

School Improvement Plan - 2010-2011

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Mayflower Mill Elem Sch (8005)

Tippecanoe School Corp

Lafayette, 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

Mayflower Mill Elem Sch

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Shay Daley - Community Representative
- Mary Beth Fitzgerald - Administrator
- Mindy Higgins - Administrator
- Nancy Nargi - Teacher
- Staci Rooze - Teacher
- Megan Smith - School Counselor
- Ashley Williams - Parent/Guardian

Strategy Chairs

- Gina Boyd
- Alisan Clayton
- Mary Beth Fitzgerald
- Cara Gamble
- Audrey Gipson
- Mindy Higgins
- Kelly Jones
- Cathie Kappes
- Andrea Lawson
- Nancy Nargi
- Staci Rooze
- Megan Smith

Community Council

- Phil Alvarez - Parent of 2nd Grader
- Mike Bennett - Business, Parent of 5th grader, Youth Service Organization
- Cindy Brooke - Parent of a 5th grader, Hospital
- Cherrie Buckley - Business, Seeds of Hope
- Marc Estes - E.R. Doctor at Local Hospital
- Patricia Foerg - Government, Service Organization
- Jessie Gingrich - Parent of a 2nd Grader
- Patrick Harrington - Local Government
- Gary Henriott - Business, Service Organization
- Robert Malnight - Community Member
- Bridget Manson - Parent of 2nd and 3rd grader
- Chris Mazur - Business, Youth Service Organization
- Joyce Minick - Business, Parent of 5th Grader
- Adam Murphy - Local Government
- Cindy Murray - Local Government
- Valerie Pettiner - Local Service Organization, 5th grade Parent
- Adam Regich - Business, Parent of 1st, 3rd, and 4th grader
- Jeff Rooze - Parent of 3rd Grader, Law Enforcement, Youth Service Organization
- Dan Rose - Business, Parent of 1st and 4th grader
- Don Roush - Local Law Enforcement
- Doug Schwartz - Community Member
- Lisa Talcott - Parent of 1st & 5th grader
- Vicki Vaught - Parent of 2nd grader
- Ashly Williams - Parent of 2nd grader, Business
- Randy Williams - Local Government, Parent of 5th grader, Youth Service Organization

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 all students deserve a safe and structured learning environment with dedicated adults and role models who believe in them, encourage them, and foster high expectations for their success in school. We believe all students deserve teachers who use a variety of instructional strategies to help students experience academic success. We also believe teachers will give extra help and time to those who need it. We believe all students deserve positive role models who are respectful and compassionate and encourage them to meet their full potential. We believe that every child deserves opportunities to experience the world around them and to become productive citizens in a global society.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All educators, parents, and community members place a high value on education. To ensure that all children learn, adults provide a safe and caring environment. All teachers are passionate about their profession, are knowledgeable of current educational research and best practices, and are prepared to educate our future citizens. Teachers will present challenging curriculum. Teachers will use a variety of instructional and assessment tools to address the different learning styles. Parents are actively involved with their children's education and promote positive behavior in and out of the classroom. Parents will volunteer at school, come to school activities, and talk with both their child and his teacher on a regular basis. Community members are also highly involved in the school. Local businesses will encourage employees to do tutoring and mentoring in the schools, and employees will partner with teachers to create real-world application for their curriculum. Businesses will facilitate field trips and provide guest speakers to allow students to observe and experience career opportunities.

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

In this environment where all adults are living by their core convictions, all students will be highly motivated to learn. They will be willing to take risks and set high goals for themselves. All students will be engaged in their learning. Students will show respect and take responsibility for their education. They will learn important team building skills by working in small and large groups. They will demonstrate mastery through a variety of authentic assessments and experiences. All students accept challenges, show motivation, and put forth their personal best.

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

- % of students who master ISTEP essential skills: 100%
- % of students who at or above grade level-reading: 100%
- % of students who 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 Grade Free/Reduced - Pass ISTEP Math Problem Solving (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61%		60%	63%		68%		73%		76%		100%

4th Grade Free/Reduced - Pass ISTEP Math Problem Solving (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%		37%	45%		55%		60%		65%		100%

5th Grade Free/Reduced - Pass ISTEP Math Problem Solving (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%		64%	67%		75%		78%		80%		100%

Free and Reduce Lunch - Passing ISTEP in Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%		63%	65%		70%		75%		78%		100%

Hispanic - passing ISTEP in Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%		49%	52%		57%		62%		67%		100%

Hispanic - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51%		49%	52%		57%		61%		66%		100%

Limited English - Passing ISTEP Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	48%		42%	45%		50%		53%		55%		100%

Limited English - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46%		48%	50%		55%		60%		65%		

Special Education - Passing ISTEP Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%		57%	59%		61%		63%		65%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Communication to parents, community and students about standards is ineffective

Data from several force field reports indicated that students, parents and community members are not aware what they standards are or if they are being taught in school. For example: *24% of black students don't know if they expect to master the Indiana state standards *29% of special ed. students don't know if they expect to master the Indiana standards. *students either expect to master the standards or don't know if they will (not many disagrees or strongly disagrees) *25% of parents don't know if teachers are teaching the standards *30% of community members don't know if teachers are teaching the standards

We are concerned that... students believe other's behavior interferes with their learning.

Our environment force field report as well as students comments from the student body meetings brought this area to our attention. For example: 87% of free and reduced lunch students, 57% of paid lunch students, 55% of white students, 78% of Hispanic students and 75% of black students agree or strongly disagree that other student's behavior interferes with their learning.

We are concerned that... students don't ask questions when they don't understand

Our instruction force field report showed that 44% of primary students don't ask questions when they don't understand.

We are concerned that... students don't feel they have enough time to finish assignments.

Our extra time/extra help force field report showed that 48% of primary students and 23% of intermediate students agree or strongly agree that teachers do not allow extra time for assignments when needed.

We are concerned that... our community does not understand what is happening in our school.

Community is unaware of Indiana State Standards. Consensus of the faculty and community council that they are unaware of what is happening in our school.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Community Awareness and Involvement

Mayflower Mill staff and administration will continue to hold meetings for interested community stakeholders once per grading period to discuss opportunities for community involvement and to update the community on pertinent school information.

