

School Improvement Plan - 2012-2013

Generated on June 5, 2012 at 10:00 AM

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:



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

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 12
- Strategy Data 19
- To-Do List 20
- Professional Development Summary 24
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 28
- Force Field Excerpt 34
- Continuous Improvement Timeline 35

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

- Kathy Coder - School
- Shay Daley - Community Representative
- Audrey Gipson - Teacher
- Mindy Higgins - Administrator
- Nancy Nargi - Teacher
- Staci Rooze - Teacher
- Ashley Williams - Parent/Guardian

Strategy Chairs

- Alisan Clayton
- Mindy Higgins
- 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.

1st Grade Students - Indiana Standard 1.1.15 Measured by mClass Oral Reading Fluency EOY Assessment

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	78%	85%	80%	85%		90%		95%		100%		100

3-5 Students - Predicted to Pass Acuity Language Arts Measured by Assessment C

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	65.6%	75%	77%	85%	77.6%	88%		91%		94%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	60.4%	70%	69.7	75%		78%		80%		82%		100%

K-2 Students - At or above benchmark EOY mClass TRC

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	78%	80%	80%	85%		88%		90%		93%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	55%	60%	63%	68%		73%		78%		83		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Tier 3 Reading

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... 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 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... 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.

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.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Reading Assessments

Teachers in grades K-2 will use mClass reading assessments 3 times a year (September, January, and April). Teachers will complete the assessments by the state deadlines. Teachers in grades 3-5 will use Fountas and Pinnell Benchmark assessments in reading three times a year (beginning, middle, and end of year). In addition, they will use 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. Teachers in 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. Teachers in grades K-5 will also frequently assess Tier 2 and 3 students using running records from the Leveled Literacy Intervention kit or the Harcourt Brace reading series. In addition, common core assessments will be given to determine student reading comprehension levels and application of skills and strategies.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Teachers will share the results 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 sharing with parents the results of the reading assessments.

Impact Level: High Impact - Outside

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

The strategy chair will provide resources and ideas that will assist teachers in providing opportunities to keep parents actively involved in their child's education. The importance of parent involvement will 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 to all pre-school programs and home pre-schools within the school's demographics regarding the importance of parent involvement. Included in the pre-school packet will be phonemic awareness, phonics, print concept, and number concept activities. We will also include pencil grips and books. Using these materials parents will be able to engage their preschool child in reading and math activities.

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's Parent Information and Resource Center (PIRC) at www.fscp.org. Parents will be informed of this website during the Annual Title One meeting in September. 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: Offer High-Ability Curriculum to Identified 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. 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. 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. Qualifying 2nd-5th grade 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. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Purdue University 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. 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: General

G. Attendance

Our school follows the policy that 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. Students who miss more than 10% of the school year due to unexcused absences can be considered for retention. This policy is in our beginning of the year newsletter, in our parent packet, and posted on the TSC website. 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 maximum 10% 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 when the student has accumulated absences in excess of the 10% maximum or the student's attendance pattern indicates a risk of not meeting school corp. attendance requirement. Once a child has missed at least 10% of their total enrollment days and has received at least 3 official communications from the school, an administrator files for Truancy Mediation through the Tippecanoe County Juvenile Alternatives program. This initiates a process in which the parent will receive official notification from the court system that they are in violation of the state attendance law. They will have to attend a parent class and sign a plan of action for improving their child's attendance.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: CAFE: Menu of Reading Strategies

This strategy increases the quality of language arts instruction where our students achieve at a lower level in comparison to their performance in other academic areas. CAFE is an acronym for comprehension, accuracy, fluency, and expand vocabulary. CAFE was created and published by the teachers and authors, Gail Boushey and Joan Moser. CAFE is a program designed to help teachers work methodically through literacy standards based on students' individual needs. During the daily Tier 1 Core Reading Block teachers will introduce reading strategies to the whole class, then assess and guide the use of those strategies in small groups or individual conferences. While working independently, students will use a large CAFE poster as a reference with the strategies listed. The school will provide teacher's a daily professional development block during which they can meet with the instructional coach for support in implementing CAFE and teaching CAFE reading strategies. 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 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 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: Literacy Tasks

