

School Improvement Plan - 2011-2012

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Dayton Elementary School (8017)

Tippecanoe School Corp

Dayton, 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

Dayton Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the 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

- Mike Gabauer - Teacher
- Kris Goodman - Teacher
- Carol Grady - Teacher
- Barbara Maitland - Administrator
- Joe McMurry - Community Representative (Business)
- Janet O'Connor - Parent/Guardian

Strategy Chairs

- Kelly Berger
- Kris Goodman
- Carol Grady
- Rebecca Kaverman
- Barbara Maitland
- Amy McMurry
- Liz Miller
- Lauri Wainscott

Community Council

- Carol Galbraith - Community Services
- Rob Hainje - Law Enforcement/Parent
- Janet O'Connor - Local volunteer/Parent
- LaDonna Snyder - Higher Level Teacher/Parent

- Jill Tucker - Local Business/Parent
- Susan Xioufaridou - Parent

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:

-Respect from students and staff -A licensed teacher -Access to Technology -Self worth -A safe learning environment -An enthusiastic teacher -Chaos free environment -Structure -Predictability -Opportunity to succeed -To learn to their potential -Continuity -To see cultural events -Developmentally appropriate education -Supplies and materials -High expectations -Supportive adults -Accountable adults -A childhood -Recess -Outlined consequences -To have basic needs met -Teachers who believe in them -A teacher advocate -Coordination between home and school -Equality -Engaging learning opportunities -Creative outlets -To dream of a better future and make it a reality -Learn to read -Remediation and enrichment -To master standards -Learn life skills and use them -Learn and apply life skills/study skills -Real life applications -Leadership opportunities -Be taught in their learning style -A happy teacher -A second chance -A highly qualified teacher -To have their opinion valued -Logical, natural consequences -Predictable, sequential consequences -Corporation and school wide discipline policy -Learn and use a work ethic -Privacy -Comfortable environment -Physical activity -To be responsible for themselves -To know what they are responsible for -To feel they are really good at one thing -Feel valued -To have individual needs met -To be challenged -To feel welcome -Feel like they belong and have a role to play -high expectations/individualized learning -all children can learn -children learn at different speeds -children deserve a safe, caring environment -children deserve to master academics -need to learn basic skill to lay foundation -need to learn social skills and be well-rounded -need a supportive adult -deserve structure/discipline -deserve to actively participate in their education -children should be excited about their education

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

-Positive -Life long learners -Willing to participate, help, learn, try -Stable -Law abiding -Support school community -Mature -Caring -Patient -Flexible -Realistic -Support and encourage one another -Be on the team for the child -Interested in the child's welfare -Have a community sense -Firm and predictable -Believe in each student's potential -Model both academic and behavioral expectations -Speak appropriately both in language and in tone -Committed -Prepared -Drug free -No excuses -Expect good behavior on public -Sense of humor -Be prepared -Hopeful -See students as individuals -Teach the whole child -Challenge one another -Show a passion for what they teach -Focus on child not self -Demand respect -Earn respect -All adults should see themselves as teachers -Business community supportive in a monetary way -no excuses -forget the past -be a good role model -lead by example -be open to paradigm shifts

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

-Attentive -Inquisitive -Emotionally healthy -Avid reader -Long term goal oriented -Respectful of others -Strong sense of self / self worth -Self motivating -Confident and willing to participate -Kind -Responsible -High achieving -Punctual -Life skill user -Self starter -Excited -Curiosity -Life long learner -Content -Courageous -Behave appropriately -Intrinsically motivated -Collaborate -Appreciate others differences -Family oriented -Flexible -Patient -Happy -Use academic work and social skills -Positive outlook -Accepting listeners -Able and willing to learn from mistakes -Apply their knowledge to real life -Problem solving -more enthusiasm -success in mastery -success in real-life applications -higher self confidence/self-esteem -better attendance -less discipline problems -students will show respect -student success will breed parent involvement -students will enjoy and celebrate successes

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

- % of students who Pass ISTEP Math: 100%
- % of students who Pass ISTEP English: 100%
- % of students who Read at or above grade level: 100%
- % of students who Meet grade level standards: 100%
- % of students who DIBELS: 100%
- % of students who Acuity: 100%
- % of students who Writing samples: 100%
- % of students who LAS links: 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.

All students in grades 3, 4, and 5 - earn mastery in problem solving on math ISTEP (seat data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70%	72%	83.3	74%		78%		80%		82		100%

Free/reduced lunch students in grades 3- 5 - pass ISTEP language arts (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%	59%	72.6	70%		75%		78%		80		100%

Free/reduced lunch students in grades 3- 5 - pass ISTEP math (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	58%	72.6	63%		67%		71%		73		100%

Hispanic students in grades 3, 4, and 5 - pass ISTEP math (AYP)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47%	48%	62.6	52%		56%		60%		64		100%

Special education students in grades 3, 4, and 5 - pass ISTEP language arts (AYP).

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	39%	40%	36.5	43%		46%		49%		51		100%

Special education students in grades 3, 4, and 5 - pass ISTEP math (AYP).

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	43%	44%	50	48%		51%		55%		58		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... Staff are not teaching the Indiana Standards.

*55% of parents don't know if teachers are giving tests that cover the Academic Standards (InSAI Survey). *8% faculty disagreed that their grades reflect the Indiana Standards (InSAI Survey). *6% (12/34) faculty say not given at least one test a grade period that covers the Indiana Academic Standards (InSAI survey).

We are concerned that... Student behavior is interfering with learning.

*67% K-2 strongly agree or agree and 57% 3-5 agree that they have a hard time working at school because other's bother me (InSAI survey). *55% of faculty agree that students have a hard time working because of others bothering them. *97% of faculty feel their students have personal problems that interfere with their school work (InSAI survey).

We are concerned that... Tier 3 Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier I Core Reading

We are concerned that... Reading Communication to Parents

We are concerned that... Reading Assessments

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Positive Behavior Support

Positive Behavior Support was implemented during the 2010-2011 school year. This strategy will continue and include the following: 1) entire staff involvement in research of Positive Behavior Support 2)entire staff involvement in implementation A presentation and recommendation by staff of findings occurred prior to the close of the 09-10 school year. Implementation by the entire staff of the Positive Behavior Support began in the 2010-2011 school year. It will continue in the 2011-12 school year.

Impact Level: High Impact - Inside

Focus: General

Reading Assessment

Reading assessments to be used for data collection and progress monitoring are mclass, acuity, istep and ired3. Classroom teachers will administer the assessments, as well as Title I and Special Education teachers. This will happen as scheduled by the school corporation and state of Indiana

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Parents will be informed of their child's reading progress via report card, mclass and acuity newsletters, school website, and parent meetings.

