

School Improvement Plan - 2010-2011

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Otwell Elementary School (6759)

Pike County School Corp

Otwell, IN

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



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

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School Improvement Plan Introduction

Otwell Elementary School

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

- Indiana Student Achievement Institute
- PL221

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

- Rick Fears - Administrator
- Brandi Kabrick - Teacher
- Ty Kabrick - Community Representative (Business)
- Terra Knust - Teacher
- Samantha Sheffler - School Counselor
- Nicki Troutman - Teacher (Media Specialist)
- Kim Vaughn - School Counselor
- Chris Whann - Parent/Guardian

Strategy Chairs

- Doris Harris
- Brandi Kabrick
- Melanie Kavanaugh
- Kim Russell

Community Council

- Lily Camp - parent
- Jody Cummings - parent
- Shawna Dawson - parent
- Pam Douglas - community
- Eileen Dudenhoeffer - parent
- Amy Edrington - Community Member/Business Owner

- Ryan Edrington - Parent/Business
- Tracy Evans - parent
- Derek & Andrea Hunt - Community Member
- Jamie Jenkins - parent
- Amy Lee - Parent
- Brenda Rickard - parent
- Kim Russell - Parent
- Amy Satterly - parent
- Linda Stanley - PTO President
- Matt Vaughn - Parent
- Tammy Williams - 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:

We believe that all students deserve a learning environment in which each child is placed appropriately and thereby receives an individualized, challenging curriculum that is exploratory, yet strongly embedded in the core subjects and the state standards. We believe that all students deserve structure in their school day that includes a clear understanding of what is expected of them in both their class work and behavior. With these expectations should also come a balance in understanding failure as well as understanding success in endeavors, in both educational and personal pursuits. We believe that all students deserve parents that take an active part in their child's educational success by providing a mentally and physically healthy environment, good hygiene, good nutrition, and a home life that is supportive of education. We believe that all students deserve to always live in an environment that is safe whether it is at school, at home, on the school bus, or in the community at large. Finally, we believe that all students deserve to be respected and have respect for themselves as well as those around them.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in our community are living by these core convictions daily and, as a result, all teachers work with a curriculum that is practical and pragmatic, yet one that allows students to explore within safe confines. Teachers work diligently to make sure that all lessons are interesting and taught at an appropriate pace and level for all students. There is an obvious relationship of mutual respect between teachers and students. The parents of students in the school make sure that their children are sent to school regularly and on time in a clean and healthy state, ready to learn. They exhibit the desire to be involved in and encourage their children's education, to read to and with their children, and to keep in constant contact with their children's teachers to monitor progress. Community members are aware of school events and remind the children to work hard to have current and future successes in life.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core conviction, students are at school on time every day clean, fed, and dressed appropriately, ready to learn. All students practice responsibility for themselves and others, work to the best of their ability, accept challenges in their schoolwork, and show continuous improvement. All students are equipped with everything from needed school supplies to the skills and information necessary to make sound decisions in real life situations. Teachers are current in their classroom practices, making learning fun yet challenging every day. Parents, teachers, and students are in active and positive communication.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass the 3rd grade ISTEP+: 100%
- % of students who pass the 4th grade ISTEP+: 100%
- % of students who pass the 5th grade ISTEP+: 100%
- % of students who pass benchmark assessments: 100%
- % of students who make the honor roll: 100%
- % of students who read at their grade level: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA		82	NA	83	NA	84	NA	85	NA	

Class of 2020 - % passing LA Standard 6 (Writing) on District Benchmark

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	81	NA	82	NA	

Class of 2021 - % passing LA Standard 6 (Writing) on District Benchmark Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	

Class of 2021 - % scoring 70% average on District English/Language Arts Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	100	100	NA	100	NA	100	NA	100	NA	100

Class of 2021 - % scoring 70% average on District Math Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	100	100	NA	100	NA	100	NA	100	NA	100

Class of 2022 - % passing LA Standard 6 (Writing) on District Benchmark Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	100

Class of 2022 - % scoring 70% average on District English/Language Arts Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	89	NA	90	NA	91	NA	92	NA	100

Class of 2022 - % scoring 70% average on District Math Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	89	NA	90	NA	91	NA	92	NA	100

Class of 2023 - % passing LA Standard 6 (Writing) on District Benchmark Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	81	NA	82	NA	100

Class of 2023 - % scoring 70% average on District English/Language Arts Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	81	NA	82	NA	100

Class of 2023 - % scoring 70% average on District Math Assessment

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	81	NA	82	NA	100

Special Education Students - % passing ISTEP+ Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	69	75		76	NA	77	NA	78	NA	79	NA	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

Required Areas of Concern

F. Encourage Rigorous Curriculum

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:

