

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

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### **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:



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

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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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

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

## Strategy Chairs

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

## Community Council

- Jeff Biesterveld - Local Government
- Leslie Boyd - Parent
- Melvin Camp - Community Service
- Bridget Cannon - Parent
- Janet Church - Business
- Tricia Claridge - Parent
- Rich Coan - Business

- Stacy Davis - Parent
- Ron DeMotte - Business
- Jamie Dunigan - Parent
- Jackie Gray - Youth Service Organization
- Gretchen Harris - Business
- Mike Johansen - Business
- Jill Keepes - Parent
- Angela McClellan - Parent
- Lori Meadors - Parent
- Jamie Miller - Parent
- Emily Mullins - Parent
- Dustin Schnarr - Business
- Star Spalding - Parent
- Rob Waddle - Business
- Candee Weitkamp - Youth Service Organization
- Judy Willis - Civic Group/American Cancer Society

# 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:**

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 the technology skills necessary for today's world and to be globally competitive. All students deserve consistent and fair discipline. All students will be provided health care, speech, and counseling services as needed. 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 discipline would be needed for the students and therefore 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 meet 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. Every student has access to the latest technology. The students arrive at school prepared to learn on a daily basis. 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 self-esteem. They have no worries 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. All of our students will continue their education after high school to be productive citizens.

## **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

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

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%	77%	80%	88%	90%	82%	84%		86%		88%		100%

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

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	
83%	76%	79%	81%	83%	79%	82%		84%		86%		100%

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

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	
84%	76%	79%	84%	86%	83%	85%		87%		89%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	not av.	85%	N/A	N/A	80%	82%		84%		86%		100%

**Class of 2017 (Grade 5) special ed. % passing ISTEP L/A - % passing ISTEP L/A**

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	
		70%	41%	47%	44%	50%		55%		60%		100%

**Class of 2017 (Grade 5) special ed. % passing ISTEP Math - % 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	
		70%	59%	64%	78%	81%		83%		85%		100%

**Class of 2018 (grade 4) special ed. % passing ISTEP L/A - % passing ISTEP L/A**

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	
		70%	59%	64%	40%	46%		51%		56%		100%

**Class of 2018 (Grade 4) special ed. % passing Math - % 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	
		70%	53%	58%	50%	55%		60%		64%		100%

**Class of 2019 (Grade 3) special ed. % passing ISTEP L/A - % 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	
		70%	53%	58%	69%	73%		76%		79%		100%

**Class of 2019 (Grade 3) special ed. % passing ISTEP Math - % 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	
		70%	67%	71%	63%	67%		71%		74%		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... 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.

**We are concerned that... 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.

**We are concerned that... Students are not exposed to basic algebra on a consistent basis.**

The scores from ISTEP+ and Acuity reflected a weakness in this area.

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**



# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Begin RTI Implementation

The staff will continue to implement the 3 tiered components of RTI. The RTI steering team will continue to meet, evaluate and assign specific interventions for those students carried over from the 2010-2011 school year to 2011-2012 school year for the RTI process as well as conducting meetings on new referrals.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

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

The teachers will use tiered instruction in planning programs for the identified high ability students in grades K-5. There will be continued training with the instructional coach for the incorporation of tiered instruction to use with their students. This tiered instruction will be used on a daily basis.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

The teachers in grades 3-5 will incorporate an algebra activity in their weekly lesson plans. The activities will come from sources such as, hands-on-equations, math manipulative kits, and suggested activities listed in their math series.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### G. Attendance: Perfect Attendance Awards

Students will be rewarded with a special treat for having monthly, quarterly and yearly perfect attendance. Mrs. Pryor, school social worker, will coordinate these rewards and notify teachers when the rewards will be given out to students having perfect attendance.

**Impact Level:** Low Impact

**Focus:** General

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

Each individual grade level will continue to 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

The special ed. teachers and the general ed. teachers will develop a plan to schedule an additional block of time at least once a week, possibly using one of our computer labs, to remediate special education students. The principal will add additional computer lab times to be used specifically by the spec. ed. teachers at the beginning of the year.

**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: Upper Grade Level Algebra Project

Calculate the percentage of teachers that incorporate algebra activities in their weekly 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
100%	100%		100%	

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

Percentage of teachers who have checked off completion of their monthly writing prompt

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

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

The number of times that the special education teachers schedule an additional block of remediation time per week.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	5		5	

## 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.

## Begin RTI Implementation

**May 16, 2011:** Mr. King will hold grade level meetings with the teaching staff for the purpose of placing students in the correct tiers for the 2011-12 school year. This will assist in the remediation planning for the following school year. **Person:** Mr. King

**Aug 24, 2011:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Sep 11, 2011:** All forms used in the RTI process will be reviewed by the county wide RTI committee. **Person:** Dr. Michael Harding

**Sep 18, 2011:** Common meeting times will be arranged by the building principal to facilitate the RTI committee meetings. **Person:** Mr. King

**Sep 28, 2011:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Oct 26, 2011:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Nov 23, 2011:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Dec 28, 2011:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Jan 25, 2012:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Feb 22, 2012:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Mar 28, 2012:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**Apr 25, 2012:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

**May 23, 2012:** RTI steering teams will meet monthly (more if needed) to schedule meetings with both the teacher and parent of the student referred to the committee. **Person:** Natalie Pryor

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans **Person:** Tonya Walton

