

School Improvement Plan - 2014-2015

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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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Comprehensive Needs Assessment / Areas of Concern 10
- Strategies 13
- Strategy Data 18
- To-Do List 19
- Professional Development Summary 22
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 25
- Force Field Excerpt 31
- Continuous Improvement Timeline 32

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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- Focus - Targeted

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - 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

- Carol Grady - Teacher
- Jeannine Jervis - School Counselor
- Michele Luck - Community Representative
- Amy McMurry - Teacher
- Sam Perdue - Teacher
- Cindy Taylor - Teacher
- Lauri Wainscott - Teacher
- Courtney Wildoner - Administrator
- April Wolf - Teacher

Strategy Chairs

- Kelly Berger
- Carol Grady
- Liz Miller
- Lauri Wainscott
- Courtney Wildoner
- April Wolf

Community Council

- Michelle Devlin - parent
- Rob Hainje - Law Enforcement/Parent
- Kim Little - parent, community

- Kym Pelfree - parent
- Michelle Stall - Community Services
- Jill Tucker - Local Business/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 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 grade K, 1, and 2 - reach EOY benchmark on MClass

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	63%	75%		80%		85%		90%				100

All students in grades 3, 4, and 5 - will show typical or high growth on ISTEP Language Arts.

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	55.3%	70%		75%		80%		85%				100%

ELL students in grades 3, 4, 5 - pass ISTEP LA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66%	78%		80%		85%		90%				90%

ELL students in grades 3, 4, and 5 - pass ISTEP math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	59%	70%		75%		80%		85%				100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	67%	78%		80%		82%		85%				100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67%	68%	71%		73%		75%		80%				100%

Hispanic Students in grades 3, 4, 5 - pass LA ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	66%	70%		75%		80%		85%				100

Hispanic students in grades 3,4,5 - Pass LA ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	68%	75%		80%		85%		90%				100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
41%	30%	45%		47%		50%		53%				100%

Special education students in grades 3, 4, and 5 - pass ISTEP math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	40%	45%		50%		55%		60%				100%

Students in grade 5 - will score 80% or higher on ISTEP LA - Informational text

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	74	82		85		87		90				100

Comprehensive 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.

Areas of Concern

We are concerned that... Annual Parent Meeting

required by Title I

We are concerned that... Attracting Highly Qualified Teachers

Required by Title I

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

Required by title

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

Required by title

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

Required by Title

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

Required by Title

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

Required by title

We are concerned that... Parent Involvement

Required by title

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

Required by title.

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

Required by title.

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

Required by title.

We are concerned that... School-Parent Compact

Required by title.

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

Required by title

We are concerned that... Student Transition

Required by title.

We are concerned that... Students need positive behavior supports

Force Field self study has pointed to the need for positive behavior supports for 3 years. We have implemented the program and continue to improve on it each year. This year we have implemented "peace days" and whole school rewards that are successfully enabling students to see the benefits of their efforts.

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

We are concerned that... Timely Additional Assistance

Required by title

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

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

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

Attracting Highly Qualified Teachers

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

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: Low Impact

Focus: General

Encourage Rigorous Curriculum

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 Indiana Academic State Standards for 2014-15. 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 2014-2015 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: Specific

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 Journeys Reading and Intervention, System, Fountas and Pinnell Leveled Literacy Intervention, Scott Foresman Early Reading Intervention, Comprehension Toolkit, 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

Focused Academic Area - Math

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

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. Teachers will 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

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

Instruction by 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

Outreach to Preschool Parent Involvement Programs

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 - Inside

Focus: Specific

Parent Information Resource Center Website

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

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 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. Community businesses and organizations such as Junior Achievement, Sheffield Fire Department, Dayton Optimist Club, Kohls, Headstart, CAPE, and the Tiptecanoe County Library will provide resources to the school that strengthen and promote parent involvement.

Impact Level: High Impact - Outside

Focus: General

Parent Notice - Assessment Results

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: Low Impact

Focus: General

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

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

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 randomly selected student names are read on the daily announcements and they receive rewards. When the school earns a designated number of "peace" days, no office referrals, the entire school is rewarded.. This strategy is implemented by the entire staff of our school.

Impact Level: High Impact - Inside

Focus: General

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

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: Low Impact

Focus: General

Student Transition

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 - Outside

Focus: Specific

Timely Additional 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.