Impact Level: Low Impact

Focus: Specific

Tier 1 Core Reading

Core reading instruction at grade level and based on scope and sequence of our adopted basal textbook will occur in every classroom for every student by highly qualified teachers and supported by highly qualified instructional assistants during the daily 90 minute reading block.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Intervention groups will be formed after analysis of data on mclass/acuity/ISTEP. These groups will be instructed by highly qualified teachers and paraprofessionals working under the guidance of the teachers. Curriculum will be based on needs shown from above mentioned assessments. This will occur daily.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Tier 3 students will have exposure to grade level curriculum during the 90 minute block. They will be provided support and/or separate curriculum outside the 90 minute block as determined appropriate. This will occur on a daily basis.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement

Dayton classroom teachers and title I Lead Teacher will hold several parent involvement instructional meetings throughout the 2011-2012 school year with special invitation toward special education, Hispanic, and free/reduced lunch parents. The focus of these meetings will be to train parents in ways that they can help their children improve their academic performance. Topics for these meetings may include but are not limited to technology, math problem solving, reading comprehension and reading fluency. This strategy will incorporate strong collaboration with community resources in the following way: Community businesses and organizations such as Junior Achievement, Sheffield Fire Department, Dayton Optimist Club, Kohls, Headstart, CAPE, and the Tippecanoe County Library, will assist in strengthening our parent involvement program by providing resources to the school.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - Parent Involvement

In 2011-2012, teacher training will be led by a committee on ways to involve parents in education. The focus will be to offer teachers a knowledge base about how to involve parents in their child's education. This will include website training by school's web-master to ensure all classroom teachers have the means to develop a classroom website as a way to communicate with parents.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee

A corporation pre-school committee was developed in 2010-11 school year which includes representatives from each Title I schools in the corporation. The committee also includes invitations to all pre-school programs and home pre-schools within each school's demographics. The purpose will be to foster collaboration between the elementary schools, pre-schools, and Head Start programs which feed into the elementary schools. The emphasis of this committee will be to: 1) Provide a forum to develop communication between the Title I buildings and the local pre-schools with emphasis on parent involvement and curriculum. 2) Transition between pre-school and Title I buildings. 3) Identifying pre-school needs that can be assisted by schools. 4) Behavioral expectations and how these can be implemented at home to make transition to school easier. 5) Parent Involvement strategies that the schools can use to reach the parents with students already in pre-school.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website: Title I Web Page Link

The Title I web page has been linked to the school webpage. It is kept current by the Title I Lead Teacher, the DES webmaster, and the Title I secretary.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Alignment

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. During the 2010-2011 school year, grade K-5 teachers worked to align the math and language arts curriculum with the Indiana Academic Standards. During the first semester of 2010-11, the instructional coach lead staff through the process of aligning language arts standards and mathematics standards with daily instruction to ensure essential instruction of the Indiana Academic Standards. Curriculum maps that were developed are stored in the shared drive of the corporation so that all staff can access these items. We will continue to plan instruction based on the most current curriculum standards as designated by the State Department of Education. During the 2011-12 school year, our school continues to 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 adults changed their practices; 2) Force field data will help us determine the degree to which students 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 whcih we will review at the end of each semester next year, we will make adjustments to this strategy as needed.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Intervention Time

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 swchool's curriculum rigor. Throughout the school year, teachers will continue to implement school-wide intervention time in language arts and math. Materials used for remediation intervention will include, but may not be limited to Harcourt Trophies Intervention, Reading A to Z, Fountas and Pinnell Levelled Literacy Intervention, Successmaker Reading and Successmaker Math, Acuity learning resources for language arts and math, and Scholastic "Do the Math" Intervention by Marilyn Burns. All students will be divided into groups during intervention time to ensure students get remediation or enrichment as appropriate. Students will enter or exit groups as needed based on ISTEP, acuity and mclass benchmarks and ongoing progress monitoring throughout the year. Emphasis will be on all Title I staff instructing Title I students via pull-out remediation groups. Title I students will be determined by ISTEP, acuity, and mClass benchmarks. Staff will focus on special education, free and reduced, and ELL students to ensure that specific interventions are meeting student needs. 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 needed.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Tippecanoe School Corporation 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 also be communicated. In order to qualify for grade promotion a student must be present 90% of the class enrollment days. The following are circumstances that will be counted as present: exhibiting at state fair or educational/religious experience under supervision of parent/guardian. The following absences are not counted against the student when determining the attendance requirements beyond the nine maximum days allowed and are to be exempt from attendance requirements: illness with physician verification, immediate family member funeral with verification, judicial appointments with verification, or out of school suspension. The parent/guardian will be contacted by the school administrator each semester when the student has accumulated five absences in a semester or the student's attendance pattern indicates a risk of not meeting school corporation guidelines. This policy applies to all absences from the school. Once a child has missed nine days or ten percent of total school enrollment an administrator sends a truancy letter to the parent/guardian and notifies the Tippecanoe County truancy officer.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Instructional Coaching: Balanced Literacy

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Cuouncil (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 (nees 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. During the 2011-12 school year, an Instructional Coach will provide instruction and support on balanced literacy including leveled reading, the writing process, and reading comprehension. Emphasis will be placed on instructing all students at their reading level with the use of leveled reading materials and interventions and having each teacher observed and debriefed after each of the coach's visits. Materials used will include, but may not be limited to Harcourt Trophies and Intervention System, Fountas and Pinnell Levelled Literacy Intervention, and Reading A to Z. 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 students needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school

year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Instructional Coaching: Differentiated Instruction

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council(including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas. 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the 2011-12 school year, teachers will receive additional coaching from the corporation's instructional coach on differentiated instruction. Teachers will then utilize differentiated instructional strategies for math instruction. The instructional coach will meet in groups and individually with teachers to assist in meeting student needs as demonstrated on Singapore math and other assessments. Special focus will be continuing to reach special education, free and reduced lunch, and Hispanic students. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which the 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: Corporation Expectation of Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers we will 1) hire only highly qualified teachers 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. Also we will make parents aware of the school's progress in employing all highly qualified teachers by mailing a letter so stating in the first quarter. Postage receipt is placed on file at the corporation office. 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 teacher qualifies as highly qualified whether by PRAXIS, NTE, HOUSE, or CAS, 3) Information is available at the corporation and school level for teachers and instructional assistant candidates to become highly qualified before hiring can occur, 4) List is maintained at the building level and with the corporation personnel office of all teachers and their highly qualified status and method for qualification.

Impact Level: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

To ensure that all students are taught by highly qualified paraprofessionals, we will only hire highly qualified paraprofessionals as defined by Indiana law. The school corporation keeps and maintains a list of all paraprofessionals in the corporation. This list includes how the paraprofessionals became highly qualified (associate degree, two years of college, or passed the ParaPro test.) No non-highly qualified paraprofessionals are employed in the buildings.

Impact Level: High Impact - Inside

Focus: General

K. Attracting 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: Dayton Elementary will continue to participate in teacher education programs by providing Purdue Elementary Education students with classroom experience through Purdue's Block program. Dayton 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. Dayton 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. Each year the central office administration commits to a New Teacher Academy. The focus of this academy is to expose all first-year teachers to a variety of information regarding instruction, assessment, safety and technology. New Teacher Academy dates occur 5-6 times throughout the school year.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers: Recruitment Visits

Each spring the Tippecanoe School Corporation visits various state schools' college campus recruitment fairs to recruit a pool of highly qualified candidates for its teaching ranks. These visits occur each April and May and are supported by the individual schools by having building principals at elementary, middle, and high school levels attending. Principals interview and gather resumes of prospective candidates. The candidates receive information about the corporation and its offerings. They also are directed toward the corporation website for further information and on-line application.

