

School Improvement Plan - 2012-2013

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Sullivan Elementary School (7965)

Southwest School Corp

Sullivan, 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

Sullivan 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
- Title I - Schoolwide
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Carole Andre - Teacher
- Heidi Burkhart - Parent/Guardian
- Jamie Faulk - Teacher
- Amy Kinnett - Community Representative
- Brian Kinnett - Community Representative
- Jennifer Lincoln - Teacher
- Lisa McCammon - Teacher
- Samantha Phegley - Administrator
- Amy Pirtle - Community Representative
- Terri Roberts - Administrator
- Paige Shake - Teacher

Strategy Chairs

- Karen Bogdan
- Glenda Jones
- Lisa McCammon
- Samantha Phegley
- Terri Roberts
- Susan Smith
- Linzy Stanifer

Community Council

- Bryan and Heidi Burkhart - 4th Grade Parent/Local Business
- Camil Catlin - Kindergarten and 2nd grade parent
- Lisa Chastain - 3rd Grade Parent/PTO
- Carmen GoFourth - Kindergarten, 2nd grade and 5th grade parent
- Brian and Amy Kinnett - 3rd Grade Parent
- Amy and Gary Pirtle - Kindergarten, 3rd, and 5th grade parents
- Ron Shake - Business/4H Council/2nd Grade Parent
- Jen Thompson - Kindergarten Parent

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe that all students are unique individuals who deserve to be successful in life. We believe that all students deserve to know what is expected of them with support from peers, parents, teachers, and their community. We believe all students deserve a structured, positive learning environment conducive to learning with appropriate and adequate materials. We believe all students deserve positive role models and teachers who are progressive and visionary in implementation of a variety of teaching strategies. We believe all students deserve guidance to pursue their individual dreams through a strong sense of self worth, exposure to varied opportunities, and to have a voice to be heard.

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

Many adults highly value education and are positive role models. Many adults demonstrate compassion, flexibility, dedication, trustworthiness, and perseverance. We want our teachers to be enthusiastic about successful and challenging moments in their classrooms. By using a variety of teaching methods, teachers should challenge students to achieve at the highest standards. Teachers are held accountable for aligning curriculum to state standards to ensure introductory and mastery of skills at each grade level. Teachers should provide consistent discipline for every student. Many parents invest time and energy in meeting the daily needs of their child's mental, physical, and spiritual well-being. Many parents play an active role by volunteering to meet the needs of all children at school. The community rallies around the needs of children to support their development in all aspects of life.

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

In an environment where all adults are living by their core convictions, students expect discipline, structure, and respect to thrive intellectually. Students are given opportunities to learn and work cooperatively and collaboratively to acquire skills and strategies which enable them to be productive citizens in our ever-changing society. All students demonstrate good citizenship and team building skills. Students have a safe and secure environment. Students are happy in their academic and personal lives.

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

- % of students who 3rd through 5th graders mastering ISTEP essential skills: 100%
- % of students who are at or above grade level-reading: 100%
- % of students who are at or above grade level-math: 100%

Academic Goals

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

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

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

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

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

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

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

All 3rd grade students - CC.3.RF.4 (3.1.3) -- Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive read

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70	73	75	77		79		81		83		100

All students in grades K-5 - Students will read at grade level as measured by DIBELS/TRC

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%		77%	79%		81%		83%		85%		100%

All Students taking ISTEP - % passing the ISTEP Math (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70.57%		81.21%	83%		85%		87%		89%		100%

Free and Reduced Lunch Students - % passing ISTEP+ Math (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57.46		72.92	76%		79%		81%		84%		100%

Special Education - % passing ISTEP+ E/LA (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34.62%		36.84	43%		49%		55%		61%		100%

Special Education - % passing ISTEP+ Math (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	38.46		57.89	64%		70%		76%		82%		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... Tier 3 Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 1 Core Reading

We are concerned that... Reading Communication to Parents

We are concerned that... Reading Assessment

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

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

Reading Assessment

Students in grades K-2 will be benchmark assessed 3 times per year (fall, winter, spring) using mClass (DIBELS and TRC). Trained and qualified paraprofessionals will administer the assessment. Students in grades 3-5 who are identified as struggling readers will be benchmark assessed 3 times per year using mClass as well. These assessments will also be administered by the same paraprofessionals.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Students in grades K-2 who are benchmark assessed in DIBELS/TRC will receive information regarding their child's score. Parents of children receiving interventions as a result of the assessment will receive notification as well. The Title I teacher and reading coach will ensure that this information is sent home. This communication will occur during every benchmark assessment (3 times per year) and every 9-10 weeks as students enter or are dismissed from interventions.

