

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:26:23**

### **Petersburg Elementary School (6809)**

**Pike County School Corp**

**Petersburg, 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

Petersburg Elementary School

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

- Indiana Student Achievement Institute
- PL221

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Carmen Coleman - Parent/Guardian
- Elizabeth Dedman - Teacher
- Jill Estey - Teacher
- Brenda Hall - Community
- Rick King - Administrator
- Natalie Pryor - School Counselor
- Keith Schmett - Teacher

## Strategy Chairs

- Renee Childress
- Clara Henson
- Rick King
- Stephanie King
- Natalie Pryor
- Tonya Walton

## Community Council

- Charlotte Beck - 4th Grade Teacher
- Leslie Boyd
- Bridget Cannon
- Janet Church - Secretary
- Tricia Claridge
- Stacy Davis
- Jamie Dunigan
- Emmy Elliott - Parent
- Jackie Gray
- Candee Halderman - Nurse
- Gretchen Harris - Mortician
- Jill Keepes - Parent
- Lanna Manning - Nurse
- Angela McClellan
- Lori Meadors - Nurse
- Jamie Miller
- Emily Mullins - Parent
- Star Spalding
- Sherri Tredway - Parent
- Terri Waltz - PT
- Heather Western - Title 1 Aide
- Judy Willis

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:**

A quality education with the emphasis on all academic areas including fine arts. All students deserve character education and respect. All students deserve a safe and caring environment at school and home. All students deserve to be treated equally, this being accomplished by exhibiting mutual respect. All students deserve to be taught competent reading skills. All students deserve quality school and art supplies. All students deserve a hot nourishing breakfast and lunch. All students deserve to have access to technology to learn the necessary skills and be able to locate the necessary resources for completion of their assignments. All students deserve consistent and fair discipline. All students will be provided health care, speech, and counseling services. We believe that every child deserves rich personal, academic, and career guidance in order to develop a positive self-image, personal management, productive team building skills and a positive outlook.

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

All teachers, parents, and community members demonstrate respect toward others and property. They are supportive of positive school discipline. Less guidance would be needed for the students and there would be no chaos in teaching. All adults would serve as role models and be positive influences. All parents, teachers, and community members would be nurturing adults and more caring and motivated to student needs. Counseling would be readily available and affordable. All adults place a high value on education. Personal differences are set aside and all rules are enforced and followed. More time is available for teaching. Reading would be a frequent observable activity. Math and technology skills would be applied and enhanced. Respect is shown between teachers, students, parents, and community members. There is a great deal of emphasis on learning. The community provides many post-secondary scholarships. Our community is a literate community. Reading is practiced in the home environment on a daily basis. Nutritional needs are met for everyone. Supportive parents, teachers, and community members have eliminated personal problems providing a safe and consistent environment. Students are not exposed to inappropriate language but surrounded by adults using proper grammar at all times. The community takes charge of their own responsibilities towards providing needs for citizens. An open dialogue exists between parents, students, and teachers. Parents are actively involved in their child's education. The community places a high value on a quality education for everyone. The community is clean and free from pollution. The community is a perfect place to live and learn.

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

Are motivated in the classroom to learn and achieve at their highest potential. The students treat each other fairly. They feel secure in their environment. They are respectful to teachers, all adults, and each other including property and personal belongings. All of our students will be graduating from high school and will attend either a technical trade school or an institution of higher learning. Every student has access to the latest technology. The students arrive at school prepared to learn. The students are setting higher goals for themselves. The students are sincere and enthusiastic with a desire to learn. They are willing to participate in every subject and class. The students have a high level of esteem. They have no worry about environmental problems. The students demonstrate good citizenship and accept responsibility for their actions. The students are problem solvers and possess team building skills. They understand the importance of a good education and provide input on their own educational goals. The students feel included in school and their attitudes reflect better guidance at home from supportive parents.