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

To-Do List

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

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

Encourage Rigorous Curriculum

Aug 15, 2014: scheduling and ongoing consultation on math, reading, language and writing curriculum and interventions as requested by teachers **Person:**

Aug 30, 2014: implement differentiated small group instruction in math and language arts **Person:** teachers

Aug 30, 2014: 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, 2014: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Oct 30, 2014: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Nov 1, 2014: implement differentiated small group instruction in math and language arts **Person:** teachers

Nov 1, 2014: 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

Nov 30, 2014: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Dec 30, 2014: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Jan 3, 2015: implement differentiated small group instruction in math and language arts **Person:** teachers

Jan 3, 2015: 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 30, 2015: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Mar 2, 2015: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

Mar 7, 2015: implement differentiated small group instruction in math and language arts **Person:** teachers

Mar 7, 2015: 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

Apr 2, 2015: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

May 2, 2015: problem solving meetings with teachers, school psychologist, parents and possibly instructional coach to analyze assessment data and plan intervention **Person:** Courtney Wildoner

May 9, 2015: implement differentiated small group instruction in math and language arts **Person:** teachers

May 9, 2015: 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 - Language Arts

Aug 15, 2014: Inform teachers of focus students in each classroom **Person:** Courtney Wildoner

Aug 15, 2014: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Aug 30, 2014: Coach will lead staff in mapping of language arts and writing curriculum **Person:** Rebecca Kaverman

Aug 30, 2014: Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of Lucy Calkins units of study year 2 **Person:** Courtney Wildoner

Aug 30, 2014: Data monitored from mclass, acity, chapter tests to determine effectiveness of differentiation strategies **Person:** teachers

Aug 30, 2014: Debriefing with teachers to determine if needs for development were met and make any modifications as needed **Person:**

Aug 30, 2014: Outline coaching schedule and curriculum for year **Person:** Rebecca Kaverman

Oct 17, 2014: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Nov 1, 2014: Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of Lucy Calkins units of study year 2 **Person:** Courtney Wildoer

Nov 1, 2014: Data monitored from mclass, acity, chapter tests to determine effectiveness of differentiation strategies **Person:** teachers

Nov 1, 2014: Debriefing with teachers to determine if needs for development were met and make any modifications as needed **Person:**

Dec 19, 2014: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Jan 3, 2015: Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of Lucy Calkins units of study year 2 **Person:** Courtney Wildoer

Jan 3, 2015: Data monitored from mclass, acity, chapter tests to determine effectiveness of differentiation strategies **Person:** teachers

Jan 3, 2015: Debriefing with teachers to determine if needs for development were met and make any modifications as needed **Person:**

Feb 20, 2015: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

Mar 7, 2015: Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of Lucy Calkins units of study year 2 **Person:** Courtney Wildoer

Mar 7, 2015: Data monitored from mclass, acity, chapter tests to determine effectiveness of differentiation strategies **Person:** teachers

Mar 7, 2015: Debriefing with teachers to determine if needs for development were met and make any modifications as needed **Person:**

Apr 24, 2015: Staff provides ongoing balanced literacy lessons based on strategies learned during coaching **Person:** All teachers

May 9, 2015: Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of Lucy Calkins units of study year 2 **Person:** Courtney Wildoer

May 9, 2015: Data monitored from mclass, acity, chapter tests to determine effectiveness of differentiation strategies **Person:** teachers

May 9, 2015: Debriefing with teachers to determine if needs for development were met and make any modifications as needed **Person:**

Focused Academic Area - Math

Aug 15, 2014: Differentiated math instruction occurs in classroom during math period throughout the year **Person:** Teachers

Aug 15, 2014: Inform teachers of focus students in math in each classroom **Person:** Courtney Wildoer

Aug 30, 2014: Coach outlines coaching schedule and math training needs for year with teachers based on Indiana Academic Standards as adopted for 2014-15 **Person:** Rebecca Kaverman

Aug 30, 2014: Data monitored from mclass, acuity, chapter tests, etc to determine effectiveness of differentiation strategies **Person:** Teachers

Nov 1, 2014: Data monitored from mclass, acuity, chapter tests, etc to determine effectiveness of differentiation strategies **Person:** Teachers

Jan 3, 2015: Data monitored from mclass, acuity, chapter tests, etc to determine effectiveness of differentiation strategies **Person:** Teachers

Mar 7, 2015: Data monitored from mclass, acuity, chapter tests, etc to determine effectiveness of differentiation strategies **Person:** Teachers

May 9, 2015: Data monitored from mclass, acuity, chapter tests, etc to determine effectiveness of differentiation strategies **Person:** Teachers

Focused Student Group

Aug 30, 2014: data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** all teachers

Aug 30, 2014: Differentiated instruction in language arts and math occurs within each classroom **Person:** all teachers

Aug 30, 2014: Inform teachers of focus students in each classroom **Person:** Dr. Mel Davis

Nov 1, 2014: data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** all teachers

Nov 1, 2014: Differentiated instruction in language arts and math occurs within each classroom **Person:** allteachers
Jan 3, 2015: data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** all teachers
Jan 3, 2015: Differentiated instruction in language arts and math occurs within each classroom **Person:** allteachers
Mar 7, 2015: data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** all teachers
Mar 7, 2015: Differentiated instruction in language arts and math occurs within each classroom **Person:** allteachers
May 9, 2015: data monitored from mclass, acuity, chapter tests to determine differentiation needs **Person:** all teachers
May 9, 2015: Differentiated instruction in language arts and math occurs within each classroom **Person:** allteachers
Jun 1, 2015: Instructional coach will schedule differentiation training throughout the school year **Person:** Rebecca Kaverman