This strategy increases the quality in language arts instruction an academic area where our students are achieving at a lower level in comparison to their performance in other academic areas. Daily 5 was created and published by the teachers and authors, Gail Boushey and Joan Moser. The Daily 5 lays out a structure for getting students to read and write independently, freeing up the teacher for one-on-one conferences. This structure helps students develop the daily habits of reading, writing in response to reading, and working independently. The Daily 5 literacy tasks are reading to self, reading with someone, listening to reading, working on writing (in response to reading), or working with words. Throughout the year teachers will introduce the Daily 5 literacy tasks. During the daily 90 minute reading block all students will engage independently in the Daily 5 literacy tasks while the teacher is working in individual or small group instruction. 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 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) 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, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Leveled 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 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. Leveled Literacy Intervention (LLI) is a researched-based small-group, supplementary intervention program designed for children who find reading and writing difficult. Students will be identified for LLI using ISTEP, mClass, Acuity, or grade level running records. Title I, Special Education, and Intervention teachers will use the LLI kits when assisting identified students. Students who are performing below benchmark in reading will receive supplementary small group instruction through pull-out support for 30 minutes 3-5 times a week and/or through extra push-in support during the 90 minute reading block. 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; 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: Tier 1 Core Reading

This strategy increases the quality of language arts instruction where our students achieve at a lower level in comparison to their performance in other academic areas. Teachers in K-5 will use the scope and sequence of Harcourt-Brace Reading series, adopted from the Indiana state approved textbook list. This series 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. Teachers in all-day kindergarten through grade 5 will implement an uninterrupted 90 minute reading block every day. The half-day kindergarten program will implement a 90 minute block and reduce interruption as much as possible. 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 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 school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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

Impact Level: 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

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. Parents and students will attend an evening workshop in which they will learn 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: General

M. Parent Notice - Assessment Results

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: General

N. Parent Notice - School in Improvement

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

Impact Level: Low Impact

Focus: General

O. Extended Learning Activities: After School Tutoring

After school tutoring will be offered for 3rd-5th grade students who are performing below level in language arts. ISTEP, Acuity, and MClass data along with grades and teacher recommendations will be used to identify students for this program. Tutoring will occur twice weekly after school from 3:30-5:00. 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 continue to 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: 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: Low Impact

Focus: General

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 to all parents.

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: Free and Reduced and Special Education

This strategy addresses the needs of a student group who are low achieving in comparison to their peers in reading. 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. Teachers will utilize CAFE and Daily 5 instructional strategies on a daily basis. Each K-3 classroom will be assigned a support staff employee to partner with the teacher to provide extra support during the core reading block to reach free and reduced and special education students. Our instructional coach will continue to assist teachers and para professionals on how to implement CAFE and Daily 5. During a daily 30 minute intervention block, staff will work with the identified students in small flexible groups using the Fountas and Pinnell Leveled Literacy Intervention program, guided reading, or the Acuity remediation program. 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.

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

To-Do List

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

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

Annual Parent Meeting

Aug 13, 2012: Advertise Annual Parent Meeting in August newsletter **Person:** Mindy Higgins

Sep 25, 2012: Hold annual meeting and explaining the Title I program **Person:** Nancy Nargi

Educator Training - Parent Involvement

Sep 10, 2012: First semester during our Instructional Improvement Block the strategy chair will discuss parent involvement ideas **Person:** Nancy Nargi

Jan 15, 2013: Second semester during our Instructional Improvement Block the strategy chair will discuss parent involvement ideas **Person:** Nancy Nargi

Encourage Rigorous Curriculum

Feb 10, 2012: Teachers recommend students for the high ability classes **Person:** Vickie Pearl

Apr 30, 2012: Send letters of invitation to prospective students **Person:** Vickie Pearl

