

School Improvement Plan - 2012-2013

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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

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

- Vicky Chambers - Teacher
- Carol Grady - Teacher
- Michele Luck - Community Representative (Business)
- Barbara Maitland - Administrator
- Janet O'Connor - Parent/Guardian
- April Wolf - Teacher

Strategy Chairs

- Kelly Berger
- Carol Grady
- Michele Luck
- Barbara Maitland
- Liz Miller
- Lauri Wainscott
- April Wolf

Community Council

- Carol Galbraith - Community Services
- Rob Hainje - Law Enforcement/Parent
- Janet O'Connor - Local volunteer/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 - Percent of students who master writing applications with a score of 4.0 on the second quarter assessment

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	n/a	49	54		78.4		86.24		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	83.3%	74%	84%	85%		86%		87%		88%		100

All students in grades 3, 4, and 5 - pass ISTEP language arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	82%	83%		85%		87%		88%		100%

All students in grades K, 1, and 2 - reach EOY benchmark on mCLASS

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				78%		80%		82%		84%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59%	72.6	70%	69%	75%		78%		80%		82%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	72.6	63%	75%	67%		71%		73%		75%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48%	62.6	52%	76%	60%		62%		64		66%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	36.5	43%	34%	41%		45%		47%		49%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
44%	50	48%	53%	58%		60%		62%		64%		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... Students need positive behavior supports

We are concerned that... Teachers need training in teaching the literacy standards that will be assessed in the 2014 PARCC assessment

Currently the school quarterly writing average is 3.5/6.0

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

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

W. Timely Additional Assistance

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. Specific instruction to students on behaviors and expectations in our school. 2. Positive behavior is reinforced by earning recognition for observed positive behavior both. This recognition is sent home to families and student names are read on the daily announcements. All students who receive positive behavior reinforcement are also able to earn a chance for specific monthly awards events held at the school. This strategy is implemented by the entire staff of our school.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement

Dayton classroom teachers and the Title I Lead Teacher will offer opportunities for parent involvement throughout the school year with special invitations to parents of special education, Hispanic, and free/reduced lunch students. The parent instructional opportunities will include, but are not limited to, meetings, newsletters, videos, and information on teacher websites. The focus is educating parents on methods they can use to help their children improve their academic performance. Topics will include, but are not limited to, technology, math problem solving, reading comprehension, and reading fluency. This strategy will incorporate strong collaboration with community resources. Community businesses and organizations such as Junior Achievement, Sheffield Fire Department, Dayton Optimist Club, Kohls, Headstart, CAPE, and the Tippecanoe County Library will provide resources to the school that strengthen and promote parent involvement.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training - Parent Involvement

Teacher training will be led by a committee. The committee will focus on training teachers to involve parents in their child's education. The training 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 preschool committee includes representatives from each Title I school in the corporation. The committee also includes invited preschool programs and home preschools within each school's demographics. The committee fosters collaboration between the elementary schools, preschools, and Head Start programs which feed into the elementary schools.

The emphasis of this committee is to: 1) Provide a forum to develop communication between the Title I buildings and the local preschools with emphasis on parent involvement and curriculum. 2) Provide student transition between preschool and Title I buildings. 3) Identify preschool needs that can be assisted by schools. 4) Identify student behavioral expectations and how these behaviors can be fostered at home to make transition to school easier. 5) Identify and implement Parent Involvement strategies that the schools can use to reach the preschool parents.

Impact Level: High Impact - Outside

Focus: General

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. Parents are informed at enrollment, at our back to school orientation, and through the classroom and schoolwide newsletters of all information on the Dayton website.

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 school year, grade K-5 teachers will work to align the math and language arts curriculum with the Common Core State Standards. During the first semester 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 will be 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 2012-13 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 which 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

Throughout the school year, teachers will continue to implement 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. 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. 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. 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: General

I. Focused Academic Area: Differentiating Math Instruction

Throughout the school year, teachers will learn how to utilize differentiated instructional strategies in daily math lessons. Teachers will be coached on differentiated instruction by the corporation's instructional coach. The coach will meet in groups and individually with teachers to assist them in identifying and addressing students' instructional needs. Special focus will be placed on addressing instructional needs of special education, free and reduced lunch, and Hispanic students. This strategy increases the quality of instruction in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas. 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Our 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

I. Focused Academic Area: Language Arts

Teachers will be implementing a blend of balanced literacy, leveled reading, writing process instruction and reading comprehension. These will occur on a daily basis. During the 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. This strategy increases the quality of instruction in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas. 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Our 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

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 hold 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. 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.