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

- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are at or above grade level in language arts: 100%
- % of students who are at or above grade level in social studies: 100%
- % of students who are at or above grade level in science: 100%
- % of students who are mastering 3rd grade ISTEP essential skills: 100%
- % of students who are earning a 4.0 GPA on 4.0 scale: 100%

## Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

### 2nd Grade Language Arts - Terra Nova - All students passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	78	84	88	90		91		92		93		100

### 2nd Grade Math - Terra Nova - All students passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	85	83	87	89		91		92		93		100

### 2nd Grade Reading - Terra Nova - All students passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
99	94	100	96	97		98		99		100		100

### 3rd, 4th & 5th grade special ed. - % passing ISTEP/LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	61%	65%	90	91	88	90		91		92		100%

### 3rd, 4th, & 5th grade special ed. - % passing ISTEP/Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80%		82%		84%		86%		100%

**3rd,4th, & 5th grade % passing algebra & functions - Algebra & Functions**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73%	76%	73	76	81	83		85		87		100%

**All ISTEP Language Arts Test - Average percent passing (all tested grades)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	80	86	81	83	79	82		84		86		100

**All ISTEP Math Tests - All students passing (all grades tested)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	81	81	82	84	78	81		83		85		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	81	76	81	83		85		87		89		100

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

**Concern: 3rd grade students are not exposed to basic algebra on a consistent basis.**

The 4th grade teachers are concerned that 3rd grade students are not exposed to basic algebra on a regular basis. Therefore, they don't have the basic understanding when they enter 4th grade.

**Concern: Students are not adequately prepared for meaningful written responses when they enter their class.**

At our common grade level meetings the teachers were concerned that the students were scoring too low on the rubric for the monthly writing prompts.

**Concern: Students are lacking in the ability to solve math problems.**

At the weekly grade level meetings teachers were concerned that the items missed most on chapter tests were related to problem solving.

**Concern: Communication between general education teachers and special education teachers needs to improve.**

Based on current standardized test scores the faculty observed a major achievement gap between the students who were receiving special education services and the general education students.

**Concern: Continued training for school safety coordinator**

The school administration is insisting that safety still be a component of the school strategy plans. A school safety coordinator has been appointed and will continue to receive training on current safety procedures.

**Concern: Students need positive reinforcement for good attendance.**

Student attendance rates have improved since the school has begun giving students an incentive for perfect attendance.

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Local Strategies

### Attendance —

Students will be rewarded at the end of each month, quarter, and school year. Monthly perfect attendance awards of ice cream treats will be given in the cafeteria during lunch. Tardies count against students. Quarterly, a name is drawn from those with quarterly perfect attendance to win a bicycle donated by area businesses. Yearly, students are recognized for perfect attendance for the year.

### Safe and Disciplined Learning Environment —

The school has designated and trained a staff member to be the school safety coordinator. This person will assume the oversight and implementation of the schools safety environment. The coordinator will keep the faculty updated on new procedures and policies.

## Required Strategies

### F. Encourage Rigorous Curriculum: Exceptional Learners-High Ability Curriculum —

The teachers will be learning to use tiered instruction in planning programs for the identified high ability students in grades 2-5. The corporation has plans to schedule training sessions with a certified high ability coach during the school year. This tiered instruction will be used on a daily basis.

### F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project —

The teachers in grades 3-5 will meet on a weekly basis to plan a monthly algebra activity such as hands-on-equations or an algebra problem of the week to be consistent at every grade level.

### I. Focused Academic Area: Monthly Writing Prompts —

Each individual grade level will implement their monthly writing prompt. Each teacher will score their own classes' writing according to their grade level rubric. Each teacher will report to the strategy chair when monthly prompts are complete.

### U. Focused Student Group: Special Education Remediation —

The principal will instruct the staff to incorporate remediation lessons in their daily instruction with a focus on the special needs students. This will ensure the general education staff will work more closely with the special education staff. The staff will meet with the special ed. teachers on a monthly basis to focus on specific lessons that are tailored to the inclusion students. This will give the special ed. students more practice on lessons that are geared to their individual needs.