Impact Level: High Impact - Outside

Focus: Specific

Tier 1 Core Reading

Teachers will implement, with fidelity, the scope and sequence of McGraw Hill (Treasures) basal. Teachers will meet weekly to plan for the following week, regarding curriculum (standards covered, activities used, curriculum based assessments, and formative assessments). Teachers will teach the Big 5 components of reading during a 90 minute, uninterrupted reading block.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Students who do not perform at grade level targets on DIBELS/TRC benchmark assessments in K-5 will receive Tier 2 reading interventions. In grades K-2 students will receive interventions for 45 minutes daily, based on area of need (LNF, ISF, PSF, NWF, ORF, or TRC). The intervention team (5 paraprofessionals-licensed teachers) will perform the interventions. Students will remain in interventions until they have reached benchmark goals. Students will be progress monitored biweekly to measure progress. Students who have not made progress after several weeks may receive a different interventions or move to Tier 3 interventions. Students who have made progress will continue with interventions. Students who have met targets consistently will be removed from groups but continue to be progress monitored to ensure that they do not regress. Students in 3-5 who continue to struggle to read will be benchmark assessed in DIBELS/TRC and will receive Tier 2 interventions in their area of weakness.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Students who do not progress after several weeks (approximately 9-10 weeks) of interventions will receive Tier 3 intervention along side the Tier 2 intervention. Tier 3 intervention will be one-to-one instruction approximately 30 minutes daily by the Reading Coach, Title I teacher, or interventionist (trained paraprofessional-licensed teacher). Tier 3 interventions will occur following Tier 2 interventions outside of any core instruction in E/LA or math. Tier 3 interventions will continue until the student reaches grade level targets. If the student does not reach grade level targets the RTI team may refer for psychological evaluation.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Title 1 Family Nights

Title 1 Family Nights will help parents/caregivers learn parenting skills related to educational success by providing parents/caregivers information about homework assistance and effective home-to-school communication. Title 1 Family Nights will also help parents/caregivers develop the literacy skills required to comfortably assist children in reading. Title 1 Family Nights will be conducted 3 times during the school year: 3/30 minute sessions prior to PTO meetings. These special nights will be planned by strategy chair.

Impact Level:

Focus:

B. Educator Training - Parent Involvement

The Principal will set up a fall professional development opportunity for staff to help them understand the value of parent involvement and how to communicate with parents. All staff will be required to attend and incorporate the strategies learned from the professional development opportunity.

Impact Level:

Focus:

C. Outreach to Preschool Parent Involvement Programs: Kindergarten Round-Up

Kindergarten Round-Up Strategy chair will be responsible for notifying preschools of Kindergarten Round-Up (Kindergarten registration) in May. The chair will provide the preschools with information to share with their parents at the beginning of the year next year regarding the SES Kindergarten curriculum and expectations of students entering Kindergarten specifically for Math and Reading.

Impact Level:

Focus:

E. Parent Information Resource Center Website: SES Webpage

The Principal will ensure that the SES web page and the Parent Resource link is up to date and includes current initiatives and programs being implemented or utilized by the school. Parents will also have access to web links pertaining to school improvement goals. There will be information present on this web page which explains how to navigate Harmony, SES's online system for record keeping, where parents can look up student grades, attendance, behavior reports, health reports, teacher lesson plans, and other information pertaining to their student(s). Parents will also have access to teacher e-mail accounts as well as administrators. There will be a link from the SES Parent Resource Link to Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org. The PIRC website as well as SES's Parent Resource Center Website will be disclosed during the Annual Title I Parent meeting.

