

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations
- Title I - Schoolwide
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Shay Daley - Community Representative
- Mindy Higgins - Administrator
- Nancy Nargi - Teacher
- Staci Rooze - Teacher
- Ashley Williams - Parent/Guardian

Strategy Chairs

- Alisan Clayton
- Audrey Gipson
- Christy Harshbarger
- Mindy Higgins
- Andrea Lawson
- Anne Marshall
- Nancy Nargi
- Staci Rooze

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
- Laura Carson - Community NonProfit

- Marc Estes - E.R. Doctor at Local Hospital
- Patricia Foerg - Government, Service Organization
- Jessie Gingrich - Parent of a 2nd Grader
- Patrick Harrington - Local Government
- 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
- Amy O'Shea - Community
- 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
- Doug Schwartz - Community Member
- Lisa Talcott - Parent of 1st & 5th grader
- James Taylor - Community
- 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. We believe all students deserve to be surrounded by dedicated adults who believe in them, encourage them, and have high expectations for their success. We believe all students deserve teachers who utilize a wide variety of instructional strategies to help them achieve. We believe all students deserve opportunities to experience the world around them and to become productive citizens in a global society. We also believe that parents are our partners in education and play a key role in student success. As a school community, we will strive each day to give all of our students the tools they need to become responsible well-educated citizens

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.

Black Students - Passing ISTEP+ in Math (Seat Data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			51.6%	60%		65%		70%		75%		100%

Black Students - Passing ISTEP+ Language Arts (Seat Data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			48%	60%		65%		70%		75%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	63%	65%	60.4%	70%		75%		78%		80%		100%

Special Education Students - Passing ISTEP Language Arts (Seat Data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55%	60%		65%		70%		75%		100%

Special Education Students - Passing ISTEP+ in Math (Seat Data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			60%	65%		70%		75%		80%		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... 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.

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... Tier 1 Core Reading

With a core reading plan in place and a common road map for the entire school, we can base our instruction on a scope and sequence that will follow a student from K-5. The CAFE/Daily 5 philosophies allow us to teach the scientifically research-based scope and sequence of our Harcourt Brace Trophies series through a differentiated approach.

We are concerned that... Tier 2 Reading

Students deemed at risk by common assessments will receive extra help to ensure they are getting the skills necessary to meet grade level benchmarks.

We are concerned that... Tier 3 Reading

Tier 3 students will be given specific interventions through an action plan or IEP that sets goals and instructional methods to develop skills needed to be successful readers.

We are concerned that... Reading Assessment

It is important to utilize assessments that will accurately reflect students' reading progress. Common assessments at each grade level, along with benchmarks for the entire school will help us best meet the needs of all learners.

We are concerned that... Reading Communication to Parents

Parents need timely feedback from teachers as to their child's reading progress. Communication between the school and the parents helps foster a partnership for the child's education.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

CAFE/Daily 5 based on Reading Series Scope and Sequence

The scope and sequence of the Harcourt-Brace Reading series, adopted from the Indiana state approved textbook list, will be used as the basis of the core reading program in grades K-5 in conjunction with the Indiana Department of Education's Curriculum Maps. A 90 minute reading block will be implemented in grades K-5, with it being uninterrupted for all day K-5 and as uninterrupted as possible for our 1/2 day kindergarten students. Mayflower Mill Elementary has implemented a new instructional approach to teaching reading called the CAFĀ/Daily 5, created and published by teachers Gail Boushey and Joan Moser. CAFĀ Ā is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary. With this model, students experience goal-setting in individual conferences, they post goals on a whole-class CAFĀ board, the teacher delivers small group instruction based on clusters of students with similar goals and targets whole-class instruction based on emerging student needs. The Daily 5Ā is a structure that helps students develop the daily habits of reading, writing (in response to reading), and working independently that will lead to a lifetime of literacy independence. During the Daily 5, students are busy reading to self, reading with someone, listening to reading, working on writing (in response to reading), or working with words. Teachers are busy meeting with individual students and small groups, delivering instruction specifically tailored to their needs based on CAFĀ strategies. We will continue to utilize our instructional coach and our daily professional development block to provide our teachers with support as this philosophy is implemented in grades K-5.

Impact Level: High Impact - Inside

Focus: Specific

Community Awareness and Involvement

Mayflower Mill staff and administration will continue to inform community stakeholders of opportunities for community involvement and pertinent school information via the monthly school newsletter.