Impact Level: High Impact - Outside

Focus: General

School-Wide Positive Behavior System

A school-wide positive behavior effort will be implemented that includes the following: 1. Mini-economies will be implemented in every classroom K-5. Grade level teams will work together to create a plan that best fits the age of their students. Training on using a classroom mini-economy will be given this spring to prepare for implementation in the Fall, 2010. 2. A school-wide set of classroom rules will be developed and implemented in each classroom, cafeteria, bus, etc. Everyone will be using a common vocabulary with consistency. 3. Each grading period, students will visit stations set up in the cafeteria, playground, hallway, bus, and restroom area. Support staff and/or teachers will lead a 5 minute review of positive behavior for these locations including anything that may have become a problem. The administration will determine if this review needs to happen more frequently, based on the tone of the building. 4. Every day on morning announcements, a common rule will be highlighted with examples of how students can exhibit the correct behavior. A school-wide pledge will also be implemented. 5. Common school rules and pictures depicting positive behavior will be posted in classrooms and common areas in the building such as the hallway, restrooms, cafeteria. 6. Students will be eligible to be given "Grinder Awards" based on positive behavior. Each week, classroom teachers will select students who have exhibited exceptional behavior. They will come to the office for their award, a sticker, and a pencil. Their names will be announced on morning announcements.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Parent University

Mayflower Mill will provide four Parent University Meetings (one each grading period). These meetings will provide tools, strategies, and instruction for parents on things they can do to raise their child's level of achievement. This strategy will incorporate strong collaboration with community resources. Community businesses and organizations such as Head Start, Jr. Achievement, Tippecanoe County Library, and Hannah Center will assist in strengthening our parent involvement program by providing resources.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement: Connecting with Parents

Insai strategy chairs will provide the Mayflower Mill staff with tools and strategies that will assist teachers in providing opportunities to keep parents actively involved. The importance of parent involvement will also be stressed during professional development.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee

The school will disseminate information regarding the importance of parent involvement to all pre-school programs and home pre-schools within each school's demographics. The dissemination will take place prior to the start of the 2011-2012 school year.

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website: Title I Web page link

On the Title I web page parents will be able to click on an icon that will link them to the Indiana Information Resource Center. Parents will be informed of this website during school registration in August. There will also be a link on our school website and information in the monthly school newsletter.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Encourage high-ability students to participate in enrichment programs.

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. All Mayflower Mill teachers will encourage high-ability students in their classrooms to enroll in enrichment programs at Purdue University. Super Saturday enrollment forms will be offered to students in August and December while Super Summer forms will be offered in May. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Outside

Focus: Specific

F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified 2nd-5th students.

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Qualifying students will be placed in a self-contained 2/3 or 4/5 high ability class. High ability classroom teachers will daily offer those students a rigorous curriculum. Teachers and parents complete surveys/recommendation sheets to determine who will be assessed for possible qualification. This process occurs each spring for grades 1-5. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified K-1st students.

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Qualifying K-1st students will be placed in a pull-out enrichment program. This program will begin in the second semester each

year, and the enrichment teacher will provide students with 30 minutes per week of instruction in a rigorous curriculum. Students are identified through teacher recommendations and mClass assessment data. After being recommended, they are assessed by the high-ability teacher to determine their qualification. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Literacy Instruction Coach in Language Arts using Cafe' and Reading Workshop

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Our Literacy Coach, Michele Luck, will train classroom teachers on how to use Cafe' and Reading Workshop. The coach will provide support throughout the school year for staff as they implement these programs into their classrooms. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Please see Strategy U: Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math In Focus

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All K-5 Teachers will implement the new math program, Math in Focus, as the daily core math curriculum. Math in Focus Curriculum concentrates on the daily implementation of the Indiana Academic Math Standards, with an emphasis on in-depth mastery, problem solving, and consolidation of concepts and skills. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Manipulatives and Models

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. The classroom teachers will engage students in the use of manipulatives and models when introducing new math concepts and in daily activities. The goal is to aid students in moving from the concrete to the abstract when learning math concepts. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Small Group Math Instruction

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Classroom teachers will place students in small groups for math instruction based upon targeted subgroups and math levels a minimum of two days per week. Students identified for these remediation groups will be determined by mClass assessment data, classroom assessments, and subgroup membership. Free/reduced, Limited English, and Hispanic students will be specifically targeted if they are below level in math. Curriculum will include Scholastic's Do-the-Math by Marilyn Burns. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Small guided reading groups

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Students who are below grade level and part of the targeted subgroups of Hispanic, Limited English, Special Ed. and Free/Reduced will receive small group reading instruction based on their reading levels a minimum of 3 days a week for 20-30 minutes each session. These will be flexible groups that will allow students to increase their reading levels and move to different groups as necessary. Students will be identified for the groups based on their mClass data, running record assessments, and ongoing progress monitoring. Students may enter or exit these groups based on this data. Curriculum will include Fountas and Pinnell's Leveled Literacy Intervention. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. The Tippecanoe School Corporation maintains an expectation that all teachers are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: 1. All teachers holding a valid Indiana Teaching License. 2. Identification of how each teacher qualifies as highly qualified whether by PRAXIS, NTE, HOUSE, or CAS. 3. All current instructional assistants in the school are highly qualified. The corporation maintains the expectation that any future instructional assistants hired will be highly qualified at the time of their hiring. 4. Information is available at the corporation and school level for teachers and instructional assistant candidates to become highly qualified before hiring can occur. 5. List is maintained at the building level and with the corporation personnel office of all teachers and instructional assistants and their highly qualified status and method for qualification. 6. If a teacher is found to not be HQ in a particular area, a plan is developed for this teacher to become highly qualified, or the teacher is moved to a position in which they are highly qualified. Support is offered at the building and corporation level about how to take and pass the PRAXIS exam. In special education teaching situations, in-services are provided by the local special education cooperative to ensure HOUSSSE points are gathered to meet the required need as well. Also, we will make parents aware of the school's progress in employing all highly qualified teachers and professionals by mailing an informational letter to all parents during the first quarter of each school year.

Impact Level: Low Impact

Focus: General

K. Attracting Highly Qualified Teachers: TSC Hiring Practices

Central Administration will continue to advertise the New Teacher Academy to prospective new teachers on an ongoing basis to attract highly qualified teachers. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University. Mayflower Mill Elementary will continue to participate in teacher education programs by providing Purdue Elementary Education students with classroom experience through Purdue's Block program. Mayflower Mill Elementary will also continue to host Student Teachers. By creating partnerships with our local university and with the community, we will continue to attract highly qualified teachers. Mayflower Mill Elementary will also encourage our highly qualified teachers to remain by providing a supportive and caring environment and by providing high quality professional development opportunities.

Impact Level: High Impact - Outside

Focus: General

L. Early Childhood Transition: TSC Pre-School Committee

The school will disseminate information regarding the importance of parent involvement to all pre-school programs and home pre-schools within each school's demographics.

Impact Level: High Impact - Outside

Focus: General

M. Parent Notice - Assessment Results: Report Cards

Report cards will continue to be sent home quarterly by all classroom teachers. Information regarding mClass, Acuity, and ISTEP+ assessments will be included. Assessment results will be written in a language that the child's family understands.

Impact Level: High Impact - Outside

Focus: General

N. Parent Notice - School in Improvement

Mayflower Mill will mail a letter in September to all parents informing them of our "school in improvement" status. The letter will also include all the necessary information required by IDOE. This letter will model the letters that have been sent by other schools in our corporation that fall under the category "school in improvement."

Impact Level: Low Impact

Focus: General

O. Extended Learning Activities: SES Tutoring

SES tutoring will be offered for students qualifying with categories of free/reduced lunch and academic need. Tutoring will occur twice weekly after school from 3:30-5:30. A "late bus" will be provided to bus students home after tutoring. As part of this strategy, classroom teachers will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Outside

Focus: General

P. Teacher Mentoring Program: Literacy Coach

Michele Luck will train, monitor, and support classroom teachers in implementing focused academic and focused student group strategies. This will occur during staff development time throughout the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

P. Teacher Mentoring Program: Professional Learning Communities

Professional Learning Communities will occur weekly to allow teachers time for collaboration and mentoring. Some topics that teachers will discuss include: reviewing student data, subgroup progress, creating common assessments, implementation of strategies, mentoring will occur as needed, etc.

