

School Improvement Plan - 2011-2012

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Winslow Elementary School (6808)

Pike County School Corp

Winslow, 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

Winslow 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-Marking

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

- Amy Carnahan - Parent/Guardian
- Kathi Cochren - Teacher
- Jackie Henson - Teacher
- Ritchie Luker - Administrator
- Nicole Nixon - Teacher
- Natalie Werner - School Counselor

Strategy Chairs

- Abby Aldridge
- Susan Aldridge
- susan craig
- Kristi Crow
- Jackie Henson
- Dana Hughes
- Michelle Lemond
- Ritchie Luker
- Stephanie Sallee
- Natalie Werner
- Katelyn Willis

Community Council

- Deb McCrary - parent
- Leann Stephens - parent
- Sara Baumgart - 4 year college rep
- Shannon Caldwell - parent/girl scouts
- Kay Claridge - industry Rep
- Sabrina Frederick - Cmnty Agency
- Dana Hughes - active in boy scouts and girl scouts
- Becky Morton - Parent
- Nikki Nalley - Teacher Receiving School
- Jesse Nixon
- Beth Richardson - Parent
- Chasity Sanders - Parent
- Katherine Startin - Labor Rep.
- Greg Stieneker - community
- Nora Stieneker - Business/Industry Rep
- Leslie Tegmeyer
- Tina Vinnedge - substitute teacher

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 all students deserve a quality education in an atmosphere of respect. We believe all students deserve caring and competent teachers who set high expectations for themselves and their students. We believe the school should provide activities which will challenge the young minds of our students. We believe all students deserve to have their basic needs met through collaboration of caregivers and school staff. We believe all students need to be loved, need to be challenged, and need to be safe.

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, show the following attitudes and actions. All teachers are dedicated, compassionate, and masters in their fields. They adapt to different personalities and learning styles in their classrooms. They maintain an atmosphere of respect in the classroom. Lessons are challenging and creative. Teachers regularly discuss progress with their students. Community members and parents are involved with the school and support school functions.

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 convictions, students are excited about learning and participating in a variety of educational activities. All students feel secure enough to participate in class discussions, activities, and extra-curricular programs. All students show respect for others in their school and community. All students use critical thinking skills to solve problems and work at or above grade level.

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

- % of students who master all ISTEP essential skills in 3rd, 4th, and 5th grade: 100%
- % of students who are passing all classes: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 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.

3rd Grade ISTEP tests - Passing ISTEP Problem Solving

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	
	77%		78%		80%		84%		85%		90%	100%

4th Grade ISTEP Tests - Passing ISTEP Problem Solving

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	
	80%		82%		83%		84%		85%		86%	100%

5th Grade ISTEP Tests - Passing ISTEP Problem Solving

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	
	76%		83%		84%		85%		86%		87%	100%

Class of 2020 - Writing Applications

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		77	79		80		81		82		100

Special Education Students - Passing ISTEP LA

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	
	40	41		42		43		44		45		100

Special Education students - Passing ISTEP Math

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	
	61	62		63		64		65		66		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... Students are not writing enough

low ISTEP scores in writing applications for all tested grade levels

We are concerned that... Students have difficulty with problem solving

3rd, 4th, and 5th grade ISTEP scores

We are concerned that... Students are being distracted by other students' behaviors

Surveys given to faculty, community, and students

We are concerned that... Teachers and parents do not talk to each other about school

Surveys given to faculty, community, and students.

We are concerned that... Students, faculty, and community believe college unaffordable

Surveys given to students, faculty, and community.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

College Financial Aid

Local college representatives will be invited to come discuss college opportunities and payment options. College students will be invited to come discuss college life including affordability. These visits will be conducted during a First Friday convocation.

Impact Level: High Impact - Outside

Focus: Specific

Disruptive Student Behavior

Classroom guidance lessons will be conducted by the school social worker on a bi-monthly basis.