Impact Level: High Impact - Inside

Focus: General

L. Student Transition: Carol Grady

A corporation pre-school committee was developed in 2010-11 school year which includes representatives from each Title I schools in the corporation. The committee also includes invitations to all pre-school programs and home pre-schools within each school's demographics. The purpose will be to foster collaboration between the elementary schools, pre-schools, and Head Start programs which feed into the elementary schools.

Impact Level: High Impact - Inside

Focus: Specific

M. Parent Notice - Assessment Results: Assessment Distribution

All assessment results (ISTEP, Acuity, mClass, and Report Card) are distributed, in a language that they can understand, to parents through children at various times throughout the school year. Parents are notified in advance about the distribution of these assessment results through a variety of means including: Beginning of the Year Calendar of Events, school newsletter, school website and corporation community bulletin board. Information is provided along with these distributions to educate parents on how they can help at home. Parents with special education students receive information regarding assessment results during annual case review IEP conferences.

Impact Level: High Impact - Outside

Focus: General

N. Parent Notice - School in Improvement

Dayton Elementary will mail a letter in September to all parents informing them of our school in improvement status. This letter will include all the necessary information required by the Indiana Department of Education.

Impact Level: Low Impact

Focus: General

O. Extended Learning Activities

As a component of Dayton Elementary's Title I AYP status, targeted non-proficient, free and reduced lunch students receive free tutoring provided by state approved outside vendors. This tutoring is offered throughout the school year outside the regular school day and during the summer. As a part of this strategy, the classroom teachers will extend learning opportunities by providing thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Outside

Focus: Specific

P. Teacher Mentoring Program

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 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. During the 2011-12 school year, an Instructional Coach will provide instruction and support on balanced literacy including leveled reading, the writing process, and reading comprehension. Emphasis will be placed on instructing all students at their reading level with the use of leveled reading materials and interventions and having each teacher observed and debriefed after each of the coach's visits. Materials used will include, but may not be limited to Harcourt Trophies and Intervention System, Fountas and Pinnell Levelled Literacy Intervention, and Reading A to Z. 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 students 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

Q. School-Parent Involvement Policy

In the spring of 2011, parents are invited to participate in the review/revise of the School-Parent Involvement Policy, according to the Indiana Department of Education Requirements, at the corporation and school level. The Parent Involvement Policy will be distributed to all parents at the beginning of the 2011-2012 school year during registration.

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

In the fall of 2011, the Dayton Elementary Principal will mail a Parent-Right-to-Know letter to all parents to inform them that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. This letter will include all DOE requirements.

Impact Level: Low Impact

Focus: General

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

Dayton Elementary plans to send to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

In the spring of 2011, Title 1 staff will invite parents to participate in the review/revise of the School-Parent Compact. The compact will include all DOE requirements. The compact will be and will be distributed and explained to parents in the fall of 2011 at parent teacher conferences. At this time, parents will be invited to sign the compact.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents will be invited to an informational meeting in the Fall. Multiple dates and times for this meeting will be provided to accommodate the needs of the families. The meeting will inform parents of their school's participation in Title I, Part A programs, and explain the Title I, Part A requirements and the right of parents to be involved in these programs. 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

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council, (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who are 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. See Strategy I: Focused Academic Area: Differentiated Instruction. During the 2011-12 school year teachers will continue to receive coaching in differentiated instruction from the corporation's instructional coach. Teachers will then utilize differentiated instructional strategies for math instruction. The instructional coach is in place who will assist teachers and coach them on how to differentiate to reach special education, free and reduced lunch, and Hispanic students. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which the 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, Dayton Elementary will partner with a similar school that was successful in meeting AYP for the purpose of reviewing the quality of the DES School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Local Strategies

Positive Behavior Support

percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire

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

% of staff who submit 200 club tickets

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

% of teachers documenting instruction of positive behaviors and routines on a quarterly basis

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

% of teachers documenting quarterly instruction of procedures as per questionnaire

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

% of staff reporting data for those students using a Daily Progress Report

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

% of teachers documented following office referral guidelines as per quarterly questionnaire

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

Reading Assessment

percent of teachers participating in data analysis lead by school psychologist and instructional coach

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

Reading Communication to Parents

percent of teachers supplying assessment information to parents

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

Tier 2 Reading

percent of teachers who will use interventions that match skills need found in students (count via questionnaire quarterly)

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

Tier 3 Reading

% of teachers who match appropriate instructional interventions and levels of intensity and duration for students (as per quarterly questionnaire)

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
16	100		100	

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Alignment

% of time teachers report via questionnaire they were teaching Indiana Academic standards

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

% of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning

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

F. Encourage Rigorous Curriculum: Intervention Time

% of teachers who provide increased math instruction through the use of levelled groups during the school day

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

% of staff who provide 30 minutes time for targeted students in need of reading interventions

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

I. Focused Academic Area: Instructional Coaching: Balanced Literacy

% of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block

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

I. Focused Academic Area: Instructional Coaching: Differentiated Instruction

% of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire

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

% of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire

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

U. Focused Student Group

% of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire

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

% of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction

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

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

May 20, 2011: Determine multiple dates for 2011-2012 Dayton Annual Parent Meeting and place on school calendar **Person:** Carol Grady

Aug 30, 2011: Design meeting agenda for annual parent meeting based on Title I regulations **Person:** Carol Grady

Aug 30, 2011: Meet with corporation Title I staff to determine specific requirements for annual parent meeting as per school wide services model **Person:** Carol Grady

Sep 15, 2011: Send notification and rsvp form to parents of Dayton students **Person:** Carol Grady

Sep 16, 2011: Prepare materials for annual parent meeting for all families (native and non native English speakers) **Person:** Carol Grady

Sep 30, 2011: Provide multiple meetings (as per calendar designations) for parents outlining Title I services, identification of most at risk, parental rights, and all parties' responsibilities **Person:** Carol Grady

Educator Training - Parent Involvement

Sep 1, 2011: IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

Sep 1, 2011: IIB session--how teachers can reach out to families **Person:** Barbara Maitland

Sep 1, 2011: Website development to provide information on current curriculum for parents **Person:** All teachers

Sep 1, 2011: Website review and update **Person:** all teachers

Oct 1, 2011: Website review and update **Person:** all teachers

Nov 1, 2011: Website review and update **Person:** all teachers

Nov 3, 2011: IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

Dec 1, 2011: Website review and update **Person:** all teachers

Jan 1, 2012: Website review and update **Person:** all teachers

Jan 5, 2012: IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

Feb 1, 2012: Website review and update **Person:** all teachers

Mar 1, 2012: Website review and update **Person:** all teachers

Mar 8, 2012: IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

Apr 1, 2012: Website review and update **Person:** all teachers

May 1, 2012: Website review and update **Person:** all teachers

May 10, 2012: IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

Jun 1, 2012: Website review and update **Person:** all teachers

Encourage Rigorous Curriculum

Aug 15, 2011: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Aug 20, 2011: Post in classrooms standards to be addressed each nine weeks for language arts and math **Person:** Kris Goodman

Aug 20, 2011: Post on the Dayton website a link to the standards on the DOE website **Person:** Kris Goodman

Aug 20, 2011: Verify that all grade levels have access to a completed curriculum map for current language arts standards **Person:** Vicky Chambers

Aug 20, 2011: Verify that all grade levels have access to a completed curriculum map for current math standards **Person:** Vicky Chambers

