School Improvement Plan - 2014-2015

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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 American 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:

- American 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-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
- 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

- Kathy Crock
- Glenda Jones
- Samantha Phegley

Community Council

- Lisa Chastain - Parent
- Amy Kelley - Parent/teacher
- Debbie Kendall - Developmental Preschool Teacher
- Jennifer Lett - Parent/Paraprofessional
- Ann Mischler - Parent-Judge

- Amy and Gary Pirtle - Parent
- Jen Thompson - Parent/PTO Vice President

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 childâs 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.

3rd-5th Grade Special Education Students - Percent passing ISTEP+ ELA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	37	55	44	50		55		60		65		80

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	78	80	86	87		88		89		90		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	82.6	85	83.9	86		88		89		90		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	88	90	87.9	89		90		91		92		100

Students in Grades K-2 - Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	72	75	66	70		73		76		79		100

Comprehensive 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.

Areas of Concern

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Parent involvement

We are concerned that... Engaging Parents in Student Learning

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Preschool Transition to Kindergarten

We are concerned that... Timely Additional Assistance

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:

Strategies

Attendance

The assistant principal will ensure the attendance policy is followed by following up on attendance letters that are sent are correct. The assistant principal will call parents when students have missed 9 school days (excused or unexcused) to develop a plan for ensuring the student's attendance will improve. The assistant principal will call the Department of Child Services when a child misses 10 days (unexcused) per the attendance policy. The principal will have 9 weeks attendance award drawings where students names are read in a convocation setting and a winner is drawn for a prize. Students will have the opportunity each 9 weeks to be in the drawing. Retention meetings will be held at the end of the year in May with students who have had poor attendance and also failed to make academic progress as determined by Acuity/mClass data.
Impact Level: Low Impact
Focus: General

Attracting Highly Qualified Teachers

The principal will promote and encourage teachers accept student teachers from area universities. The principal will recruit paraprofessionals that have teaching licenses as to give them an opportunity to learn and also allow the principal an opportunity to work with potential future teachers at SES. The principal will contact area universities each Spring and Fall to determine if there are new graduates that are still looking for a job and might interested in getting experience as a paraprofessional.
Impact Level: High Impact - Inside
Focus: General

Encourage Rigorous Curriculum

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

Engaging Parents in Student Learning

The principal will be provide parents with mClass and Acuity benchmark scores 3 times per year. The principal will notify parents when students are added to remediation or reading interventions. The principal will set up parent conferences at the MOY if students are not making progress in remediation or interventions based on MOY reports. The principal will set up parent conferences at the EOY if students did not make adequate progress in remediation or interventions where additional testing or retention decisions may be made.
Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Language Arts

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

Focused Student Group

Special education and 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

Parent Involvement

The principal will promote parent volunteers at the beginning of the year regarding classroom coordinating classroom activities or other volunteer needs that the teacher may have. The principal will recruit parents by sending out survey through survey monkey. The principal will meet with parents that have signed up to provide them with an outline of the expectations regarding being a parent volunteer and other necessary information. The principal will provide the list to teachers which will include contact information so that the teachers can communicate with their parent volunteers. The principal will invite parents, stakeholders, etc to participate in community council meets at the beginning of the year. The principal will meet with parents, stakeholders, etc during Community Council meetings to review and revise the vision, areas of concern, data targets, strategies to address areas of concern, etc.
Impact Level: Low Impact
Focus: Specific

Preschool Transition to Kindergarten

A kindergarten teacher will coordinate "Kindergarten Round-Up" in April. A kindergarten teacher will contact the newspaper to share information regarding the the round-up with the community. The principal will inform parents in the newsletter about Kindergarten Round-up dates. At "Kindergarten Round-Up" students will take a brief assessment to determine their level of preparedness for kindergarten. Kindergarten teachers will take the students and parents on a tour of the building. A kindergarten teacher will contact area preschools to set up preschool visits in April and May to ease the transition from preschool to kindergarten. Preschool students and parents will visit in the morning hours and take a tour of the building and visit kindergarten classrooms. Kindergarten teachers and preschool teachers from are preschools will meet in August to discuss expectations for incoming preschool students.
Impact Level: Low Impact
Focus: General

Timely Additional Assistance

The principal alongside classroom teachers in K-5 review student data on mClass and Acuity assessments after each benchmark period to determine which students need interventions in reading or ISTEP+ remediation/preparation. The principal will send parent notification to parents of students that will attend interventions or remediation once those decisions are made. Students in K-2 grade will be progress monitored biweekly to determine progress or if adjustments to classroom instruction or interventions need to be made. Students that do not attend interventions or remediation but marginally met the benchmark goal will also be progress monitored to determine if classroom instruction is meeting their needs or additional assistance is needed.
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 strategyâs "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.