Impact Level: High Impact - Inside

Focus: Specific

Parent/Teacher Communication

Administration will schedule an open house for early fall. During open house staff will be present for parents to decide the best means of communication and to discuss any student concerns.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Assessment -Driven Instruction

Students at grade levels 3-5 will be assessed in Language Arts, Math, Science, and Social Studies through Acuity computerized testing four times per year. Teachers will use these assessments to guide direction and instruction in their classrooms. Students in K-2 will be assessed in Literacy, Comprehension, and Math through mclass three times per year. Teachers will schedule additional time for intervention/remediation into their daily instructional time for students whose score indicates yellow grouping on Dibels and End of Semester Assessments. Teachers will schedule additional minutes of invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels and End of Semester Assessments throughout the school year.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Differentiated Instruction

Teachers will continue implementing Differentiated Instruction in their classroom on a weekly basis. Students will be grouped according to the academic needs they have. Needs will be determined by pre and post assessments. Teachers will use study groups to support greater use of flexible grouping, differentiated instruction, manipulatives, multiple intelligences, and scientifically researched best practices.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

Students with perfect attendance have their names announced at the First Friday celebrations and they receive a perfect attendance pencil. These same students with perfect attendance have their names put into a drawing for a new bike. The office will keep track of perfect attendance. Drawings will be held at the end of each grading period. The bicycles are provided by various community groups. Daily school wide attendance is posted on the office door.

Impact Level: High Impact - Outside

Focus: Specific

I. Focused Academic Area: Daily Math Review

A daily math review in grades k-5 will be used by each teacher to allow students to review previously mastered material. Daily review materials will include Daily Oral Math, Simple 6 Math, and any review work that goes along with our current math series.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Learning math facts

To address the problem of math fact recall, teachers will use available technology, plus timed tests weekly to help children learn math facts.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math

All grade 3-5 teachers will utilize real life problem solving situations to teach math. This will be done daily using Simple 6 Math, Daily Oral Math, and through available technology.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension

In grades 2 through 5 students will participate in the Accelerated Reader program. They will read and test over books in their reading level for a 45 minute block time at least 3 times per week. Students are STAR tested at least twice per year to set their reading levels. Reading levels are monitored by the librarian and adjusted as students progress. Point goals and average goals are set for each student, they are encouraged to reach these goals each grading period.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing

In grades K through 5, teachers will assign a writing prompt one time per grading period. These prompts will be assessed by teachers using ISTEP rubrics, Simple 6 rubrics, and/or other teacher created rubrics.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Emotionally Handicapped

Each class that has a student from the Emotionally Handicapped classroom will communicate weekly with the contact person from the EH classroom to ensure those students will be involved in special events with their peers. Scheduling for tests and other academic areas will also be communicated to best meet the needs to our EH students.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education

Classroom teachers will submit lesson plans to Special Education weekly. Special Education teachers will set up lesson specific accommodations for special education students which will be implemented with the students as appropriate.

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: Assessment -Driven Instruction

% of teachers scheduling extra time help

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

F. Encourage Rigorous Curriculum: Differentiated Instruction

% of teachers implementing DI weekly

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

I. Focused Academic Area: Daily Math Review

% of teachers who review important math skills daily

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

I. Focused Academic Area: Learning math facts

% of teachers assessing math fact weekly

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			

I. Focused Academic Area: Math

% of teachers using daily problem solving

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%	

I. Focused Academic Area: Reading Comprehension

% of teachers implementing AR

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			

I. Focused Academic Area: Writing

% of teachers turning in writing samples each grading period

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%	

U. Focused Student Group: Emotionally Handicapped

% of teachers communicating with EH teachers by turning in lesson plans

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%	

U. Focused Student Group: Special Education

% of teachers turning in lesson plans to Mrs. Willis

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%	

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.

Disruptive Student Behavior

Sep 15, 2011: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Sep 15, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Sep 30, 2011: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Sep 30, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Sep 30, 2011: Turn in schedule copy to office **Person:** Natalie Werner
Oct 15, 2011: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Oct 15, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Oct 30, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Oct 30, 2011: Turn in schedule copy to office **Person:** Natalie Werner
Nov 15, 2011: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Nov 15, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Nov 30, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Nov 30, 2011: Turn in schedule copy to office **Person:** Natalie Werner
Dec 15, 2011: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Dec 15, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Dec 30, 2011: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Dec 30, 2011: Turn in schedule copy to office **Person:** Natalie Werner
Jan 15, 2012: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Jan 15, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Jan 30, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Jan 30, 2012: Turn in schedule copy to office **Person:** Natalie Werner
Feb 15, 2012: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Feb 15, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Mar 1, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Mar 1, 2012: Turn in schedule copy to office **Person:** Natalie Werner
Mar 15, 2012: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Mar 15, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Apr 1, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
Apr 1, 2012: Turn in schedule copy to office **Person:** Natalie Werner
Apr 15, 2012: Give teachers prep during bimonthly lessons **Person:** Ritch Luker
Apr 15, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
May 1, 2012: schedule bimonthly lessons for each classroom **Person:** Natalie Werner
May 1, 2012: Turn in schedule copy to office **Person:** Natalie Werner
May 15, 2012: Give teachers prep during bimonthly lessons **Person:** Ritch Luker