Aug 30, 2011: Students at risk based on assessments will receive targeted small group interventions in demonstrate areas of need in math **Person:** Carol Grady

Aug 30, 2011: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in reading/language arts along with tier one activities **Person:** Carol Grady

Sep 1, 2011: Differentiation coach will review current language arts standards and provide strategies for differentiation and alignment within the curriculum **Person:** Michele Luck

Sep 1, 2011: Differentiation coach will review current math standards and provide strategies for aligning with the curriculum **Person:** Michele Luck

Sep 1, 2011: Problem Solving Meeting with grade levels and school psychologist and instructional coach to analyze assessment data and plan interventions **Person:** Barb Maitland

Sep 15, 2011: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Sep 30, 2011: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Oct 1, 2011: Successmaker, mclass and acuity data will be analyzed to determine students in need of tier 2 interventions **Person:** Teachers

Oct 15, 2011: Implement school wide leveled math groups for 270 minutes on a quarterly basis **Person:** Teachers

Oct 15, 2011: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Oct 30, 2011: Collect quarterly data: % of time staff who provide 270 minutes of levelled math and reading instruction each quarter as per questionnaire **Person:** Carol Grady

Oct 30, 2011: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Nov 3, 2011: Problem Solving Meeting with grade levels and school psychologist and instructional coach to analyze assessment data and plan interventions **Person:** Barb Maitland

Nov 15, 2011: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Nov 30, 2011: Collect fall data: % of teachers who provide increased math instruction through the use of levelled groups during the school day **Person:** Carol Grady

Nov 30, 2011: Collect fall data: % of staff who provide 30 minutes time for targeted students in need of reading interventions **Person:** Carol Grady

Nov 30, 2011: Collect fall data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning **Person:** Carol Grady

Nov 30, 2011: Collect fall data: % of time teachers report via questionnaire they were teaching Indiana Academic standards **Person:** Carol Grady

Nov 30, 2011: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Dec 3, 2011: Successmaker, mclass and acuity data will be analyzed to determine students in need of tier 2 interventions **Person:** Teachers

Dec 15, 2011: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Dec 17, 2011: Implement school wide leveled math groups for 270 minutes on a quarterly basis **Person:** Teachers

Dec 30, 2011: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Jan 5, 2012: Problem Solving Meeting with grade levels and school psychologist and instructional coach to analyze assessment data and plan interventions **Person:** Barb Maitland

Jan 15, 2012: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Jan 30, 2012: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Feb 4, 2012: Successmaker, mclass and acuity data will be analyzed to determine students in need of tier 2 interventions **Person:** Teachers

Feb 15, 2012: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Feb 18, 2012: Implement school wide leveled math groups for 270 minutes on a quarterly basis **Person:** Teachers

Mar 1, 2012: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Mar 8, 2012: Problem Solving Meeting with grade levels and school psychologist and instructional coach to analyze assessment data and plan interventions **Person:** Barb Maitland

Mar 15, 2012: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Apr 1, 2012: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasding/language arts along with tier one activities **Person:** Carol Grady

Apr 7, 2012: Successmaker, mclass and acuity data will be analyzed to determine students in need of tier 2 interventions **Person:** Teachers

Apr 15, 2012: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

Apr 21, 2012: Implement school wide leveled math groups for 270 minutes on a quarterly basis **Person:** Teachers

May 1, 2012: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasing/language arts along with tier one activities **Person:** Carol Grady

May 10, 2012: Problem Solving Meeting with grade levels and school psychologist and instructional coach to analyze assessment data and plan interventions **Person:** Barb Maitland

May 15, 2012: Ongoing consultation on math and reading curriculum and interventions as requested by teachers **Person:** Michele Luck

May 20, 2012: Review curriculum maps as used during 2010-11 school year and revise as necessary **Person:** Kris Goodman

Jun 1, 2012: Students at risk based on assessments will receive targeted, small group interventions in demonstrated areas of need in relasing/language arts along with tier one activities **Person:** Carol Grady

Jun 9, 2012: Successmaker, mclass and acuity data will be analyzed to determine students in need of tier 2 interventions **Person:** Teachers

Jun 30, 2012: Collect spring data: % of teachers who provide increased math instruction through the use of levelled groups during the school day **Person:** Carol Grady

Jun 30, 2012: Collect spring data: % of staff who provide 30 minutes time for targeted students in need of reading interventions **Person:** Carol Grady

Jun 30, 2012: Collect spring data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning **Person:** Carol Grady

Jun 30, 2012: Collect spring data: % of time teachers report via questionnaire they were teaching Indiana Academic standards **Person:** Carol Grady

Extended Learning Activities

Oct 1, 2011: Determine list of non proficient students in all grade levels based on corporation determined criteria **Person:** Carol Grady

Oct 1, 2011: Obtain free and reduced lunch students **Person:** Carol Grady

Oct 2, 2011: Compare two lists to determine non proficient free and reduced recipients **Person:** Carol Grady

Oct 15, 2011: Letters sent to school families stating they may be eligible for SES **Person:** Carol Grady

Oct 20, 2011: Host vendor fair during parent teacher conferences event **Person:** Carol Grady

Oct 20, 2011: Provide support to families in filling out registrations and relaying pertinent information **Person:** Carol Grady

Focused Academic Area

Jun 15, 2011: Develop a list of focused academic students listing the particular special education, free and reduced, and Hispanic students targeted for intensive support **Person:** Barbara Maitland

Jun 15, 2011: Use focus student list in designing class lists **Person:** Barbara Maitland

Aug 15, 2011: Inform teachers of focus students in each classroom **Person:** Barbara Maitland

Aug 20, 2011: Coaching individual staff **Person:** Michele Lujck

Aug 20, 2011: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Aug 20, 2011: Outline coaching schedule and curriculum for year **Person:** Michele Luck

Aug 20, 2011: Publish coacj's schedule via outlook calendar and email to staff **Person:** Michele Luck

Aug 20, 2011: Staff provides balanced literacy lessons during literacy coahcing **Person:** All teachers

Aug 25, 2011: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Aug 27, 2011: Staff provides balanced literacy lessons during literacy coahcing **Person:** All teachers

Sep 1, 2011: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Sep 1, 2011: Differentiation coach will schedule quarterly differetiation training sessions with grade levels **Person:** Michele Luck

Sep 1, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Sep 3, 2011: Staff provides balanced literacy lessons during literacy coahcing **Person:** All teachers

Sep 8, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Sep 10, 2011: Staff provides balanced literacy lessons during literacy coahcing **Person:** All teachers

Sep 15, 2011: Differentiated math instruction occurs **Person:** Teachers

Sep 15, 2011: Grade level collaratin during IIB to design lessons duriing levelled math groups **Person:** Michele Luck

Sep 15, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Sep 15, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Sep 17, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Sep 20, 2011: Coaching individual staff **Person:** Michele Lujck

Sep 20, 2011: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Sep 22, 2011: Differentiated math instruction occurs **Person:** Teachers

Sep 22, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Sep 22, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Sep 24, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Sep 25, 2011: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Sep 29, 2011: Differentiated math instruction occurs **Person:** Teachers

Sep 29, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Sep 29, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Oct 1, 2011: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Oct 1, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Oct 6, 2011: Differentiated math instruction occurs **Person:** Teachers