Required Strategies

F. Encourage Rigorous Curriculum: Acuity

In the Fall of 2010, teaching assistants will be trained in acuity in order to better utilize results for remediation. Teaching assistants will be trained in how to print reports, analyze test results, and use results to create learning activities that are skill-level appropriate. Students who do not pass certain areas of Acuity will go to the computer lab with a teaching assistant to work on those areas. Teaching assistants will monitor and assist those students during a 40 minute remediation time each day until the student passes each standard.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Instructional Methods

Teachers will be trained in Fall 2010 on TRC (Test for Reading Comprehension) and Generations Math. After training is complete, teachers will be able to use TRC and Gen. Math to test students and analyze results, which will aid in decision making of differentiated instruction activities listed below. Teachers will implement a variety of instructional methods, using Differentiated Instruction (a response to learners' needs). Differentiation will allow for needs of all students to be met (strategic intervention, on-level, and high ability learners). Teachers will use flexible grouping, which will include ongoing assessment and adjustment. Learning activities within the flexible groups will be at an appropriate degree of challenge. Teachers will differentiate by content, process, and product. Instruction will include activities based on readiness, interest, and learning profile. Examples of instructional strategies include tiered lessons, literature circles, jigsawing, anchor activities, varied texts, interest groups/centers, varied questioning strategies, and small/large group instruction.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: RTI (Response to Intervention)

In the fall of 2010, some teachers will be trained in RTI (Response to Intervention). This training will then allow for discussion to begin about which students will go into the 3 tiers, which are: the students who can make it on his/her own without extra assistance, students who need extra help in classroom, and students who are identified as severe and will be placed into the special education system. Teachers will also be trained on Learning Connection so scores and reports can be accessed and used.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: K-3 Prompt Writing

K-3 teachers will administer writing prompts on a monthly basis, using the current grammar program. Teachers will evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. Teachers will use the feedback given to students on the writing prompts to drive instruction.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Individual ISTEP Testing for Special Ed.

Special Education teacher will administer ISTEP tests individually to students with IEP's. This will provide an ideal testing environment free from distractions and an adult monitor keep the student focused on the test so that the student can perform to his/her potential.

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.

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

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.

Encourage Rigorous Curriculum

Aug 12, 2010: Arrange a trainer and date for M-Class and TRC training. **Person:** Mr. Fears
Aug 12, 2010: selects teachers to be on the RTI committee **Person:** Mr. Fears
Aug 13, 2010: Arrange subs for M-Class and TRC training. **Person:** Mrs. Garland
Aug 15, 2010: arranges RTI training **Person:** Mr. Fears
Aug 16, 2010: arranges subs for teachers going to RTI training **Person:** Mrs. Garland
Aug 22, 2010: will set up a date and hire a trainer for Acuity training. **Person:** Mr. Fears
Aug 23, 2010: will attend Acuity training sessions. **Person:** Teaching Assistants
Sep 1, 2010: attend training on RTI **Person:** Teachers
Sep 1, 2010: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Sep 4, 2010: Arrange a trainer and date for differentiation training. **Person:** Mr. Fears
Sep 5, 2010: Arrange subs for teachers for differentiation training **Person:** Mrs. Garland
Sep 13, 2010: attend training for M-Class and TRC. **Person:** Teachers
Oct 1, 2010: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Oct 5, 2010: Teachers trained in differentiation. **Person:** Teachers
Nov 1, 2010: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Dec 1, 2010: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Dec 11, 2010: meets to review RTI training and progress **Person:** RTI committee
Jan 1, 2011: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Jan 3, 2011: arranges for a follow up training session on RTI **Person:** Mr. Fears
Jan 4, 2011: arranges subs for follow up training on RTI **Person:** Mrs. Garland
Feb 1, 2011: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Feb 2, 2011: attend follow up training on RTI **Person:** Teachers
Mar 1, 2011: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
Apr 1, 2011: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants
May 1, 2011: Monitor and assist students during a 40 minute remediation time each day **Person:** Teaching Assistants

Focused Academic Area

Sep 1, 2010: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Sep 2, 2010: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Sep 3, 2010: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Oct 1, 2010: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Oct 2, 2010: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Oct 3, 2010: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Nov 1, 2010: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Nov 2, 2010: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Nov 3, 2010: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Dec 1, 2010: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Dec 2, 2010: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Dec 3, 2010: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Jan 1, 2011: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Jan 2, 2011: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Jan 3, 2011: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Feb 1, 2011: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers

Feb 2, 2011: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Feb 3, 2011: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Mar 1, 2011: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Mar 2, 2011: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Mar 3, 2011: plan instruction based on writing prompt results. **Person:** K-3 Teachers
Apr 1, 2011: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
Apr 2, 2011: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
Apr 3, 2011: plan instruction based on writing prompt results. **Person:** K-3 Teachers
May 1, 2011: administer writing prompts on a monthly basis, using the current grammar program. **Person:** K-3 Teachers
May 2, 2011: evaluate the writing samples based on the 6 point ISTEP rubric and give feedback to students. **Person:** Teachers
May 3, 2011: plan instruction based on writing prompt results. **Person:** K-3 Teachers

Focused Student Group

Mar 3, 2011: administers applied skills ISTEP tests individually with IEP students. **Person:** Mrs. Harris
May 3, 2011: administers ISTEP tests individually with IEP students. **Person:** Mrs. Harris

Professional Development Summary

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

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

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

F. Encourage Rigorous Curriculum: Acuity

will attend Acuity training sessions.