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: Outreach and Readiness

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. Committee activities include preschool outreach and education of kindergarten readiness expectations, kindergarten round up and readiness testing, and providing readiness activities and instruction to parents of incoming kindergarteners

Impact Level: High Impact - Inside

Focus: General

M. Parent Notice - Assessment Results: Assessment Distribution

Parents will be informed of their child's academic progress throughout the year via report cards, mclass and acuity newsletters, school website, and parent meetings. All assessment results are provided to parents in a language that they can understand. 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

Q. School-Parent Involvement Policy

In the spring, 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 school year during registration.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

In the fall, 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 will 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, 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 distributed and explained to parents in the fall 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: Free and Reduced, Hispanic, Special Education

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. Teachers will then utilize differentiated instructional strategies for math instruction to reach free and reduced, Hispanic, and special education students. The instructional coach will assist teachers and coach them on how to differentiate instruction to reach special education, free and reduced lunch, and Hispanic students. See Strategy I. 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

W. Timely Additional Assistance: Tier 2 and Tier 3 Assistance

After all students have been exposed to the grade level curriculum in the 90 minute reading block, students will be provided support and/ or separate curriculum outside the block as determined appropriate. Tier 2 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 20 to 30 minutes. Students identified in Tier 3 based on assessments and testing will be provided an additional 30 to 60 minutes of instruction.. Curriculum will be based on needs shown from assessments.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

I. Focused Academic Area: Differentiating Math Instruction

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

I. Focused Academic Area: Language Arts

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	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, 2012: Determine multiple dates for 2012-13 Annual Parent Meeting and place on the school calendar **Person:** Carol Grady

Aug 30, 2012: Design parent meeting agenda based on Title I regulations **Person:** Carol Grady

Aug 30, 2012: Send notification to parents of Dayton students **Person:** Carol Grady

Oct 30, 2012: Provide multiple meetings for parents outlining Title I services and benefits, identification of most at risk, parental rights and all parties' responsibilities **Person:** Carol Grady

Educator Training - Parent Involvement

Aug 30, 2012: Website Review and Update **Person:** All teachers

Oct 4, 2012: Website Review and Update **Person:** All teachers

Nov 1, 2012: Website Review and Update **Person:** All teachers

Nov 29, 2012: Website Review and Update **Person:** All teachers

Jan 3, 2013: Website Review and Update **Person:** All teachers

Jan 31, 2013: Website Review and Update **Person:** All teachers

Mar 7, 2013: Website Review and Update **Person:** All teachers

Apr 4, 2013: Website Review and Update **Person:** All teachers

May 2, 2013: Website Review and Update **Person:** All teachers

May 30, 2013: Website Review and Update **Person:** All teachers

Sep 1, 2013: IIB session to discuss how teachers can reach out to families this year **Person:** Barb Maitland

Encourage Rigorous Curriculum

Apr 3, 2012: Instructional coach consults with and coaches staff in development of writing and language curriculum maps based on Common Core State Standards **Person:** Michele Luck

Aug 15, 2012: Scheduling and ongoing consultation on math, reading, language and writing curriculum and interventions as requested by teachers **Person:** Michele Luck

Aug 30, 2012: Implement differentiated small group instruction in math and language arts **Person:** teachers

Aug 30, 2012: Students at risk based on assessments will receive targeted small group interventions in demonstrated areas of need in math and language arts **Person:** Carol Grady

Sep 30, 2012: Problem solving meeting with grade levels and school psychologist, instructional coach, and teachers to analyze assessment data and plan intervention **Person:** Barb Maitland

Sep 30, 2012: Successmaker, mclass and acuity data will be analyzed in problem solving meeting to determine students in need of tier 2 or potential tier 3 interventions **Person:** teachers

Nov 1, 2012: Implement differentiated small group instruction in math and language arts **Person:** teachers

Nov 1, 2012: Students at risk based on assessments will receive targeted small group interventions in demonstrated areas of need in math and language arts **Person:** Carol Grady