Oct 6, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Oct 6, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Oct 8, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Oct 13, 2011: Differentiated math instruction occurs **Person:** Teachers

Oct 13, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Oct 13, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Oct 15, 2011: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** Teachers

Oct 15, 2011: Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck

Oct 15, 2011: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Oct 15, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Oct 20, 2011: Coaching individual staff **Person:** Michele Lujck

Oct 20, 2011: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Oct 20, 2011: Differentiated math instruction occurs **Person:** Teachers

Oct 20, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Oct 20, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Oct 22, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Oct 25, 2011: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Oct 27, 2011: Differentiated math instruction occurs **Person:** Teachers

Oct 27, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Oct 27, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Oct 29, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Nov 1, 2011: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Nov 3, 2011: Differentiated math instruction occurs **Person:** Teachers

Nov 3, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Nov 3, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Nov 5, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Nov 10, 2011: Differentiated math instruction occurs **Person:** Teachers

Nov 10, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Nov 10, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Nov 12, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Nov 15, 2011: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

Nov 15, 2011: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Nov 17, 2011: Differentiated math instruction occurs **Person:** Teachers

Nov 17, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Nov 17, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Nov 19, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Nov 20, 2011: Coaching individual staff **Person:** Michele Lujck

Nov 20, 2011: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Nov 24, 2011: Differentiated math instruction occurs **Person:** Teachers

Nov 24, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Nov 24, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Nov 25, 2011: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Nov 26, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Nov 30, 2011: Collect fall data: % of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire **Person:** Liz Miller

Nov 30, 2011: Collect fall data: % of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block **Person:** Carol Grady

Nov 30, 2011: Collect fall data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Liz Miller

Dec 1, 2011: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Dec 1, 2011: Differentiated math instruction occurs **Person:** Teachers

Dec 1, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Dec 1, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Dec 3, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Dec 8, 2011: Differentiated math instruction occurs **Person:** Teachers

Dec 8, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Dec 8, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Dec 10, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Dec 15, 2011: Differentiated math instruction occurs **Person:** Teachers

Dec 15, 2011: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

Dec 15, 2011: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Dec 15, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Dec 15, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Dec 17, 2011: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** Teachers

Dec 17, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Dec 20, 2011: Coaching individual staff **Person:** Michele Lujck

Dec 20, 2011: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Dec 22, 2011: Differentiated math instruction occurs **Person:** Teachers

Dec 22, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Dec 22, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Dec 24, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Dec 25, 2011: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Dec 29, 2011: Differentiated math instruction occurs **Person:** Teachers

Dec 29, 2011: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Dec 29, 2011: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Dec 31, 2011: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Jan 1, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Jan 5, 2012: Differentiated math instruction occurs **Person:** Teachers

Jan 5, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Jan 5, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Jan 7, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Jan 12, 2012: Differentiated math instruction occurs **Person:** Teachers

Jan 12, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Jan 12, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Jan 14, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Jan 15, 2012: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

Jan 15, 2012: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Jan 19, 2012: Differentiated math instruction occurs **Person:** Teachers

Jan 19, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Jan 19, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Jan 20, 2012: Coaching individual staff **Person:** Michele Luck

Jan 20, 2012: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Jan 21, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Jan 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Jan 26, 2012: Differentiated math instruction occurs **Person:** Teachers

Jan 26, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Jan 26, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Jan 28, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Feb 1, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Feb 2, 2012: Differentiated math instruction occurs **Person:** Teachers

Feb 2, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Feb 2, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Feb 4, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Feb 9, 2012: Differentiated math instruction occurs **Person:** Teachers

Feb 9, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Feb 9, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Feb 11, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Feb 15, 2012: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

Feb 15, 2012: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Feb 16, 2012: Differentiated math instruction occurs **Person:** Teachers

Feb 16, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Feb 16, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Feb 18, 2012: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** Teachers

Feb 18, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Feb 20, 2012: Coaching individual staff **Person:** Michele Lujck

Feb 20, 2012: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Feb 23, 2012: Differentiated math instruction occurs **Person:** Teachers

Feb 23, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Feb 23, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Feb 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Feb 25, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Mar 1, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Mar 1, 2012: Differentiated math instruction occurs **Person:** Teachers

Mar 1, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Mar 1, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 3, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Mar 8, 2012: Differentiated math instruction occurs **Person:** Teachers

Mar 8, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Mar 8, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 10, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Mar 15, 2012: Differentiated math instruction occurs **Person:** Teachers

Mar 15, 2012: Grade level colloratin during IIB to design lessons during levelled math groups **Person:** Michele Luck

Mar 15, 2012: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Mar 15, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Mar 15, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 17, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Mar 20, 2012: Coaching individual staff **Person:** Michele Lujck

Mar 20, 2012: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Mar 22, 2012: Differentiated math instruction occurs **Person:** Teachers

Mar 22, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Mar 22, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 24, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Mar 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Mar 29, 2012: Differentiated math instruction occurs **Person:** Teachers

Mar 29, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Mar 29, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 31, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Apr 1, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

Apr 5, 2012: Differentiated math instruction occurs **Person:** Teachers

Apr 5, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Apr 5, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Apr 7, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Apr 12, 2012: Differentiated math instruction occurs **Person:** Teachers

Apr 12, 2012: Teachers in grades 3-5 will schedule time weekly for use of self paced computerized math programs **Person:** Teachers

Apr 12, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Apr 14, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Apr 15, 2012: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

Apr 15, 2012: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

Apr 19, 2012: Differentiated math instruction occurs **Person:** Teachers

Apr 19, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math programs **Person:** Teachers

Apr 19, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Apr 20, 2012: Coaching individual staff **Person:** Michele Lujck

Apr 20, 2012: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

Apr 21, 2012: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** Teachers

Apr 21, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

Apr 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Apr 26, 2012: Differentiated math instruction occurs **Person:** Teachers

Apr 26, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math programs **Person:** Teachers

Apr 26, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Apr 28, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

May 1, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele Luck

May 3, 2012: Differentiated math instruction occurs **Person:** Teachers

May 3, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math programs **Person:** Teachers

May 3, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

May 5, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

May 10, 2012: Differentiated math instruction occurs **Person:** Teachers

May 10, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math programs **Person:** Teachers

May 10, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

May 12, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

May 15, 2012: Grade level collaboration during IIB to design lessons during leveled math groups **Person:** Michele Luck

May 15, 2012: Meet with differentiation instruction coach to determine effectiveness of strategies and revise as needed **Person:** Michele Luck

May 17, 2012: Differentiated math instruction occurs **Person:** Teachers

May 17, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math programs **Person:** Teachers

May 17, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

May 19, 2012: Staff provides balanced literacy lessons during literacy coaching **Person:** All teachers

May 20, 2012: Coaching individual staff **Person:** Michele Lujck

May 20, 2012: Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

May 24, 2012: Differentiated math instruction occurs **Person:** Teachers

May 24, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Jun 30, 2012: Collect spring data: % of teachers that are using computer lab time in order to provide self-paced instruction as per lab schedule and quarterly questionnaire **Person:** Liz Miller

Jun 30, 2012: Collect spring data: % of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block **Person:** Carol Grady

Jun 30, 2012: Collect spring data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Liz Miller

