

School Improvement Plan - 2014-2015

Generated on May 21, 2014 at 1:00 PM

Turkey Run Elementary School (6647)

Turkey Run Community Sch Corp

Marshall, IN

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



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School Improvement Plan Introduction

Turkey Run Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American 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:

- American 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
- Roberta Hobbs - Administrator
- Kathy Jones - Teacher
- Sue Lawson - Teacher
- Donna McVay - Community Representative (Business)
- Tami Newby - Parent/Guardian

Strategy Chairs

- Carmen Branson
- Kara Burgess
- Kayla Clemons
- Christian Crum
- Heidi Deters
- Roberta Hobbs
- Roberta Hobbs
- Kathy Jones
- Alicia Mathis
- Brittany Shannon
- Heather Sutton

Community Council

- Marcia Carpenter - Community
- Tammy Carr-Bailey - Community Agency
- Jennifer Conley - Teacher
- Raquel Cosby - Parent
- Stephanie Crum - Community
- Sally Curley - Social Services
- Andrea Davies Winn - Community
- Karen Francis - Community
- Karen Geneau - Community
- Sarah Grayless - First Steps Representative and Parent
- Mary Jo Harney - Community
- Greg Harvey - Board Member and Business Representative
- Mischa Hetrick - Business Representative
- Sara Hutchens - Parent
- Andy Hybarger - Community and Business
- Kyle Jacks - Business and Parent
- Stephanie Laws - Community
- Kari Lough - Parent
- Jessica Lynk - Media and Parent
- Donna McVay - Community and Parent
- Tami Newby - Business Representative
- Jerry Newlin - Community
- Gayle Norman - girl scout leader/parent
- Ashli Ramsay - Parent
- Samantha Steele - PTO/parent volunteer/parent of second grade child
- Janice Stewart - Community and Business Representative
- Wilma Wooten - Community

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
students deserve to be prepared for each grade level
to be assigned appropriate amounts of homework
to have adequate supplies to do the work required in the classroom
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
to have access to computers and other types of technology
to read on grade level
excited about school
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.
to receive extra help when it is needed
teachers who are good communicators, enjoy teaching, and constantly strive to meet the needs of every student through individual attention
teachers who are enthusiastic, understanding, patient, creative, knowledgeable in state standards, skilled in effective differentiated instructional strategies, use authentic learning experiences, and teach higher level thinking skills
to be assessed in many different ways
to be exposed to different cultures
to have a school where students follow rules, do their own work, respect each other, are kind to others, and operate in a bully-free, safe environment
to have nutritious meals
to be taught proper tools for personal hygiene
to have time for special classes, free-reading, physical and extra-curricular activities, and to be included in a fine arts curriculum
to be loved and respected, to have hope, to be valued as individuals, to have opportunities to reach their potential, and to be tomorrow's leaders
the opportunity to be aware of careers and have equal opportunities to attend college
to be recognized and praised for their accomplishments
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
provide social support to students
All teachers:
are knowledgeable about what need to be taught
practice effective instructional strategies
are at work on time, daily
believe children should be challenged
accept no excuses for low student achievement
accommodate each student's learning style by using a variety of approaches
allow variations in time for responses and completion of work
listen to students' thoughts and opinions
Adults in the school:
work together to build students' self-esteem
teach appropriate behavior and manners
reward students for good behavior
work to provide a safe and nurturing environment
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
lead by example and provide good role models by being well-groomed, communicating effectively, acknowledging when they are wrong, and act in an ethical manner each day
are willing to listen and help build up children
are driven and inspiring to others around them
provide social and economic support
create healthy environments
meet the emotional needs of students
create opportunities for students to be successful
are open to new ideas and changes
make children a priority
are kind, empathetic, patient, honest, fair, energetic, flexible, understanding, and encouraging
do their best at all times to be good listeners with a sense of humor
be positive influences on children showing them the value of hard work, creativity, and optimism
are problem solvers
are drug free
are conscientious and concerned about keeping all children safe
provide opportunities for students to be tutored or mentored through school and community programs
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
dress appropriately
are at school on time
are well-organized, attentive, engaged, excited, confident, and mannerly
show a desire to learn by working hard, participating in class, taking pride in their work, and setting goals
are good role models for their peers by being responsible, respectful, and sympathetic
possess and exhibit traits of being a positive citizen
are hard working, encouraging, and willing to take advantage of learning opportunities as they are presented to them
are broad-minded and willing to accept help
like challenges
welcome accountability and responsibility
use the Golden Rule and are respectful, honest, helpful, cooperative, happy, persistent, appreciative, and imaginative
will complete one hundred percent of their homework
only say things that build others up, instead of tearing down and bullying
all students accept differences in others by refraining from bullying or name-calling
respect school property
remain drug free
can live this in this Utopian environment here in Parke County
are proud to live in a small community
through a personal vision, will have a desire to go to college and receive a post-secondary education
with their education at NCPES and post-secondary education, will provide an understanding of other cultures and ways of life