Impact Level: Low Impact

Focus: General

Reading Assessment

Grades K-2 will complete mClass reading assessments 3 times a year (September, January, and April). Teachers will complete the assessments by the state deadlines. Grades 3-5 will complete Fountas and Pinnell Benchmark assessments in reading each quarter. In addition, grades 3-5 will complete Acuity Predictive Assessments in Language Arts 3 times a year (September, November, and February). Teachers will be responsible for making sure all of their students complete the assessments. Grades K-5 will have the option of giving quarterly benchmark running records assessments using the assessment tool from the Harcourt Brace reading series as needed to progress monitor students. Students in Tiers 2 or 3 will also be assessed frequently using running records from the LLI kit or the Harcourt Brace reading series. In addition, common core assessments will be given to determine reading comprehension and application of skills and strategies.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Parents will be given copies of all reading assessments in a timely manner. Reports from mClass and Acuity will be sent home at the beginning, middle and end of the year to let parents know how their child is performing in reading. Running records that are done in the classroom will also be shared with parents. Quarterly report cards will detail students' performance in reading including their strengths and weaknesses. Teachers will be responsible for giving parents the results of the reading assessments.

Impact Level: High Impact - Outside

Focus: Specific

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 and adjust the plan that best fits their students. 2. A school-wide set of classroom rules will continue to be implemented in each classroom, cafeteria, bus, etc. Everyone will be using a common vocabulary with consistency. 3. Morning announcements will continue to highlight school rules and expectations and incorporate the Mayflower Mill school pledge. 4. 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. 5. 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: General

Tier 2 Reading

We will utilize the Fountas and Pinnell Leveled Literacy Intervention program with students that qualify for Tier 2 reading instruction at grades 1 and 2 with a daily 30 minute intervention block. Students will be identified for this intervention based on the assessment results of mClass Reading/Dibels in grades K-2. In addition, support staff will be utilized to provide interventions in the classrooms in grades K-3. Each classroom will be assigned a support staff employee to partner with them in providing extra support during the core reading block for students in tier 2. For grades 3-5, Fountas and Pinnell benchmark assessments and/or Rigby assessments will be used to determine at-risk students. Acuity can also be used for students in grades 3-5 by specifically looking at the reading comprehension components of the Language Arts assessment. We will utilize additional staff to either "push-in" or "pull-out" for intensive reading intervention for 30 minutes a day. Our extra services will be concentrated heavily in grades K-2, as those are the foundational grade levels for learning to read. Student data will be reviewed periodically to determine the need for extra services. Interventionists and Title One funded staff members will assist in the implementation of this Tier 2 strategy.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

The tier 3 component will consist of using Fountas and Pinnell Leveled Literacy Instruction, Reading Mastery, and/or the Harcourt-Brace Intervention Kit. Students falling into this tier have more than likely been identified for special education services in reading. In some instances, the interventionist may be assigned to work with a tier 3 student. The goal of tier 3 intervention will be to provide either supplemental or core instruction to identified students in the resource room or interventionists' room. Students are identified for tier 3 instruction by holding either a problem solving meeting (RTI) or a special education Case Conference. Individual action plan or Individual Education plan will be created for all students in tier 3 to individualize their instruction.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Parent University

Mayflower Mill will provide Parent University Meetings. These meetings will provide tools, strategies, and instruction for parents on things they can do to raise their child's level of achievement. There will be 3 evenings planned, focused on literacy, math, and standards/assessment.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - 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: Low Impact

Focus: General

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

During the school year 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

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: Specific

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: Specific

G. Attendance

Tippecanoe School Corp. requires parents to notify the school as early as possible on the day of the student's absence. The reason for the absence must be communicated. In order to qualify for promotion the student must be present 90% of the class enrollment days. The following are circumstances in which a student is not at school but will be counted as if she/he were present: exhibiting at the state fair or educational/religious experience under supervision of parents/guardians. The following absences are not counted against the student when determining the attendance requirement beyond the 9 maximum days allowed and are to be exempt from attendance requirements: illness with physician verification, immediate family member funeral with verification, judicial appointments with verification, or out-of-school suspension. The parent/guardian will be contacted each semester when the student has accumulated five absences in a semester or the student's attendance pattern indicates a risk of not meeting school corp. attendance requirement. Once a child has missed 9 days or 10% of their total enrollment days an administrator sends a truancy letter to the parents and notifies the Tippecanoe County Truancy officer.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Daily 5/Cafe

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 teachers will implement the CAFE/Daily 5 philosophy of teaching reading into their classrooms. All students will receive whole group, small group and individualized reading instruction. These will be flexible groups that will allow students to increase their reading levels. 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: Daily 5/Cafe Literacy 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. Our Literacy Coach, Michele Luck, will continue to support classroom teachers on how to use the Daily 5/Cafe Literacy Instruction model. The coach will provide support throughout the school year for staff as they implement these programs into their classrooms, and assist teachers in aligning the scope and sequence of the adopted reading series to guide their mini-lessons. Staff development meetings will take place on a regular basis to promote implementation and accountability. 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 Intervention