Impact Level: High Impact - Outside

Focus: General

P. Teacher Mentoring Program: TSC New Teacher Academy

Each year the central office administration commits to a New Teacher Academy. The focus of this academy is to expose all first-year teachers to a variety of information regarding instruction, assessment, safety, and technology. New Teacher Academy dates occur 5-6 times throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

Q. School-Parent Involvement Policy

Parents, Title I staff, and administrators are invited to participate in the annual review/revise of the School-Parent Involvement Policy at the corporation and school level. This policy will be written with meaningful parent input and include all the IDOE requirements. This policy will be reviewed each spring and distributed at the beginning of each school year.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

In the fall Mayflower Mill Title I staff will mail a Parent-Right-to-Know letter that includes all DOE requirements to all parents. This letter will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers.

Impact Level: Low Impact

Focus: General

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

Mayflower Mill administrator will mail a letter in a timely manner to parents of any student being taught by a teacher that is not highly qualified for 4 or more consecutive weeks.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Parents are invited to participate in the review/revise of the School-Parent Compact in the spring. This compact will include all DOE requirements and will be explained and signed by parents, school staff, Title I staff and students during fall parent conferences. Title I staff will be responsible for this mandate. For parents who do not show up for conferences, a copy will be mailed home for their review.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents will be invited in the fall to attend a Title I parent information meeting to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs and all other required IDOE components. There will be a morning and evening meeting time. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Throughout the school year, Special Ed. staff, Title 1 staff, and ELL staff will work with small targeted groups of students to implement the Leveled Literacy Intervention program. Students performing below grade level will be identified by mClass assessment data, ISTEP+ data, Acuity data, and classroom assessments. Also, subgroup membership will be part of the identification process. These small flexible groups will meet daily for 30 minutes. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Small Group Math Instruction

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Please see Strategy I: Focused Academic Area: Small Group Math Instruction Math Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Small Guided Reading Groups

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Please see Strategy I: Focused Academic Area: Small Guided Reading Groups Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

Within 45 days of AYP data being made available, Mayflower Mill will partner with a similar school that was successful in meeting AYP for the purpose of reviewing the quality of the MME School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

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.

Local Strategies

Community Awareness and Involvement

The percentage of Community Council members who volunteer or visit our school outside of meetings

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	10%		25%	

Number of community council members attending each meeting

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
6	10		12	

School-Wide Positive Behavior System

The percentage of teachers who have implemented a mini economy in their classroom

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
45%	75%		100%	

The percentage of staff members giving out multiple Grinder Awards each month.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
30%	60%		80%	

The percentage of teachers who have school rules posted in their classroom

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		100%	

The percentage of students reporting on a survey that they agree or strongly agree that other student's behavior interferes with their learning

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	45%		35%	

Required Strategies

A. Parent Involvement: Parent University

% of parents of targeted students who attend Parent University Meetings

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	10%		25%	

B. Educator Training for Parent Involvement: Connecting with Parents

% of teachers who report parental involvement in their classrooms

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	83%			

% of teachers making personal communication with targeted students' parents on a bi-monthly basis

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	83%			

F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified 2nd-5th students.

% of completed surveys by both teachers and parents

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	N/A		100%	

F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified K-1st students.

% of students identified and recommended for enrichment

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
8%	10%		10%	

I. Focused Academic Area: Literacy Instruction Coach in Language Arts using Cafe' and Reading Workshop

Semester Survey: % of teachers who report they have implemented Cafe and Reading Workshop

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
33%	100%		100%	

I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits

% of Title I, Special Education, and ELL staff implementing the LLI program

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66	100		100	

I. Focused Academic Area: Math In Focus

Semester Survey: % of teachers who believe they have implemented new series with integrity

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Math Manipulatives and Models

The percentage of teachers introducing new concepts with the use of manipulatives

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		100%	

I. Focused Academic Area: Small Group Math Instruction

The % of teachers who turn in a completed quarterly log of the names of students they instructed during small math groups and the skills they covered.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	67%		100%	

I. Focused Academic Area: Small guided reading groups

% of teachers implementing and documenting small group instruction in reading for targeted groups 3 days/week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	67%		100%	

U. Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits

% of Title One, Special Education, and ELL staff implementing the LLI program

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66%	100%		100%	

U. Focused Student Group: Small Group Math Instruction

The % of teachers who turn in a completed quarterly log of the names of students they instructed during small groups and the skills they covered

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	67%		100%	

U. Focused Student Group: Small Guided Reading Groups

% of teachers implementing and documenting small group instruction in reading for targeted groups 3 days per week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	67%		100%	

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.

Annual Parent Meeting

Aug 24, 2010: Information about the annual meeting will be in the school newsletter and classroom newsletters **Person:** Mindy Higgins

Sep 1, 2010: Duplicate all materials necessary for the meeting **Person:** Nancy Nargi

Sep 1, 2010: Prepare an agenda for the meeting that includes all requirements **Person:** Nancy Nargi

Sep 8, 2010: A flyer will be sent home about the annual meeting **Person:** Nancy Nargi

Sep 21, 2010: An annual meeting will be held in the morning and evening **Person:** Nancy Nargi

Sep 21, 2010: Keep documentation of Parent Meeting for Title 1 **Person:** Nancy Nargi

Community Awareness and Involvement

Apr 1, 2010: Collect baseline data: Number of community council members attending each meeting **Person:** Mindy Higgins

Apr 1, 2010: Collect baseline data: The percentage of Community Council members who volunteer or visit our school outside of meetings **Person:** Mindy Higgins

Aug 25, 2010: Create a sign-in sheet for each meeting **Person:** Mindy Higgins

Aug 25, 2010: Steering team meets to decide dates and topics for Community Council Meetings **Person:** Mindy Higgins

Sep 15, 2010: Email is sent out to inform Community Council members of upcoming meeting **Person:** Shay Daly

Sep 15, 2010: Provide a list of opportunities to volunteer at Community Council meetings **Person:** Mindy Higgins

Nov 17, 2010: Email is sent out to inform Community Council members of upcoming meeting **Person:** Shay Daly

Nov 17, 2010: Provide a list of opportunities to volunteer at Community Council meetings **Person:** Mindy Higgins

Nov 30, 2010: Collect fall data: Number of community council members attending each meeting **Person:** Mindy Higgins

Nov 30, 2010: Collect fall data: The percentage of Community Council members who volunteer or visit our school outside of meetings **Person:** Mindy Higgins

Jan 19, 2011: Email is sent out to inform Community Council members of upcoming meeting **Person:** Shay Daly

Jan 19, 2011: Provide a list of opportunities to volunteer at Community Council meetings **Person:** Mindy Higgins

Mar 23, 2011: Email is sent out to inform Community Council members of upcoming meeting **Person:** Shay Daly