Focused Student Group

- Jun 15, 2011:** Develop list of "focused academic students: listing the particular special education, free and reduced, and Hispanic students targeted for intensive support **Person:** Barb Maitland
- Jun 15, 2011:** Use "focus student list" in designing class lists **Person:** Barb Maitland
- Aug 15, 2011:** Inform teachers of "focus students" in each classroom **Person:** Barb Maitland
- Aug 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady
- Sep 1, 2011:** Differentiation coach will schedule quarterly differentiation training sessions with grade levels **Person:** Michele Luck
- Sep 1, 2011:** Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers
- Sep 15, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Sep 15, 2011:** Grade level collaboration during IIB time to design lessons to be used during levelled math groups **Person:** Barb/Teachers
- Sep 20, 2011:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck
- Sep 22, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Sep 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady
- Sep 29, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Oct 6, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Oct 6, 2011:** Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers
- Oct 13, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Oct 15, 2011:** Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** All teachers
- Oct 20, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Oct 20, 2011:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck
- Oct 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady
- Oct 27, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Nov 3, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Nov 3, 2011:** Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers
- Nov 10, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Nov 17, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Nov 17, 2011:** Grade level collaboration during IIB time to design lessons to be used during levelled math groups **Person:** Barb/Teachers
- Nov 20, 2011:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck
- Nov 24, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Nov 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady
- Nov 30, 2011:** Collect fall data: % of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction **Person:** Liz Miller
- Nov 30, 2011:** Collect fall data: % of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire **Person:** Liz Miller
- Dec 1, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Dec 1, 2011:** Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers
- Dec 8, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Dec 15, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Dec 17, 2011:** Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** All teachers
- Dec 20, 2011:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck
- Dec 22, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Dec 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady
- Dec 29, 2011:** Differentiated math instruction occurs **Person:** All teachers
- Jan 5, 2012:** Differentiated math instruction occurs **Person:** All teachers
- Jan 5, 2012:** Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers
- Jan 12, 2012:** Differentiated math instruction occurs **Person:** All teachers
- Jan 19, 2012:** Differentiated math instruction occurs **Person:** All teachers
- Jan 19, 2012:** Grade level collaboration during IIB time to design lessons to be used during levelled math groups **Person:** Barb/Teachers
- Jan 20, 2012:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Michele Luck

Jan 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Jan 26, 2012: Differentiated math instruction occurs **Person:** All teachers

Feb 2, 2012: Differentiated math instruction occurs **Person:** All teachers

Feb 2, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Feb 9, 2012: Differentiated math instruction occurs **Person:** All teachers

Feb 16, 2012: Differentiated math instruction occurs **Person:** All teachers

Feb 18, 2012: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** All teachers

Feb 20, 2012: Grade level collaboratiouring IIB to design lessons during levelled math groups **Person:** Michele Luck

Feb 23, 2012: Differentiated math instruction occurs **Person:** All teachers

Feb 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Mar 1, 2012: Differentiated math instruction occurs **Person:** All teachers

Mar 1, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Mar 8, 2012: Differentiated math instruction occurs **Person:** All teachers

Mar 15, 2012: Differentiated math instruction occurs **Person:** All teachers

Mar 20, 2012: Grade level collaboratiouring IIB to design lessons during levelled math groups **Person:** Michele Luck

Mar 22, 2012: Differentiated math instruction occurs **Person:** All teachers

Mar 22, 2012: Grade level collaboration during IIB time to design lessons to be used during levelled math groups **Person:** Barb/ Teachers

Mar 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Mar 29, 2012: Differentiated math instruction occurs **Person:** All teachers

Apr 5, 2012: Differentiated math instruction occurs **Person:** All teachers

Apr 5, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

Apr 12, 2012: Differentiated math instruction occurs **Person:** All teachers

Apr 19, 2012: Differentiated math instruction occurs **Person:** All teachers

Apr 20, 2012: Grade level collaboratiouring IIB to design lessons during levelled math groups **Person:** Michele Luck

Apr 21, 2012: Data monitored from mclass, acuity, chapter tests, to determine effectiveness of differentiation strategies **Person:** All teachers

Apr 25, 2012: Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

Apr 26, 2012: Differentiated math instruction occurs **Person:** All teachers

May 3, 2012: Differentiated math instruction occurs **Person:** All teachers

May 3, 2012: Teachers in grades 3-5 will schedule time weekly for use of self-paced computerized math program **Person:** Teachers

May 10, 2012: Differentiated math instruction occurs **Person:** All teachers

May 20, 2012: Grade level collaboratiouring IIB to design lessons during levelled math groups **Person:** Michele Luck

May 24, 2012: Grade level collaboration during IIB time to design lessons to be used during levelled math groups **Person:** Barb/ Teachers

Jun 30, 2012: Collect spring data: % of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction **Person:** Liz Miller

Jun 30, 2012: Collect spring data: % of time teachers able to develop and use differntiated lessons during math instructional groups as per quarterly questionnaire **Person:** Liz Miller

Outreach to Preschool Parent Involvement Programs

Dec 30, 2011: Corporation preschool committee meets and establishes communication with local preschools **Person:** Carol Grady

Feb 1, 2012: Informational meetings for preschool providers are scheduled and developed with emphasis on readiness activities for preschoolers **Person:** Carol Grady

Apr 15, 2012: Bracken kindergarten readiness test administered **Person:** Dr. Mel Davis

May 15, 2012: DES kindergarten team will plan and implement a child/parent interaction event for the spring in addition to the scheduled kindergarten round up with information and activities focused on parent involvement for kindergarten readiness based on Bracken res **Person:** Karen Korty

Parent Involvement

Aug 20, 2011: Outline parent involvement opportunities for this school year with staff **Person:** Carol Grady

Sep 1, 2011: Curriculum design for parent involvement opportunity **Person:** staff identified

Sep 1, 2011: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Sep 1, 2011: Survey of attendees to see if goals met **Person:** staff identified
Oct 1, 2011: Curriculum design for parent involvement opportunity **Person:** staff identified
Oct 1, 2011: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Oct 1, 2011: Survey of attendees to see if goals met **Person:** staff identified
Nov 1, 2011: Curriculum design for parent involvement opportunity **Person:** staff identified
Nov 1, 2011: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Nov 1, 2011: Survey of attendees to see if goals met **Person:** staff identified
Dec 1, 2011: Curriculum design for parent involvement opportunity **Person:** staff identified
Dec 1, 2011: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Dec 1, 2011: Survey of attendees to see if goals met **Person:** staff identified
Jan 1, 2012: Curriculum design for parent involvement opportunity **Person:** staff identified
Jan 1, 2012: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Jan 1, 2012: Survey of attendees to see if goals met **Person:** staff identified
Feb 1, 2012: Curriculum design for parent involvement opportunity **Person:** staff identified
Feb 1, 2012: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Feb 1, 2012: Survey of attendees to see if goals met **Person:** staff identified
Mar 1, 2012: Curriculum design for parent involvement opportunity **Person:** staff identified
Mar 1, 2012: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Mar 1, 2012: Survey of attendees to see if goals met **Person:** staff identified
Apr 1, 2012: Curriculum design for parent involvement opportunity **Person:** staff identified
Apr 1, 2012: Promotional and recruitment/invitation information distributed to families for meeting **Person:** identified staff
Apr 1, 2012: Survey of attendees to see if goals met **Person:** staff identified