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 in grades 1-3 who are performing below benchmark in reading will receive extra small group instruction utilizing the Leveled Literacy Instruction kits by Fountas and Pinnell. Students will be identified using mClass, Acuity, or grade level running records. Those performing below benchmark may receive small group instruction for the purpose of remediation and with a goal of raising them to benchmark or above benchmark status. 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 continue to implement the 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. Small group math instruction will occur in the general education classroom with a goal of working with the targeted subgroups a minimum of 2 days a week. Students from targeted subgroups who are performing below benchmark will take first priority. Students identified for these small remediation groups will be determined by mClass assessment data, Acuity assessment data, classroom assessments, and subgroup membership. Targeted subgroups include: Free/reduced, Black, Special Education, and Hispanic students. 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 HOUSSE 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: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

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 paraprofessionals are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: All current paraprofessionals in the school are highly qualified. The corporation maintains the expectation that any future paraprofessionals hired will be highly qualified at the time of their hiring. 4. Information is available at the corporation and school level for 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 paraprofessionals and their highly qualified status and method for qualification. 6. If a paraprofessional is found to not be HQ in a particular area, a plan is developed for this paraprofessional to become highly qualified. Support is offered at the building and corporation level about how to take and pass the Parapro exam. 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: High Impact - Inside

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 - Inside

Focus: General

L. Student Transition: Incoming Kindergarten Workshop

In addition to our annual "Kindergarten Round Up" and the meetings that our corporation-wide preschool transition committee will be holding with area preschools, Mayflower Mill will hold a workshop for incoming kindergarten students and their parents each spring, beginning in April, 2011. Parents and students will attend either a lunch time or evening workshop in which they will learn more about the kindergarten curriculum. Prospective students will be able to participate in a variety of learning opportunities during the event and receive a book and other readiness supplies to use over the summer.

Impact Level: High Impact - Outside

Focus: Specific

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, along with the students' grades for each quarter and comments that document students' strengths and/or weaknesses. Assessment results will be written in a language that the child's family understands.

Impact Level: High Impact - Outside

Focus: Specific

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

If our school does not meet AYP, 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. As the budget allows, 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: Specific

P. Teacher Mentoring Program: Instructional Coach

Our instructional coach will train, monitor, and support classroom teachers in implementing focused academic and focused student group strategies. This will occur during staff development time and during the school day as available.

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 - Inside

Focus: General

P. Teacher Mentoring Program: TSC New Teacher Orientation

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.

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: Daily 5/Cafe Literacy 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 Daily 5/Cafe 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: Literacy Intervention for Tiers 2 and 3

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, students who are performing below benchmark will be identified and staff will work with these students to implement the Leveled Literacy Intervention program, small guided reading groups, or Acuity remediation groups. 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 in or out of the classroom. 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 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

CAFE/Daily 5 based on Reading Series Scope and Sequence

% of teachers observed implementing CAFE/Daily 5 philosophy on a regular basis

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90%	100%		100%	

School-Wide Positive Behavior System

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
79%	85%		100%	

Tier 2 Reading

Students moving from achieving below benchmark in reading to at or above benchmark in reading

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
41%	75%		100%	

% of teachers and support staff reporting highly effective collaboration per quarterly survey

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
0	75		100	

Required Strategies

A. Parent Involvement: Parent University

% of parents of targeted students who have a better understanding of the topic per exit survey

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
33	75		100	

% of students who were represented by a family member at each parent university

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
20%	25%		30%	

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

% of teachers reporting they promoted Super Saturday or other enrichment programs to their students

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
5%	50%		100%	

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

% of teachers who identify and recommend students for enrichment opportunities per semester survey

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35.1%	50%		100%	

I. Focused Academic Area: Daily 5/Cafe

% of teachers implementing Daily 5/CAFE philosophy consistently as measured by data review meetings with principal

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
91%	100		100	

I. Focused Academic Area: Daily 5/Cafe Literacy Instruction

% of teachers implementing the CAFE/Daily 5 Philosophy in their classrooms as evidenced by coaching and administrative walk-throughs, observations, and conferring notebook data collection

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100		100	

I. Focused Academic Area: Literacy Intervention

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

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

I. Focused Academic Area: Math In Focus

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100%		100%	

I. Focused Academic Area: Math Manipulatives and Models

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95%	100%		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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
33%	100		100	

U. Focused Student Group: Literacy Intervention for Tiers 2 and 3

% of Special Education and support staff implementing the LLI program

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

U. Focused Student Group: 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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
33%	50		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 17, 2011: Advertise Annual Parent Meeting in August Newsletter **Person:** Mindy Higgins

Sep 16, 2011: Hold annual meeting and explain the Title One program at MME **Person:** Nancy Nargi

CAFE/Daily 5 based on Reading Series Scope and Sequence

Apr 1, 2011: Collect baseline data: % of teachers observed implementing CAFE/DAILY 5 philosophy on a regular basis **Person:** Mindy Higgins