**Sep 12, 2011:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett

**Sep 12, 2011:** 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

**Oct 12, 2011:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett

**Oct 12, 2011:** 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

**Nov 12, 2011:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett

**Nov 12, 2011:** 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

**Nov 30, 2011:** Collect fall data: Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans **Person:** Tonya Walton

**Dec 12, 2011:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett

**Dec 12, 2011:** 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

**Jan 12, 2012:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett  
**Jan 12, 2012:** 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  
**Feb 12, 2012:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett  
**Feb 12, 2012:** 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  
**Mar 12, 2012:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett  
**Mar 12, 2012:** 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  
**Apr 12, 2012:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett  
**Apr 12, 2012:** 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  
**May 12, 2012:** Staff instruction on differentiated curriculum as needed. **Person:** Keith Schmett  
**May 12, 2012:** 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  
**Jun 30, 2012:** Collect spring data: Calculate the percentage of teachers that incorporate algebra activities in their weekly lesson plans **Person:** Tonya Walton

## Focused Academic Area

**Nov 30, 2011:** Collect fall data: Percentage of teachers who have checked off completion of their monthly writing prompt **Person:**  
**Jun 30, 2012:** Collect spring data: Percentage of teachers who have checked off completion of their monthly writing prompt **Person:**

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: The number of times that the special education teachers schedule an additional block of remediation time per week. **Person:** Renee Childress  
**Sep 5, 2011:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Oct 3, 2011:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Nov 7, 2011:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Nov 30, 2011:** Collect fall data: The number of times that the special education teachers schedule an additional block of remediation time per week. **Person:** Renee Childress  
**Dec 5, 2011:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Jan 2, 2012:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Feb 6, 2012:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Mar 5, 2012:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Apr 2, 2012:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**May 7, 2012:** Special Education teachers will report to the school principal the number of times per week added to the student's remediation schedule. **Person:** Special Education Teachers  
**Jun 30, 2012:** Collect spring data: The number of times that the special education teachers schedule an additional block of remediation time per week. **Person:** Renee Childress

# 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.

## Begin RTI Implementation

No professional development is needed for this strategy.

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

**Staff instruction on differentiated curriculum as needed.**

**Brief Description:** Corporation H/A coach will continue to offer staff instruction on differentiated curriculum as needed.

**Intended Participants:** Teachers

**Dates:** Sep 12, 2011; Oct 12, 2011; Nov 12, 2011; Dec 12, 2011; Jan 12, 2012; Feb 12, 2012; Mar 12, 2012; Apr 12, 2012; May 12, 2012

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

**Activity Format:** Presentation, Study Group, Peer Coaching, Professional Reading

**Funding:** NA

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

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

No professional development is needed for this strategy.

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

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

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

- Class of 2017 (Grade 5) special ed. % passing ISTEP Math -- % passing ISTEP Math
- Class of 2018 (grade 4) special ed. % passing ISTEP L/A -- % passing ISTEP L/A
- Class of 2018 (Grade 4) special ed. % passing Math -- % passing ISTEP Math
- Class of 2019 (Grade 3) special ed. % passing ISTEP L/A -- % passing ISTEP/LA
- Class of 2019 (Grade 3) special ed. % passing ISTEP Math -- % passing ISTEP Math

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

- Begin RTI Implementation
- U. Focused Student Group: Special Education Remediation

#### **We are concerned that... Students are not adequately prepared for meaningful written responses when they enter their class.**

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

- All ISTEP Language Arts Test -- Average percent passing (all tested grades)
- Class of 2017 (Grade 5) special ed. % passing ISTEP L/A -- % passing ISTEP L/A
- Class of 2018 (grade 4) special ed. % passing ISTEP L/A -- % passing ISTEP L/A
- Class of 2019 (Grade 3) special ed. % passing ISTEP L/A -- % passing ISTEP/LA

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

- I. Focused Academic Area: Monthly Writing Prompts

#### **We are concerned that... 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
- Class of 2017 (Grade 5) special ed. % passing ISTEP Math -- % passing ISTEP Math
- Class of 2018 (Grade 4) special ed. % passing Math -- % passing ISTEP Math
- Class of 2019 (Grade 3) special ed. % passing ISTEP Math -- % passing ISTEP Math

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

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

## Required Areas of Concern

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

#### Data Targets Influenced by This Concern:

- 3rd,4th, & 5th grade % passing algebra & functions -- Algebra & Functions
- All ISTEP Language Arts Test -- Average percent passing (all tested grades)
- 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: Exceptional Learners-High Ability Curriculum
- F. Encourage Rigorous Curriculum: Upper Grade Level Algebra Project

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

#### 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)

#### Strategies to Impact This Concern:

- Begin RTI Implementation
- I. Focused Academic Area: Monthly Writing Prompts

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

#### Data Targets Influenced by This Concern:

- Class of 2017 (Grade 5) special ed. % passing ISTEP L/A -- % passing ISTEP L/A
- Class of 2017 (Grade 5) special ed. % passing ISTEP Math -- % passing ISTEP Math
- Class of 2018 (grade 4) special ed. % passing ISTEP L/A -- % passing ISTEP L/A
- Class of 2018 (Grade 4) special ed. % passing Math -- % passing ISTEP Math
- Class of 2019 (Grade 3) special ed. % passing ISTEP L/A -- % passing ISTEP/LA
- Class of 2019 (Grade 3) special ed. % passing ISTEP Math -- % passing ISTEP Math

#### Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Remediation

## 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?	Corporation Office-Conact person: Dr. Mike Harding
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	DIBELS (Dynamic Indicators of Basic Early Literacy Skills): Grades K-2, Acuity (a web-based platform that provides schools with assessment, feedback, scoring and reporting. Acuity provides interim and formative assessments) Grades 3-5, Mclass Math (a formative assessment for the primary grades that assesses early math skills)Grades K-2, CogAT Test (a test of reasoning skills): Grades 1-5

## Continuous Improvement Timeline

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

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