

School Improvement Plan - 2013-2014

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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
- Reward
- Focus - Targeted

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
 - Extra help
 - Curriculum content
 - Student guidance
 - Instructional practices
 - Learning environment
 - Classroom assessment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Mindy Higgins - Administrator
- Jeannine Jervis - School Counselor
- Anne Marshall - Teacher
- Nancy Nargi - Teacher
- Amy O'Shea - Community Representative
- Ashly Williams - Parent/Guardian

Strategy Chairs

- Christy Harshbarger
- Mindy Higgins
- Andrea Lawson
- Anne Marshall
- Anne Marshall
- Nancy Nargi

Community Council

-
- - Community
- Jennifer Deardurff - Parent of 1st grade student
- Becky Forss - Parent of 5th grader
- Jessie Gingrich - Parent of a 5th Grader
- Anne Marshall - Parent, Teacher

- Liz Mitchell - Kindergarten Parent
- Amy O'Shea - Community
- Kristin Ply - Parent of 2nd grader
- Jeff Rooze - Parent of 3rd Grader, Law Enforcement, Youth Service Organization
- Jenni Souligne - Community and Parent of K student
- Ashley Stewart - Recess Aide, Parent of 1st grade student
- Lisa Talcott - Parent 5th grader
- Vicki Vaught - Parent of 5th grader
- Sandy Waninger - Parent of 2nd graders
- Jennifer Whited - Parent of 2nd and 5th grader
- Ashly Williams - Parent of 5th grader, Business

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:

Adults in our community live 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 adults live 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.

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	77%	85%	77.6%	88%		91%		94%		97%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	69.7	75%	71	78%		80%		82%		84%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	80%	85%	76	88%		90%		93%		96%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	63%	68%	70%	73%		78%		83		85		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... Extended Learning Activities

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... Parent Involvement

We are concerned that... Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

We are concerned that... Parent Notice - Assessment Results

We are concerned that... School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Parent Notice - School in Improvement

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

Data from the student prompt: What is interfering with learning at our school? At every grade level there was a concern that the behavior of other students interferes with their learning. Also, from our student surveys, 59% of all our 3-5 graders agreed or strongly agreed with that concern.

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

In our survey 89% of community members disagree that teachers use many methods to determine what students have learned, only 36% of the community think teachers enjoy teaching, 14% of community disagreed that we cover the standard, and 70% strongly agreed that other students interfere with a student's ability to learn.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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. 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

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: Low Impact

Focus: General

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

Extended Learning Activities

Mayflower Mill will provide 3 weeks of summer school for qualifying students. Each classroom will have a certified teacher and 2 para-professionals. The instruction will concentrate on reading.

Impact Level: High Impact - Inside

Focus: Specific

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: Low Impact

Focus: General

Instruction by Highly Qualified Teachers

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

Impact Level: Low Impact

Focus: General

Outreach to Preschool Parent Involvement Programs

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

Parent Information Resource Center Website

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

Parent Involvement

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: Specific

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: Specific

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

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

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 give quarterly benchmark running records assessments using the assessment tool from the Houghton Mifflin reading series to progress monitor students.

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. Teachers will be responsible for sharing with parents the results of the reading assessments.

Impact Level: High Impact - Inside

Focus: General

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 emailed home for their review.

Impact Level: Low Impact

Focus: General

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

School-Wide Positive Behavior Plan

A school-wide positive behavior effort will be revised and updated after our May 29th workshop with Kevin Dill, a specialist for PBIS. Our current plan includes: 1. Mini-economies are used in every classroom K-5. Grade level teams worked together to create a plan that best fits the age of their students. Training for new teachers on using a classroom mini-economy will be given in the fall of 2013. 2. A school-wide set of classroom rules were developed and implemented in each classroom, cafeteria, bus, etc. Everyone uses a common vocabulary with consistency. 3. Students move through the building in a READY line. R= Respectful, E=Eyes forward, A=A straight and quiet line, D= Do have your hands behind your back, and Y=Your mouth is silent. 4. Every day on morning announcements a school-wide pledge is recited. 5. Common school rules and pictures depicting positive behavior is posted in classrooms and common areas in the building such as the hallway, restrooms, cafeteria. 6. Students are eligible to be given "Grinder Awards" based on positive behavior. Each week, classroom teachers select students who have exhibited exceptional behavior. They come to the office for their award, a sticker, and a pencil. Their names are announced on morning announcements.