# Professional Development

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

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

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

## F. Encourage Rigorous Curriculum: Exceptional Learners-High Ability Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Corporation coach instructs staff on tiered learning.</i>	Source: Keith Schmett Amount: \$ 0	Skill Building
Brief Description	Intended Participants	Activity Format
The corporation coach will be involved in instructional activities on tiered learning during common planning time.	Teachers	Presentation/Workshop Study Group Peer Coaching

## F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training in Hands on Equations</i>	Source: Keith Schmett Amount: \$ 0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Continuation of reinforcement on the use of Hands on Equations and other algebra activities.	Teachers	Peer Coaching Collaborative Problem Solving

## I. Focused Academic Area: Monthly Writing Prompts

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Continuation of peer to peer training.</i>	Source: Staff Amount: \$ 0	Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The staff will continue to have grade level meetings to discuss their writing rubrics to new teachers and those who need reinforcement.	Teachers	Study Group Peer Coaching

## U. Focused Student Group: Special Education Remediation

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Sharing of ideas &amp; techniques for special ed. students</i>	Source: Special Ed. Teachers Amount: \$ 0	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The special ed. teachers will meet with the general ed. teachers on a regular basis to share ideas & techniques to be used with the inclusion students.	Teachers Administrators	Talk to Study Group Peer Coaching Professional Reading Networking/Site Visit

# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### **Concern: 3rd grade students are not exposed to basic algebra on a consistent basis.**

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

- 3rd,4th, & 5th grade % passing algebra & functions -- Algebra & Functions
- All ISTEP Math Tests -- All students passing (all grades tested)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

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

- F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project

### **Concern: Students are not adequately prepared for meaningful written responses when they enter their class.**

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

- 2nd Grade Language Arts - Terra Nova -- All students passing
- 3rd, 4th & 5th grade special ed. -- % passing ISTEP/LA
- All ISTEP Language Arts Test -- Average percent passing (all tested grades)

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

- I. Focused Academic Area: Monthly Writing Prompts

### **Concern: Students are lacking in the ability to solve math problems.**

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

- 2nd Grade Math - Terra Nova -- All students passing
- All ISTEP Math Tests -- All students passing (all grades tested)

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

- F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project

### **Concern: Communication between general education teachers and special education teachers needs to improve.**

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

- 3rd, 4th & 5th grade special ed. -- % passing ISTEP/LA
- 3rd, 4th, & 5th grade special ed. -- % passing ISTEP/Math

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special Education Remediation

**Concern: Continued training for school safety coordinator**

**Data Targets Influenced by This Concern:**

- All ISTEP Language Arts Test -- Average percent passing (all tested grades)
- All ISTEP Math Tests -- All students passing (all grades tested)

**Strategies to Impact This Concern:**

- Safe and Disciplined Learning Environment

**Concern: Students need positive reinforcement for good attendance.**

**Data Targets Influenced by This Concern:**

- All ISTEP Language Arts Test -- Average percent passing (all tested grades)
- All ISTEP Math Tests -- All students passing (all grades tested)

**Strategies to Impact This Concern:**

- Attendance

**Required Areas of Concern**

**F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

- 3rd,4th, & 5th grade % passing algebra & functions -- Algebra & Functions
- All ISTEP Math Tests -- All students passing (all grades tested)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project
- F. Encourage Rigorous Curriculum: Exceptional Learners-High Ability Curriculum

**I. Focused Academic Area (PL221)**

**Data Targets Influenced by This Concern:**

- All ISTEP Language Arts Test -- Average percent passing (all tested grades)