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 I-Read Reading Test: 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	89	90	93	92		94		96				100

All Students - Passing E/LA ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93	93	94	91.6	95		96		97				100

First Grade - Percentage of Students at Benchmark on DIBELS Reading

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	86	87	79	88		89		90				100

Free and Reduced Lunch students - Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92	94	95	85.2	96		97		98				100

Kindergarten - Percentage of Students at Benchmark on DIBELS Reading

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	75	85	87	86		87		88				100

Second Grade - Percentage of Students at Benchmark on DIBELS Reading

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52	66	68	70	70		72		74				100

Comprehensive 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.

Areas of Concern

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,

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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

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

We are concerned that... Parent Involvement

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

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

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

We are concerned that... School-Parent Compact

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

We are concerned that... Student Transition

We are concerned that... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... 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:

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 - Outside

Focus: General

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 - 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 - Outside

Focus: General

Encourage Rigorous Curriculum: Progress Monitor

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

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: General

Focused Academic Area - Writing

The writing program will be continued by the K-5 language arts teachers for the 2014-2015 school year. The goal of this strategy is to promote continuity and continued success utilizing the 6+Traits and the Daily 5 language arts framework.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Friday Five

The Friday Five Math program will be continued by the K-5 math teachers for the 2014-2015 school year. The Friday Five program focuses on the pillars of measurement including: attributes, time, money, data, and temperature. The goal of this strategy is to increase awareness and success by promoting "hands on" instructional experiences.

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: General

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 2014-15 school year. The principal, the Title 1 staff and the parent involvement committee will host a Back to School Night for all families in the fall. A light snack will be served. Copies of the Indiana Academic Standards (by grade level) will be available for parents to take. In the spring semester, the TRES staff will host a Grandparent's Day. Grandparents will be invited to eat breakfast and then watch a program put on by students.

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. 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: High Impact - Outside

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: High Impact - Outside

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

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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

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 1, 2014: Set Meeting Date **Person:** Carmen Branson

Aug 15, 2014: Gather Materials and invite teachers **Person:** Carmen Branson

Encourage Rigorous Curriculum: Progress Monitor

Sep 5, 2014: Progress monitor students in red **Person:** Classroom teacher/Title One

Sep 5, 2014: Progress monitor students in yellow **Person:** classroom teacher/Title One

Sep 19, 2014: Progress monitor students in red **Person:** classroom teacher/Title One

Oct 3, 2014: Progress monitor students in yellow **Person:** classroom teacher/Title One

Oct 17, 2014: Progress monitor students in red **Person:** classroom teacher/Title One

Nov 7, 2014: Progress monitor students in yellow **Person:** classroom teacher/Title One

Nov 21, 2014: Progress monitor students in red **Person:** classroom teacher/Title One