Encourage Rigorous Curriculum

✓ **Apr 1, 2011:** Collect baseline data: % of teachers implementing DI weekly **Person:** Susan Craig
✓ **Apr 1, 2011:** Collect baseline data: % of teachers scheduling extra time help **Person:** Jackie Henson
✓ **Aug 30, 2011:** Appropriate tests will be scheduled **Person:** Ritch Luker
Aug 30, 2011: learning connection available for DI lesson plan ideas **Person:** all teachers
Aug 30, 2011: teachers will assign weekly DI **Person:** all teachers
Sep 6, 2011: teachers will assign weekly DI **Person:** all teachers
Sep 13, 2011: teachers will assign weekly DI **Person:** all teachers

Sep 20, 2011: teachers will assign weekly DI **Person:** all teachers
Sep 27, 2011: teachers will assign weekly DI **Person:** all teachers
Sep 30, 2011: Acuity will autoassign remediation below 70% **Person:** Jan Perry
Sep 30, 2011: learning connection available for DI lesson plan ideas **Person:** all teachers
Sep 30, 2011: teachers will schedule extra time/help for those falling below level on tests **Person:** all teachers
Sep 30, 2011: Test reports and remediation reports will be submitted to office each grading period **Person:** all teachers
Oct 4, 2011: teachers will assign weekly DI **Person:** all teachers
Oct 11, 2011: teachers will assign weekly DI **Person:** all teachers
Oct 18, 2011: teachers will assign weekly DI **Person:** all teachers
Oct 25, 2011: teachers will assign weekly DI **Person:** all teachers
Oct 30, 2011: learning connection available for DI lesson plan ideas **Person:** all teachers
Nov 1, 2011: Appropriate tests will be scheduled **Person:** Ritch Luker
Nov 1, 2011: teachers will assign weekly DI **Person:** all teachers
Nov 8, 2011: teachers will assign weekly DI **Person:** all teachers
Nov 15, 2011: teachers will assign weekly DI **Person:** all teachers
Nov 22, 2011: teachers will assign weekly DI **Person:** all teachers
Nov 29, 2011: teachers will assign weekly DI **Person:** all teachers
Nov 30, 2011: Collect fall data: % of teachers implementing DI weekly **Person:** Susan Craig
Nov 30, 2011: Collect fall data: % of teachers scheduling extra time help **Person:** Jackie Henson
Nov 30, 2011: learning connection available for DI lesson plan ideas **Person:** all teachers
Dec 2, 2011: Acuity will autoassign remediation below 70% **Person:** Jan Perry
Dec 2, 2011: teachers will schedule extra time/help for those falling below level on tests **Person:** all teachers
Dec 2, 2011: Test reports and remediation reports will be submitted to office each grading period **Person:** all teachers
Dec 6, 2011: teachers will assign weekly DI **Person:** all teachers
Dec 13, 2011: teachers will assign weekly DI **Person:** all teachers
Dec 20, 2011: teachers will assign weekly DI **Person:** all teachers
Dec 27, 2011: teachers will assign weekly DI **Person:** all teachers
Jan 3, 2012: Appropriate tests will be scheduled **Person:** Ritch Luker
Jan 3, 2012: teachers will assign weekly DI **Person:** all teachers
Jan 10, 2012: teachers will assign weekly DI **Person:** all teachers
Jan 17, 2012: teachers will assign weekly DI **Person:** all teachers
Jan 24, 2012: teachers will assign weekly DI **Person:** all teachers
Jan 30, 2012: learning connection available for DI lesson plan ideas **Person:** all teachers
Jan 31, 2012: teachers will assign weekly DI **Person:** all teachers
Feb 3, 2012: Acuity will autoassign remediation below 70% **Person:** Jan Perry
Feb 3, 2012: teachers will schedule extra time/help for those falling below level on tests **Person:** all teachers
Feb 3, 2012: Test reports and remediation reports will be submitted to office each grading period **Person:** all teachers
Feb 7, 2012: teachers will assign weekly DI **Person:** all teachers
Feb 14, 2012: teachers will assign weekly DI **Person:** all teachers
Feb 21, 2012: teachers will assign weekly DI **Person:** all teachers
Feb 28, 2012: teachers will assign weekly DI **Person:** all teachers
Mar 1, 2012: learning connection available for DI lesson plan ideas **Person:** all teachers
Mar 6, 2012: Appropriate tests will be scheduled **Person:** Ritch Luker
Mar 6, 2012: teachers will assign weekly DI **Person:** all teachers
Mar 13, 2012: teachers will assign weekly DI **Person:** all teachers
Mar 20, 2012: teachers will assign weekly DI **Person:** all teachers
Mar 27, 2012: teachers will assign weekly DI **Person:** all teachers
Apr 1, 2012: learning connection available for DI lesson plan ideas **Person:** all teachers
Apr 3, 2012: teachers will assign weekly DI **Person:** all teachers
Apr 6, 2012: Acuity will autoassign remediation below 70% **Person:** Jan Perry
Apr 6, 2012: teachers will schedule extra time/help for those falling below level on tests **Person:** all teachers
Apr 6, 2012: Test reports and remediation reports will be submitted to office each grading period **Person:** all teachers
Apr 10, 2012: teachers will assign weekly DI **Person:** all teachers
Apr 17, 2012: teachers will assign weekly DI **Person:** all teachers
Apr 24, 2012: teachers will assign weekly DI **Person:** all teachers
May 1, 2012: learning connection available for DI lesson plan ideas **Person:** all teachers
May 1, 2012: teachers will assign weekly DI **Person:** all teachers
May 8, 2012: Appropriate tests will be scheduled **Person:** Ritch Luker
May 8, 2012: teachers will assign weekly DI **Person:** all teachers
May 15, 2012: teachers will assign weekly DI **Person:** all teachers