Brief Description: Teaching assistants will be trained in how to use Acuity as a assessment and remediation tool for students.

Intended Participants: Other

Date: Aug 23, 2010

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

Activity Format: Talk to, Presentation

Funding: Title 2 Part A

Does this activity occur during the school day? Yes

will set up a date and hire a trainer for Acuity training.

Brief Description: Teaching assistants will be trained in how to use Acuity as a assessment and remediation tool for students.

Intended Participants: Other

Date: Aug 22, 2010

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

Activity Format: Talk to, Presentation

Funding: Title 2 Part A

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Instructional Methods

Arrange a trainer and date for differentiation training.

Brief Description: Teachers will receive training in differentiation to build on what they have already learned.

Intended Participants: Teachers

Date: Sep 4, 2010

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Arrange a trainer and date for M-Class and TRC training.

Brief Description: Teachers will be trained how to use DIBELS M-Class (Math) and TRC (Test for Reading Comprehension). Teachers will use Palms in the training.

Intended Participants: Teachers

Date: Aug 12, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

Arrange subs for M-Class and TRC training.

Brief Description: Teachers will be trained how to use DIBELS M-Class (Math) and TRC (Test of Reading Comprehension). Teachers will use Palms in the training.

Intended Participants: Teachers

Date: Aug 13, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

Arrange subs for teachers for differentiation training

Brief Description: Teachers will receive training in differentiation to build on what they have already learned.

Intended Participants: Teachers

Date: Sep 5, 2010

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding: Title 2 Part A

Does this activity occur during the school day? Yes

attend training for M-Class and TRC.

Brief Description: Teachers will be trained how to use DIBELS M-Class (Math) and TRC (Test of Reading Comprehension). Teachers will use Palms in the training.

Intended Participants: Teachers

Date: Sep 13, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

Teachers trained in differentiation.

Brief Description: Teachers will receive training in differentiation to build on what they have already learned.

Intended Participants:

Date: Oct 5, 2010

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation

Funding: Title 2 Part A

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: RTI (Response to Intervention)

arranges for a follow up training session on RTI

Brief Description: Teachers will attend a shorter training session to gain any additional information on RTI ELA and behavior.

Intended Participants: Teachers

Date: Jan 3, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

arranges RTI training

Brief Description: Teachers will be trained in RTI process for ELA and behavior.

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

arranges subs for follow up training on RTI

Brief Description: Teachers will attend a shorter training session to gain any additional information on RTI ELA and behavior.

Intended Participants: Teachers

Date: Jan 4, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

arranges subs for teachers going to RTI training

Brief Description: Teachers will be trained in RTI process for ELA and behavior.

Intended Participants: Teachers

Date: Aug 16, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

attend follow up training on RTI

Brief Description: Teachers will attend a shorter training session to gain any additional information on RTI ELA and behavior.

Intended Participants: Teachers

Date: Feb 2, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Title 2 Part A/Title One

Does this activity occur during the school day? Yes

attend training on RTI

Brief Description: Teachers will be trained in RTI process for ELA and behavior.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title 2/Title One

Does this activity occur during the school day? Yes

I. Focused Academic Area: K-3 Prompt Writing

No professional development is needed for this strategy.

U. Focused Student Group: Individual ISTEP Testing for Special Ed.

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

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2021 -- % scoring 70% average on District English/Language Arts Assessment
- Class of 2021 -- % scoring 70% average on District Math Assessment
- Class of 2022 -- % scoring 70% average on District English/Language Arts Assessment
- Class of 2022 -- % scoring 70% average on District Math Assessment
- Class of 2023 -- % scoring 70% average on District English/Language Arts Assessment
- Class of 2023 -- % scoring 70% average on District Math Assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: RTI (Response to Intervention)
- F. Encourage Rigorous Curriculum: Acuity
- F. Encourage Rigorous Curriculum: Instructional Methods

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Class of 2021 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment
- Class of 2022 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment
- Class of 2023 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: K-3 Prompt Writing

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- % passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Individual ISTEP Testing for Special Ed.

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?	in the 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. 	511 IAC 6.1-3-1 The new requirement of students attending all day and not having any early dismissals restricts teachers from having parent-teacher conferences and professional development opportunities. Our teachers feel that conferences are vital to student achievement.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP is given in grades 3-5. The Boehm test is given in Kindergarten. Acuity is given in grades 3-5. DIBELS is given in grades K-2. Terra Nova will be given in 2nd grade.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2010-2011 school year