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Monthly Writing Prompts

**U. Focused Student Group (PL221)**

**Data Targets Influenced by This Concern:**

- 2nd Grade Language Arts - Terra Nova -- All students passing
- 2nd Grade Math - Terra Nova -- All students passing
- 2nd Grade Reading - Terra Nova -- All students passing
- 3rd, 4th & 5th grade special ed. -- % passing ISTEP/LA

- 3rd, 4th, & 5th grade special ed. -- % passing ISTEP/Math
- 3rd,4th, & 5th grade % passing algebra & functions -- Algebra & Functions

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special Education Remediation

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Corporation Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	DIBELS - K-2 Benchmarking Tests - K-2 Acuity (Predictor Test) - Grades 3-5	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

## Encourage Rigorous Curriculum

**Aug 15, 2009:** The number of teachers who have received training in H.A. lessons will be reported to Mr. King

**Person:** Keith Schmett

**Activity:** Collect baseline data

**Aug 15, 2009:** The staff will continue to work with a corporation provided coach for the purpose of tiering lessons.

**Person:** Keith Schmett

**Activity:** Corporation coach instructs staff on tiered learning.

**Aug 15, 2009:** The H.A. teachers will be given extra time to meet and discuss different methods of tiered instruction.

**Person:** Mr. King

**Activity:** Sharing of tiered learning techniques.

**Aug 20, 2009:** Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans.

**Person:** Tonya Walton

**Activity:** Collect baseline data

**Aug 20, 2009:** Mr. Schmett will continue to work with the upper grade level teachers in the use of the Hands on Equations kit.

**Person:** Keith Schmett

**Activity:** Teacher training in Hands on Equations

**Aug 20, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Aug 27, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Sep 3, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Sep 10, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Sep 17, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Sep 24, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Oct 1, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Oct 8, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Oct 15, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Oct 17, 2009:** The staff will continue to work with a corporation provided coach for the purpose of tiering lessons.

**Person:** Keith Schmett

**Activity:** Corporation coach instructs staff on tiered learning.

**Oct 22, 2009:** Mr. Schmett will continue to work with the upper grade level teachers in the use of the Hands on Equations kit.

**Person:** Keith Schmett

**Activity:** Teacher training in Hands on Equations

**Oct 22, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Oct 29, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Nov 5, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Nov 12, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Nov 19, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Nov 26, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Dec 3, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**Dec 10, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lesson plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

- Dec 15, 2009:** The number of teachers who have been given training in H.A. lessons will be reported to Mr. King.  
**Person:** Keith Schmett  
**Activity:** Collect first semester/trimester follow up data
- Dec 17, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Dec 19, 2009:** The staff will continue to work with a corporation provided coach for the purpose of tiering lessons.  
**Person:** Keith Schmett  
**Activity:** Corporation coach instructs staff on tiered learning.
- Dec 20, 2009:** Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans.  
**Person:** Tonya Walton  
**Activity:** Collect first semester/trimester follow up data
- Dec 24, 2009:** Mr. Schmett will continue to work with the upper grade level teachers in the use of the Hands on Equations kit.  
**Person:** Keith Schmett  
**Activity:** Teacher training in Hands on Equations
- Dec 24, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Dec 31, 2009:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Jan 7, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Jan 14, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Jan 21, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Jan 28, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Feb 4, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Feb 11, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.

- Feb 18, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Feb 20, 2010:** The staff will continue to work with a corporation provided coach for the purpose of tiering lessons.  
**Person:** Keith Schmett  
**Activity:** Corporation coach instructs staff on tiered learning.
- Feb 25, 2010:** Mr. Schmett will continue to work with the upper grade level teachers in the use of the Hands on Equations kit.  
**Person:** Keith Schmett  
**Activity:** Teacher training in Hands on Equations
- Feb 25, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Mar 4, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Mar 11, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Mar 18, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Mar 25, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Apr 1, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Apr 8, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Apr 15, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Apr 22, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.  
**Person:** Teachers  
**Activity:** Weekly grade level meetings.
- Apr 24, 2010:** The staff will continue to work with a corporation provided coach for the purpose of tiering lessons.  
**Person:** Keith Schmett  
**Activity:** Corporation coach instructs staff on tiered learning.