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Encourage Rigorous Curriculum

problem solving meetings with teachers, school psychologist, parents and possibly instructional coach

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators, Community Members

Dates: Sep 30, 2014; Oct 30, 2014; Nov 30, 2014; Dec 30, 2014; Jan 30, 2015; Mar 2, 2015; Apr 2, 2015; May 2, 2015

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

scheduling and ongoing consultation on math, reading, language and writing curriculum and intervention

Brief Description: finalizing coaching schedule

Intended Participants:

Date: Aug 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

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

Funding: Title I

Does this activity occur during the school day? Yes

Focused Academic Area - Language Arts

Coach will lead staff in mapping of language arts and writing curriculum

Brief Description: alignment and deconstructing Indiana Academic Standards as they are published for 2014-15

Intended Participants: Teachers

Date: Aug 30, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? Yes

Coach, staff graduates of Teachers College of Reading and Writing Project lead staff in training of

Brief Description: training for staff based on work done in summer institute at Columbia university

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 30, 2014; Nov 1, 2014; Jan 3, 2015; Mar 7, 2015; May 9, 2015

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

Activity Format: Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving, Site Visit

Funding: Title I

Does this activity occur during the school day? Yes

Debriefing with teachers to determine if needs for development were met and make any modifications

Brief Description: Coaching feedback and course corrections

Intended Participants: Teachers, Administrators

Dates: Aug 30, 2014; Nov 1, 2014; Jan 3, 2015; Mar 7, 2015; May 9, 2015

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to

Funding: Title I

Does this activity occur during the school day? Yes

Outline coaching schedule and curriculum for year

Brief Description: formalize training and coaching schedule for year

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 30, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding: Title I

Does this activity occur during the school day? Yes

Focused Academic Area - Math

Coach outlines coaching schedule and math training needs for year with teachers based on Indiana Aca

Brief Description: Review academic standards and schedule any training needed/requested by staff

Intended Participants: Teachers, Administrators

Date: Aug 30, 2014

Activity Purpose: Information, Skill Building

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

Funding: Title I

Does this activity occur during the school day? Yes

Focused Student Group

Instructional coach will schedule differentiation training throughout the school year

Brief Description: training developed as per needs arise

Intended Participants: Teachers, Administrators

Date: Jun 1, 2015

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

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

Funding: title I

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Educator Training - Parent Involvement
- Parent Involvement

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts

Strategies to Impact This Concern:

- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- School-Parent Compact

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

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Student Transition

We are concerned that... Students need positive behavior supports

Data Targets Influenced by This Concern:

- All students in grade K, 1, and 2 -- reach EOY benchmark on MClass
- All students in grades 3, 4, and 5 -- will show typical or high growth on ISTEP Language Arts.
- ELL students in grades 3, 4, 5 -- pass ISTEP LA
- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Hispanic Students in grades 3, 4, 5 -- pass LA ISTEP
- Hispanic students in grades 3,4,5 -- Pass LA ISTEP
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math
- Students in grade 5 -- will score 80% or higher on ISTEP LA - Informational text

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 in grades 3, 4, and 5 -- will show typical or high growth on ISTEP Language Arts.
- ELL students in grades 3, 4, 5 -- pass ISTEP LA
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Hispanic Students in grades 3, 4, 5 -- pass LA ISTEP
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Students in grade 5 -- will score 80% or higher on ISTEP LA - Informational text

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Academic Area - Language Arts

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All students in grade K, 1, and 2 -- reach EOY benchmark on MClass
- All students in grades 3, 4, and 5 -- will show typical or high growth on ISTEP Language Arts.
- ELL students in grades 3, 4, 5 -- pass ISTEP LA
- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Hispanic Students in grades 3, 4, 5 -- pass LA ISTEP
- Hispanic students in grades 3,4,5 -- Pass LA ISTEP
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math
- Students in grade 5 -- will score 80% or higher on ISTEP LA - Informational text

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All students in grade K, 1, and 2 -- reach EOY benchmark on MClass
- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Focused Academic Area - Math

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- ELL students in grades 3, 4, and 5 -- pass ISTEP math
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts
- Special education students in grades 3, 4, and 5 -- pass ISTEP math

Strategies to Impact This Concern:

- Focused Student Group

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?	In the school office. and on the website
<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)--corporation uses this to assess early reading skills and math skills in grades k-2, acuity--corporation uses this to assess istep language arts and math skills throughout the year, Fountas and Pinnell--reading levelling testing system devised by the reading specialists so named to assess reading growth, STAR reading test--assesses reading skills and levels and the growth, iRead--state required reading test for third grade.
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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

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