Mar 23, 2011: Provide a list of opportunities to volunteer at Community Council meetings **Person:** Mindy Higgins

Jun 30, 2011: Collect spring data: Number of community council members attending each meeting **Person:** Mindy Higgins

Jun 30, 2011: Collect spring data: The percentage of Community Council members who volunteer or visit our school outside of meetings **Person:** Mindy Higgins

Early Childhood Transition

Dec 15, 2010: Distribute kindergarten preparedness packets to all preschools within our school district's boundaries (including information regarding the importance of parent involvement) **Person:** Mindy Higgins

Dec 15, 2010: Locate all preschools in our school district boundaries **Person:** Mindy Higgins

Jan 15, 2011: Hold a Mayflower Mill Kindergarten-Preschool Collaboration Meeting for kindergarten teachers to discuss kindergarten readiness skills, give preschool staff a tour of our facilities. **Person:** Mindy Higgins and Mary Beth Fitzgerald

Feb 1, 2011: Secure school bus/driver to take incoming kindergarten students for a short ride **Person:** Mindy Higgins

Feb 15, 2011: Advertise Kindergarten Round-Up to each preschool and in the local newspaper (will occur early March) **Person:** Mindy Higgins

Mar 1, 2011: Discuss and create agenda that includes a presentation on the importance of parent involvement for the Kindergarten Round-Up **Person:** Mindy Higgins

Mar 1, 2011: Hold a Kindergarten Round Up/Open House for prospective incoming kindergarten students and their parents **Person:** Mindy Higgins

May 20, 2011: Discuss and create agenda that includes a presentation on the importance of parent involvement for Boo Hoo breakfast with the Parent Advisory Council **Person:** Mindy Higgins

May 20, 2011: Plan and advertise Kindergarten "Boo Hoo" Breakfast sponsored by our Parent Advisory Council **Person:** Mindy Higgins

Educator Training for Parent Involvement

Apr 1, 2010: Collect baseline data: % of teachers making personal communication with targeted students' parents on a bi-monthly basis **Person:** Alisan Clayton

Apr 1, 2010: Collect baseline data: % of teachers who report parental involvement in their classrooms **Person:** Staci Rooze

Aug 25, 2010: Create teacher log for parent communication **Person:** Alisan Clayton

Sep 15, 2010: Presentation on effectiveness of parent involvement in raising student achievement **Person:** Staci Rooze

Sep 25, 2010: Collect teachers' parent communication log **Person:** Alisan Clayton

Oct 15, 2010: Professional Learning Communities : Tips for raising parent involvement **Person:** Alisan Clayton

Oct 25, 2010: Collect teachers' parent communication log **Person:** Alisan Clayton

Nov 15, 2010: Professional Learning Communities : Tips for raising parent involvement **Person:** Alisan Clayton

Nov 25, 2010: Collect teachers' parent communication log **Person:** Alisan Clayton

Nov 30, 2010: Collect fall data: % of teachers making personal communication with targeted students' parents on a bi-monthly basis **Person:** Alisan Clayton

Nov 30, 2010: Collect fall data: % of teachers who report parental involvement in their classrooms **Person:** Staci Rooze

Dec 15, 2010: Professional Learning Communities : Tips for raising parent involvement **Person:** Staci Rooze

Dec 25, 2010: Collect teachers' parent communication log **Person:** Alisan Clayton

Jan 15, 2011: Professional Learning Communities : Tips for raising parent involvement **Person:** Staci Rooze

Jan 25, 2011: Collect teachers' parent communication log **Person:** Alisan Clayton

Feb 15, 2011: Professional Learning Communities : Tips for raising parent involvement **Person:** George Hyden

Feb 25, 2011: Collect teachers' parent communication log **Person:** Alisan Clayton

Mar 15, 2011: Professional Learning Communities : Tips for raising parent involvement **Person:** George Hyden

Mar 25, 2011: Collect teachers' parent communication log **Person:** Alisan Clayton

Apr 15, 2011: Professional Learning Communities : Tips for raising parent involvement **Person:** Alisan Clayton

Apr 25, 2011: Collect teachers' parent communication log **Person:** Alisan Clayton

May 25, 2011: Collect teachers' parent communication log **Person:** Alisan Clayton

Jun 30, 2011: Collect spring data: % of teachers making personal communication with targeted students' parents on a bi-monthly basis **Person:** Alisan Clayton

Jun 30, 2011: Collect spring data: % of teachers who report parental involvement in their classrooms **Person:** Staci Rooze

Encourage Rigorous Curriculum

Feb 1, 2010: Teachers recommend students for the 2/3 and 4/5 classes. **Person:** Vickie Pearl

Mar 23, 2010: HA teacher collaboration **Person:** Gina Boyd Christy Harshbarger

Apr 1, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: % of completed surveys by both teachers and parents **Person:**

Apr 1, 2010: Collect baseline data: % of students identified and recommended for enrichment **Person:**

Apr 30, 2010: Send letters of invitation to prospective 2/3 and 4/5 students. **Person:** Vickie Pearl

May 15, 2010: Conduct an introduction to the 2/3 HA class for parents. **Person:** Christy Harshbarger

May 31, 2010: Answer prospective students' parents' questions. **Person:** Gina Boyd Christy Harshbarger

Jul 1, 2010: Send welcome letter to incoming 2/3 students. **Person:** Christy Harshbarger

Aug 28, 2010: Teacher will inform parents about specific curricular requirements at Meet the Teacher Night **Person:** Gina Boyd Christy Harshbarger

Oct 2, 2010: All corporation HA teachers meeting **Person:** Vickie Pearl

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of completed surveys by both teachers and parents **Person:**

Nov 30, 2010: Collect fall data: % of students identified and recommended for enrichment **Person:**

Dec 4, 2010: All corporation HA teachers meeting **Person:** Vickie Pearl

Feb 1, 2011: Teachers recommend students for the 2/3 and 4/5 classes. **Person:** Vickie Pearl

Feb 5, 2011: All corporation HA teachers meeting **Person:** Vickie Pearl

Apr 9, 2011: All corporation HA teachers meeting **Person:** Vickie Pearl

Apr 30, 2011: Send letters of invitation to prospective 2/3 and 4/5 students. **Person:** Vickie Pearl

May 15, 2011: Conduct an introduction to the 2/3 HA class for parents. **Person:** Vickie Pearl
May 30, 2011: Answer prospective students' parents' questions. **Person:** Gina Boyd Christy Harshbarger
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: % of completed surveys by both teachers and parents **Person:**
Jun 30, 2011: Collect spring data: % of students identified and recommended for enrichment **Person:**
Jul 1, 2011: Send welcome letter to incoming 2/3 students. **Person:** Christy Harshbarger

Extended Learning Activities

Sep 15, 2010: Gather data to compile a list of students who are eligible for SES **Person:** Nancy Nargi
Sep 15, 2010: Organize a Tutoring Fair during the fall parent conferences **Person:**
Oct 1, 2010: Duplicate SES information and application forms **Person:** Nancy Nargi
Oct 1, 2010: Send out a flyer to parents explaining SES **Person:** Nancy Nargi
Oct 10, 2010: Provide teachers with SES information for fall parent conferences **Person:** Nancy Nargi
Oct 19, 2010: Tutoring Fair will be from 4:00-7:00 pm Oct. 19 & 21 **Person:** Nancy Nargi
Nov 1, 2010: Application forms are sent to providers and tutoring begins **Person:** Nancy Nargi
Nov 1, 2010: Transportation will be arranged for students tutored after school at MMES **Person:** Nancy Nargi