Impact Level:

Focus:

F. Encourage Rigorous Curriculum: Students will read at grade level by 3rd grade

Teachers will teach 90 minutes of uninterrupted reading daily Teachers will meet weekly to plan for the following week regarding their E/LA instruction. Teachers will use the scope and sequence from their core reading series to plan. At these meetings teachers will produce an outline for the week containing standards covered, materials used to address standards, and assessment used to measure progress toward standards. These outlines will be submitted by grade level chairs weekly to the principal.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Education is a very valuable undertaking in a student's life. The State of Indiana places education at the top of its priorities. Accordingly, it is incumbent to use every reasonable measure to instill dutiful attendance habits in every student. A day lost in the classroom can never be completely retrieved. The dialogue between the teacher and the student in the classroom group environment can never be effectively duplicated. A very high positive correlation exists between formal learning and school attendance. This policy's purpose is to encourage academic effort by discouraging absenteeism. Therefore, the following policy is enforced in our school: Regular school attendance is required of all children from kindergarten through twelfth grades. Parents/Guardians are required to send a note or e-mail your child's homeroom teacher the day of the absence. If parents/guardians cannot contact their child's homeroom teacher, please contact Becky Boone by phone or email bboone@swest.k12.in.us. It is important to send a written note stating the reason for a student's absence the day of the absence (A written note is required on the day the student returns to school if no prior contact with the school has been made. Failure to notify the school as stated above will result in an unexcused absence (truancy - see Section II, C Unexcused Absences below) being recorded. I. Statutory Excused Absences: expectation is to follow the above notice format and will be counted as an absence: A. Illness of student B. Death in immediate family C. Quarantine D. Medical, dental, and/or clinical appointments (Referral from the doctor must be returned to the school.) E. Funerals of persons not in the immediate family F. Education Day at Indiana State Fair - Not counted as absent G. Serving as page in Indiana General Assembly - Not counted as absent H. Serving on an election board - Not counted as absent I. Hospital confinement (non-emergency) J. Extenuating circumstance (To be approved by the principal only) Students who receive excused absence status have full make-up privileges. Work and assignments missed may be handed in and any test missed may be made up after the student makes arrangements with the teacher. Make-up work shall be turned in within a reasonable length of time within a maximum of five school days after returning to school. II. Unexcused Absences - Truancy (Absence from school/class without school consent) A. Vacations B. Failure to have a verified excused absence (written note or email) Consequences that may occur: 1. First violation - warning, parent contact 2. Second violation - after school detention, parent notified 3. Third violation - after school detention, truant officer contacted III. Attendance Necessary for Credit A. Any student who misses more than ten days (excused and/or unexcused) during a school year will be subject to possible retention or no credit granted. (See SII-H RETENTION RUBRIC) B. A conference will be held with parents and school officials prior to finalizing a decision. C. After 5 days of absences a letter will be sent to the parent/guardian notifying them of the number of absences. A parent conference may also be scheduled concerning the absences. D. After 9 days of absences in a school year, a second letter will be sent to parents/guardians notifying them of the number of the student's absences. Again, a parent conference may be scheduled concerning the absences. The letter may also be forwarded to the Sullivan County Division of Child Protective Services and/or the Sullivan County Juvenile Probation Department. E. After the tenth absence in a school year, another letter will be forwarded to the parents/guardians and possibly the Sullivan County Division of Child Protective Services and/or the Sullivan County Juvenile Probation Department. After 10 days of absences in a school year, a parent/student must submit a written physician's excuse each time he or she is absent from school in order for the absence to be counted as excused. Unless the student has a documented, chronic, debilitating disease or condition, any student who missed more than 10 days in a year will be reported to a law enforcement attendance official or the Sullivan County Division of Child Protective Services. The official/s will contact the parents and may also make home visits. F. For any unexcused work, a student will receive a zero. Students will receive 50% credit for assignments or tests missed due to out-of-school suspensions. G. The building principal may excuse additional days if there are extenuating circumstances. Habitual truancy is defined as three or more unexcused absences in a semester. A school administrator or a representative from a local law enforcement agency may visit your home to find out why your child has been absent from school. SII-B. ABSENCE DUE TO STUDENT APPOINTMENTS Should a student need to leave during the school day for a medical, dental, or clinical appointment, parents must notify the homeroom teacher with a note or phone call. Students will not be called to the office until their parents arrive to sign them out of school. A doctor's note documenting the visit will be required upon returning to school. SII-C. ABSENCE DUE TO IN-SCHOOL ILLNESS Students who become ill during the school day and feel that they would be more comfortable at home are required to adhere to the following procedure: - If a student is ill, he/she must notify a teacher. The teacher will send the student to the appropriate office. - The school will notify the parent of the illness, if warranted. - Parents/guardians will either pick up the student or authorize someone else to pick up the student. - Students who are ill are to report to the clinic, not the rest rooms. - In cases of emergency or extenuating circumstance, the school will furnish transportation for a student who is ill to his/her home. SII-D. ASSIGNMENTS DURING ABSENCE We encourage students to obtain homework should they be absent for more than two days. The school will make every effort to assist the student in receiving homework assignments. Students/Parents may utilize "Harmony" to find out assignments and classroom activities. Please notify the school before 10:00 a.m. so there will be adequate time for teachers to write the assignments. The assignments may be picked up from 3:00 to 3:30 p.m. in the office. The student is responsible for making arrangements to complete work missed due to an excused absence. For every day that a student is absent, the student is granted the same amount of time to make up and turn in the assignment/s that they missed due to their absence. SII-E. ABSENCE: MEDICAL EXCUSE Indiana Law requires that the student's parent/guardian provide the school attendance official with a legal medical excuse within six days of the student's return to school. This medical excuse shall be signed by and Indiana Physician or by and individual holding a license to practice osteopathy or chiropractic in this state. (IC 20-8.1-3-20) SII-F LUNCH SIGN-OUT Students are permitted to leave with approved adults during lunches but must not leave before lunch or arrive back late to class or they will be marked tardy. SII-G TARDIES School begins promptly at 8:10am. Students who arrive late to school must be signed in by an adult. 5 or more tardies in a 9 week period will result in a detention for the student. We