Jan 3, 2013: Implement differentiated small group instruction in math and language arts **Person:** teachers

Jan 3, 2013: Students at risk based on assessments will receive targeted small group interventions in demonstrated areas of need in math and language arts **Person:** Carol Grady

Mar 7, 2013: Implement differentiated small group instruction in math and language arts **Person:** teachers

Mar 7, 2013: Students at risk based on assessments will receive targeted small group interventions in demonstrated areas of need in math and language arts **Person:** Carol Grady

May 9, 2013: Implement differentiated small group instruction in math and language arts **Person:** teachers

May 9, 2013: Students at risk based on assessments will receive targeted small group interventions in demonstrated areas of need in math and language arts **Person:** Carol Grady

Focused Academic Area

Aug 10, 2012: Outline coaching schedule and curriculum for year **Person:** Michele Luck

Aug 15, 2012: Inform teachers of focus students in each classroom **Person:** Barb Maitland

Sep 1, 2012: Differentiated math instruction occurs in classroom during math period throughout the year **Person:** Teachers

Sep 1, 2012: Instructional coach will schedule differentiation training sessions with grade levels **Person:** Carol Grady

Sep 1, 2012: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Sep 1, 2012: Teachers will schedule time weekly for Successmaker self paced computerized math program **Person:** Teachers

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

Oct 15, 2012: Data monitored from mclass, acuity, chapter tests to determine the effectiveness of differentiation strategies **Person:** Teachers

Oct 30, 2012: Collect data: % of teachers using Successmaker math computer program for differentiated instruction and practice **Person:** Carol Grady

Oct 30, 2012: Collect data: % of time teachers able to develop and use differentiated math during instructional groups per quarterly questionnaire **Person:** Carol Grady

Nov 3, 2012: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Nov 30, 2012: 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:** Carol Grady

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

Dec 3, 2012: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele IUck

Dec 17, 2012: Data monitored from mclass, acuity, chapter tests to determine the effectiveness of differentiation strategies **Person:** Teachers

Jan 1, 2013: Collect data: % of teachers using Successmaker math computer program for differentiated instruction and practice **Person:** Carol Grady

Jan 5, 2013: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Feb 4, 2013: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele IUck

Feb 18, 2013: Data monitored from mclass, acuity, chapter tests to determine the effectiveness of differentiation strategies **Person:** Teachers

Mar 5, 2013: Collect data: % of teachers using Successmaker math computer program for differentiated instruction and practice **Person:** Carol Grady

Mar 9, 2013: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Apr 8, 2013: Debriefing with teachers to determine if needs for development were met and make any modifications needed **Person:** Michele IUck

Apr 22, 2013: Data monitored from mclass, acuity, chapter tests to determine the effectiveness of differentiation strategies **Person:** Teachers

May 7, 2013: Collect data: % of teachers using Successmaker math computer program for differentiated instruction and practice **Person:** Carol Grady

May 11, 2013: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Jun 30, 2013: 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:** Carol Grady

Jun 30, 2013: 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, 2013: Collect spring data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Carol Grady

Focused Student Group

Aug 15, 2012: Inform teachers of focus students in each classroom **Person:** Barb Maitland

Sep 1, 2012: Differentiated math instruction occurs in classroom during math period **Person:** All teachers

Sep 1, 2012: Instructional coach will schedule differentiation training throughout the year **Person:** Michele Luck

Sep 1, 2012: Teachers will schedule time weekly for Successmaker differentiated math computer program **Person:** All teachers
Oct 15, 2012: Data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** All teachers
Dec 17, 2012: Data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** All teachers
Feb 18, 2013: Data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** All teachers
Apr 22, 2013: Data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** All teachers

Outreach to Preschool Parent Involvement Programs

Dec 1, 2012: Determine focus and date of preschool night for county's preschool providers **Person:** Title I staff
Jan 30, 2013: Develop curriculum **Person:** Presenters
Feb 1, 2013: Invite local preschools **Person:** Title I staff
Feb 1, 2013: Order necessary supplies **Person:** Title I staff

Parent Involvement

Sep 1, 2012: Grade level expectations meetings for families **Person:** All teachers
Sep 30, 2012: Each teachers outlines family involvement activities that fit the needs of the classroom **Person:** All teachers
Oct 15, 2012: Teachers let Title Lead Teacher know of any financial, curricular, or staff support needed for family involvement activities. **Person:** All teachers

