

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

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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:



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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 11
- Strategy Data . . . . . 13
- To-Do List . . . . . 15
- Professional Development Summary . . . . . 17
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 19
- Force Field Excerpt . . . . . 21
- Continuous Improvement Timeline . . . . . 22

# 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
- Indiana Rules and Regulations

## **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 - Teacher
- Chris Whann - Parent/Guardian

## Strategy Chairs

- Rick Fears
- Doris Harris
- Brandi Kabrick
- Melanie Kavanaugh
- Kim Russell
- Nicki Troutman

## Community Council

- Ashley Baker - parent
- Lily Camp - parent
- Erin Chanley - parent
- Jody Cummings - parent

- Shawna Dawson - parent
- Eileen Dudenhoeffer - parent
- Amy Edrington - Community Member/Business Owner
- Tracy Evans - parent
- Derek & Andrea Hunt - Community Member
- Jamie Jenkins - parent
- Barb Kendall - parent
- Amy Lee - Parent
- Elizabeth Luff - parent
- Brenda Rickard - parent
- Kim Russell - Parent
- Linda Stanley - PTO President
- Matt Vaughn - Parent
- Amanda Webb - 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 follows state guidelines, 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. All students are well-behaved and respectful towards teachers and others in the classroom.

## **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 Acuity assessments: 100%
- % of students who make the honor roll: 100%
- % of students who read at their grade level: 100%
- % of students who pass DIBELS assessments: 100%
- % of students who pass TRC assessments: 100%
- % of students who pass Wireless Generations Math assessments: 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA		82	NA	83	NA	84	NA	85	NA	86	NA	100

## Class of 2022 - % of students scoring proficient on District Reading Assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	80	100	100	NA	100	NA	100	NA	100	NA	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	89	97	90	NA	91	NA	92	NA	93	NA	100

**Class of 2023 - % of students scoring proficient on District Reading Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	80	NA	81	NA	82	NA	83	NA	100

**Class of 2024 - % of students scoring proficient on District Reading Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	81	NA	82	NA	83	NA	100

**Class of 2024 - % passing LA Standard 6 (Writing) on District Benchmark Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	81	NA	82	NA	83	NA	100

**Class of 2024 - % scoring 70% average on District Math Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	100	NA	NA	81	NA	82	NA	83	NA	100

**K-5 students - % of students who participate in the summer reading program**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	81	NA	82	NA	100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75		76	NA	77	NA	78	NA	79	NA	80	NA	100

**Students in PreK-5 - % of students who complete Response to Intervention for behavior without needing a special education referral**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	NA	NA	NA	80	NA	82	NA	84	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

**We are concerned that... Pike County School Corporation no longer provides summer learning opportunities.**

During the Community Council Meeting 5, parents brought the concern up in discussion.

## 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:

## Local Strategies

### Summer Reading Program

Otwell Elementary staff will organize a summer reading program to begin in the summer of 2011. Strategy chairs will work with the local public library to provide accessibility to the AR program during summer months. OES staff will meet to develop an action plan which will include incentives, encouragement, and guidelines for the program.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## Required Strategies

### F. Encourage Rigorous Curriculum: Acuity

Continuing in the 2011-2012 school year, teachers and teaching assistants 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. Teachers and 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 - Inside

**Focus:** General

### F. Encourage Rigorous Curriculum: Instructional Methods

Continuing in the 2011-2012 school year, teachers will use DIBELS, TRC and Gen. Math to test students and analyze results, which will aid in decision making of differentiated instruction activities listed below. Training will continue in differentiation. 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. Interactive boards will be purchased in Spring 2011 and training will continue in the 2011-2012 school year as needed. The interactive boards will be used as a tool for differentiation.

**Impact Level:** High Impact - Inside

**Focus:** General

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

In continuation of the 10-11 school year, teachers will use RTI to assist and evaluate struggling students. Students are placed into 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. Interventions are chosen and changed throughout the year based on the students' needs.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **G. Attendance**

Faculty and staff will encourage good attendance (with a schoolwide goal of 97% or greater) by providing monthly, quarterly, and yearly attendance incentives. Mr. Fears will ask local businesses for donations that may be given as attendance incentives. Mr. Fears will hold monthly attendance award ceremonies in the commons to recognize students with perfect attendance for the month. Each month teachers will be given a bar graph to post in their classrooms, showing monthly school attendance averages. Students who reach the higher goal of having perfect attendance for their grading period or year will be eligible for bigger prizes, like bicycles, for example. The classroom with the highest attendance percentage for the month will have the choice of an ice cream or pizza party and will also get to display the traveling attendance trophy in their room. That class' picture will also be in the local newspaper and displayed in the commons on the "Attendance Recognition Wall."

**Impact Level:** High Impact - Inside

**Focus:** General

#### **I. Focused Academic Area: K-5 Prompt Writing**

K-5 teachers will administer writing prompts three times weekly in which students write journal entries. K-3 teachers will also 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.