May 15, 2012: Conduct an introduction to the parents of new students in the program **Person:** Christy Harshbarger & Gina Boyd

Jun 1, 2012: Send welcome letter to incoming new students **Person:** Christy Harshbarger & Gina Boyd

Aug 13, 2012: Teachers will inform parents about specific curricular requirements at Meet the Teacher Night **Person:** Christy Harshbarger & Gina Boyd

Aug 15, 2012: Information about Purdue's Super Saturday Program will be distributed **Person:** Gina Boyd

Nov 30, 2012: Collect fall data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:** Mindy Higgins

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

Nov 30, 2012: Collect fall data: % of teachers who identify and recommend students for enrichment opportunities per semester survey **Person:** Mindy Higgins

Jan 10, 2013: Information about Purdue's Super Saturday Program will be distributed **Person:** Gina Boyd

Feb 1, 2013: Teachers recommend students for the high ability program **Person:** Vickie Pearl

Apr 30, 2013: Send welcome letter to incoming new students **Person:** Vickie Pearl

May 10, 2013: Information about Purdue's Super Saturday Program will be distributed **Person:** Gina Boyd

May 15, 2013: Conduct an introduction to the parents of new students in the program **Person:** Christy Harshbarger & Gina Boyd

May 25, 2013: Collect spring data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:** Mindy Higgins

May 25, 2013: Collect spring data: % of teachers who identify and recommend students for enrichment opportunities per semester survey **Person:** Mindy Higgins

Jun 30, 2013: Collect spring data: % of teachers reporting they promoted Super Saturday or other enrichment programs to their students **Person:**

Jul 1, 2013: Send welcome letter to incoming new students **Person:** Vickie Pearl

Extended Learning Activities

Oct 1, 2012: Advertise in the October newsletter the after school Homework Club **Person:** Mindy Higgins

Oct 16, 2012: At parent conferences promote and register students for the after school Homework Club **Person:** Nancy Nargi
Oct 22, 2012: Create spread sheets on children enrolled in the after school Homework Club **Person:** Nancy Nargi

Focused Academic Area

Apr 1, 2012: Collect baseline data: % of teachers implementing Daily 5 philosophy in their classrooms as evidenced by coaching and administrative walk-throughs, observations, and conferring notebook data collection **Person:** Mindy Higgins
Apr 1, 2012: Collect baseline data: % of Title One and Special Education staff implementing the LLI program **Person:** Nancy Nargi
Aug 15, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Aug 20, 2012: Walk through observations **Person:** Mindy Higgins
Aug 22, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Aug 27, 2012: Walk through observations **Person:** Mindy Higgins
Aug 29, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Sep 3, 2012: Walk through observations **Person:** Mindy Higgins
Sep 5, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Sep 10, 2012: Walk through observations **Person:** Mindy Higgins
Sep 12, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Sep 17, 2012: Walk through observations **Person:** Mindy Higgins
Sep 19, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Sep 21, 2012: Review MClass data for grades k-2 and identify students at risk in reading **Person:** Nancy Nargi
Sep 24, 2012: Walk through observations **Person:** Mindy Higgins
Sep 25, 2012: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Sep 26, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Oct 1, 2012: Walk through observations **Person:** Mindy Higgins
Oct 3, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Oct 8, 2012: Walk through observations **Person:** Mindy Higgins
Oct 10, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Oct 15, 2012: Walk through observations **Person:** Mindy Higgins
Oct 17, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Oct 22, 2012: Walk through observations **Person:** Mindy Higgins
Oct 24, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Oct 24, 2012: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Oct 29, 2012: Walk through observations **Person:** Mindy Higgins
Oct 31, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Nov 5, 2012: Walk through observations **Person:** Mindy Higgins
Nov 7, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Nov 12, 2012: Walk through observations **Person:** Mindy Higgins
Nov 14, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Nov 19, 2012: Walk through observations **Person:** Mindy Higgins
Nov 21, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Nov 26, 2012: Walk through observations **Person:** Mindy Higgins
Nov 28, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Nov 30, 2012: Collect fall data: % of teachers implementing 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, 2012: Collect fall data: % of Title One and Special Education staff implementing the LLI program **Person:** Nancy Nargi
Dec 3, 2012: Walk through observations **Person:** Mindy Higgins
Dec 5, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Dec 10, 2012: Walk through observations **Person:** Mindy Higgins
Dec 12, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Dec 17, 2012: Walk through observations **Person:** Mindy Higgins
Dec 19, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Dec 24, 2012: Walk through observations **Person:** Mindy Higgins
Dec 26, 2012: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Dec 31, 2012: Walk through observations **Person:** Mindy Higgins
Jan 2, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Jan 7, 2013: Walk through observations **Person:** Mindy Higgins
Jan 9, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Jan 14, 2013: Walk through observations **Person:** Mindy Higgins
Jan 16, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins

