

School Improvement Plan - 2013-2014

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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:



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

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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

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

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

Strategy Chairs

- Karen Bogdan
- Glenda Jones
- Samantha Phegley

Community Council

- Bryan and Heidi Burkhart - Parent/Local Business
- Camil Catlin - Parent
- Lisa Chastain - 3rd Grade Parent/PTO
- Carmen GoFourth - Parent
- Amy and Gary Pirtle - Parent

- Ron Shake - Business/4H Council/Parent
- Jen Thompson - 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	75	77	78	80		81		83		85		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	70%	79%	75%	81%		83%		85%		90%		100%

Free/reduced lunch students percent passing ISTEP in grades 3-5 - ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71		75	78		81		83		85		100

Free/reduced lunch students percent passing ISTEP in grades 3-5 - Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73		79	81		83		85		87		100

Overall percent passing ISTEP in grades 3-5 - ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	81.4%	85%	82.6%	85%		88%		90%		90%		100%

Overall percent passing ISTEP in grades 3-5 - Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	81.7%	85%	88%	90%		90%		90%		90%		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

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Required Strategies

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 an 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: High Impact - Inside

Focus: General

I. Focused Academic Area: Reading

The Title I teacher will meet with grade levels at monthly grade level meetings to discuss literacy stations as well as the use of iPads in the classrooms. The Title I teacher will provide ideas and materials for teachers to use during reading instruction in both whole group and small group instruction. The Title I teacher will report back to administrators regarding progress in literacy stations as well as iPads in the classroom. The Title I teacher will maintain data in the data spreadsheet containing DIBELS, TRC and Star test scores for BOY, MOY and EOY test results as well as progress monitoring data. This data will be shared at grade level meetings and updated regularly. The Title I teacher will update reading intervention groups and coordinate efforts among the intervention team. The Title I teacher will report progress in interventions and updates to administration monthly.

Impact Level: High Impact - Inside

Focus: Specific

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 45 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

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 14, 2013: Monthly Curriculum Meetings **Person:** Samantha Phegley
Aug 14, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Aug 21, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Aug 28, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Sep 4, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Sep 11, 2013: Monthly Curriculum Meetings **Person:** Samantha Phegley
Sep 11, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Sep 18, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Sep 25, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Oct 2, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Oct 9, 2013: Monthly Curriculum Meetings **Person:** Samantha Phegley
Oct 9, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Oct 16, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Oct 23, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Oct 30, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Nov 6, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Nov 13, 2013: Monthly Curriculum Meetings **Person:** Samantha Phegley
Nov 13, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Nov 20, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Nov 27, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Dec 4, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Dec 11, 2013: Monthly Curriculum Meetings **Person:** Samantha Phegley
Dec 11, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Dec 18, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Dec 25, 2013: Weekly Grade Level Meetings **Person:** Grade Level Chair
Jan 1, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Jan 8, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley
Jan 8, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Jan 15, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Jan 22, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Jan 29, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Feb 5, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Feb 12, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley
Feb 12, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Feb 19, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Feb 26, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Mar 5, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Mar 12, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley
Mar 12, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Mar 19, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Mar 26, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Apr 2, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Apr 9, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley
Apr 9, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair

Apr 16, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Apr 23, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
Apr 30, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
May 7, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
May 14, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley
May 14, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
May 21, 2014: Weekly Grade Level Meetings **Person:** Grade Level Chair
May 24, 2014: Monthly Curriculum Meetings **Person:** Samantha Phegley