Focused Academic Area

Jan 10, 2010: Revisit Training from Dr. Quick on the use of math manipulatives **Person:** Audrey Gipson, Christy Harshbarger, Kendra Garrett, Claire Neal
Mar 15, 2010: Introduce new math series, Math in Focus to staff **Person:** Mindy Higgins
Mar 29, 2010: Grade Level Training: Reader's Workshop/Daily Cafe **Person:** Michele Luck
Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days/week **Person:** Kelly Jones
Apr 1, 2010: Collect baseline data: % of Title I, Special Education, and ELL staff implementing the LLI program **Person:**
Apr 1, 2010: Collect baseline data: Semester Survey: % of teachers who believe they have implemented new series with integrity **Person:** Mindy Higgins
Apr 1, 2010: Collect baseline data: Semester Survey: % of teachers who report they have implemented Cafe and Reading Workshop **Person:** Andrea Lawson
Apr 1, 2010: Collect baseline data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small math groups and the skills they covered. **Person:** Audrey Gipson
Apr 1, 2010: Collect baseline data: The percentage of teachers introducing new concepts with the use of manipulatives **Person:** Christy Harshbarger
Apr 21, 2010: Grade Level Training: Reader's Workshop/Daily Cafe **Person:** Michele Luck
May 1, 2010: % of teachers at each grade level currently meeting with small guided reading groups 3 or more days/week **Person:** Kelly Jones
May 1, 2010: Collect baseline data of % of students in the subgroups of Special Ed., Limited English, Hispanic, and Free/Reduced currently receiving small group guided reading instruction 3 or more days/week **Person:** Kelly Jones
Jun 14, 2010: Summer Workshop **Person:** Central Office
Aug , 2010: Distribute and discuss data logs to staff **Person:** Audrey Gipson
Aug 10, 2010: Distribute and discuss data logs to staff **Person:**
Aug 15, 2010: Distribute a list of students to each classroom teacher highlighting students who are at greatest need. These students will be targeted for small group math instruction. These lists will be reconsidered every 9 weeks as data is compiled throughout the ye **Person:** Mindy Higgins and Nancy Nargi
Aug 15, 2010: Identify students who are at risk and are in need of small group instruction. This will be done by looking at mclass math, Acuity math, and Istep math scores. Sub group membership will also be considered for students who are "on the bubble." **Person:** Mindy Higgins and Nancy Nargi
Aug 19, 2010: How to "schedule" small group math time in your classroom. What are the other students doing? **Person:** Michele Luck
Aug 23, 2010: Monthly collaboration/check-ups **Person:** Mindy Higgins
Aug 26, 2010: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones
Aug 29, 2010: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson
Sep 5, 2010: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins
Sep 5, 2010: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson
Sep 7, 2010: Using Math Manipulatives with Math In Focus **Person:** Mindy Higgins

Sep 8, 2010: Small math group instruction strategies **Person:** Audrey Gipson

Sep 20, 2010: Staff meeting: Small group identification and scheduling. (mClass, Acuity, and ISTEP data will be used to identify targeted students.) Teachers will work on creating a schedule for meeting with their small groups. **Person:** Kelly Jones & Mindy Higgins

Sep 20, 2010: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Sep 26, 2010: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Sep 26, 2010: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Sep 27, 2010: Monthly collaboration/check-ups **Person:** Mindy Higgins

Oct 3, 2010: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Oct 3, 2010: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Oct 15, 2010: Identify students who are at risk and are in need of small group instruction. This will be done by looking at mclass math, Acuity math, and Istep math scores. Sub group membership will also be considered for students who are "on the bubble."
Person: Mindy Higgins and Nancy Nargi

Oct 20, 2010: Distribute a list of students to each classroom teacher highlighting students who are at greatest need. These students will be targeted for small group math instruction. These lists will be reconsidered every 9 weeks as data is compiled throughout the ye **Person:** Mindy Higgins and Nancy Nargi

Oct 20, 2010: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Oct 25, 2010: Monthly collaboration/check-ups **Person:** Mindy Higgins

Oct 26, 2010: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Oct 31, 2010: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Nov 7, 2010: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Nov 7, 2010: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Nov 10, 2010: Small math group instruction strategies **Person:** Jennifer Matz

Nov 20, 2010: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Nov 22, 2010: Monthly collaboration/check-ups **Person:** Mindy Higgins

Nov 28, 2010: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Nov 28, 2010: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days/week **Person:** Kelly Jones

Nov 30, 2010: Collect fall data: % of Title I, Special Education, and ELL staff implementing the LLI program **Person:**

Nov 30, 2010: Collect fall data: Semester Survey: % of teachers who believe they have implemented new series with integrity
Person: Mindy Higgins

Nov 30, 2010: Collect fall data: Semester Survey: % of teachers who report they have implemented Cafe and Reading Workshop
Person: Andrea Lawson

Nov 30, 2010: Collect fall data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small math groups and the skills they covered. **Person:** Audrey Gipson

Nov 30, 2010: Collect fall data: The percentage of teachers introducing new concepts with the use of manipulatives **Person:** Christy Harshbarger

Dec 5, 2010: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Dec 5, 2010: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Dec 17, 2010: Identify students who are at risk and are in need of small group instruction. This will be done by looking at mclass math, Acuity math, and Istep math scores. Sub group membership will also be considered for students who are "on the bubble."
Person: Mindy Higgins and Nancy Nargi

Dec 20, 2010: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Dec 22, 2010: Distribute a list of students to each classroom teacher highlighting students who are at greatest need. These students will be targeted for small group math instruction. These lists will be reconsidered every 9 weeks as data is compiled throughout the ye **Person:** Mindy Higgins and Nancy Nargi

Dec 26, 2010: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Dec 26, 2010: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Jan 2, 2011: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Jan 2, 2011: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Jan 7, 2011: Monthly collaboration/check-ups **Person:** Mindy Higgins

Jan 12, 2011: Small math group instruction strategies **Person:** Cathie Kappes

Jan 20, 2011: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Jan 30, 2011: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Jan 30, 2011: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Feb 6, 2011: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Feb 6, 2011: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Feb 7, 2011: Monthly collaboration/check-ups **Person:** Mindy Higgins

Feb 18, 2011: Identify students who are at risk and are in need of small group instruction. This will be done by looking at mclass math, Acuity math, and Istep math scores. Sub group membership will also be considered for students who are "on the bubble."
Person: Mindy Higgins and Nancy Nargi

Feb 20, 2011: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Feb 23, 2011: Distribute a list of students to each classroom teacher highlighting students who are at greatest need. These students will be targeted for small group math instruction. These lists will be reconsidered every 9 weeks as data is compiled throughout the year
Person: Mindy Higgins and Nancy Nargi