✓ **May 9, 2011:** Meet with Reading Team to develop plan **Person:** Mindy Higgins

✓ **May 15, 2011:** Staff will be briefed on core reading plan component **Person:** Mindy Higgins

May 15, 2011: Staff will collaborate to design curriculum maps to align with common core standards and the CAFE model **Person:** Michele Luck

Aug 30, 2011: Staff will meet monthly to adjust core reading plan and curriculum map based on student data **Person:** Mindy Higgins

Sep 30, 2011: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Oct 15, 2011: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Oct 15, 2011: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Oct 30, 2011: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Nov 30, 2011: Collect fall data: % of teachers observed implementing CAFE/DAILY 5 philosophy on a regular basis **Person:** Mindy Higgins

Nov 30, 2011: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Dec 17, 2011: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Dec 17, 2011: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Dec 30, 2011: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Jan 30, 2012: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Feb 18, 2012: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Feb 18, 2012: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Mar 1, 2012: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Apr 1, 2012: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Apr 21, 2012: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

Apr 21, 2012: Grade levels will have quarterly data review meetings with the principal to review student data regarding reading achievement **Person:** Mindy Higgins

May 1, 2012: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins

Jun 1, 2012: Staff will meet monthly to adjust core reading plan and curriculum maps based on student data **Person:** Mindy Higgins
Jun 30, 2012: Collect spring data: % of teachers observed implementing CAFE/Daily 5 philosophy on a regular basis **Person:** Mindy Higgins

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:**

Nov 30, 2011: Collect fall data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:**

Nov 30, 2011: Collect fall data: % of teachers who identify and recommend students for enrichment opportunities per semester survey **Person:** Gina Boyd

Jun 30, 2012: Collect spring data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:**

Jun 30, 2012: Collect spring data: % of teachers who identify and recommend students for enrichment opportunities per semester survey **Person:** Gina Boyd

Extended Learning Activities

Oct 1, 2011: SES Mailing **Person:** Nancy Nargi

Oct 20, 2011: At parent conferences teachers will promote the SES tutoring program **Person:** Nancy Nargi

Oct 20, 2011: SES Fair **Person:** Nancy Nargi

Dec 2, 2011: Create spread sheets on children enrolled in the SES program and compare to the possible enrollment **Person:** Nancy Nargi

Focused Academic Area

Aug 15, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins

Aug 17, 2011: CAFE Launch **Person:** Michele Luck and Mindy Higgins

Aug 20, 2011: Introduce data collection method to staff **Person:** Audrey Gipson

Aug 22, 2011: Remind staff about the expectation of introducing all new concepts with manipulatives or models **Person:** Mindy Higgins

Aug 22, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Aug 25, 2011: Individual Coaching/Conferring Sessions **Person:** Michele Luck

Aug 29, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Aug 30, 2011: Walk through observations **Person:** Mindy Higgins

Sep 1, 2011: Small Group math instruction: differentiating to meet all needs **Person:** Michele Luck

Sep 5, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Sep 6, 2011: Walk through observations **Person:** Mindy Higgins

Sep 12, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Sep 13, 2011: Walk through observations **Person:** Mindy Higgins

Sep 17, 2011: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins

Sep 17, 2011: Provide professional development that highlights the use of manipulatives and models at least once a quarter **Person:** Michele Luck

Sep 19, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Sep 20, 2011: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi

Sep 20, 2011: Review mclass data for grades K-2 and identify students at-risk in reading **Person:** Mindy Higgins

Sep 20, 2011: Walk through observations **Person:** Mindy Higgins

Sep 26, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Sep 27, 2011: Walk through observations **Person:** Mindy Higgins

Oct 3, 2011: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson

Oct 3, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Oct 4, 2011: Walk through observations **Person:** Mindy Higgins

Oct 10, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Oct 11, 2011: Walk through observations **Person:** Mindy Higgins