Impact Level: High Impact - Inside

Focus: General

Student Transition

In conjunction with 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: Specific

Teacher Mentoring Program

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

Teacher Mentoring Program

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

Required Strategies

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: Specific

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: Low Impact

Focus: Specific

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 - Outside

Focus: General

I. Focused Academic Area: CAFE/Daily5 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. 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. 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: 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 Houghton Mifflin 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

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

This strategy addresses the needs of the focused 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 state 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. 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

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

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

To-Do List

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

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

Encourage Rigorous Curriculum

Aug 15, 2013: Teachers will inform parents about specific curricular requirements at Meet the Teacher Night **Person:** Christy Harshbarger and Gina Boyd

Feb 10, 2014: Teachers recommend students for high ability classes **Person:** Vickie Pearl

Apr 30, 2014: Send letter to invitation to prospective parents **Person:** Vickie Pearl

May 15, 2014: Conduct an introduction to the parents of new students in the program **Person:** Christy Harshbarger and Gina Boyd

Jun 1, 2014: Send welcome letter to incoming new students **Person:** Christy Harshbarger and Gina Boyd

Extended Learning Activities

May 1, 2013: Letters will go home to invite students to summer school **Person:** Mindy Higgins

May 15, 2013: Certified and Non-certified people will be hired to teach summer school **Person:** Mindy Higgins

May 17, 2013: Final summer school enrollment & transportation arranged **Person:** Mindy Higgins

Jun 7, 2013: Cert and Non-certs will plan for summer school **Person:** Staci Rooze

Focused Academic Area

Aug 19, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Aug 19, 2013: Walk through observations **Person:** Shannon Cauble

Aug 26, 2013: Walk through observations **Person:** Shannon Cauble

Sep 2, 2013: Walk through observations **Person:** Shannon Cauble

Sep 9, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Sep 9, 2013: Walk through observations **Person:** Shannon Cauble

Sep 16, 2013: Walk through observations **Person:** Shannon Cauble

Sep 23, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Sep 23, 2013: Walk through observations **Person:** Shannon Cauble

Sep 30, 2013: Walk through observations **Person:** Shannon Cauble

Oct 7, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Oct 7, 2013: Walk through observations **Person:** Shannon Cauble

Oct 14, 2013: Walk through observations **Person:** Shannon Cauble

Oct 21, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Oct 21, 2013: Walk through observations **Person:** Shannon Cauble

Oct 28, 2013: Walk through observations **Person:** Shannon Cauble

Nov 4, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Nov 4, 2013: Walk through observations **Person:** Shannon Cauble

Nov 11, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Nov 11, 2013: Walk through observations **Person:** Shannon Cauble

Nov 18, 2013: Walk through observations **Person:** Shannon Cauble

Nov 25, 2013: Walk through observations **Person:** Shannon Cauble

Dec 2, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Dec 2, 2013: Walk through observations **Person:** Shannon Cauble

Dec 9, 2013: Walk through observations **Person:** Shannon Cauble

Dec 16, 2013: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Dec 16, 2013: Walk through observations **Person:** Shannon Cauble

Dec 23, 2013: Walk through observations **Person:** Shannon Cauble
Dec 30, 2013: Walk through observations **Person:** Shannon Cauble
Jan 6, 2014: Walk through observations **Person:** Shannon Cauble
Jan 13, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Jan 13, 2014: Walk through observations **Person:** Shannon Cauble
Jan 20, 2014: Walk through observations **Person:** Shannon Cauble
Jan 27, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Jan 27, 2014: Walk through observations **Person:** Shannon Cauble
Feb 3, 2014: Walk through observations **Person:** Shannon Cauble
Feb 4, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Feb 10, 2014: Walk through observations **Person:** Shannon Cauble
Feb 17, 2014: Walk through observations **Person:** Shannon Cauble
Feb 18, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Feb 24, 2014: Walk through observations **Person:** Shannon Cauble
Mar 3, 2014: Walk through observations **Person:** Shannon Cauble
Mar 5, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Mar 10, 2014: Walk through observations **Person:** Shannon Cauble
Mar 17, 2014: Walk through observations **Person:** Shannon Cauble
Mar 19, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Mar 24, 2014: Walk through observations **Person:** Shannon Cauble
Mar 31, 2014: Walk through observations **Person:** Shannon Cauble
Apr 2, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
Apr 7, 2014: Walk through observations **Person:** Shannon Cauble
Apr 14, 2014: Walk through observations **Person:** Shannon Cauble
Apr 16, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
May 8, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck
May 15, 2014: Instructional Implementation Block (IIB) **Person:** Shannon Cauble, Shelly Williams, & Michele Luck