understand that this is the responsibility of the parent and the child, but the detention will provide time after school for the child to make up any work that has been missed by arriving to school late. Tardies can also include arriving back from lunch late or back to class late after any transition period. SII-H. RETENTION RUBRIC A Retention Rubric will be utilized to help teachers and administrators determine what students would benefit from repeating a grade. These rubrics use standardized assessments, attendance, maturity, and teacher recommendation. At the end of each academic year teachers and administrators meet to determine whether retention is appropriate for some students and use these rubrics as a tool in making those decisions. (Rubrics are on file in the office).

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Math Computation

4th Grade math teacher will meet with the 1 grade level representative to discuss the effectiveness and implementation of the new mathematics textbook series regarding computation and use it, as well as other math resources, to generate lessons K-5 that promote Math Computation. These lessons will be implemented school-wide consistently and with fidelity to ensure student success throughout the school year. Administrators will do classroom observations of such lessons to ensure that it is being done.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

All teachers employed by the Southwest School Corporation meet the Indiana "Highly Qualified" requirements. The school maintains a list of all teachers in the building that states how each teacher meets the highly qualified teacher criteria. All extended absences of teachers are filled by administration with teachers meeting the "Highly Qualified" requirements as well. Sullivan Elementary School provides many opportunities for professional development and collaboration among teachers including common grade-level planning time and weekly early-release collaboration. In addition, the Teacher Mentoring Strategy provides guidance and assistance to all teachers including new and new-to-the-building teachers.

Impact Level:

Focus:

J2. Instruction by Highly Qualified Paraprofessionals.

The Principal will ensure that all paraprofessionals hired are highly qualified either by possessing the correct number of college credits or successfully passing the para-pro assessment. Upon hiring new paraprofessionals the Principal will ask for college transcripts or immediately schedule the para-pro assessment for the new hire. This will occur before the person is employed.

Impact Level:

Focus:

K. Attracting Highly Qualified Teachers

Southwest School Corporation is located geographically amid several colleges and has a large applicant pool when vacancies are posted. Vacancies are posted advertising that only highly qualified (using state guidelines) need apply. Resumes' are screened looking for the closest match between professional qualifications and experiences to the open position. References are contacted for applicants chosen for an initial interview. The initial interview takes place with the school administration. The applicant pool is narrowed down for the second round of interviews with school administration, the superintendent, and one or more school board members.