Oct 17, 2011: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins

Oct 17, 2011: Weekly grade level collaboration **Person:** Mindy Higgins

Oct 18, 2011: Walk through observations **Person:** Mindy Higgins
Oct 20, 2011: Collect strategy data **Person:** Audrey Gipson
Oct 22, 2011: Cafe Workshop **Person:** Michele Luck
Oct 24, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Oct 25, 2011: Individual Coaching/Conferring Sessions **Person:** Michele Luck
Oct 25, 2011: Walk through observations **Person:** Mindy Higgins
Oct 31, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Nov 1, 2011: Walk through observations **Person:** Mindy Higgins
Nov 3, 2011: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Nov 7, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Nov 8, 2011: Walk through observations **Person:** Mindy Higgins
Nov 14, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Nov 15, 2011: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Nov 15, 2011: Walk through observations **Person:** Mindy Higgins
Nov 17, 2011: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Nov 19, 2011: Provide professional development that highlights the use of manipulatives and models at least once a quarter **Person:** Michele Luck
Nov 21, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Nov 22, 2011: Walk through observations **Person:** Mindy Higgins
Nov 28, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Nov 29, 2011: Walk through observations **Person:** Mindy Higgins
Nov 30, 2011: Collect fall data: % of teachers implementing Daily 5/CAFE philosophy consistently as measured by data review meetings with principal **Person:** Mindy Higgins
Nov 30, 2011: Collect fall data: % of teachers implementing the CAFE/Daily 5 Philosophy in their classrooms as evidenced by coaching and administrative walk-throughs, observations, and conferring notebook data collection **Person:** Mindy Higgins
Nov 30, 2011: Collect fall data: % of Title I and Special Education staff implementing the LLI program **Person:** Nancy Nargi
Nov 30, 2011: Collect fall data: Semester Survey: % of teachers who believe they have implemented new series with integrity **Person:**
Nov 30, 2011: 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, 2011: Collect fall data: The percentage of teachers introducing new concepts with the use of manipulatives **Person:** Mindy Higgins
Dec 3, 2011: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Dec 5, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Dec 6, 2011: Walk through observations **Person:** Mindy Higgins
Dec 12, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Dec 13, 2011: Walk through observations **Person:** Mindy Higgins
Dec 17, 2011: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Dec 19, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Dec 20, 2011: Walk through observations **Person:** Mindy Higgins
Dec 22, 2011: Collect strategy data **Person:** Audrey Gipson
Dec 24, 2011: Cafe Workshop **Person:** Michele Luck
Dec 26, 2011: Weekly grade level collaboration **Person:** Mindy Higgins
Dec 27, 2011: Walk through observations **Person:** Mindy Higgins
Jan 2, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Jan 3, 2012: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Jan 3, 2012: Walk through observations **Person:** Mindy Higgins
Jan 9, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Jan 10, 2012: Walk through observations **Person:** Mindy Higgins
Jan 16, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Jan 17, 2012: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Jan 17, 2012: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Jan 17, 2012: Walk through observations **Person:** Mindy Higgins
Jan 21, 2012: Provide professional development that highlights the use of manipulatives and models at least once a quarter **Person:** Michele Luck
Jan 23, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Jan 24, 2012: Walk through observations **Person:** Mindy Higgins

Jan 30, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Jan 31, 2012: Walk through observations **Person:** Mindy Higgins
Feb 3, 2012: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Feb 5, 2012: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Feb 5, 2012: Review mclass data for grades K-2 and identify students at-risk in reading **Person:** Mindy Higgins
Feb 6, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Feb 7, 2012: Walk through observations **Person:** Mindy Higgins
Feb 13, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Feb 14, 2012: Walk through observations **Person:** Mindy Higgins
Feb 17, 2012: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Feb 20, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Feb 21, 2012: Walk through observations **Person:** Mindy Higgins
Feb 23, 2012: Collect strategy data **Person:** Audrey Gipson
Feb 25, 2012: Cafe Workshop **Person:** Michele Luck
Feb 25, 2012: Individual Coaching/Conferring Sessions **Person:** Michele Luck
Feb 27, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Feb 28, 2012: Walk through observations **Person:** Mindy Higgins
Mar 3, 2012: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Mar 5, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Mar 6, 2012: Walk through observations **Person:** Mindy Higgins
Mar 12, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Mar 13, 2012: Walk through observations **Person:** Mindy Higgins
Mar 17, 2012: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Mar 19, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Mar 20, 2012: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Mar 20, 2012: Walk through observations **Person:** Mindy Higgins
Mar 24, 2012: Provide professional development that highlights the use of manipulatives and models at least once a quarter **Person:** Michele Luck
Mar 26, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Mar 27, 2012: Walk through observations **Person:** Mindy Higgins
Apr 2, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Apr 3, 2012: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
Apr 3, 2012: Walk through observations **Person:** Mindy Higgins
Apr 9, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Apr 10, 2012: Walk through observations **Person:** Mindy Higgins
Apr 16, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Apr 17, 2012: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
Apr 17, 2012: Walk through observations **Person:** Mindy Higgins
Apr 23, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
Apr 24, 2012: Walk through observations **Person:** Mindy Higgins
Apr 26, 2012: Collect strategy data **Person:** Audrey Gipson
Apr 28, 2012: Cafe Workshop **Person:** Michele Luck
Apr 30, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
May 1, 2012: Walk through observations **Person:** Mindy Higgins
May 3, 2012: Monthly strategy check-in; update; collaboration; idea sharing **Person:** Audrey Gipson
May 7, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
May 8, 2012: Walk through observations **Person:** Mindy Higgins
May 10, 2012: Individual Coaching/Conferring Sessions **Person:** Michele Luck
May 14, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
May 15, 2012: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
May 15, 2012: Review mclass data for grades K-2 and identify students at-risk in reading **Person:** Mindy Higgins
May 15, 2012: Walk through observations **Person:** Mindy Higgins
May 17, 2012: Focus on observing teachers using manipulatives/models during walk throughs at least once a month **Person:** Mindy Higgins
May 21, 2012: Weekly grade level collaboration **Person:** Mindy Higgins
May 22, 2012: Walk through observations **Person:** Mindy Higgins
May 28, 2012: Weekly grade level collaboration **Person:** Mindy Higgins