Jan 20, 2013: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Jan 20, 2013: Review MClass data for grades k-2 and identify students at risk in reading **Person:** Nancy Nargi
Jan 21, 2013: Walk through observations **Person:** Mindy Higgins
Jan 23, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Jan 25, 2013: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Jan 28, 2013: Walk through observations **Person:** Mindy Higgins
Jan 30, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Feb 4, 2013: Walk through observations **Person:** Mindy Higgins
Feb 6, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Feb 11, 2013: Walk through observations **Person:** Mindy Higgins
Feb 13, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Feb 18, 2013: Walk through observations **Person:** Mindy Higgins
Feb 20, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Feb 25, 2013: Walk through observations **Person:** Mindy Higgins
Feb 27, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Mar 4, 2013: Walk through observations **Person:** Mindy Higgins
Mar 6, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Mar 11, 2013: Walk through observations **Person:** Mindy Higgins
Mar 13, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Mar 15, 2013: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Mar 15, 2013: Review MClass data for grades k-2 and identify students at risk in reading **Person:** Nancy Nargi
Mar 18, 2013: Walk through observations **Person:** Mindy Higgins
Mar 20, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Mar 22, 2013: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Mar 25, 2013: Walk through observations **Person:** Mindy Higgins
Mar 27, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Apr 1, 2013: Walk through observations **Person:** Mindy Higgins
Apr 3, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Apr 8, 2013: Walk through observations **Person:** Mindy Higgins
Apr 10, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Apr 15, 2013: Walk through observations **Person:** Mindy Higgins
Apr 17, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Apr 22, 2013: Walk through observations **Person:** Mindy Higgins
Apr 24, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
Apr 29, 2013: Walk through observations **Person:** Mindy Higgins
May 1, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
May 6, 2013: Walk through observations **Person:** Mindy Higgins
May 8, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
May 13, 2013: Walk through observations **Person:** Mindy Higgins
May 15, 2013: Instructional Implementation Block (IIB) **Person:** Michele Luck & Mindy Higgins
May 20, 2013: Walk through observations **Person:** Mindy Higgins
Jun 30, 2013: Collect spring data: % of teachers implementing 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, 2013: Collect spring data: % of Title One and Special Education staff implementing the LLI program **Person:** Nancy Nargi

Focused Student Group

Sep 15, 2012: Review MClass data for grades k-2 and identify students at risk in reading **Person:** Nancy Nanri
Sep 21, 2012: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Oct 15, 2012: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Jan 20, 2013: Review MClass data and reading grades for grades k-2 and identify students at risk in reading **Person:** Nancy Nargi
Jan 24, 2013: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi
Mar 15, 2013: Monitor and chart student progress in LLI groups **Person:** Nancy Nargi
Mar 15, 2013: Review MClass data and reading grades for grades k-2 and identify students at risk in reading **Person:** Nancy Nargi
Mar 22, 2013: Assign at-risk students to LLI groups based on support staff availability **Person:** Nancy Nargi