Impact Level:

Focus:

L. Student Transition: Kindergarten Round-Up

A variety of early childhood assistance activities are planned to assist with a child's educational, social, and health needs by the school staff and various community organizations for our Kindergarten Round-Up. Kindergarten Round-Up occurs in the spring. Staff members provide the following activities designed to assist parents in meeting the needs of their children: vision screenings, hearing screenings, speech screenings, and a developmental skills assessment. At this time, parents receive information about Sullivan Elementary's kindergarten expectations, the full-day instructional program, and the kindergarten Indiana Academic Standards. Prior to Kindergarten Round-Up in January, informational letters are mailed to all preschools in the area to inform them of enrollment, Kindergarten expectations and curriculum. Information is also presented in the local newspaper regarding Kindergarten Round-Up and enrollment so that preschools and parents are well informed. Kindergarten teachers and principals will meet with preschool coordinators to discuss the Kindergarten curriculum and expectations of students who will be entering Kindergarten the following year.

Impact Level:

Focus:

M. Parent Notice - Assessment Results

Classroom teachers/Title I staff will provide all parents/guardians in a language that they can understand for ISTEP+, Acuity, and DIBELS assessment reports for enrolled students. This will be presented to parents at Parent Teacher Conferences, Case Conferences, sent home with report cards, or mailed home for each benchmark or assessment period.

Impact Level:

Focus:

N. Parent Notice - School in Improvement

A letter identifying Sullivan Elementary School as a "School in Improvement" will be mailed prior to the start of the school year all families of enrolled students. The school's Title I administrator will be responsible for mailing the letter. This letter will include notifying all parents of the specific responsibilities of the school, LEA, and SEA.

Impact Level:

Focus:

O. Extended Learning Activities

Sullivan Elementary School offers all free and reduced students the opportunity to participate in Supplemental Educational Services. A SES fair will take place the first week of school to give parents the opportunity to meet with SES providers and preview the program each provider has to offer. Outside providers are encouraged to hire current staff members for their SES tutors. Beginning in December, students who qualified for SES and signed-up for SES, will begin receiving supports in E/LA and Mathematics two times per week on Tuesday and Thursday for approximately 1 hr and 25 minutes.

Impact Level:

Focus:

P. Teacher Mentoring Program: Reading Coach

The Reading Coach will provide professional development regarding reading instruction, assessment and curriculum for K-5 reading teachers. The Reading Coach will meet with teachers at weekly grade level curriculum planning meetings to help focus and guide curriculum planning.

Impact Level:

Focus:

Q. School-Parent Involvement Policy

A parent involvement policy will be developed/revised during the May PTO meeting by teachers and parents ensuring that it meets Title I school wide requirements. All parents will be provided a copy of the School-Parent Involvement Policy, which will be placed in student enrollment packets.

Impact Level:

Focus:

R1. Parent Right-to-Know Letter - Qualifications

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter including all components described on DOE's Parent Right-to-Know Checklist informing parents that they have the right to request their child's teachers qualifications and receive notification if their child receives instruction after 3 weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

Impact Level:

Focus:

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter following state requirements informing parents that they have the right to request their child's teachers qualifications and receive notification if their child receives instruction after 3 weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

Impact Level:

Focus:

S. School-Parent Compact

A home school compact meeting Title I School Wide requirements will be developed/revised during the May PTO meeting by parents and teachers. Teachers will present the home/school compact to parents during parent/teacher conferences. Compacts are to be signed by the teacher, parent, and student. A current home/school compact for each student will be placed in the Home/School Compact binder housed in the office. Any parents not participating in parent/teacher conferences will receive their

parent/teacher conference packet via mail. Teachers will monitor to ensure that all home/school compacts are returned to school.

Impact Level:

Focus:

T. Annual Parent Meeting: Back to School Night

A "Back to School Night" will be hosted by the school staff at the beginning of school in August for parents and families. This "Back to School Night" will occur in the evening in August at 6pm in the SES gymnasium. Notice of this event is provided when students enroll for school, where it is printed on the school calendar, in the first School newsletter, local newspaper, and school website. Parents and families will be required to sign-in and take an agenda, describing the topics to be covered. Parents and families will begin in the gymnasium with the Title I annual parent meeting. Topics at this meeting include: Title I Improvement status, instructional programs, curriculum, assessments, student achievement data, parent involvement, and communication. Parents will then visit their children's classroom teachers. At this time, teachers and parents will discuss classroom instruction, expectations, procedures, and discipline.