Dec 5, 2014: Progress monitor students in yellow **Person:** classroom teacher/Title One

Dec 19, 2014: Progress monitor students in red **Person:** classroom teacher/Title One

Jan 2, 2015: Progress monitor students in yellow **Person:** classroom teacher/Title One

Jan 16, 2015: Progress monitor students in red **Person:** classroom teacher/Title One

Feb 6, 2015: Progress monitor students in yellow **Person:** classroom teacher/Title One

Feb 20, 2015: Progress monitor students in red **Person:** classroom teacher/Title One

Mar 6, 2015: Progress monitor students in yellow **Person:** classroom teacher/Title One

Mar 20, 2015: Progress monitor students in red **Person:** classroom teacher/Title One

Apr 3, 2015: Progress monitor students in yellow **Person:** classroom teacher/Title One

Apr 17, 2015: Progress monitor students in red **Person:** classroom teacher/Title One

May 1, 2015: Progress monitor students in yellow **Person:** classroom teacher/Title One

May 15, 2015: Progress monitor students in red **Person:** classroom teacher/Title One

Focused Academic Area - Writing

Aug 31, 2014: Select a fall writing prompt **Person:** Language Arts Specialists Committee

Sep 15, 2014: Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or the Daily Five program **Person:** Language Arts Team

Oct 31, 2014: Collect fall writing prompt samples and data charts from the language arts teachers **Person:** Heidi Deters

Dec 15, 2014: Peer Instructional Modeling **Person:** Language Arts Teachers

Dec 31, 2014: Select a winter writing prompt **Person:** Language Arts Specialist Committee

Jan 15, 2015: Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or the Daily Five program **Person:** Language Arts Team

Feb 25, 2015: Collect winter writing prompt samples and data charts from language arts teachers **Person:** Heidi Deters

Mar 15, 2015: Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or the Daily Five program **Person:** Language Arts Team

Mar 31, 2015: Select a spring writing prompt **Person:** Language Arts Specialist Committee

May 15, 2015: Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or the Daily Five program **Person:** Language Arts Team

May 31, 2015: Collect spring writing prompt samples and data from Language Arts teachers **Person:** Heidi Deters

Focused Student Group - Friday Five

Apr 26, 2014: Collect spring data: % of teachers displaying work **Person:** Kara Burgess

Aug 15, 2014: Send rotational calendar for who is in charge of displaying student work for each grade level **Person:** Kara Burgess

Aug 15, 2014: The display board will be organized for the Friday Five . It will be located in the central hallway where teachers can share ideas as well as show what they have been doing in their classrooms. **Person:** Brittany Shannon

Sep 26, 2014: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Sep 26, 2014: Collect baseline data: % of teachers displaying work **Person:** Kara Burgess

Oct 17, 2014: Send rotational calendar for who is in charge of displaying student work for each grade level **Person:** Kara Burgess

Oct 27, 2014: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Nov 30, 2014: Collect fall data: % of teachers displaying work **Person:** Kara Burgess

Dec 8, 2014: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Dec 19, 2014: Send rotational calendar for who is in charge of displaying student work for each grade level **Person:** Kara Burgess

Jan 19, 2015: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Feb 20, 2015: Send rotational calendar for who is in charge of displaying student work for each grade level **Person:** Kara Burgess

Feb 26, 2015: Collect winter data: % of teachers displaying work **Person:** Kara Burgess

Mar 2, 2015: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Apr 13, 2015: Classroom teachers will display an example of the Friday Five **Person:** Classroom teachers

Apr 24, 2015: Send rotational calendar for who is in charge of displaying student work for each grade level **Person:** Kara Burgess

Outreach to Preschool Parent Involvement Programs

Jan 25, 2015: Set date for Kindergarten Round-Up (parent meeting) **Person:** Kdg. teachers and principal

Jan 25, 2015: Set date for Transition Workshop (for parents and child together) **Person:** Kdg. teachers and principal