Feb 27, 2011: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Feb 27, 2011: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Mar 6, 2011: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Mar 6, 2011: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Mar 7, 2011: Monthly collaboration/check-ups **Person:** Mindy Higgins

Mar 16, 2011: Small math group instruction strategies **Person:** Vicki Pounds & Amy Ahnert

Mar 20, 2011: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Mar 27, 2011: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

Mar 27, 2011: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Apr 3, 2011: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

Apr 3, 2011: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

Apr 4, 2011: Monthly collaboration/check-ups **Person:** Mindy Higgins

Apr 20, 2011: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Apr 22, 2011: Identify students who are at risk and are in need of small group instruction. This will be done by looking at mclass math, Acuity math, and Istep math scores. Sub group membership will also be considered for students who are "on the bubble."
Person: Mindy Higgins and Nancy Nargi

Apr 24, 2011: Meet with Professional Learning Committees to share strategies. **Person:** Kelly Jones

Apr 27, 2011: Distribute a list of students to each classroom teacher highlighting students who are at greatest need. These students will be targeted for small group math instruction. These lists will be reconsidered every 9 weeks as data is compiled throughout the year
Person: Mindy Higgins and Nancy Nargi

Apr 27, 2011: Meet with Professional Learning Committees to share strategies **Person:** Audrey Gipson

May 1, 2011: Collaborate in professional learning communities on the use of manipulatives **Person:** Mindy Higgins

May 1, 2011: Monthly meeting on Reader's Workshop & Cafe **Person:** Andrea Lawson

May 2, 2011: Monthly collaboration/check-ups **Person:** Mindy Higgins

May 20, 2011: The coach will provide support to staff as they implement the new programs. **Person:** Michele Luck

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days/week **Person:** Kelly Jones

Jun 30, 2011: Collect spring data: % of Title I, Special Education, and ELL staff implementing the LLI program **Person:**

Jun 30, 2011: Collect spring data: Semester Survey: % of teachers who believe they have implemented new series with integrity
Person: Mindy Higgins

Jun 30, 2011: Collect spring data: Semester Survey: % of teachers who report they have implemented Cafe and Reading Workshop
Person: Andrea Lawson

Jun 30, 2011: Collect spring data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small math groups and the skills they covered. **Person:** Audrey Gipson

Jun 30, 2011: Collect spring data: The percentage of teachers introducing new concepts with the use of manipulatives **Person:** Christy Harshbarger

Focused Student Group

Jan 25, 2010: Leveled Literacy Intervention (LLI) Training **Person:** Michele Luck

Feb 1, 2010: Leveled Literacy Instruction Observation at a school already implementing in Title One and Special Education **Person:** Michele Luck

Apr 1, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days per week **Person:**

Apr 1, 2010: Collect baseline data: % of Title One, Special Education, and ELL staff implementing the LLI program **Person:** Nancy Nargi

Apr 1, 2010: Collect baseline data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small groups and the skills they covered **Person:**

Sep 20, 2010: Identify students performing below grade level in reading. (mClass, Acuity, running records, and ISTEP scores will be used.) **Person:** Mindy Higgins and Nancy Nargi

Sep 25, 2010: Schedule Title One, ELL, and Special Ed. pull-out/push-in times to meet with students in most need based on assessment results. Distribute schedules to all staff. **Person:** Mindy Higgins, Nancy Nargi, Mary Beth Fitzgerald, and Kelly Jones

Sep 27, 2010: Begin meeting with small groups to implement LLI with students. **Person:** Nancy Nargi, Kelly Jones, Mary Beth Fitzgerald, and Mindy Higgins

Oct 25, 2010: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Nov 25, 2010: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days per week **Person:**

Nov 30, 2010: Collect fall data: % of Title One, Special Education, and ELL staff implementing the LLI program **Person:** Nancy Nargi

Nov 30, 2010: Collect fall data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small groups and the skills they covered **Person:**

Dec 20, 2010: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Jan 25, 2011: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Feb 1, 2011: Identify students performing below grade level in reading. (mClass, Acuity, running records, and ISTEP scores will be used.) **Person:** Mindy Higgins and Nancy Nargi

Feb 2, 2011: Distribute new list of students who will qualify for pull-out/push-in services to teachers. Same schedule will apply. **Person:** Mindy Higgins and Nancy Nargi

Feb 25, 2011: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Mar 25, 2011: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Apr 25, 2011: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

May 25, 2011: Title 1, Special Education and ELL staff will meet with small groups of students to implement LLI (weekly) **Person:** Nancy Nargi

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: % of teachers implementing and documenting small group instruction in reading for targeted groups 3 days per week **Person:**

Jun 30, 2011: Collect spring data: % of Title One, Special Education, and ELL staff implementing the LLI program **Person:** Nancy Nargi

Jun 30, 2011: Collect spring data: The % of teachers who turn in a completed quarterly log of the names of students they instructed during small groups and the skills they covered **Person:**

Parent Involvement

Apr 1, 2010: Collect baseline data: % of parents of targeted students who attend Parent University Meetings **Person:** Alisan Clayton

Jun 22, 2010: Create a letter to local businesses requesting donations for door prizes at all four Parent University Meetings **Person:** Staci Rooze and Alisan Clayton

Jun 22, 2010: Create a parent sign-in sheet for each of the four Parent University Meetings **Person:** Staci Rooze and Alisan Clayton

Jun 22, 2010: Create a passport to track the attendance at the four Parent University Meetings **Person:** Staci Rooze and Alisan Clayton

Jun 22, 2010: Meet with committee to decide the topics that will be shared at the first two Parent University Meetings **Person:** Staci Rooze and Alisan Clayton

Aug 15, 2010: Meet to discuss first parent university meeting. Create an agenda and hand-outs for parents during the meeting. **Person:** Staci Rooze and Alisan Clayton

Sep 21, 2010: Parent University Meeting 1 **Person:** Staci Rooze

Oct 15, 2010: Meet to discuss second parent university meeting. Create an agenda and hand-outs for parents during the meeting. **Person:** Staci Rooze and Alisan Clayton

Nov 16, 2010: Parent University Meeting 2 **Person:** Alisan Clayton

Nov 23, 2010: Meet with committee to decide the topics that will be shared at the last two Parent University Meetings **Person:** Staci Rooze and Alisan Clayton

Nov 30, 2010: Collect fall data: % of parents of targeted students who attend Parent University Meetings **Person:** Alisan Clayton

Jan 15, 2011: Meet to discuss third parent university meeting. Create an agenda and parent hand-outs. **Person:** Staci Rooze and Alisan Clayton

Feb 8, 2011: Parent University Meeting 3 **Person:** Staci Rooze

Mar 15, 2011: Meet to discuss final parent university meeting. Create agenda and parent hand-outs. **Person:** Staci Rooze and Alisan Clayton

Apr 12, 2011: Parent University Meeting 4 **Person:** Alisan Clayton

Jun 30, 2011: Collect spring data: % of parents of targeted students who attend Parent University Meetings **Person:** Alisan Clayton

School-Wide Positive Behavior System

Apr 1, 2010: Collect baseline data: The percentage of staff members giving out multiple Grinder Awards each month. **Person:** Mindy Higgins