Attracting Highly Qualified Teachers

May 15, 2015: The principal will contact local universities in May to get a potential list of teacher and/or aide candidates **Person**: Samantha Phegley

Encourage Rigorous Curriculum

Aug 8, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Aug 15, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Aug 22, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Aug 29, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Sep 5, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Sep 12, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Sep 19, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Sep 26, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Oct 3, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Oct 10, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Oct 17, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Oct 24, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Oct 31, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Nov 7, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Nov 14, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Nov 21, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Nov 28, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Dec 5, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
Dec 12, 2014: Weekly grade level curriculum meetings **Person**: Grade level team
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Jan 9, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Jan 16, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Jan 23, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Jan 30, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Feb 6, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Feb 13, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Feb 20, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
Feb 27, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
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Apr 24, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
May 1, 2015: Weekly grade level curriculum meetings **Person**: Grade level team

May 8, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
May 15, 2015: Weekly grade level curriculum meetings **Person**: Grade level team
May 22, 2015: Weekly grade level curriculum meetings **Person**: Grade level team

Engaging Parents in Student Learning

Sep 1, 2014: Notify parents of students attending ISTEP+ remediation or DIBELS interventions **Person**: Samantha Phegley
Sep 1, 2014: Provide parents with BOY acuity/mClass reports **Person**: Samantha Phegley
Nov 3, 2014: Notify parents of students attending ISTEP+ remediation or DIBELS interventions **Person**: Samantha Phegley
Jan 5, 2015: Notify parents of students attending ISTEP+ remediation or DIBELS interventions **Person**: Samantha Phegley
Jan 15, 2015: Provide parents with MOY acuity/mClass reports **Person**: Samantha Phegley
Mar 1, 2015: Notify parents of students attending ISTEP+ remediation or DIBELS interventions. **Person**: Samantha Phegley
May 15, 2015: Provide parents with EOY acuity/mClass reports **Person**: Samantha Phegley
May 15, 2015: Set up EOY parent meetings for students that may need retained or assessed for special education services. **Person**: Samantha Phegley

Focused Academic Area - Language Arts

Aug 1, 2014: Title I Teacher Meets monthly with grade level teachers to discuss stations and iPad implementation **Person**: Kathy Crock
Aug 1, 2014: Title I Teacher reports station progress and iPad implementation to administrators **Person**: Kathy Crock
Aug 1, 2014: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
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Apr 3, 2015: Title I Teacher reports station progress and iPad implementation to administrators **Person**: Kathy Crock
Apr 3, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
Apr 10, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
Apr 17, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
Apr 24, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
May 1, 2015: Title I Teacher Meets monthly with grade level teachers to discuss stations and iPad implementation **Person**: Kathy Crock
May 1, 2015: Title I Teacher reports station progress and iPad implementation to administrators **Person**: Kathy Crock
May 1, 2015: Title I Teacher updates the data spreadsheet at BOY, MOY, and EOY for Acuity and DIBELS assessments **Person**: Kathy Crock
May 1, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
May 8, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock
May 15, 2015: Title I Teacher updates the data spreadsheet with DIBELS progress monitoring scores **Person**: Kathy Crock

Focused Student Group

Sep 1, 2014: The principal in collaboration with teachers will review BOY, MOY and EOY Acuity scores to ensure students are placed in ISTEP+ remediaiton **Person**: Samantha Phegley
Nov 15, 2014: The principal in collaboration with teachers will review BOY, MOY and EOY Acuity scores to ensure students are placed in ISTEP+ remediaiton **Person**: Samantha Phegley
Feb 24, 2015: The principal in collaboration with teachers will review BOY, MOY and EOY Acuity scores to ensure students are placed in ISTEP+ remediaiton **Person**: Samantha Phegley