Jan 25, 2015: Set date for Young 5's Meeting **Person:** Kdg. teachers and principal

Feb 15, 2015: Secure babysitting for Kdg. Round-Up **Person:** Kathy Jones

Feb 15, 2015: Secure funding for babysitting **Person:** Kathy Jones

Mar 1, 2015: Prepare materials for Kindergarten Round-Up **Person:** Kdg. Teachers

Mar 1, 2015: Prepare parent survey about how they work and read with their child **Person:** Kathy Jones

Mar 15, 2015: Advertise Kindergarten Round-Up meeting in local newspapers, school website, and school newsletters and calendars **Person:** Kdg. Teachers and Lori Brown

Apr 15, 2015: Gather materials for Transition Workshop (purchase items if necessary) **Person:** Kdg. Teachers

Apr 20, 2015: Prepare materials for Transition Workshop **Person:** Kdg. Teachers

Apr 30, 2015: Prepare post workshop survey to be given at the end of the Transition Workshop **Person:** Kathy Jones

Sep 15, 2015: Prepare and send home a follow-up survey asking parents who attended if they had used the materials they were given **Person:** Kathy Jones

Parent Information Resource Center Website

Aug 15, 2014: Update Website **Person:** Christian Crum

Sep 15, 2014: Update Website **Person:** Christian Crum

Oct 15, 2014: Update Website **Person:** Christian Crum

Nov 15, 2014: Update Website **Person:** Christian Crum

Dec 15, 2014: Update Website **Person:** Christian Crum

Jan 15, 2015: Update Website **Person:** Christian Crum

Feb 15, 2015: Update Website **Person:** Christian Crum

Mar 15, 2015: Update Website **Person:** Christian Crum

Apr 15, 2015: Update Website **Person:** Christian Crum

May 15, 2015: Update Website **Person:** Christian Crum

Parent Involvement

May 1, 2014: Reserve Funding for doughnuts, coffee and juice for Grandparents day. **Person:** Carmen Branson

May 1, 2014: Reserve funding for light snack for Back to School Night. **Person:** Carmen Branson

May 26, 2014: Prepare copies of IAS/Common Core Standards by grade level to be handed out during Back to School Night.
Person: Carmen Branson
May 31, 2014: Set Date for Grandparents Day **Person:** Parent Involvement Committee
Aug 1, 2014: Purchases food for light snack for Back to School Night. **Person:** Carmen Branson
Dec 1, 2014: Plan Grandparents Day Activities **Person:** Parent Involvement Committee
Dec 1, 2014: Purchase food for light snack for Grandparents Day **Person:** Carmen Branson
Jan 15, 2015: Make Flyer for Grandparents Day **Person:** Carmen Branson

Student Transition

Jan 25, 2015: Set date for screening **Person:** Principal, Kindergarten Teachers
Jan 25, 2015: Set date for Young Fives meeting **Person:** Principal, Kindergarten Teachers
Apr 17, 2015: Conduct Screenings **Person:** Kindergarten Teachers
Apr 17, 2015: Create parent permission form (Young Fives) **Person:** Brittany Shannon
Apr 23, 2015: Score Screenings **Person:** Kindergarten Teachers
Apr 30, 2015: Contact parents with results **Person:** Kindergarten Teachers
May 6, 2015: Conduct Young Fives parent meeting **Person:** Principal, Kindergarten Teachers
May 21, 2015: Survey Young Fives parents at end of year **Person:** Kara Burgess

Timely Additional Assistance

Sep 1, 2014: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Sep 1, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Sep 8, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Sep 15, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Sep 22, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Sep 29, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Oct 6, 2014: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Oct 6, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Oct 13, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Oct 20, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Oct 27, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Nov 3, 2014: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Nov 3, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Nov 10, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Nov 17, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Dec 1, 2014: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Dec 1, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Dec 8, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Dec 15, 2014: Weekly Collaboration **Person:** classroom teacher/Title One
Jan 5, 2015: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Jan 5, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Jan 12, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Jan 19, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Jan 26, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Feb 2, 2015: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Feb 2, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Feb 9, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Feb 16, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Feb 23, 2015: Weekly Collaboration **Person:** classroom teacher/Title One
Mar 2, 2015: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis
Mar 2, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Mar 9, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Mar 16, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Mar 23, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Mar 30, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Apr 6, 2015: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis

Apr 6, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Apr 13, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Apr 20, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Apr 27, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

May 4, 2015: Email teachers reminding them to re-evaluate student groups for Tier 2 after each DIBELS progress monitoring.
Person: Alicia Mathis

May 4, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

May 11, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

May 18, 2015: Weekly Collaboration **Person:** classroom teacher/Title One

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Encourage Rigorous Curriculum: Progress Monitor

No professional development is needed for this strategy.

Focused Academic Area - Writing

Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or th

Brief Description: Discuss and share effective strategies for 6+ traits of writing, grade level expectations, and/or the Daily Five program

Intended Participants: Teachers

Dates: Sep 15, 2014; Jan 15, 2015; Mar 15, 2015; May 15, 2015

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Peer Instructional Modeling

Brief Description: Teachers will observe other teachers during writing instruction at least once during the school year.

Intended Participants: Teachers

Date: Dec 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? Yes

Focused Student Group - Friday Five

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

Weekly Collaboration

Brief Description: Teachers will collaborate within their grade level, above and below grade level, and with Title One teachers to share intervention ideas that have worked for them. They will also share ideas on working with struggling students.

Intended Participants: Teachers

Dates: Sep 1, 2014; Sep 8, 2014; Sep 15, 2014; Sep 22, 2014; Sep 29, 2014; Oct 6, 2014; Oct 13, 2014; Oct 20, 2014; Oct 27, 2014; Nov 3, 2014; Nov 10, 2014; Nov 17, 2014; Dec 1, 2014; Dec 8, 2014; Dec 15, 2014; Jan 5, 2015; Jan 12, 2015; Jan 19, 2015; Jan 26, 2015; Feb 2, 2015; Feb 9, 2015; Feb 16, 2015; Feb 23, 2015; Mar 2, 2015; Mar 9, 2015; Mar 16, 2015; Mar 23, 2015; Mar 30, 2015; Apr 6, 2015; Apr 13, 2015; Apr 20, 2015; Apr 27, 2015; May 4, 2015; May 11, 2015; May 18, 2015

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

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:

- Focused Student Group - Friday Five

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

Strategies to Impact This Concern:

- Annual Parent Meeting

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

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

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... 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... 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

Strategies to Impact This Concern:

- Focused Academic Area - Writing
- Focused Student Group - Friday Five
- Instruction by Highly Qualified Teachers

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... Parent Involvement

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP

Strategies to Impact This Concern:

- Attendance
- Parent Involvement

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... 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... 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... 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... 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... 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... 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

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum: Progress Monitor
- Focused Student Group - Friday Five
- Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

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

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum: Progress Monitor
- Encourage Rigorous Curriculum: Reading Assessments

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All Students -- Passing E/LA ISTEP

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All Students -- Passing Writing Applications on ISTEP

Strategies to Impact This Concern:

- Focused Academic Area - Writing
- Focused Student Group - Friday Five

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- Passing ISTEP Math

Strategies to Impact This Concern:

- Focused Student Group - Friday Five

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?	Elementary Office Superintendent'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. 	NA
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Contact is made with parent who have students missing 5 or more days. After the 8th absence a contract is formed between the school and parent.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	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. ACUITY grades 3-5 only-used as a predictor for ISTEP as well as provides school and classroom data for students and how they are mastering the state standards.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI Expectations Assessment, InSAI Curriculum Assessement, InSAI Instruction Assessment, InSAI Classroom Assessement, 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.	None at this time.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year