May 29, 2012: Walk through observations **Person:** Mindy Higgins
Jun 30, 2012: Collect spring data: % of teachers implementing Daily 5/CAFE philosophy consistently as measured by data review meetings with principal **Person:** Mindy Higgins
Jun 30, 2012: Collect spring data: % of teachers implementing the CAFE/Daily 5 Philosophy in their classrooms as evidenced by coaching and administrative walk-throughs, observations, and conferring notebook data collection **Person:** Mindy Higgins
Jun 30, 2012: Collect spring data: % of Title I and Special Education staff implementing the LLI program **Person:** Nancy Nargi
Jun 30, 2012: Collect spring data: Semester Survey: % of teachers who believe they have implemented new series with integrity **Person:**
Jun 30, 2012: 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, 2012: Collect spring data: The percentage of teachers introducing new concepts with the use of manipulatives **Person:** Mindy Higgins
Sep 17, 2012: Keep track of teachers observed using manipulatives and models during math instruction **Person:** Mindy Higgins

Focused Student Group

Jul 29, 2011: Hold meeting with staff to outline expectation of small group math instruction and discuss procedures for collecting data **Person:** Audrey Gipson
Aug 17, 2011: See strategies Y1 and I **Person:** Mindy Higgins
Oct 25, 2011: End of quarter collection of data **Person:** Audrey Gipson
Nov 30, 2011: Collect fall data: % of Special Education and support staff implementing the LLI program **Person:** Nancy Nargi
Nov 30, 2011: 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:** Audrey Gipson
Dec 27, 2011: End of quarter collection of data **Person:** Audrey Gipson
Feb 28, 2012: End of quarter collection of data **Person:** Audrey Gipson
May 1, 2012: End of quarter collection of data **Person:** Audrey Gipson
Jun 30, 2012: Collect spring data: % of Special Education and support staff implementing the LLI program **Person:** Nancy Nargi
Jun 30, 2012: 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:** Audrey Gipson

Parent Involvement

Apr 1, 2011: Collect baseline data: % of students who were represented by a family member at each parent university **Person:** Staci Rooze
May 15, 2011: Plan topics for upcoming Parent Universities **Person:** Alisan Clayton
May 15, 2011: Schedule dates for next years Parent Universities **Person:** Alisan Clayton
Nov 30, 2011: Collect fall data: % of parents of targeted students who have a better understanding of the topic per exit survey **Person:** Staci Rooze
Nov 30, 2011: Collect fall data: % of students who were represented by a family member at each parent university **Person:** Staci Rooze
Nov 30, 2011: Meet with teachers prior to each Parent University to allow time to prepare for presentations **Person:** Alisan Clayton
Jan 30, 2012: Meet with teachers prior to each Parent University to allow time to prepare for presentations **Person:** Alisan Clayton
Jun 30, 2012: Collect spring data: % of parents of targeted students who have a better understanding of the topic per exit survey **Person:** Staci Rooze
Jun 30, 2012: Collect spring data: % of students who were represented by a family member at each parent university **Person:** Staci Rooze
Sep 30, 2012: Meet with teachers prior to each Parent University to allow time to prepare for presentations **Person:** Alisan Clayton

Parent Notice - Assessment Results

Oct 15, 2011: Print Report cards **Person:** Mindy Higgins
Dec 17, 2011: Print Report cards **Person:** Mindy Higgins
Feb 18, 2012: Print Report cards **Person:** Mindy Higgins
Apr 21, 2012: Print Report cards **Person:** Mindy Higgins

Reading Assessment

Aug 25, 2011: Continue to support staff with "push-in" service model **Person:** Mindy Higgins

Sep 22, 2011: Continue to support staff with "push-in" service model **Person:** Mindy Higgins
Oct 27, 2011: Continue to support staff with "push-in" service model **Person:** Mindy Higgins
Nov 24, 2011: Continue to support staff with "push-in" service model **Person:** Mindy Higgins
Dec 22, 2011: Continue to support staff with "push-in" service model **Person:** Mindy Higgins

School-Wide Positive Behavior System

Nov 30, 2011: Collect fall data: The percentage of staff members giving out multiple Grinder Awards each month. **Person:**
Jun 30, 2012: Collect spring data: The percentage of staff members giving out multiple Grinder Awards each month. **Person:**