Apr 1, 2010: Collect baseline data: The percentage of students reporting on a survey that they agree or strongly agree that other student's behavior interferes with their learning **Person:** Courtney Solomon

Apr 1, 2010: Collect baseline data: The percentage of teachers who have implemented a mini economy in their classroom **Person:** Gina Boyd

Apr 1, 2010: Collect baseline data: The percentage of teachers who have school rules posted in their classroom **Person:** Lee Sweet

Apr 26, 2010: Mini-economy Training **Person:** Gina Boyd

Apr 27, 2010: Workshop to train staff on how to implement a mini-economy system into their classroom **Person:** Gina Boyd and Dr. Day

Apr 28, 2010: Workshop to train staff on how to implement a mini-economy system into their classroom **Person:** Gina Boyd and Dr. Day

Apr 30, 2010: Workshop to train staff on how to implement a mini-economy system into their classroom **Person:** Gina Boyd and Dr. Day

Jun 1, 2010: Steering committee strategy chairs will meet to develop a set of school-wide rules and expectations that will be implemented in the Fall. **Person:** Mindy Higgins

Aug 16, 2010: Administration and staff involved in school wide expectation presentations will meet and plan presentations. **Person:** Mindy Higgins

Aug 16, 2010: Administration will distribute to staff a copy of school-wide rules. **Person:** Mindy Higgins

Aug 17, 2010: Staff will post school-wide rules and pictures depicting positive behavior in classrooms and common areas in the building such as hallways, restrooms, cafeteria. **Person:** Mindy Higgins

Aug 17, 2010: Staff will review the school-wide rules with students and use their mini-economy system to reinforce. **Person:** Mindy Higgins

Aug 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Aug 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Aug 23, 2010: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Aug 23, 2010: School-wide expectations will be presented to the students. **Person:** Mindy Higgins

Aug 28, 2010: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Sep 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Sep 23, 2010: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Sep 28, 2010: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Oct 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Oct 23, 2010: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Oct 25, 2010: School-wide expectations will be presented to the students. **Person:** Mindy Higgins

Oct 28, 2010: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Nov 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Nov 23, 2010: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Nov 28, 2010: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Nov 30, 2010: Collect fall data: The percentage of staff members giving out multiple Grinder Awards each month. **Person:** Mindy Higgins

Nov 30, 2010: Collect fall data: The percentage of students reporting on a survey that they agree or strongly agree that other student's behavior interferes with their learning **Person:** Courtney Solomon

Nov 30, 2010: Collect fall data: The percentage of teachers who have implemented a mini economy in their classroom **Person:** Gina Boyd

Nov 30, 2010: Collect fall data: The percentage of teachers who have school rules posted in their classroom **Person:** Lee Sweet

Dec 17, 2010: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Dec 23, 2010: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Dec 28, 2010: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Jan 9, 2011: School-wide expectations will be presented to the students. **Person:** Mindy Higgins

Jan 17, 2011: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Jan 23, 2011: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Jan 28, 2011: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Feb 17, 2011: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Feb 23, 2011: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Feb 28, 2011: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Feb 28, 2011: School-wide expectations will be presented to the students. **Person:** Mindy Higgins

Mar 17, 2011: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Mar 23, 2011: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Mar 28, 2011: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Apr 17, 2011: Teachers will implement mini-economy systems in their classrooms. **Person:** Teachers

Apr 23, 2011: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

Apr 28, 2011: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

May 23, 2011: Everyday on morning announcements, a school-wide rule will be highlighted with examples of how students can exhibit the correct behavior. **Person:** Mindy Higgins

May 28, 2011: Each week, staff will select students to receive "Grinder Award" who have exhibited exceptional behavior for the week. **Person:** Teachers

Jun 30, 2011: Collect spring data: The percentage of staff members giving out multiple Grinder Awards each month. **Person:** Mindy Higgins

Jun 30, 2011: Collect spring data: The percentage of students reporting on a survey that they agree or strongly agree that other student's behavior interferes with their learning **Person:** Courtney Solomon

Jun 30, 2011: Collect spring data: The percentage of teachers who have implemented a mini economy in their classroom **Person:** Gina Boyd

Jun 30, 2011: Collect spring data: The percentage of teachers who have school rules posted in their classroom **Person:** Lee Sweet

Teacher Mentoring Program

Aug 15, 2010: Please see Strategy I Focused Academic Area Literacy Instruction Coach in Language Arts **Person:** Mindy Higgins

Aug 15, 2010: Please see Strategy U: Literacy Instruction Coach in Language Arts **Person:** Mindy Higgins

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 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.

Community Awareness and Involvement

No professional development is needed for this strategy.

School-Wide Positive Behavior System

Mini-economy Training

Brief Description: Gina Boyd will introduce the mini-economy concept to the staff. The staff will then have multiple days to collaborate and develop a mini-economy system for their grade levels.

Intended Participants: Teachers

Date: Apr 26, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Workshop to train staff on how to implement a mini-economy system into their classroom

Brief Description: Dr. Day and Gina Boyd will present information about mini-economy implementation.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 27, 2010

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

Activity Format: Presentation, Peer Coaching

Funding: ICEE

Does this activity occur during the school day? Yes

Workshop to train staff on how to implement a mini-economy system into their classroom

Brief Description: Dr. Day and Gina Boyd will present examples of successful classrooms currently using mini- economies.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 28, 2010

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

Activity Format: Presentation, Peer Coaching

Funding: ICEE

Does this activity occur during the school day? Yes

Workshop to train staff on how to implement a mini-economy system into their classroom

Brief Description: Dr. Day and Gina Boyd will provide suggestions about how to implement mini-economies and manage them in the classroom.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 30, 2010

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

Activity Format: Presentation, Peer Coaching

Funding: ICEE

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent University

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement: Connecting with Parents

Presentation on effectiveness of parent involvement in raising student achievement

Brief Description: Presentation on the effect parent involvement has on student achievement. Each monthly professional learning community (in anti-resistance) will begin with a 5-10 minute professional development time in which "tips" will be given for raising parent involvement.

Intended Participants: Teachers

Date: Sep 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified 2nd-5th students.

All corporation HA teachers meeting

Brief Description: All corporation HA teachers meet to discuss curriculum and to improve teaching.

Intended Participants: Teachers

Dates: Oct 2, 2010; Dec 4, 2010; Feb 5, 2011; Apr 9, 2011

Activity Purpose: Feedback/Support, Refinement

Activity Format: Study Group

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Literacy Instruction Coach in Language Arts using Cafe' and Reading Workshop

Grade Level Training: Reader's Workshop/Daily Cafe

Brief Description: Literacy Coach Michele Luck will train each grade level on the implementation of reader's workshop/Daily Cafe. This will be an all day training.

Intended Participants: Teachers

Date: Mar 29, 2010

Activity Purpose: Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title One Stimulus

Does this activity occur during the school day? Yes

Grade Level Training: Reader's Workshop/Daily Cafe

Brief Description: Literacy Coach Michele Luck will have an all-day training with each grade level to reinforce first training and collaborate on how strategy will be implemented in August.