Positive Behavior Support

, 2011: Remind staff of SWPBS expectations and show how to document data **Person:** Lauri Wainscott
Aug 20, 2011: Remind staff of SWPBS expectations and show how to document data **Person:** Lauri Wainscott
Aug 20, 2011: Teachers document SWPBS lessons **Person:** Lauri Wainscott
Nov 30, 2011: Collect fall data: % of staff reporting data for those students using a Daily Progress Report **Person:** Lauri Wainscott
Nov 30, 2011: Collect fall data: % of teachers documented following office referral guidelines as per quarterly questionnaire **Person:** Lauri Wainscott
Nov 30, 2011: Collect fall data: % of teachers documenting instruction of positive behaviors and routines on a quarterly basis **Person:** Lauri Wainscott
Nov 30, 2011: Collect fall data: % of teachers documenting quarterly instruction of procedures as per questionnaire **Person:** Lauri Wainscott
Nov 30, 2011: Collect fall data: percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire **Person:** Lauri Wainscott
Nov 30, 2011: Evaluate progress and discuss improvements **Person:** Committee
Feb 1, 2012: Evaluate progress and discuss improvements **Person:** Committee
Apr 4, 2012: Evaluate progress and discuss improvements **Person:** Committee
Jun 30, 2012: Collect spring data: % of staff reporting data for those students using a Daily Progress Report **Person:** Lauri Wainscott
Jun 30, 2012: Collect spring data: % of teachers documented following office referral guidelines as per quarterly questionnaire **Person:** Lauri Wainscott
Jun 30, 2012: Collect spring data: % of teachers documenting instruction of positive behaviors and routines on a quarterly basis **Person:** Lauri Wainscott
Jun 30, 2012: Collect spring data: % of teachers documenting quarterly instruction of procedures as per questionnaire **Person:** Lauri Wainscott
Jun 30, 2012: Collect spring data: percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire **Person:** Lauri Wainscott

Reading Assessment

Apr 1, 2011: Collect baseline data: percent of teachers participating in data analysis lead by school psychologist and instructional coach **Person:** barb maitland
Aug 30, 2011: Assessments mclass, acuity, iread3 and istep are given as required by IDOE **Person:** all teachers
Aug 30, 2011: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers

Sep 30, 2011: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Sep 30, 2011: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Oct 30, 2011: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Oct 30, 2011: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Nov 30, 2011: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Nov 30, 2011: Collect fall data: percent of teachers participating in data analysis lead by school psychologist and instructional coach **Person:** barb maitland
Nov 30, 2011: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Dec 30, 2011: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Dec 30, 2011: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Jan 30, 2012: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Jan 30, 2012: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Mar 1, 2012: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Mar 1, 2012: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Apr 1, 2012: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Apr 1, 2012: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
May 1, 2012: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
May 1, 2012: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Jun 1, 2012: Assessments mclass, acuity, ired3 and istep are given as required by IDOE **Person:** all teachers
Jun 1, 2012: Meet w/ coach and psychologist to analyze data and determine appropriate curricular modifications for individual students at risk **Person:** all teachers
Jun 30, 2012: Collect spring data: percent of teachers participating in data analysis lead by school psychologist and instructional coach **Person:** barb maitland

Reading Communication to Parents

Apr 1, 2011: Collect baseline data: percent of teachers supplying assessment information to parents **Person:** Barb Maitland
Nov 30, 2011: Collect fall data: percent of teachers supplying assessment information to parents **Person:** Barb Maitland
Jun 30, 2012: Collect spring data: percent of teachers supplying assessment information to parents **Person:** Barb Maitland
Sep 1, 2012: Upon completion of mclass, acuity, ired3, and istep, parents are given information specific to their child's progress/achievement **Person:** all teachers

Student Transition

Dec 30, 2011: Corporation preschool committee meets and establishes contact with area preschools **Person:** Carol Grady
Feb 1, 2012: Informational meetings for preschool providers are scheduled and developed with emphasis on readiness activities for preschoolers **Person:** Carol Grady
Apr 15, 2012: Bracken kindergarten readiness test administered **Person:** Dr. Mel Davis
May 15, 2012: DES kindergarten team will plan and implement a child/parent interaction event for the spring in addition to the scheduled kindergarten round up with information and activities focused on parent involvement for kindergarten readiness based on Bracken res **Person:** Karen Korty

Teacher Mentoring Program

Aug 15, 2011: See Strategy I: focused Academic Area: Instructional Coaching: Balanced Literacy and Sstrategy **Person:** Carol Grady
Aug 15, 2011: See strategy I: Focused Academic Area: Instructional Coaching: Differentiated Instruction **Person:** Carol Grady

Tier 1 Core Reading

Apr 1, 2011: Collect baseline data: **Person:**

Aug 15, 2011: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Aug 15, 2011: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Sep 19, 2011: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Sep 19, 2011: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Oct 17, 2011: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Oct 17, 2011: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Nov 21, 2011: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Nov 21, 2011: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Nov 30, 2011: Collect fall data: **Person:**

Dec 19, 2011: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Dec 19, 2011: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Jan 16, 2012: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Jan 16, 2012: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Feb 20, 2012: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Feb 20, 2012: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Mar 19, 2012: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Mar 19, 2012: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Apr 16, 2012: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

Apr 16, 2012: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

May 21, 2012: All students will receive 90 minutes of tier one core reading instruction on grade level **Person:** all teachers

May 21, 2012: Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law **Person:** Michele Luck

Jun 30, 2012: Collect spring data: **Person:**

Tier 2 Reading

Apr 1, 2011: Collect baseline data: percent of teachers who will use interventions that match skills need found in students (count via questionnaire quarterly) **Person:** Carol Grady

Aug 30, 2011: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist

Aug 30, 2011: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach

Aug 30, 2011: provide interventions and regular assessments **Person:** Carol Grady

Sep 30, 2011: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist

Sep 30, 2011: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach

Sep 30, 2011: provide interventions and regular assessments **Person:** Carol Grady

Oct 30, 2011: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist

Oct 30, 2011: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach

Oct 30, 2011: provide interventions and regular assessments **Person:** Carol Grady

Nov 30, 2011: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist

Nov 30, 2011: Collect fall data: percent of teachers who will use interventions that match skills need found in students (count via questionnaire quarterly) **Person:** Carol Grady

Nov 30, 2011: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach

Nov 30, 2011: provide interventions and regular assessments **Person:** Carol Grady

Dec 30, 2011: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist

Dec 30, 2011: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
Dec 30, 2011: provide interventions and regular assessments **Person:** Carol Grady
Jan 30, 2012: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist
Jan 30, 2012: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
Jan 30, 2012: provide interventions and regular assessments **Person:** Carol Grady
Mar 1, 2012: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist
Mar 1, 2012: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
Mar 1, 2012: provide interventions and regular assessments **Person:** Carol Grady
Apr 1, 2012: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist
Apr 1, 2012: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
Apr 1, 2012: provide interventions and regular assessments **Person:** Carol Grady
May 1, 2012: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist
May 1, 2012: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
May 1, 2012: provide interventions and regular assessments **Person:** Carol Grady
Jun 1, 2012: Analyze data upon completion of each assessment that occurs (mclass, acuity, istep, iread3) **Person:** all teachers, instructional coach, school psychologist
Jun 1, 2012: determine appropriate interventions for at risk students **Person:** all teachers, school psychologist, instructional coach
Jun 1, 2012: provide interventions and regular assessments **Person:** Carol Grady
Jun 30, 2012: Collect spring data: percent of teachers who will use interventions that match skills need found in students (count via questionnaire quarterly) **Person:** Carol Grady