Impact Level:

Focus:

U. Focused Student Group: Free/reduced lunch students who DNP or marginally passed ISTEP+ Math and English

Free/reduced lunch students that did not pass (DNP) or marginally passed ISTEP+ Math and or English Language Arts will be targeted by teachers as to ensure these students receive focused remediation and progress monitoring before taking the ISTEP+ assessment again. Remediation will include the use of outside textbook materials that are standards based and ISTEP+ driven and Acuity instructional resources. Remediation will occur during the school day for at least 30 minutes, outside of math and English core instructional time. Students will be progress monitored for growth using Acuity assessments which will be given quarterly.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

Upon completion of the school improvement plan, the Title I administrator will plan a meeting the SES steering team with the Carlisle Elementary School steering team to peer review respective SIP's. Carlisle Elementary School also belongs to Southwest School Corporation and made AYP in the school year. The Peer Review document will be located in our school improvement binder for reference during a DOE monitoring visit.

Impact Level:

Focus:

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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

To-Do List

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

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

Encourage Rigorous Curriculum

Aug 15, 2012: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Aug 16, 2012: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Sep 19, 2012: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Sep 20, 2012: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Oct 17, 2012: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Oct 18, 2012: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Nov 15, 2012: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Nov 21, 2012: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Dec 19, 2012: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Dec 20, 2012: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Jan 16, 2013: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Jan 17, 2013: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Feb 20, 2013: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Feb 21, 2013: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Mar 20, 2013: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Mar 21, 2013: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Apr 17, 2013: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

Apr 18, 2013: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

May 15, 2013: Grade level English language arts teachers will meet weekly to plan **Person:** Grade level reading team members

May 16, 2013: Outlines will be submitted by grade level chairs weekly to the principal. **Person:** Grade level chairs

Focused Academic Area

Aug 15, 2012: Monthly math team meeting **Person:** Lisa McCammon

Aug 15, 2012: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Sep 15, 2012: Monthly math team meeting **Person:** Lisa McCammon

Sep 19, 2012: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Oct 15, 2012: Monthly math team meeting **Person:** Lisa McCammon

Oct 17, 2012: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Nov 15, 2012: Monthly math team meeting **Person:** Lisa McCammon

Nov 21, 2012: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Dec 15, 2012: Monthly math team meeting **Person:** Lisa McCammon

Dec 19, 2012: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Jan 15, 2013: Monthly math team meeting **Person:** Lisa McCammon

Jan 16, 2013: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Feb 15, 2013: Monthly math team meeting **Person:** Lisa McCammon

Feb 20, 2013: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Mar 15, 2013: Monthly math team meeting **Person:** Lisa McCammon

Mar 20, 2013: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Apr 15, 2013: Monthly math team meeting **Person:** Lisa McCammon

Apr 17, 2013: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

May 15, 2013: Monthly math team meeting **Person:** Lisa McCammon

May 15, 2013: Teachers implement Math Computation lessons. **Person:** K-5 Teachers

Focused Student Group

May 1, 2012: Purchase remediation materials **Person:** Samantha Phegley
May 24, 2012: Determine the list of students to receive ISTEP remediation **Person:** Samantha Phegley
Aug 15, 2012: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Aug 15, 2012: Send home parent notice of students attending remediation **Person:** Samantha Phegley
Aug 29, 2012: Acuity BOY assessment **Person:** Samantha Phegley
Sep 19, 2012: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Oct 17, 2012: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Nov 15, 2012: Acuity MOY assessment **Person:** Samantha Phegley
Nov 21, 2012: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Dec 19, 2012: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Jan 16, 2013: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Feb 6, 2013: Acuity EOY assessment **Person:** Samantha Phegley
Feb 20, 2013: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Mar 20, 2013: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
Apr 17, 2013: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley
May 15, 2013: Monthly ISTEP remediation team meeting **Person:** Samantha Phegley

Reading Assessment

Aug 30, 2012: Administer BOY assessment **Person:** Karyn Bogdan
Jan 8, 2013: Administer MOY assessment **Person:** Karyn Bogdan
Apr 15, 2013: Administer EOY assessment **Person:** Karyn Bogdan