Intended Participants: Teachers

Date: Apr 21, 2010

Activity Purpose: Information

Activity Format: Presentation, Peer Coaching

Funding: Title One

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math In Focus

Introduce new math series, Math in Focus to staff

Brief Description: Staff will be introduced to the new series. Each grade level will receive a kit to begin looking through and discussing.

Intended Participants: Teachers

Date: Mar 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Summer Workshop

Brief Description: A summer workshop will be offered for teachers that will focus on the new math series.

Intended Participants: Teachers

Date: Jun 14, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: Title One/Gifted & Talented

Does this activity occur during the school day? No

Using Math Manipulatives with Math In Focus

Brief Description: Teachers will share what they learned during summer workshop on how to use math manipulatives with the new math series.

Intended Participants: Teachers

Date: Sep 7, 2010

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

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math Manipulatives and Models

Revisit Training from Dr. Quick on the use of math manipulatives

Brief Description: We will revisit our training from Dr. Quick during one of our daily professional development blocks.

Intended Participants: Teachers, Administrators

Date: Jan 10, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title One

Does this activity occur during the school day? Yes

I. Focused Academic Area: Small Group Math Instruction

How to "schedule" small group math time in your classroom. What are the other students doing?

Brief Description: Michele Luck will present ideas to the staff on differentiating math instruction and how to meet with small groups while other students are working independently.

Intended Participants: Teachers

Date: Aug 19, 2010

Activity Purpose: Skill Building

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Small math group instruction strategies

Brief Description: Teachers will attend a workshop and discuss best practices for teaching small groups for math instruction.

Intended Participants: Teachers, Administrators

Dates: Sep 8, 2010; Nov 10, 2010; Jan 12, 2011; Mar 16, 2011

Activity Purpose: Information, Refinement

Activity Format: Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Small guided reading groups

No professional development is needed for this strategy.

L. Early Childhood Transition: TSC Pre-School Committee

No professional development is needed for this strategy.

O. Extended Learning Activities: SES Tutoring

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Literacy Coach

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits

Leveled Literacy Intervention (LLI) Training

Brief Description: Michele Luck will train Title One, Special Education, and ELL staff on the use of Leveled Literacy Instruction.

Intended Participants: Teachers

Date: Jan 25, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title One Stimulus

Does this activity occur during the school day? Yes

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Communication to parents, community and students about standards is ineffective

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)

Strategies to Impact This Concern:

- Community Awareness and Involvement
- T. Annual Parent Meeting
- L. Early Childhood Transition: TSC Pre-School Committee
- B. Educator Training for Parent Involvement: Connecting with Parents
- C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee
- E. Parent Information Resource Center Website: Title I Web page link
- A. Parent Involvement: Parent University
- M. Parent Notice - Assessment Results: Report Cards
- N. Parent Notice - School in Improvement
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

We are concerned that... students believe other's behavior interferes with their learning.

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- School-Wide Positive Behavior System
- K. Attracting Highly Qualified Teachers: TSC Hiring Practices

We are concerned that... students don't ask questions when they don't understand

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- School-Wide Positive Behavior System
- K. Attracting Highly Qualified Teachers: TSC Hiring Practices
- F. Encourage Rigorous Curriculum: Encourage high-ability students to participate in enrichment programs.
- I. Focused Academic Area: Small Group Math Instruction
- U. Focused Student Group: Small Group Math Instruction

We are concerned that... students don't feel they have enough time to finish assignments.

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- School-Wide Positive Behavior System
- K. Attracting Highly Qualified Teachers: TSC Hiring Practices
- O. Extended Learning Activities: SES Tutoring

We are concerned that... our community does not understand what is happening in our school.

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Community Awareness and Involvement
- T. Annual Parent Meeting
- L. Early Childhood Transition: TSC Pre-School Committee
- B. Educator Training for Parent Involvement: Connecting with Parents
- C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee
- E. Parent Information Resource Center Website: Title I Web page link

- A. Parent Involvement: Parent University
- N. Parent Notice - School in Improvement
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee
- A. Parent Involvement: Parent University
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- R1. Parent Right-to-Know Letter - Qualifications
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Connecting with Parents

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: TSC Pre-School Committee
- C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee

E. Parent Information Resource Center Website (SW)**Data Targets Influenced by This Concern:**

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website: Title I Web page link

F. Encourage Rigorous Curriculum (PL221, SW)**Data Targets Influenced by This Concern:**

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified K-1st students.
- F. Encourage Rigorous Curriculum: Encourage high-ability students to participate in enrichment programs.
- F. Encourage Rigorous Curriculum: Offer high-ability curriculum to identified 2nd-5th students.

I. Focused Academic Area (PL221, SW)**Data Targets Influenced by This Concern:**

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy Instruction Coach in Language Arts using Cafe' and Reading Workshop
- I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits
- I. Focused Academic Area: Small Group Math Instruction
- I. Focused Academic Area: Small guided reading groups
- I. Focused Academic Area: Math Manipulatives and Models
- I. Focused Academic Area: Math In Focus
- U. Focused Student Group: Small Guided Reading Groups
- U. Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits

- U. Focused Student Group: Small Group Math Instruction

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers: TSC Hiring Practices
- I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits
- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers: TSC Hiring Practices

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: TSC Pre-School Committee

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results: Report Cards

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

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)

Strategies to Impact This Concern:

- O. Extended Learning Activities: SES Tutoring

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy Instruction Coach in Language Arts using Cafe' and Reading Workshop
- I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits
- P. Teacher Mentoring Program: TSC New Teacher Academy
- P. Teacher Mentoring Program: Literacy Coach
- P. Teacher Mentoring Program: Professional Learning Communities

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- S. School-Parent Compact

T. Annual Parent Meeting (SW)**Data Targets Influenced by This Concern:**

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)**Data Targets Influenced by This Concern:**

- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: Small Group Math Instruction
- I. Focused Academic Area: Small guided reading groups
- I. Focused Academic Area: Literacy Instruction Coach in Language Arts with LLI kits
- U. Focused Student Group: Small Guided Reading Groups
- U. Focused Student Group: Small Group Math Instruction
- U. Focused Student Group: Literacy Instruction Coach in Language Arts with LLI kits

V. Peer Review for SIP (In Improvement)**Data Targets Influenced by This Concern:**

- 3rd Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 4th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- 5th Grade Free/Reduced -- Pass ISTEP Math Problem Solving (seat data)
- Free and Reduce Lunch -- Passing ISTEP in Language Arts (AYP)
- Hispanic -- passing ISTEP in Language Arts (AYP)
- Hispanic -- Passing ISTEP Math (AYP)
- Limited English -- Passing ISTEP Language Arts (AYP)
- Limited English -- Passing ISTEP Math (AYP)
- Special Education -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	School office/teacher work room
<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. 	None.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	MClass reading and math for grades K-2, Acuity reading and math for grades 3-5 Rigby Kits
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	NA
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Yes. Our district has set aside 10% of the district's Title 1 funds to support high quality professional development focused on meeting adequate yearly progress in our school (and other schools in our district that are in "improvement").

Continuous Improvement Timeline

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

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