Parent Involvement

Sep 17, 2012: Meet with teachers prior to Parent University to allow time to prepare for presentations **Person:** Alisan Clayton
Nov 19, 2012: Meet with teachers prior to Parents University to allow time to prepare for presentations **Person:** Alisan Clayton
Dec 10, 2012: Collect fall data: % of students who were represented by a family member at each Parent University **Person:** Anne Marshall
Feb 11, 2013: Meet with teachers prior to Parent University to allow time to prepare for presentations **Person:** Alisan Clayton
Mar 1, 2013: Collect spring data: % of students who were represented by a family member at each Parent University **Person:** Anne Marshall

Parent Notice - Assessment Results

Oct 12, 2012: Print report cards **Person:** Mindy Higgins
Dec 21, 2012: Print report cards **Person:** Mindy Higgins
Mar 15, 2013: Print report cards **Person:** Mindy Higgins
May 24, 2013: Print report cards **Person:** Mindy Higgins

Student Transition

Feb 1, 2013: Schedule and advertise Kindergarten roundup **Person:** Mindy Higgins
Mar 20, 2013: Collect email addresses and optimal dates through a survey at Kindergarten roundup **Person:** Anne Marshall
Mar 25, 2013: Set date and advertise Kindergarten readiness workshop **Person:** Anne Marshall
Apr 12, 2013: Meet with Kindergarten teachers to plan activities for kindergarten readiness workshop **Person:** Anne Marshall
Apr 23, 2013: Hold evening Kindergarten readiness workshop **Person:** Anne Marshall & Kind. teachers

Teacher Mentoring Program

Sep 11, 2012: CAFE and Daily 5 training with our instructional coach for each grade level team 1st semester **Person:** Michele Luck
Oct 10, 2012: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Nov 10, 2012: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Dec 10, 2012: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Jan 10, 2013: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Feb 10, 2013: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Feb 12, 2013: CAFE and Daily 5 training with our instructional coach for each grade level team 2nd semester **Person:** Michele Luck
Mar 10, 2013: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
Apr 10, 2013: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck
May 10, 2013: During the school year our instructional coach will meet with individual teachers as needed **Person:** Michele Luck

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.

A. Parent Involvement: Parent University

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement

First semester during our Instructional Improvement Block the strategy chair will discuss parent inv

Brief Description: First semester during our Instructional Improvement Block the strategy chair will discuss parent involvement ideas

Intended Participants: Teachers

Date: Sep 10, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Second semester during our Instructional Improvement Block the strategy chair will discuss parent in

Brief Description: Second semester during our Instructional Improvement Block the strategy chair will discuss parent involvement ideas

Intended Participants: Teachers

Date: Jan 15, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Offer High-Ability Curriculum to Identified Students

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Purdue University Enrichment Programs

No professional development is needed for this strategy.

I. Focused Academic Area: CAFE: Menu of Reading Strategies

Instructional Implementation Block (IIB)

Brief Description: The school will provide teacher's weekly professional development during IIB to support teaching CAFE reading strategies.

Intended Participants: Teachers

Dates: Aug 15, 2012; Aug 22, 2012; Aug 29, 2012; Sep 5, 2012; Sep 12, 2012; Sep 19, 2012; Sep 26, 2012; Oct 3, 2012; Oct 10, 2012; Oct 17, 2012; Oct 24, 2012; Oct 31, 2012; Nov 7, 2012; Nov 14, 2012; Nov 21, 2012; Nov 28, 2012; Dec 5, 2012; Dec 12, 2012; Dec 19, 2012; Dec 26, 2012; Jan 2, 2013; Jan 9, 2013; Jan 16, 2013; Jan 23, 2013; Jan 30, 2013; Feb 6, 2013; Feb 13, 2013; Feb 20, 2013; Feb 27, 2013; Mar 6, 2013; Mar 13, 2013; Mar 20, 2013; Mar 27, 2013; Apr 3, 2013; Apr 10, 2013; Apr 17, 2013; Apr 24, 2013; May 1, 2013; May 8, 2013; May 15, 2013

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

Activity Format: Talk to, Presentation, Study Group, Professional Reading, Collaborative Problem Solving

Funding: General fund and Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Daily 5: Literacy Tasks

No professional development is needed for this strategy.