Tier 1 Core Reading

Aug 15, 2012: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Aug 16, 2012: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Sep 15, 2012: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Sep 16, 2012: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Oct 15, 2012: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Oct 17, 2012: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Nov 15, 2012: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Nov 21, 2012: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Dec 15, 2012: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Dec 19, 2012: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Jan 15, 2013: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Jan 16, 2013: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Feb 15, 2013: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Feb 20, 2013: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Mar 15, 2013: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Mar 20, 2013: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
Apr 15, 2013: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)
Apr 17, 2013: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
May 15, 2013: Teachers implement weekly reading curriculum and teach the Big 5 components **Person:** K-5 Teachers
May 15, 2013: Weekly reading curriculum planning meeting **Person:** Grade level chair (task force)

Tier 2 Reading

Sep 15, 2012: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team
Sep 15, 2012: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team
Oct 20, 2012: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Oct 27, 2012: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Nov 17, 2012: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Dec 8, 2012: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Dec 15, 2012: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Jan 19, 2013: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Jan 19, 2013: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Feb 16, 2013: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Mar 2, 2013: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Mar 16, 2013: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

Apr 13, 2013: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Apr 20, 2013: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

May 18, 2013: Monitor biweekly progress monitor students in interventions or marginal students **Person:** Karyn Bogdan and intervention team

May 25, 2013: Meet to rearrange intervention groups by moving students out, in or to a different group asked on their progress or lack of. **Person:** Karyn Bogdan and intervention team

Tier 3 Reading

Sep 15, 2012: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Oct 15, 2012: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Nov 15, 2012: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Nov 15, 2012: Teir 3 meeting to determine students who need to move to Teir 3 or be evaluated by the school psychologist. **Person:** Samantha Phegley

Dec 15, 2012: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Dec 27, 2012: Teir 3 meeting to determine students who need to move to Teir 3 or be evaluated by the school psychologist. **Person:** Samantha Phegley

Jan 15, 2013: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Feb 7, 2013: Teir 3 meeting to determine students who need to move to Teir 3 or be evaluated by the school psychologist. **Person:** Samantha Phegley

Feb 15, 2013: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Mar 15, 2013: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Mar 21, 2013: Teir 3 meeting to determine students who need to move to Teir 3 or be evaluated by the school psychologist. **Person:** Samantha Phegley

Apr 15, 2013: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

May 2, 2013: Teir 3 meeting to determine students who need to move to Teir 3 or be evaluated by the school psychologist. **Person:** Samantha Phegley

May 15, 2013: Monitor biweekly progress monitoring of students in interventions **Person:** Karyn Bogdan

Professional Development Summary

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

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

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

Reading Assessment

No professional development is needed for this strategy.

Tier 1 Core Reading

Weekly reading curriculum planning meeting

Brief Description: Teachers will meet weekly to plan for the following week, regarding curriculum (standards covered, activities used, curriculum based assessments, and formative assessments).

Intended Participants: Teachers

Dates: Aug 15, 2012; Sep 15, 2012; Oct 15, 2012; Nov 15, 2012; Dec 15, 2012; Jan 15, 2013; Feb 15, 2013; Mar 15, 2013; Apr 15, 2013; May 15, 2013

Activity Purpose: Refinement

Activity Format: Collaborative Problem Solving, Other

Funding: Common planning time

Does this activity occur during the school day? Yes

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

No professional development is needed for this strategy.

A. Parent Involvement: Title 1 Family Nights

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Students will read at grade level by 3rd grade

Grade level English language arts teachers will meet weekly to plan

Brief Description: Teachers will meet weekly to plan for the following week regarding their E/LA instruction. Teachers will use the scope and sequence from their core reading series to plan. At these meetings teachers will produce an outline for the week containing standards covered, materials used to address standards, and assessment used to measure progress toward standards.

Intended Participants: Teachers

Dates: Aug 15, 2012; Sep 19, 2012; Oct 17, 2012; Nov 21, 2012; Dec 19, 2012; Jan 16, 2013; Feb 20, 2013; Mar 20, 2013; Apr 17, 2013; May 15, 2013

Activity Purpose: Refinement

Activity Format: Collaborative Problem Solving, Other

Funding: Common planning time

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math Computation

Monthly math team meeting

Brief Description: 4th Grade math teacher will meet with the 1 grade level representative to discuss the effectiveness and implementation of the new mathematics textbook series regarding computation and use it, as well as other math resources, to generate lessons K-5 that promote Math Computation.