Student Transition

Feb 1, 2012: Schedule and advertise Kdg. Roundup **Person:** Mindy Higgins
Mar 2, 2012: Collect email addresses and optimal dates through a survey at Kdg. Roundup **Person:** Anne Marshall
Mar 15, 2012: Meet with Kindergarten teachers to plan activities for kindergarten readiness workshop **Person:** Anne Marshall
Mar 20, 2012: Set date and advertise kindergarten readiness workshop **Person:** Anne Marshall
Apr 20, 2012: Hold evening kindergarten readiness workshop **Person:** Anne Marshall & Kindergarten Teachers

Teacher Mentoring Program

Aug 16, 2011: Schedule all professional development dates with Coach **Person:** Mindy Higgins
Aug 17, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Aug 18, 2011: Consistently monitor coaching process **Person:** Mindy Higgins
Aug 24, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Aug 31, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Sep 7, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Sep 14, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Sep 18, 2011: Consistently monitor coaching process **Person:** Mindy Higgins
Sep 21, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Sep 28, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Oct 5, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Oct 12, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Oct 18, 2011: Consistently monitor coaching process **Person:** Mindy Higgins
Oct 19, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Oct 26, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Nov 2, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Nov 9, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Nov 16, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Nov 18, 2011: Consistently monitor coaching process **Person:** Mindy Higgins
Nov 23, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Nov 30, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Dec 7, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Dec 14, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Dec 18, 2011: Consistently monitor coaching process **Person:** Mindy Higgins
Dec 21, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Dec 28, 2011: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Jan 4, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Jan 11, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Jan 18, 2012: Consistently monitor coaching process **Person:** Mindy Higgins
Jan 18, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Jan 25, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Feb 1, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Feb 8, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Feb 15, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Feb 18, 2012: Consistently monitor coaching process **Person:** Mindy Higgins
Feb 22, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Feb 29, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Mar 7, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Mar 14, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins

Mar 18, 2012: Consistently monitor coaching process **Person:** Mindy Higgins
Mar 21, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Mar 28, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Apr 4, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Apr 11, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Apr 18, 2012: Consistently monitor coaching process **Person:** Mindy Higgins
Apr 18, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
Apr 25, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
May 2, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
May 9, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
May 16, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
May 18, 2012: Consistently monitor coaching process **Person:** Mindy Higgins
May 23, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins
May 30, 2012: Continue to schedule weekly collaboration for staff **Person:** Mindy Higgins

Tier 2 Reading

Apr 1, 2011: Collect baseline data: % of teachers and support staff reporting highly effective collaboration per quarterly survey
Person: Anne Marshall
Apr 1, 2011: Collect baseline data: Students moving from achieving below benchmark in reading to at or above benchmark in reading **Person:** Anne Marshall
Sep 10, 2011: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Oct 22, 2011: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Nov 30, 2011: Collect fall data: % of teachers and support staff reporting highly effective collaboration per quarterly survey **Person:** Anne Marshall
Nov 30, 2011: Collect fall data: Students moving from achieving below benchmark in reading to at or above benchmark in reading
Person: Anne Marshall
Dec 3, 2011: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Jan 14, 2012: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Feb 25, 2012: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Apr 7, 2012: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
May 19, 2012: Select students to receive intervention based on assessment data **Person:** Nancy Nargi
Jun 30, 2012: Collect spring data: % of teachers and support staff reporting highly effective collaboration per quarterly survey
Person: Anne Marshall
Jun 30, 2012: Collect spring data: Students moving from achieving below benchmark in reading to at or above benchmark in reading
Person: Anne Marshall

Tier 3 Reading

Apr 1, 2011: Collect baseline data: [blank in "What will you count"] **Person:**
Nov 30, 2011: Collect fall data: [blank in "What will you count"] **Person:**
Jun 30, 2012: Collect spring data: [blank in "What will you count"] **Person:**

Professional Development Summary

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

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

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

CAFE/Daily 5 based on Reading Series Scope and Sequence

Staff will collaborate to design curriculum maps to align with common core standards and the CAFE mo

Brief Description: Instructional coach meets with each grade level to create a curriculum map.

Intended Participants: Teachers

Date: May 15, 2011

Activity Purpose: Skill Building

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: Title One

Does this activity occur during the school day? Yes

Reading Assessment

No professional development is needed for this strategy.

School-Wide Positive Behavior System

No professional development is needed for this strategy.

Tier 2 Reading

No professional development is needed for this strategy.

A. Parent Involvement: Parent University

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

I. Focused Academic Area: Daily 5/Cafe

No professional development is needed for this strategy.