May 22, 2012: teachers will assign weekly DI **Person:** all teachers
May 29, 2012: teachers will assign weekly DI **Person:** all teachers
Jun 30, 2012: Collect spring data: % of teachers implementing DI weekly **Person:** Susan Craig
Jun 30, 2012: Collect spring data: % of teachers scheduling extra time help **Person:** Jackie Henson

Focused Academic Area

✓ **Apr 1, 2011:** Collect baseline data: % of teachers assessing math fact weekly **Person:**
✓ **Apr 1, 2011:** Collect baseline data: % of teachers implementing AR **Person:** Dana Hughes
✓ **Apr 1, 2011:** Collect baseline data: % of teachers turning in writing samples each grading period **Person:** Stephanie Sallee
✓ **Apr 1, 2011:** Collect baseline data: % of teachers using daily problem solving **Person:**
✓ **Apr 1, 2011:** Collect baseline data: % of teachers who review important math skills daily **Person:**
✓ **Aug 12, 2011:** Record keeping and report running will be done through technology **Person:** Jan Perry
✓ **Aug 12, 2011:** Set aside block of time for AR **Person:** Ritch Luker
✓ **Aug 19, 2011:** Record keeping and report running will be done through technology **Person:** Jan Perry
Aug 26, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Aug 30, 2011: Star Test each student **Person:** Jan Perry
Sep 2, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Sep 9, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Sep 16, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Sep 23, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Sep 30, 2011: Monitor and adjust goals and reading levels **Person:** Dana Hughes
Sep 30, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Oct 7, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Oct 14, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Oct 14, 2011: Set aside block of time for AR **Person:** Ritch Luker
Oct 15, 2011: prompts will be provided for those who ask **Person:** Jackie Henson
Oct 15, 2011: students will be assigned a writing prompt each grading period **Person:** all teachers
Oct 20, 2011: random surveys of students to see if the teachers are giving them daily AR time **Person:** Natalie Werner
Oct 20, 2011: sample writing prompts will be turned in to office **Person:** Natalie Werner
Oct 21, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Oct 28, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Nov 1, 2011: Star Test each student **Person:** Jan Perry
Nov 4, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Nov 11, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Nov 18, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Nov 25, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Nov 30, 2011: Collect fall data: % of teachers assessing math fact weekly **Person:**
Nov 30, 2011: Collect fall data: % of teachers implementing AR **Person:** Dana Hughes
Nov 30, 2011: Collect fall data: % of teachers turning in writing samples each grading period **Person:** Stephanie Sallee
Nov 30, 2011: Collect fall data: % of teachers using daily problem solving **Person:**
Nov 30, 2011: Collect fall data: % of teachers who review important math skills daily **Person:**
Dec 2, 2011: Monitor and adjust goals and reading levels **Person:** Dana Hughes
Dec 2, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Dec 9, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Dec 15, 2011: students will be assigned a writing prompt each grading period **Person:** all teachers
Dec 16, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Dec 16, 2011: Set aside block of time for AR **Person:** Ritch Luker
Dec 17, 2011: prompts will be provided for those who ask **Person:** Jackie Henson
Dec 20, 2011: sample writing prompts will be turned in to office **Person:** Natalie Werner
Dec 22, 2011: random surveys of students to see if the teachers are giving them daily AR time **Person:** Natalie Werner
Dec 23, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Dec 30, 2011: Record keeping and report running will be done through technology **Person:** Jan Perry
Jan 3, 2012: Star Test each student **Person:** Jan Perry
Jan 6, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Jan 13, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Jan 20, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Jan 27, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Feb 3, 2012: Monitor and adjust goals and reading levels **Person:** Dana Hughes
Feb 3, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry

Feb 10, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Feb 15, 2012: students will be assigned a writing prompt each grading period **Person:** all teachers
Feb 17, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Feb 17, 2012: Set aside block of time for AR **Person:** Ritch Luker
Feb 18, 2012: prompts will be provided for those who ask **Person:** Jackie Henson
Feb 20, 2012: sample writing prompts will be turned in to office **Person:** Natalie Werner
Feb 23, 2012: random surveys of students to see if the teachers are giving them daily AR time **Person:** Natalie Werner
Feb 24, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Mar 2, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Mar 6, 2012: Star Test each student **Person:** Jan Perry
Mar 9, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Mar 16, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Mar 23, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Mar 30, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Apr 6, 2012: Monitor and adjust goals and reading levels **Person:** Dana Hughes
Apr 6, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Apr 13, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Apr 15, 2012: students will be assigned a writing prompt each grading period **Person:** all teachers
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Apr 20, 2012: Set aside block of time for AR **Person:** Ritch Luker
Apr 21, 2012: prompts will be provided for those who ask **Person:** Jackie Henson
Apr 21, 2012: sample writing prompts will be turned in to office **Person:** Natalie Werner
Apr 26, 2012: random surveys of students to see if the teachers are giving them daily AR time **Person:** Natalie Werner
Apr 27, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
May 4, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
May 11, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
May 18, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
May 25, 2012: Record keeping and report running will be done through technology **Person:** Jan Perry
Jun 30, 2012: Collect spring data: % of teachers assessing math fact weekly **Person:**
Jun 30, 2012: Collect spring data: % of teachers implementing AR **Person:** Dana Hughes
Jun 30, 2012: Collect spring data: % of teachers turning in writing samples each grading period **Person:** Stephanie Sallee
Jun 30, 2012: Collect spring data: % of teachers using daily problem solving **Person:**
Jun 30, 2012: Collect spring data: % of teachers who review important math skills daily **Person:**

Focused Student Group

✓ **Apr 1, 2011:** Collect baseline data: % of teachers communicating with EH teachers by turning in lesson plans **Person:** Kristi Crow
 ✓ **Apr 1, 2011:** Collect baseline data: % of teachers turning in lesson plans to Mrs. Willis **Person:**
 ✓ **Aug 15, 2011:** Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Aug 22, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Aug 29, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Sep 5, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Sep 12, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Sep 19, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
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Oct 10, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
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Oct 24, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Oct 31, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Nov 7, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Nov 14, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Nov 21, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Nov 28, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Nov 30, 2011: Collect fall data: % of teachers communicating with EH teachers by turning in lesson plans **Person:** Kristi Crow
Nov 30, 2011: Collect fall data: % of teachers turning in lesson plans to Mrs. Willis **Person:**
Dec 5, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Dec 12, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Dec 19, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Dec 26, 2011: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers

Jan 2, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Jan 9, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Jan 16, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Jan 23, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Jan 30, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Feb 6, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Feb 13, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Feb 20, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Feb 27, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Mar 5, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Mar 12, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Mar 19, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Mar 26, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Apr 2, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Apr 9, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Apr 16, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Apr 23, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
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May 7, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
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May 20, 2012: Collect spring data: % of teachers communicating with EH teachers by turning in lesson plans **Person:** Kristi Crow
May 21, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
May 28, 2012: Teachers will turn in copy of lesson plans and extra activities to EH teacher **Person:** all teachers
Jun 30, 2012: Collect spring data: % of teachers turning in lesson plans to Mrs. Willis **Person:**

Parent/Teacher Communication

- ✓ **Jul 30, 2011:** Plan Open House **Person:** Ritch Luker
- ✓ **Aug 1, 2011:** School Calendar will show schedules Open House **Person:** Ritch Luker
- ✓ **Aug 4, 2011:** Notice of open house will be published in the local newspaper **Person:** Ritch Luker
- ✓ **Aug 8, 2011:** Notify Parents with calendar of events at registration **Person:** Ritch Luker
- ✓ **Aug 8, 2011:** Put up posters about Open House during registration **Person:** Ritch Luker
- ✓ **Aug 11, 2011:** Notice of open house will be published in the local newspaper **Person:** Ritch Luker
- ✓ **Aug 15, 2011:** Talk to teachers about communications with parents **Person:** Ritch Luker
- ✓ **Aug 18, 2011:** Notice of open house will be published in the local newspaper **Person:** Ritch Luker

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

Disruptive Student Behavior

No professional development is needed for this strategy.

Parent/Teacher Communication

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Assessment -Driven Instruction

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Differentiated Instruction

No professional development is needed for this strategy.

G. Attendance

Status: Submitted

I. Focused Academic Area: Reading Comprehension

No professional development is needed for this strategy.

I. Focused Academic Area: Writing

No professional development is needed for this strategy.

U. Focused Student Group: Emotionally Handicapped

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Students are not writing enough

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP LA

Strategies to Impact This Concern:

- College Financial Aid
- I. Focused Academic Area: Writing

We are concerned that... Students have difficulty with problem solving

Data Targets Influenced by This Concern:

- Special Education students -- Passing ISTEP Math

Strategies to Impact This Concern:

- Disruptive Student Behavior
- G. Attendance
- F. Encourage Rigorous Curriculum: Assessment -Driven Instruction
- I. Focused Academic Area: Math

We are concerned that... Students are being distracted by other students' behaviors

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving
- 4th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- 5th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- Class of 2020 -- Writing Applications

Strategies to Impact This Concern:

- Disruptive Student Behavior

We are concerned that... Teachers and parents do not talk to each other about school

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving
- 4th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- 5th Grade ISTEP Tests -- Passing ISTEP Problem Solving

Strategies to Impact This Concern:

- Parent/Teacher Communication

We are concerned that... Students, faculty, and community believe college unaffordable

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving
- 4th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- 5th Grade ISTEP Tests -- Passing ISTEP Problem Solving

Strategies to Impact This Concern:

- College Financial Aid

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Assessment -Driven Instruction
- F. Encourage Rigorous Curriculum: Differentiated Instruction

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving
- 4th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- 5th Grade ISTEP Tests -- Passing ISTEP Problem Solving

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 3rd Grade ISTEP tests -- Passing ISTEP Problem Solving
- 4th Grade ISTEP Tests -- Passing ISTEP Problem Solving
- 5th Grade ISTEP Tests -- Passing ISTEP Problem Solving

Strategies to Impact This Concern:

- I. Focused Academic Area: Learning math facts
- I. Focused Academic Area: Writing
- I. Focused Academic Area: Reading Comprehension
- I. Focused Academic Area: Daily Math Review
- I. Focused Academic Area: Math

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP LA
- Special Education students -- Passing ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: Emotionally Handicapped
- U. Focused Student Group: Special Education

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?	Principal's Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes, they support learning we give a bicycle each grading period to one student with perfect attendance. each student with perfect attendance is recognized at monthly convocations. Daily attendance rate is posted on the office door.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity-3,4,5 computer based diagnostic test in LA, Math and Science and Social Studies 4 times per year</p> <p>Reading 3D and mclass math K,1,2- 3 times per year</p> <p>CogAT to determine high ability placement</p> <p>DSC for incoming kindergarten</p>

Continuous Improvement Timeline

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

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