Intended Participants: Teachers

Dates: Aug 15, 2012; Sep 15, 2012; Oct 15, 2012; Nov 15, 2012; Dec 15, 2012; Jan 15, 2013; Feb 15, 2013; Mar 15, 2013; Apr 15, 2013; May 15, 2013

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

Activity Format: Collaborative Problem Solving, Action Research

Funding: Common planning time

Does this activity occur during the school day? Yes

L. Student Transition: Kindergarten Round-Up

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Reading Coach

No professional development is needed for this strategy.

U. Focused Student Group: Free/reduced lunch students who DNP or marginally passed ISTEP+ Math and English

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... Tier 3 Reading

Data Targets Influenced by This Concern:

- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Tier 3 Reading

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Tier 2 Reading

We are concerned that... Tier 1 Core Reading

Data Targets Influenced by This Concern:

- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Tier 1 Core Reading

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Reading Communication to Parents

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

- All 3rd grade students -- CC.3.RF.4 (3.1.3) -- Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive read
- All students in grades K-5 -- Students will read at grade level as measured by DIBELS/TRC
- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Reading Assessment

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- Reading Communication to Parents
- G. Attendance
- A. Parent Involvement: Title 1 Family Nights

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Kindergarten Round-Up

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website: SES Webpage

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- Tier 1 Core Reading
- F. Encourage Rigorous Curriculum: Students will read at grade level by 3rd grade

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades K-5 -- Students will read at grade level as measured by DIBELS/TRC

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Reading Communication to Parents
- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading
- I. Focused Academic Area: Math Computation

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- L. Student Transition: Kindergarten Round-Up

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Special Education -- % passing ISTEP+ E/LA (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Reading Coach

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- G. Attendance
- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Back to School Night

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- Tier 2 Reading
- Tier 3 Reading
- U. Focused Student Group: Free/reduced lunch students who DNP or marginally passed ISTEP+ Math and English

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Superintendent's Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>115 STAT. 1440 "SEC. 1001. STATEMENT OF PURPOSE. "(6) Improving and strengthening accountability, teaching and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged; Educational strategies implemented if strategy could be waived and benefits of those strategies: -Provide individualized instruction based on current levels of student performance. -Increased instructional time that is focused on standards without the time constraints placed on us by the standardized test. -The standards designated by the state limit the success capacity of all students. -Design a curriculum that encompasses a variety of skills and promotes the success of all students without the limits that standards and standardized tests place on schools. Describe the evaluation process that would be used to measure the success of these strategies: -The school corporation utilizes various assessments that are useful to students, parents, and teachers, which measure growth based on academic standards in addition to basic skills that are required for learning; these tests will measure the students at their current level of performance and measure growth throughout the year as opposed to a standardized level once per year.</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Acuity: An all-in-one assessment system for improving student achievement, acuity provides classroom based interim and formative assessments designed to inform teaching and improve student learning. Dibles: Dynamic indicators of basic early literacy skills, and used to enter student performance results and grade reports. Successmaker: Delivers standards-based lessons one-on-one to at risk and gifted children, students with special needs and ELL learners. mClass Math: Quickly and accurately tells teachers k-2 what students know, how they know it, and what they can do about it. It offers an all-in-one researched based solution which includes: efficient screening measures of skill proficiency, diagnostic interviews for probing the students mathematical thinking, and progress monitoring tools. mClass Reading: It combines three formative early reading assessments: Reading Records with miscue analysis, Accuracy/Fluency, and Comprehension. Teachers can quickly set up assessments using preloaded class lists and leveled readers downloaded from the mClass: Reading Online Literacy Library. Waterford: Supports our core program with explicit, individualized instruction that is aligned to current state and national standards. It offers reliable assessments to help us test achievement and provide detailed, prescriptive information for planning remediation</p>

<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	<p>*Wireless Generation (mClass): DIBELS, TRC, Math in K-2 and struggling readers in 3-5 *Acuity (Predictive): Math and E/LA in 3-5 *ISTEP+</p>
<p>F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>After-school tutoring ISTEP+ Remediation</p>
<p>G. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?</p>	<p>Yes</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year