## Required Strategies

### F. Encourage Rigorous Curriculum: Acuity

percent of 3-5 teachers who use Acuity results for instruction/curriculum

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

### F. Encourage Rigorous Curriculum: Instructional Methods

percent of K-5 teachers using interactive boards on a daily basis

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
21	70		70	

percent of teachers who use differentiation on a daily basis

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

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

percent of K-5 teachers who use the RTI process

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

**I. Focused Academic Area: K-5 Prompt Writing**

percent of teachers who use journals three times per week.

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

percent of K-3 teachers who use reading series writing prompts monthly

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

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

percent of special education students who receive individual testing

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

## To-Do List

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

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

## Encourage Rigorous Curriculum

- ✓ **Apr 1, 2011:** Collect baseline data: percent of 3-5 teachers who use Acuity results for instruction/curriculum **Person:** Brandi Kabrick
- ✓ **Apr 1, 2011:** Collect baseline data: percent of K-5 teachers using interactive boards on a daily basis **Person:** Melanie Kavanaugh
- ✓ **Apr 1, 2011:** Collect baseline data: percent of K-5 teachers who use the RTI process **Person:** Mrs. Harris
- ✓ **Apr 1, 2011:** Collect baseline data: percent of teachers who use differentiation on a daily basis **Person:** Melanie Kavanaugh
- ✓ **Aug 5, 2011:** arranges a trainer for interactive board professional development **Person:** Mr. Fears
- ✓ **Aug 10, 2011:** hires subs so teachers can be trained on interactive boards. **Person:** Nelda
- ✓ **Sep 1, 2011:** arranges a trainer for differentiation **Person:** Mr. Fears
- ✓ **Sep 1, 2011:** trains teachers on interactive boards. **Person:** Interactive Board Trainer
- ✓ **Sep 1, 2011:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- ✓ **Sep 1, 2011:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Sep 6, 2011:** hires subs so that teachers can receive training in differentiation **Person:** Nelda
- Sep 25, 2011:** train teachers in differentiation **Person:** Trainers
- Oct 1, 2011:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Oct 1, 2011:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Nov 1, 2011:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Nov 1, 2011:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Nov 30, 2011:** Collect fall data: percent of 3-5 teachers who use Acuity results for instruction/curriculum **Person:** Brandi Kabrick
- Nov 30, 2011:** Collect fall data: percent of K-5 teachers using interactive boards on a daily basis **Person:** Melanie Kavanaugh
- Nov 30, 2011:** Collect fall data: percent of K-5 teachers who use the RTI process **Person:** Mrs. Harris
- Nov 30, 2011:** Collect fall data: percent of teachers who use differentiation on a daily basis **Person:** Melanie Kavanaugh
- Dec 1, 2011:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Dec 1, 2011:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Jan 1, 2012:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Jan 1, 2012:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Jan 3, 2012:** arranges a trainer for advanced interactive board professional development **Person:** Mr. Fears
- Jan 10, 2012:** hires subs so that teachers can receive advanced training on interactive boards. **Person:** Nelda
- Feb 1, 2012:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Feb 1, 2012:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Feb 3, 2012:** gives advanced interactive board training to teachers. **Person:** Interactive Board Trainer
- Mar 1, 2012:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Mar 1, 2012:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Apr 1, 2012:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- Apr 1, 2012:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Apr 3, 2012:** hires a trainer to refine skills on interactive boards **Person:** Mr. Fears
- Apr 24, 2012:** meets with teachers to answer questions and refine skills on interactive boards **Person:** Interactive Board Trainer
- May 1, 2012:** use interactive boards on a daily basis to instruct. **Person:** Teachers
- May 1, 2012:** utilize results from DIBELS, TRC, and Math Generations to guide instruction. **Person:** K-2 Teachers
- Jun 30, 2012:** Collect spring data: percent of 3-5 teachers who use Acuity results for instruction/curriculum **Person:** Brandi Kabrick
- Jun 30, 2012:** Collect spring data: percent of K-5 teachers using interactive boards on a daily basis **Person:** Melanie Kavanaugh
- Jun 30, 2012:** Collect spring data: percent of K-5 teachers who use the RTI process **Person:** Mrs. Harris
- Jun 30, 2012:** Collect spring data: percent of teachers who use differentiation on a daily basis **Person:** Melanie Kavanaugh

## Focused Academic Area

- ✓ **Apr 1, 2011:** Collect baseline data: percent of K-3 teachers who use reading series writing prompts monthly **Person:** Melanie Kavanaugh
- ✓ **Apr 1, 2011:** Collect baseline data: percent of teachers who use journals three times per week. **Person:** Melanie Kavanaugh
- Nov 30, 2011:** Collect fall data: percent of K-3 teachers who use reading series writing prompts monthly **Person:** Melanie Kavanaugh
- Nov 30, 2011:** Collect fall data: percent of teachers who use journals three times per week. **Person:** Melanie Kavanaugh
- Jun 30, 2012:** Collect spring data: percent of K-3 teachers who use reading series writing prompts monthly **Person:** Melanie Kavanaugh
- Jun 30, 2012:** Collect spring data: percent of teachers who use journals three times per week. **Person:** Melanie Kavanaugh