I. Focused Academic Area: Leveled Literacy 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

No professional development is needed for this strategy.

O. Extended Learning Activities: After School Tutoring

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Instructional Coach

CAFE and Daily 5 training with our instructional coach for each grade level team 1st semester

Brief Description: CAFE and Daily 5 training with our instructional coach for each grade level team 1st semester

Intended Participants: Teachers

Date: Sep 11, 2012

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

CAFE and Daily 5 training with our instructional coach for each grade level team 2nd semester

Brief Description: CAFE and Daily 5 training with our instructional coach for each grade level team 2nd semester

Intended Participants: Teachers

Date: Feb 12, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

During the school year our instructional coach will meet with individual teachers as needed

Brief Description: During the school year our instructional coach will meet with individual teachers as needed

Intended Participants: Teachers

Dates: Oct 10, 2012; Nov 10, 2012; Dec 10, 2012; Jan 10, 2013; Feb 10, 2013; Mar 10, 2013; Apr 10, 2013; May 10, 2013

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Free and Reduced and Special Education

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Tier 3 Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced and Special Education

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Leveled Literacy Instruction
- U. Focused Student Group: Free and Reduced and Special Education

We are concerned that... Tier 1 Core Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced and Special Education

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Communication to Parents
- B. Educator Training - Parent Involvement
- A. Parent Involvement: Parent University
- M. Parent Notice - Assessment Results

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Assessments

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 (AYP Data)

Strategies to Impact This Concern:

- 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

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

C. Outreach to Preschool Parent Involvement Programs (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 (AYP Data)

Strategies to Impact This Concern:

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

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

F. Encourage Rigorous Curriculum (IN Rules, 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 (AYP Data)

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Offer High-Ability Curriculum to Identified Students
- F. Encourage Rigorous Curriculum: Purdue University Enrichment Programs

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 1st Grade Students -- Indiana Standard 1.1.15 Measured by mClass Oral Reading Fluency EOY Assessment
- 3-5 Students -- Predicted to Pass Acuity Language Arts Measured by Assessment C
- K-2 Students -- At or above benchmark EOY mClass TRC

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, 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 (AYP Data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Daily 5: Literacy Tasks
- I. Focused Academic Area: Tier 1 Core Reading
- I. Focused Academic Area: Leveled Literacy Instruction
- I. Focused Academic Area: CAFE: Menu of Reading Strategies
- U. Focused Student Group: Free and Reduced and Special Education

J. Instruction by Highly Qualified Teachers (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 (AYP Data)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (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 (AYP Data)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (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 (AYP Data)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (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 (AYP Data)

Strategies to Impact This Concern:

- L. Student Transition: Incoming Kindergarten Workshop

M. Parent Notice - Assessment Results (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 (AYP Data)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

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 (AYP Data)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (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 (AYP Data)

Strategies to Impact This Concern:

- O. Extended Learning Activities: After School Tutoring

P. Teacher Mentoring Program (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 (AYP Data)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Instructional Coach
- P. Teacher Mentoring Program: TSC New Teacher Orientation

Q. School-Parent Involvement Policy (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 (AYP Data)

Strategies to Impact This Concern:

- 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 (AYP 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 (AYP 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 (AYP Data)

Strategies to Impact This Concern:

- 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 (AYP Data)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, 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 (AYP Data)

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced and Special Education

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 (AYP 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
B. What rules or statutes would you like to waive in order to promote student learning? <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 recognition for good attendance
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 and TRC and overall math), acuity, Fountas and Pinnell, STAR reading test
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Force field surveys (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. The tier two services at our school, Title I, ELL, and interventionist provide supportive instruction with an emphasis on each program's goals by using Title I Lead Teacher's guidance in training and support of materials and instruction.
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