Focused Student Group

Sep 15, 2013: Review MClass data for grades K-2 and Acuity data for 3-5 and identify students at risk in reading **Person:** Shelly Williams
Sep 22, 2013: Assign support staff to classrooms with students at risk **Person:** Shelly Williams
Oct 15, 2013: Monitor and chart student progress **Person:** Shelly Williams
Nov 15, 2013: Monitor and chart student progress **Person:** Shelly Williams
Dec 15, 2013: Monitor and chart student progress **Person:** Shelly Williams
Jan 7, 2014: Review MClass data and Acuity data and identify students at risk **Person:** Shelly Williams
Jan 14, 2014: Reassign if necessary support staff to help remediate **Person:** Shelly Williams
Feb 15, 2014: Monitor and chart student progress **Person:** Shelly Williams
Mar 15, 2014: Monitor and chart student progress **Person:** Shelly Williams
Mar 22, 2014: Reassign if necessary support staff to help remediate **Person:** Shelly Williams

Parent Involvement

Jul 31, 2013: Dates will be set for Parent University **Person:** Shannon Cauble
Sep 7, 2013: Each grade level will decide on their instructional activity **Person:** Anne Marshall
Sep 15, 2013: 2 weeks before each PU an email and written notice will be sent home **Person:** Anne Marshall
Oct 15, 2013: Each grade level will decide on their instructional activity **Person:** Anne Marshall
Nov 1, 2013: 2 weeks before each PU an email and written notice will be sent home **Person:** Anne Marshall
Jan 15, 2014: Each grade level will decide on their instructional activity **Person:** Anne Marshall
Feb 1, 2014: 2 weeks before each PU an email and **Person:** Anne Marshall

Parent Notice - Assessment Results

Sep 1, 2013: ISTEP results will be sent home **Person:** Shannon Cauble
Oct 14, 2013: Report cards sent home **Person:** Shannon Cauble
Dec 22, 2013: Report cards sent home **Person:** Shannon Cauble
Mar 15, 2014: Report cards sent home **Person:** Shannon Cauble
May 24, 2014: Report cards sent home **Person:** Shannon Cauble

Reading Communication to Parents

Oct 14, 2013: Acuity and MClass results will be sent home **Person:** Shannon Cauble
Dec 22, 2013: Acuity and MClass results will be sent home **Person:** Shannon Cauble
Mar 15, 2014: Acuity and MClass results will be sent home **Person:** Shannon Cauble
May 24, 2014: Acuity and MClass results will be sent home **Person:** Shannon Cauble

School-Wide Positive Behavior Plan

May 29, 2013: PBIS Workshop **Person:** Kevin Dill
Aug 19, 2013: Implementation planning for school-wide positive behavior plan **Person:** Shannon Cauble
Aug 20, 2013: Implementation planning for school-wide positive behavior plan **Person:** Shannon Cauble
Aug 21, 2013: Implementation planning for school-wide positive behavior plan **Person:** Shannon Cauble
Aug 22, 2013: Implementation planning for school-wide positive behavior plan **Person:** Shannon Cauble
Oct 15, 2013: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Nov 15, 2013: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Dec 15, 2013: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Jan 15, 2014: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Feb 15, 2014: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Mar 15, 2014: Review of school-wide positive behavior plan **Person:** Shannon Cauble
Apr 15, 2014: Review of school-wide positive behavior plan **Person:** Shannon Cauble

Student Transition

Jan 7, 2013: Set day for Pre-School Provider Night **Person:** Vickie Pearl
Jan 7, 2014: Determine topics of discussion **Person:** Vickie Pearl
Jan 30, 2014: Recruit teachers to present **Person:** Vickie Pearl
Mar 15, 2014: Send out invitations **Person:** Vickie Pearl

Teacher Mentoring Program

Sep 12, 2013: Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 1st semester **Person:** Michele Luck & Shelly Williams
Oct 10, 2013: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Nov 10, 2013: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Dec 10, 2013: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Jan 10, 2014: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Feb 10, 2014: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Feb 12, 2014: Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 2nd semester **Person:** Michele Luck & Shelly Williams
Mar 10, 2014: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
Apr 10, 2014: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams
May 10, 2014: During the school year our instructional coaches will meet with individual teachers as needed **Person:** Michele Luck & Shelly Williams

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.