## Focused Student Group

- ✓ **Apr 1, 2011:** Collect baseline data: percent of special education students who receive individual testing **Person:** Mrs. Harris
- Nov 30, 2011:** Collect fall data: percent of special education students who receive individual testing **Person:** Mrs. Harris
- Jun 30, 2012:** Collect spring data: percent of special education students who receive individual testing **Person:** Mrs. Harris

## Summer Reading Program

- ✓ **Apr 1, 2011:** Collect baseline data: Percent of teachers who send information home about the summer reading program. **Person:** Nicki Troutman
- ✓ **Apr 20, 2011:** works with Renaissance to grant a temporary site license to the Otwell Public Library **Person:** Nicki Troutman
- ✓ **Apr 23, 2011:** obtains an IP address to be able to connect to the program for the Otwell Public Library **Person:** Nicki Troutman
- ✓ **Apr 30, 2011:** contacts the library to make sure someone is available to monitor student testing **Person:** Sandy Ficklin
- ✓ **Apr 30, 2011:** works with the Otwell Public Library to label their books as AR testable **Person:** Sandy Ficklin
- ✓ **May 3, 2011:** gives the librarian the monitor password and teaches the librarian how to unlock a student if the wrong password is entered **Person:** Nicki Troutman
- ✓ **May 3, 2011:** works with the librarians to familiarize them with AR book finder and AR Enterprise **Person:** Nicki Troutman
- ✓ **May 8, 2011:** makes a list of AR books for the younger students to try to complete **Person:** Nicki Troutman
- ✓ **May 14, 2011:** discusses voice recorded AR books and the setting up of equipment **Person:** Nicki Troutman
- ✓ **May 23, 2011:** types and distributes information about the summer reading program to all students **Person:** Nicki Troutman
- ✓ **Jun 4, 2011:** visit the Otwell Public Library to choose AR books and takes tests **Person:** Students
- ✓ **Jul 4, 2011:** visit the Otwell Public Library to choose AR books and takes tests **Person:** Students
- ✓ **Aug 4, 2011:** visit the Otwell Public Library to choose AR books and takes tests **Person:** Students
- ✓ **Aug 18, 2011:** awards students who have met their summer reading goals **Person:** Nicki Troutman
- Nov 30, 2011:** Collect fall data: Percent of teachers who send information home about the summer reading program. **Person:** Nicki Troutman
- Jun 30, 2012:** Collect spring data: Percent of teachers who send information home about the summer reading program. **Person:** Nicki Troutman

# Professional Development Summary

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

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

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

## Summer Reading Program

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Instructional Methods

**gives advanced interactive board training to teachers.**

**Brief Description:** After teachers have learned the basics of interactive boards, they learn more advanced techniques.

**Intended Participants:** Teachers

**Date:** Feb 3, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** School Funds, Corporation Funds, Grant

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

**meets with teachers to answer questions and refine skills on interactive boards**

**Brief Description:** Teachers may have some more specific questions that arise about the boards once they've been using them for awhile. The trainer will meet after school to answer questions and add any input she has.

**Intended Participants:** Teachers

**Date:** Apr 24, 2012

**Activity Purpose:** Refinement

**Activity Format:** Talk to, Presentation

**Funding:** School Funds, Corporation Funds, Grant

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

**train teachers in differentiation**

**Brief Description:** Teachers are trained in differentiation, which could include brushing up on things already covered and also any new strategies that could be used.

**Intended Participants:** Teachers

**Date:** Sep 25, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** Title 2

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

**trains teachers on interactive boards.**

**Brief Description:** Teachers are given a presentation/workshop on how to begin with the basics of using the boards.

**Intended Participants:** Teachers

**Date:** Sep 1, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** School Funds, Corporation Funds, Grant

**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.

### Local Areas of Concern

#### **We are concerned that... Pike County School Corporation no longer provides summer learning opportunities.**

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

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2022 -- % of students scoring proficient on District Reading Assessment
- Class of 2023 -- % of students scoring proficient on District Reading Assessment
- Class of 2024 -- % of students scoring proficient on District Reading Assessment
- K-5 students -- % of students who participate in the summer reading program

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

- Summer Reading Program

### Required Areas of Concern

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

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

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2022 -- % scoring 70% average on District Math Assessment
- Class of 2023 -- % scoring 70% average on District Math Assessment
- Class of 2024 -- % scoring 70% average on District Math Assessment
- Students in PreK-5 -- % of students who complete Response to Intervention for behavior without needing a special education referral

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

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

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

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

- Class of 2022 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment
- Class of 2023 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment
- Class of 2024 -- % passing LA Standard 6 (Writing) on District Benchmark Assessment

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

- I. Focused Academic Area: K-5 Prompt Writing

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

### **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?	Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes, continue quarterly attendance awards
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	DIBELS ~ phonics and oral reading assessment K-2, TRC ~ Test of reading comprehension K-2, Math Generations ~ math assessment K-2, Acuity ~ Math, language arts, science, social studies assessments 3-5

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2013-2014 school year