Student Transition

Dec 30, 2012: Corporation preschool committee meets and establishes contact with area preschools **Person:** Carol Grady
Feb 1, 2013: Informtional meetings for preschool providers are scheduled and developed with emphasis on readiness activities for preschoolers **Person:** Carol Grady
Apr 15, 2013: Bracken kindergarten readiness test administered **Person:** Dr. Mel Davis
May 15, 2013: 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 resu **Person:** Karen Korty

Timely Additional Assistance

Aug 15, 2012: Tier 3-instructional plans developed during case conference sessions throughout the year. **Person:** Kelly Berger, Sarah Cornell, Kristin Houghland
Sep 1, 2012: Analyze achievement data (mclass, acuity, iread, istep) **Person:** teachers
Sep 1, 2012: Determine students in need of remediation activities outside of 90 minute block **Person:** teachers
Sep 1, 2012: Tier 2--determine goals for remediation **Person:** Carol Grady
Nov 3, 2012: Analyze achievement data (mclass, acuity, iread, istep) **Person:** teachers
Nov 3, 2012: Determine students in need of remediation activities outside of 90 minute block **Person:** teachers
Nov 3, 2012: Tier 2--determine goals for remediation **Person:** Carol Grady
Jan 5, 2013: Analyze achievement data (mclass, acuity, iread, istep) **Person:** teachers
Jan 5, 2013: Determine students in need of remediation activities outside of 90 minute block **Person:** teachers
Jan 5, 2013: Tier 2--determine goals for remediation **Person:** Carol Grady
Mar 9, 2013: Analyze achievement data (mclass, acuity, iread, istep) **Person:** teachers
Mar 9, 2013: Determine students in need of remediation activities outside of 90 minute block **Person:** teachers
Mar 9, 2013: Tier 2--determine goals for remediation **Person:** Carol Grady

Professional Development Summary

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

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

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

A. Parent Involvement

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

Instructional coach consults with and coaches staff in development of writing and language curriculum

Brief Description: Coaching in standards and curriculum mapping and development

Intended Participants: Teachers

Date: Apr 3, 2012

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

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Differentiating Math Instruction

Instructional coach will schedule differentiation training sessions with grade levels

Brief Description: coaching for differentiation in math with common core standards in mind

Intended Participants: Teachers

Date: Sep 1, 2012

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

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Language Arts

No professional development is needed for this strategy.

L. Student Transition: Outreach and Readiness

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

W. Timely Additional Assistance: Tier 2 and Tier 3 Assistance

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... Students need positive behavior supports

Data Targets Influenced by This Concern:

- All students -- Percent of students who master writing applications with a score of 4.0 on the second quarter assessment
- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS

Strategies to Impact This Concern:

- Positive Behavior Support

We are concerned that... Teachers need training in teaching the literacy standards that will be assessed in the 2014 PARCC assessment

Data Targets Influenced by This Concern:

- All students -- Percent of students who master writing applications with a score of 4.0 on the second quarter assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Alignment
- I. Focused Academic Area: Language Arts

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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: Outreach and Readiness

B. Educator Training - 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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

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

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- 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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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: Intervention Time
- F. Encourage Rigorous Curriculum: Curriculum Alignment

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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: Language Arts
- I. Focused Academic Area: Differentiating Math Instruction
- U. Focused Student Group: Free and Reduced, Hispanic, Special Education

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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 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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS

Strategies to Impact This Concern:

- L. Student Transition: Outreach and Readiness

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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).

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results: Assessment Distribution

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS

- 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:

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

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

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- 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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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

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
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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: Differentiating Math Instruction
- U. Focused Student Group: Free and Reduced, Hispanic, Special Education

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP
- All students in grades 3, 4, and 5 -- pass ISTEP language arts
- All students in grades K, 1, and 2 -- reach EOY benchmark on mCLASS
- 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:

- W. Timely Additional Assistance: Tier 2 and Tier 3 Assistance

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	on-line
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes; recognition for 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 overall math), acuity, Fountas and Pinnell, STAR reading test
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Force field surveys, (parent student, staff, 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.

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