Focused Academic Area

Aug 14, 2013: Monthly Grade Level Meetings **Person:** Title I Teacher
Aug 14, 2013: Title I Teacher meets with administrators **Person:** Title I Teacher
Sep 11, 2013: Monthly Grade Level Meetings **Person:** Title I Teacher
Sep 11, 2013: Title I Teacher meets with administrators **Person:** Title I Teacher
Sep 14, 2013: Update data spreadsheet at BOY, MOY and EOY DIBELS/TRC testing windows **Person:** Title I Teacher
Sep 14, 2013: Update Intervention Groups **Person:** Title I Teacher
Sep 14, 2013: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Oct 9, 2013: Monthly Grade Level Meetings **Person:** Title I Teacher
Oct 9, 2013: Title I Teacher meets with administrators **Person:** Title I Teacher
Oct 12, 2013: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Nov 9, 2013: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Nov 13, 2013: Monthly Grade Level Meetings **Person:** Title I Teacher
Nov 13, 2013: Title I Teacher meets with administrators **Person:** Title I Teacher
Nov 16, 2013: Update Intervention Groups **Person:** Title I Teacher
Dec 11, 2013: Monthly Grade Level Meetings **Person:** Title I Teacher
Dec 11, 2013: Title I Teacher meets with administrators **Person:** Title I Teacher
Dec 14, 2013: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Jan 7, 2014: Update data spreadsheet at BOY, MOY and EOY DIBELS/TRC testing windows **Person:** Title I Teacher
Jan 8, 2014: Monthly Grade Level Meetings **Person:** Title I Teacher
Jan 8, 2014: Title I Teacher meets with administrators **Person:** Title I Teacher
Jan 11, 2014: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Jan 18, 2014: Update Intervention Groups **Person:** Title I Teacher
Feb 8, 2014: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Feb 12, 2014: Monthly Grade Level Meetings **Person:** Title I Teacher
Feb 12, 2014: Title I Teacher meets with administrators **Person:** Title I Teacher
Mar 8, 2014: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
Mar 12, 2014: Monthly Grade Level Meetings **Person:** Title I Teacher
Mar 12, 2014: Title I Teacher meets with administrators **Person:** Title I Teacher
Mar 22, 2014: Update Intervention Groups **Person:** Title I Teacher
Apr 9, 2014: Monthly Grade Level Meetings **Person:** Title I Teacher
Apr 9, 2014: Title I Teacher meets with administrators **Person:** Title I Teacher
Apr 12, 2014: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
May 7, 2014: Update data spreadsheet at BOY, MOY and EOY DIBELS/TRC testing windows **Person:** Title I Teacher
May 10, 2014: Update Progress Monitoring Data on Spreadsheet **Person:** Title I Teacher
May 14, 2014: Monthly Grade Level Meetings **Person:** Title I Teacher
May 14, 2014: Title I Teacher meets with administrators **Person:** Title I Teacher
May 24, 2014: Update Intervention Groups **Person:** Title I Teacher
May 12, 2015: Monthly Grade Level Meetings **Person:** Title I Teacher

Focused Student Group

Aug 1, 2013: Create class lists with scores for teachers **Person:** Samantha Phegley
Aug 1, 2013: Determine what students will attend remediation for ISTEP+ **Person:** Samantha Phegley
Aug 27, 2013: Acuity assessments BOY, MOY and EOY **Person:** Samantha Phegley
Nov 18, 2013: Acuity Assessments BOY, MOY and EOY **Person:** Samantha Phegley
Feb 10, 2014: Acuity Assessments BOY, MOY and EOY **Person:** Samantha Phegley

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.

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

Monthly Curriculum Meetings

Brief Description: Mrs. Phegley will review information from weekly grade level meetings to discuss reading curriculum and development.

Intended Participants: Teachers, Administrators

Dates: Aug 14, 2013; Sep 11, 2013; Oct 9, 2013; Nov 13, 2013; Dec 11, 2013; Jan 8, 2014; Feb 12, 2014; Mar 12, 2014; Apr 9, 2014; May 14, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading

Monthly Grade Level Meetings

Brief Description: Title I teacher will meet with grade levels at monthly reading curriculum meetings to discuss literacy stations and iPad implementation.

Intended Participants: Teachers, Administrators

Dates: Aug 14, 2013; Sep 11, 2013; Oct 9, 2013; Nov 13, 2013; Dec 11, 2013; Jan 8, 2014; Feb 12, 2014; Mar 12, 2014; Apr 9, 2014; May 14, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Study Group

Funding:

Does this activity occur during the school day? Yes

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

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

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:

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

G. Attendance (IN Rules)

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
- Overall percent passing ISTEP in grades 3-5 -- ELA
- Overall percent passing ISTEP in grades 3-5 -- Math

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, SW)

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading

U. Focused Student Group (IN Rules, SW)

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

Strategies to Impact This Concern:

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

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>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.</p> <p>Dibles: Dynamic indicators of basic early literacy skills, and used to enter student performance results and grade reports.</p> <p>Successmaker: Delivers standards-based lessons one-on-one to at risk and gifted children, students with special needs and ELL learners.</p> <p>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.</p> <p>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.</p> <p>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>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.</p> <p>Dibles: Dynamic indicators of basic early literacy skills, and used to enter student performance results and grade reports.</p> <p>Successmaker: Delivers standards-based lessons one-on-one to at risk and gifted children, students with special needs and ELL learners.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>*Acuity (Predictive): Math and E/LA in 3-5</p> <p>*ISTEP+</p>

F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	After-school tutoring ISTEP+ Remediation
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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 2015-2016 school year