I. Focused Academic Area: Daily 5/Cafe Literacy Instruction

CAFE Launch

Brief Description: Staff will work together to make the launch of core reading and CAFE strategy successful

Intended Participants: Teachers

Date: Aug 17, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title One

Does this activity occur during the school day? Yes

Cafe Workshop

Brief Description: Instructional coach will provide quarterly staff-wide morning workshop for grades K-5 during 30 minute instructional improvement block

Intended Participants: Teachers, Administrators

Dates: Oct 22, 2011; Dec 24, 2011; Feb 25, 2012; Apr 28, 2012

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

Activity Format: Presentation

Funding: Title One

Does this activity occur during the school day? Yes

I. Focused Academic Area: Literacy Intervention

No professional development is needed for this strategy.

I. Focused Academic Area: Math Manipulatives and Models

No professional development is needed for this strategy.

I. Focused Academic Area: Small Group Math Instruction

No professional development is needed for this strategy.

L. Student Transition: Incoming Kindergarten Workshop

No professional development is needed for this strategy.

M. Parent Notice - Assessment Results: Report Cards

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: Instructional Coach

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Professional Learning Communities

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Daily 5/Cafe Literacy Instruction

No professional development is needed for this strategy.

U. Focused Student Group: Literacy Intervention for Tiers 2 and 3

No professional development is needed for this strategy.

U. Focused Student Group: Small Group Math Instruction

Hold meeting with staff to outline expectation of small group math instruction and discuss procedures

Brief Description: Staff meeting held to discuss procedures for collecting data and expectations

Intended Participants: Teachers

Date: Jul 29, 2011

Activity Purpose: Information

Activity Format: Talk to, Collaborative Problem Solving

Funding: No funding needed

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... our community does not understand what is happening in our school.

Data Targets Influenced by This Concern:

- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- Community Awareness and Involvement
- T. Annual Parent Meeting
- B. Educator Training - 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
- L. Student Transition: Incoming Kindergarten Workshop

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

We are concerned that... Tier 1 Core Reading

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- CAFE/Daily 5 based on Reading Series Scope and Sequence
- Reading Assessment
- Reading Communication to Parents

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- Reading Assessment
- Reading Communication to Parents
- Tier 2 Reading

We are concerned that... Tier 3 Reading

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- Reading Assessment
- Reading Communication to Parents
- Tier 3 Reading

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- CAFE/Daily 5 based on Reading Series Scope and Sequence
- Reading Assessment
- Reading Communication to Parents
- Tier 2 Reading
- Tier 3 Reading

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- CAFE/Daily 5 based on Reading Series Scope and Sequence
- Reading Assessment
- Reading Communication to Parents
- Tier 2 Reading
- Tier 3 Reading

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

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 - Parent Involvement (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: TSC Pre-School Committee
- L. Student Transition: Incoming Kindergarten Workshop

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

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

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

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

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Math In Focus
- I. Focused Academic Area: Small Group Math Instruction
- I. Focused Academic Area: Literacy Intervention
- I. Focused Academic Area: Math Manipulatives and Models
- I. Focused Academic Area: Daily 5/Cafe Literacy Instruction
- I. Focused Academic Area: Daily 5/Cafe
- U. Focused Student Group: Small Group Math Instruction
- U. Focused Student Group: Literacy Intervention for Tiers 2 and 3
- U. Focused Student Group: Daily 5/Cafe Literacy Instruction

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers: TSC Hiring Practices
- I. Focused Academic Area: Literacy Intervention
- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers: TSC Hiring Practices

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- L. Student Transition: Incoming Kindergarten Workshop

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

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 Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (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:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy Intervention
- I. Focused Academic Area: Daily 5/Cafe Literacy Instruction
- P. Teacher Mentoring Program: Instructional Coach
- P. Teacher Mentoring Program: Professional Learning Communities
- P. Teacher Mentoring Program: TSC New Teacher Orientation

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

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 Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

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 Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

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 Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

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 Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Black Students -- Passing ISTEP+ in Math (Seat Data)
- Black Students -- Passing ISTEP+ Language Arts (Seat Data)
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)
- Special Education Students -- Passing ISTEP+ in Math (Seat Data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Small Group Math Instruction
- I. Focused Academic Area: Literacy Intervention
- I. Focused Academic Area: Daily 5/Cafe
- U. Focused Student Group: Small Group Math Instruction
- U. Focused Student Group: Literacy Intervention for Tiers 2 and 3
- U. Focused Student Group: Daily 5/Cafe Literacy Instruction

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- Special Education Students -- Passing ISTEP Language Arts (Seat Data)

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?	On line
<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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. Incentives and recognitions
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	MClass (Dibels, TRC and Overall Math), Acuity (English, Math, Science, and Social Studies), Fountas and Pinnell LLI, STAR Reading data
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Force field survey (parent, student, staff, student, and community surveys)
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We won't be consolidating our funds, but we will be consolidating our program services. Our school coordinates schedules for our Tier 2 and Tier 3 services: Title I, Remediation, Interventionists, Special Education, and ELL.
G. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	yes

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