Timely Additional Assistance

Mar 10, 2014: Review BOY, MOY and EOY mClass scores and determine which students need interventions **Person**: Samantha Phegley
Sep 1, 2014: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley
Sep 1, 2014: Review BOY, MOY and EOY Acuity scores and determine which students need interventions **Person**: Samantha Phegley
Sep 1, 2014: Review BOY, MOY and EOY mClass scores and determine which students need interventions **Person**: Samantha Phegley
Sep 1, 2014: Send home parent notification of students attending DIBEL interventions **Person**: Kathy Crock
Sep 1, 2014: Send home parent notification of students attending ISTEP Remediation/Preparation **Person**: Samantha Phegley

Oct 13, 2014: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

Nov 1, 2014: Review BOY, MOY and EOY Acuity scores and determine which students need interventions **Person**: Samantha Phegley

Nov 1, 2014: Send home parent notification of students attending ISTEP Remediation/Preparation **Person**: Samantha Phegley

Nov 24, 2014: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

Jan 1, 2015: Review BOY, MOY and EOY mClass scores and determine which students need interventions **Person**: Samantha Phegley

Jan 1, 2015: Send home parent notification of students attending DIBEL interventions **Person**: Kathy Crock

Jan 5, 2015: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

Feb 1, 2015: Review BOY, MOY and EOY Acuity scores and determine which students need interventions **Person**: Samantha Phegley

Feb 1, 2015: Send home parent notification of students attending ISTEP Remediation/Preparation **Person**: Samantha Phegley

Feb 16, 2015: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

Mar 1, 2015: Send home parent notification of students attending DIBEL interventions **Person**: Kathy Crock

Mar 30, 2015: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

May 11, 2015: Meet with Title I Teacher to ensure students are being progress monitored biweekly and data is entered **Person**: Samantha Phegley

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Attracting Highly Qualified Teachers

No professional development is needed for this strategy.

Encourage Rigorous Curriculum

No professional development is needed for this strategy.

Engaging Parents in Student Learning

No professional development is needed for this strategy.

Focused Academic Area - Language Arts

Title I Teacher Meets monthly with grade level teachers to discuss stations and iPad implementation

Brief Description: Title I Teacher Meets monthly with grade level teachers to discuss stations and iPad implementation

Intended Participants: Teachers

Dates: Aug 1, 2014; Sep 5, 2014; Oct 3, 2014; Nov 7, 2014; Dec 5, 2014; Jan 2, 2015; Feb 6, 2015; Mar 6, 2015; Apr 3, 2015; May 1, 2015

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Focused Student Group

No professional development is needed for this strategy.

Timely Additional Assistance

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.

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 3rd-5th Grade Special Education Students -- Percent passing ISTEP+ ELA
- 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
- Overall -- percent passing ISTEP in grades 3-5 -- ELA
- Overall -- percent passing ISTEP in grades 3-5 --Math
- Students in Grades K-2 -- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

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
- Students in Grades K-2 -- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Strategies to Impact This Concern:

- Focused Academic Area - Language Arts

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- 3rd-5th Grade Special Education Students -- Percent passing ISTEP+ ELA

Strategies to Impact This Concern:

- Focused Student Group

We are concerned that... Parent involvement

Data Targets Influenced by This Concern:

- Overall -- percent passing ISTEP in grades 3-5 -- ELA
- Students in Grades K-2 -- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Strategies to Impact This Concern:

- Parent Involvement

We are concerned that... Engaging Parents in Student Learning

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
- Overall -- percent passing ISTEP in grades 3-5 -- ELA
- Students in Grades K-2 -- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Strategies to Impact This Concern:

- Engaging Parents in Student Learning

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- 3rd-5th Grade Special Education Students -- Percent passing ISTEP+ ELA

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

We are concerned that... Preschool Transition to Kindergarten

Data Targets Influenced by This Concern:

- Students in Grades K-2 -- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Strategies to Impact This Concern:

- Preschool Transition to Kindergarten

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- 3rd-5th Grade Special Education Students -- Percent passing ISTEP+ ELA
- 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
- Overall -- percent passing ISTEP in grades 3-5 -- ELA

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

Strategies to Impact This Concern:

- Timely Additional Assistance

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Superintendent's Office
B. What rules or statutes would you like to waive in order to promote student learning? • 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.	115 STAT. 1440 "SEC. 1001. STATEMENT OF PURPOSE. "(6) Improving and strengthing 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 emcompasses 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.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity: An all-in-one assessment system for improving student achievement, acuity provides classroom based interim and formative assessments designed to imform teaching and improve student learning. DIBELS: 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 mathmatical thinking, and progress montoring 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. Reading Eggs: The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and will help to improve your childâs results at school.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	*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+

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

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2015-2016 school year