Tier 3 Reading

Apr 1, 2011: Collect baseline data: % of teachers who match appropriate instructional interventions and levels of intensity and duration for students (as per quarterly questionnaire) **Person:** Kelly Berger
Aug 30, 2011: Convene multiple problem solving meetings to implement interventions for response to instruction in the classroom session **Person:** Teachers
Aug 30, 2011: Curricular interventions implemented **Person:** Kelly Berger
Aug 30, 2011: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Sep 15, 2011: Data analysis meetings to review and analyze progress monitoring and benchmark assessments: mclass, acuity, iread3, istep **Person:** Mel Davis
Sep 30, 2011: Curricular interventions implemented **Person:** Kelly Berger
Sep 30, 2011: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Oct 30, 2011: Curricular interventions implemented **Person:** Kelly Berger
Oct 30, 2011: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Nov 17, 2011: Data analysis meetings to review and analyze progress monitoring and benchmark assessments: mclass, acuity, iread3, istep **Person:** Mel Davis
Nov 30, 2011: Collect fall data: % of teachers who match appropriate instructional interventions and levels of intensity and duration for students (as per quarterly questionnaire) **Person:** Kelly Berger
Nov 30, 2011: Curricular interventions implemented **Person:** Kelly Berger
Nov 30, 2011: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Dec 30, 2011: Curricular interventions implemented **Person:** Kelly Berger
Dec 30, 2011: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Jan 19, 2012: Data analysis meetings to review and analyze progress monitoring and benchmark assessments: mclass, acuity, iread3, istep **Person:** Mel Davis
Jan 30, 2012: Curricular interventions implemented **Person:** Kelly Berger
Jan 30, 2012: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team
Mar 1, 2012: Curricular interventions implemented **Person:** Kelly Berger
Mar 1, 2012: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team

Mar 22, 2012: Data analysis meetings to review and analyze progress monitoring and benchmark assessments: mclass, acuity, ired3, istep **Person:** Mel Davis

Apr 1, 2012: Curricular interventions implemented **Person:** Kelly Berger

Apr 1, 2012: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team

May 1, 2012: Curricular interventions implemented **Person:** Kelly Berger

May 1, 2012: When tier three intervention is deemed appropriate by problem solving team, begin any necessary procedures for tier three classification of student needs **Person:** Problem Solving Team

Jun 30, 2012: Collect spring data: % of teachers who match appropriate instructional interventions and levels of intensity and duration for students (as per quarterly questionnaire) **Person:** Kelly Berger

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.

Positive Behavior Support

No professional development is needed for this strategy.

Reading Assessment

No professional development is needed for this strategy.

Reading Communication to Parents

Tier 1 Core Reading

Instructional coach provides coaching support to ensure fidelity to curriculum and intent of the law

Brief Description: Coach provides customized, individualized coaching for staff as per staff requests and coach's professional knowledge

Intended Participants: Teachers

Dates: Aug 15, 2011; Sep 19, 2011; Oct 17, 2011; Nov 21, 2011; Dec 19, 2011; Jan 16, 2012; Feb 20, 2012; Mar 19, 2012; Apr 16, 2012; May 21, 2012

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

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

Funding: Title I

Does this activity occur during the school day? Yes

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

Data analysis meetings to review and analyze progress monitoring and benchmark assessments: mclass,

Brief Description: Meetings held by grade level to analyze data along with school psychologist, resource teacher, and title I teacher.

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2011; Nov 17, 2011; Jan 19, 2012; Mar 22, 2012

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Title I

Does this activity occur during the school day? Yes

A. Parent Involvement

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Alignment

Differentiation coach will review current language arts standards and provide strategies for differe

Brief Description: provides coaching on differentiation within the 90 minute reading block

Intended Participants: Teachers

Date: Sep 1, 2011

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

Differentiation coach will review current math standards and provide strategies for aligning with th

Brief Description: provides coaching as requested for differentiating math curriculum during the math period

Intended Participants: Teachers

Date: Sep 1, 2011

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Intervention Time

Ongoing consultation on math and reading curriculum and interventions as requested by teachers

Brief Description: Differentiation coach is available for any teacher who requests additional consultation

Intended Participants: Teachers

Dates: Aug 15, 2011; Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Instructional Coaching: Balanced Literacy

Coaching individual staff

Brief Description: Providing individual and full staff coaching based on identified staff needs

Intended Participants: Teachers, Administrators

Dates: Aug 20, 2011; Sep 20, 2011; Oct 20, 2011; Nov 20, 2011; Dec 20, 2011; Jan 20, 2012; Feb 20, 2012; Mar 20, 2012; Apr 20, 2012; May 20, 2012

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

Activity Format: Talk to, Presentation, Peer Coaching, Professional Reading, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Instructional Coaching: Differentiated Instruction

Meet with differentiation instruction coach to determine effectiveness of strategies and revise as n

Brief Description: Collaboration with instructional coach on strategies that have been put into practice

Intended Participants: Teachers, Administrators

Dates: Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012; May 15, 2012

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading

Funding: Title I

Does this activity occur during the school day? Yes

L. Student Transition: Carol Grady

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group

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... Staff are not teaching the Indiana Standards.

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Alignment

We are concerned that... Student behavior is interfering with learning.

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- Positive Behavior Support

We are concerned that... Tier 3 Reading

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- Tier 3 Reading

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- Tier 2 Reading

We are concerned that... Tier I Core Reading

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- Tier 1 Core Reading

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- Reading Communication to Parents

We are concerned that... Reading Assessments

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- Reading Assessment

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- B. Educator Training - Parent Involvement
- A. Parent Involvement
- Q. School-Parent Involvement Policy
- L. Student Transition: Carol Grady

B. Educator Training - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP 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/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee
- L. Student Transition: Carol Grady

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website: Title I Web Page Link

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Curriculum Alignment
- F. Encourage Rigorous Curriculum: Intervention Time

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Intervention Time
- I. Focused Academic Area: Instructional Coaching: Differentiated Instruction
- I. Focused Academic Area: Instructional Coaching: Balanced Literacy
- U. Focused Student Group
- P. Teacher Mentoring Program

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers: Corporation Expectation of Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers
- K. Attracting Highly Qualified Teachers: Recruitment Visits

L. Student Transition (SW)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

Strategies to Impact This Concern:

- L. Student Transition: Carol Grady

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results: Assessment Distribution

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

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (SW)**Data Targets Influenced by This Concern:**

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

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

R1. Parent Right-to-Know Letter - Qualifications (SW)**Data Targets Influenced by This Concern:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

Strategies to Impact This Concern:

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

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)**Data Targets Influenced by This Concern:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)**Data Targets Influenced by This Concern:**

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

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

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

Strategies to Impact This Concern:

- I. Focused Academic Area: Instructional Coaching: Differentiated Instruction
- U. Focused Student Group

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	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 mathj) 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 will be consolidating our programs 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