Extended Learning Activities

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.

Parent Notice - Assessment Results

No professional development is needed for this strategy.

Reading Communication to Parents

No professional development is needed for this strategy.

School-Wide Positive Behavior Plan

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

Teacher Mentoring Program

Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 1st semes

Brief Description: Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 1st semester

Intended Participants: Teachers

Date: Sep 12, 2013

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? No

Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 2nd semes

Brief Description: Cafe, Daily 5, or Writing training with our instructional coaches for each grade level team 2nd semester

Intended Participants: Teachers

Date: Feb 12, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? No

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

No professional development is needed for this strategy.

I. Focused Academic Area: CAFE/Daily5 Menu of Reading Strategies

Instructional Implementation Block (IIB)

Brief Description: 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.

Intended Participants: Teachers

Dates: Aug 19, 2013; Sep 9, 2013; Sep 23, 2013; Oct 7, 2013; Oct 21, 2013; Nov 4, 2013; Nov 11, 2013; Dec 2, 2013; Dec 16, 2013; Jan 13, 2014; Jan 27, 2014; Feb 4, 2014; Feb 18, 2014; Mar 5, 2014; Mar 19, 2014; Apr 2, 2014; Apr 16, 2014; May 8, 2014; May 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Tier 1 Core Reading

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... Extended Learning Activities

Data Targets Influenced by This Concern:

- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- K-2 Students -- At or above benchmark EOY mClass TRC

Strategies to Impact This Concern:

- Extended Learning Activities

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- 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:

- Educator Training - Parent Involvement
- Parent Involvement
- Parent Notice - Assessment Results
- Reading Communication to Parents

We are concerned that... Parent Involvement

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:

- Parent Involvement

We are concerned that... Educator Training - Parent Involvement

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

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:

- Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

- 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:

- Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

- 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:

- Instruction by Highly Qualified Teachers
- Teacher Mentoring Program

We are concerned that... Instruction by Highly Qualified Paraprofessionals

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:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

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:

- Attracting Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Student Transition

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

- 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:

- Parent Notice - Assessment Results
- Reading Assessments

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

- 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:

- School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern:

- 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:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern:

- 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:

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

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- 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:

- School-Parent Compact

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- 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:

- Annual Parent Meeting

We are concerned that... Parent Notice - School in Improvement

Data Targets Influenced by This Concern:

- 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:

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

Data Targets Influenced by This Concern:

- 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:

- School-Wide Positive Behavior Plan

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

Data Targets Influenced by This Concern:

- 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:

- Annual Parent Meeting
- Educator Training - Parent Involvement
- Outreach to Preschool Parent Involvement Programs
- Parent Information Resource Center Website
- Parent Involvement
- School-Parent Compact
- School-Parent Involvement Policy

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3-5 Students -- Predicted to Pass Acuity Language Arts Measured by Assessment C
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- K-2 Students -- At or above benchmark EOY mClass TRC

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 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:

- 3-5 Students -- Predicted to Pass Acuity Language Arts Measured by Assessment C
- Free and Reduce Lunch Students -- Passing ISTEP+ in Language Arts (AYP)
- K-2 Students -- At or above benchmark EOY mClass TRC
- Special Education Students -- Passing ISTEP Language Arts (AYP Data)

Strategies to Impact This Concern:

- Teacher Mentoring Program
- Teacher Mentoring Program
- I. Focused Academic Area: Tier 1 Core Reading
- I. Focused Academic Area: CAFE/Daily5 Menu of Reading Strategies
- U. Focused Student Group: Free and Reduced and Special Education

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:

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

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?	We follow the Common Core Standards. They are on line at www.corestandards.org
<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 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, IRead3
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.

Continuous Improvement Timeline

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

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