**Apr 29, 2010:** Mr. Schmett will continue to work with the upper grade level teachers in the use of the Hands on Equations kit.

**Person:** Keith Schmett

**Activity:** Teacher training in Hands on Equations

**Apr 29, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**May 6, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**May 13, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

**May 15, 2010:** The number of teachers who have been given training in H.A. lessons will be reported to Mr. King.

**Person:** Keith Schmett

**Activity:** Collect final semester/trimester follow up data

**May 20, 2010:** Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans.

**Person:** Tonya Walton

**Activity:** Collect final semester/trimester follow up data

**May 20, 2010:** The teachers in grades 3-5 will meet once a week to decide an algebra activity to do in class that is the same for every grade level and submit in their lessons plans.

**Person:** Teachers

**Activity:** Weekly grade level meetings.

## Focused Academic Area

**Aug 13, 2009:** The teachers will be reminded at the new year orientation meeting that they should include monthly writing prompts in their monthly lesson plans.

**Person:** Mr. King

**Activity:** Monthly writing prompts in lesson plans.

**Aug 15, 2009:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Sep 15, 2009:** Calculate the percentage of teachers who have checked off completion of the monthly writing prompts.

**Person:** Stephanie King

**Activity:** Collect baseline data

**Sep 15, 2009:** New teachers will be trained in their grade level writing rubrics and those who need reinforcement.

**Person:** Mr. King

**Activity:** Continuation of peer to peer training.

**Sep 15, 2009:** Copies of the writing prompts will be available in a binder in the teachers lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Sep 15, 2009:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Oct 15, 2009:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Nov 15, 2009:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Dec 15, 2009:** Calculate the percentage of teachers who have checked off completion of the monthly writing prompt.

**Person:** Stephanie King

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2009:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Jan 15, 2010:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Feb 15, 2010:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Mar 15, 2010:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**Apr 15, 2010:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

**May 15, 2010:** Calculate the percentage of teachers who have checked off completion of their monthly writing prompt.

**Person:** Stephanie King

**Activity:** Collect final semester/trimester follow up data

**May 15, 2010:** The strategy chair will remind each grade level to check off their monthly writing prompt when completed on a check list in the lounge.

**Person:** Stephanie King

**Activity:** Monthly grade level writing prompts available for viewing.

## **Focused Student Group**

**Aug 15, 2009:** The special ed. teacher will keep a record of the number of times they have met with the general ed. teachers on a monthly basis concerning the types of lessons that need to be utilized to meet the needs of their IEP's.

**Person:** Renee Childress

**Activity:** Collect baseline data

**Aug 15, 2009:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Aug 15, 2009:** The principal will change schedules next year to create more common planning time for grade level teachers

**Person:** Mr. King

**Activity:** More common planning time.

**Aug 15, 2009:** The special ed. teacher will share ideas and techniques with the general ed. teachers for working with the inclusion students during common planning time.

**Person:** Renee Childress

**Activity:** Sharing of ideas & techniques for special ed. students

**Sep 15, 2009:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Oct 15, 2009:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Nov 15, 2009:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Dec 15, 2009:** The special ed. teacher will report the number of times they have met with the general ed. teachers to the principal.

**Person:** Renee Childress

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2009:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Jan 15, 2010:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Feb 15, 2010:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Mar 15, 2010:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**Apr 15, 2010:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

**May 15, 2010:** The special ed. teacher will report the number of times they have met with the general ed. teachers to the principal.

**Person:** Renee Childress

**Activity:** Collect final semester/trimester follow up data

**May 15, 2010:** The special ed. teacher will meet once a month with separate grade levels during their common planning time to discuss the plans for students with IEP's.

**Person:** Renee Childress

**Activity:** Monthly grade level meetings

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>