure babysitting for Kdg. Round-Up **Person:** Kathy Jones

**Feb 15, 2014:** Secure funding for babysitting for Round-Up meeting **Person:** Kathy Jones

**Mar 1, 2014:** Prepare materials for Kdg. Round-Up **Person:** Kdg teachers

**Mar 1, 2014:** Prepare parent survey about how they work and read with their child **Person:** Kathy Jones

**Mar 15, 2014:** Advertise Kdg. Round-up meeting in local newspapers, school website, and school newsletters/calendars **Person:** Kdg. teachers/ Lori Brown

**Apr 15, 2014:** Purchase materials, if needed, for Transition Workshop **Person:** Kdg. teachers

**Apr 20, 2014:** Prepare materials for Transition Workshop **Person:** Kara Burgess

**Apr 30, 2014:** Prepare post workshop survey to be given at the end of the Transition Workshop **Person:** Kathy Jones

**Sept 15, 2014:** Prepare and send home a follow-up survey asking if they used the materials they were given **Person:** Kathy Jones

## Parent Information Resource Center Website

**Apr 15, 2013:** Check off/submit plan monthly on Insai Website **Person:** Christian Crum

**Apr 15, 2013:** Upload pictures and text information to school website **Person:** Lori Brown

## Parent Involvement

**Aug 1, 2013:** Order Supplies from cafeteria. **Person:** Carmen Branson

**Aug 1, 2013:** Prepare Powerpoint. **Person:** Jennifer Eveland

**Aug 12, 2013:** Prepare survey and tally results. **Person:** Karen Hill

**Aug 12, 2013:** Serve food. **Person:** Parent Involvement Committee.

**Aug 12, 2013:** Set up cafeteria and cook food. **Person:** Parent Involvement Committee

**Feb 1, 2014:** Prepare parent presentation materials. **Person:** Kayla Clemmons

**Feb 1, 2014:** Prepare survey and tally results. **Person:** Betsy Newton

**Feb 1, 2014:** Purchase Supplies **Person:** Carmen Branson

**Feb 1, 2014:** Reserve funding for Family Movie Night. **Person:** Carmen Branson

**Feb 1, 2014:** Set date, reserve room and pick movie. **Person:** Carmen Branson/Principal

**Feb 1, 2014:** Survey parents to see if meeting information was helpful. **Person:** Parent Involvement Committee

## Student Transition

**Jan 31, 2014:** Set date for Kindergarten Screenings **Person:** Kdg. teachers and principal

**Jan 31, 2014:** Set date for Young 5's Meeting **Person:** Kdg. teachers and principal

**Apr 20, 2014:** Conduct screenings **Person:** Kdg. teachers and additional staff members

**Apr 30, 2014:** Create "Permission to Place" form for Young 5's program **Person:** Brittany Shannon

**Apr 30, 2014:** Score Screenings **Person:** Kdg. teachers

**May 10, 2014:** Contact parents with screening results **Person:** Kdg. teachers

**May 15, 2014:** Conduct Young 5's Parent Meeting **Person:** Kdg. teachers and principal

**May 19, 2014:** Survey Parents(of current class) concerning satisfaction with the Young 5's program **Person:** Kara Burgess

## **Timely Additional Assistance**

**Sep 1, 2013:** % of teachers that progress monitor **Person:** Alicia Mathis

**Sep 15, 2013:** Assign students to teacher's / aides **Person:** Classroom teachers

**Sep 15, 2013:** Teachers rank students **Person:** Classroom teachers

**Sep 15, 2013:** Title 1 wil assist with testing and ranking! **Person:** Title 1 teachers

**May 10, 2014:** % of of teachers that progress monitor **Person:** principal

## 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.

### Educator Training - Parent Involvement

No professional development is needed for this strategy.

### Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

### Parent Information Resource Center Website

No professional development is needed for this strategy.

### Parent Involvement

No professional development is needed for this strategy.

### Student Transition

No professional development is needed for this strategy.

### Timely Additional Assistance

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Monitoring primary students reading progress**

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

## **U. Focused Student Group: Free and Reduced Lunch students passing ISTEP Math in Measurement**

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... Parent Involvement**

**Data Targets Influenced by This Concern:**

- All Students -- Passing E/LA ISTEP

**Strategies to Impact This Concern:**

- Parent Involvement

#### **We are concerned that... Educator Training - Parent Involvement**

**Data Targets Influenced by This Concern:**

- All Students -- Passing E/LA ISTEP

**Strategies to Impact This Concern:**

- Educator Training - Parent Involvement

#### **We are concerned that... Outreach to Preschool Parent Involvement Programs**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Outreach to Preschool Parent Involvement Programs

#### **We are concerned that... Parent Information Resource Center Website**

**Data Targets Influenced by This Concern:**

- All Students -- Passing E/LA ISTEP

**Strategies to Impact This Concern:**

- Parent Information Resource Center Website

## **We are concerned that... Instruction by Highly Qualified Teachers**

### **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 Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of third grade general ed. students passing I-READ

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

## **We are concerned that... Instruction by Highly Qualified Paraprofessionals**

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

- Free and Reduced Lunch students -- Passing ISTEP Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading

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

- Instruction by Highly Qualified Paraprofessionals.

## **We are concerned that... Attracting Highly Qualified Teachers**

### **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 Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of third grade general ed. students passing I-READ

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

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

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

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

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

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

- Student Transition



## **We are concerned that... Parent Notice - Assessment Results**

### **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 Math

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

- Parent Notice - Assessment Results

## **We are concerned that... School-Parent Involvement Policy**

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

- All Students -- Passing E/LA ISTEP
- Free and Reduced Lunch students -- Passing ISTEP Math

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

- School-Parent Involvement Policy

## **We are concerned that... Parent Right-to-Know Letter - Qualifications**

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

- Free and Reduced Lunch students -- Passing ISTEP Math

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

- Parent Right-to-Know Letter - Qualifications

## **We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

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

- All Students -- Passing E/LA ISTEP

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

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

## **We are concerned that... School-Parent Compact**

### **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:**

- School-Parent Compact

## **We are concerned that... Annual Parent Meeting**

### **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 Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of third grade general ed. students passing I-READ

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

- Annual Parent Meeting

## **We are concerned that... Timely Additional Assistance**

### **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 Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of third grade general ed. students passing I-READ

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

- Timely Additional Assistance
- F. Encourage Rigorous Curriculum: Monitoring primary students reading progress

## **We are concerned that... All teachers provide hands on Math activities for Free and Reduced lunch students.**

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

- Free and Reduced Lunch students -- Passing ISTEP Math

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

- U. Focused Student Group: Free and Reduced Lunch students passing ISTEP Math in Measurement

## **Required Areas of Concern**

### **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 Math
- Kindergarten -- Percentage of Students at Benchmark on DIBELS Reading
- Second Grade -- Percentage of Students at Benchmark on DIBELS Reading
- Third Grade -- Percentage of third grade general ed. students passing I-READ

**Strategies to Impact This Concern:**

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

## **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

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

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch students -- Passing ISTEP Math

**Strategies to Impact This Concern:**

- U. Focused Student Group: Free and Reduced Lunch students passing ISTEP Math in Measurement

## 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 and 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> | non   |
| 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 (phonological awareness, alphabetic principles, and measure 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, 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                                       |
| <b>First Year:</b><br>Rationale + Organizational Structure<br><b>After First Year:</b><br>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