

School Improvement Plan - 2010-2011

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Battle Ground Elem Sch (8024)

Tippecanoe School Corp

Battle Ground, 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
- Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 18
- To-Do List 22
- Professional Development Summary 30
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 37
- Force Field Excerpt 42
- Continuous Improvement Timeline 43

School Improvement Plan Introduction

Battle Ground Elem Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- 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-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Tina Cupp - Teacher
- Melanie Lusk - Parent/Guardian
- George Mugford - School Counselor
- John Pearl - Administrator
- Wendy Starr - Community Representative (Business)
- April Wolf - Teacher

Strategy Chairs

- George Mugford
- John Pearl
- Pam Richert
- April Wolf

Community Council

- Taylor Bennett - Community
- Kara Bishop - 1st Grade Parent/Community/White/Female
- Ryan Brown - Emergency Services/Parent of 3rd grader/Male
- Angie Campbell - 1st/3rd/8th grade parent of white students) / Business
- MaryAnne Duff - 4 yr college rep/Community-Early Childhood Educator
- Michael Duff - Community (Faith Based)
- Michele Hurlburt - Title 1 Parent of white 2nd and 4th grade students
- April Kendall - Title 1 Parent of white 1st, 2nd and 3rd grade Free /Reduced students

- Brenda Klinkhamer - 1st Grade Parent of White student
- Dan Larsen - Pre K Parent/4 yr college
- Magdalena (Sanora) Larsen - Pre K Parent/Hispanic
- Bruce Millen - Parent of white 1st/4th/6th/Military
- Christy Millen - Parent o White 1st/4th/6th Grade students/STPS Officer
- Lori Pekarek - Parent of white K/2nd Students/Women/Girls in Math/Science/Engineering Advocate
- Ben Prather - Apprenticeship Program/Highschool Student/Male
- Patricia Schroeder, PhD - 4 yr college/Former Principal & Title 1 Coordinator
- Todd Starr - Parent of White Gifted Talented Student/ Business
- Wendy Starr - Parent of White Pre K/4th Grade Gifted Talented/Local Business
- Megan Tolen - Community/Parent of white 1st Grade Student
- Jamelle Walker - African American Parent/Male

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:

AT BGE, we strive to be a place:

- Where every child can say, "My teachers care about me."
- Where every adult is fair, fun, and friendly.
- Where every child feels accepted and important.
- Where every adult treats children with respect, kindness, and dignity.
- Where every child learns and achieves.
- Where every adult uses innovative, inventive, and interesting methods to teach and reach students.
- Where every child develops strong character.
- Where every adult models and expects ethical behavior. At BGE, every child...every adult...

Matters.

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

Where every adult is fair, fun, and friendly.

Where every adult treats children with respect, kindness, and dignity.

Where every adult uses innovative, inventive, and interesting methods to teach and reach students.

Where every adult models and expects ethical behavior.

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

Where every child can say, "My teachers care about me."

Where every child feels accepted and important.

Where every child learns and achieves.

Where every child develops strong character.

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

- % of students who pass ISTEP in Language Arts (3-5): 100%
- % of students who pass ISTEP in Math (3-5): 100%
- % of students who pass Acuity in Language Arts (3-5): 100%
- % of students who pass Acuity in Math (3-5): 100%
- % of students who score green at EOY Dibel (k-2): 100%
- % of students who score green at EOY Mclass Math (k-2): 100%
- % of students who meet mastery grade level in each subject: 100%
- % of students who earn a CORE 40 diploma: 100%
- % of students who read at grade level: 100%
- % of students who master grade level Math computation goals: 100%
- % of students who master grade level Vocab Words: 100%
- % of students who meet AR goal: 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.

2nd Grade Free and Reduced - Earn Mastery Grade in Math (mastery)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57%	60%		63%		66%		70%		100%

3rd grade - Pass Indiana Academic Math Standard 2: Computation (seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70%	73%		76%		79%		81%		100%

3rd Grade Free and Reduced - Pass Math ISTEP (Seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			63%	66%		70%		73%		76%		100%

4th Grade All Students - Pass Math ISTEP (Seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66%	69%		72%		75%		78%		100%

4th Grade Males - Pass Istep Math(seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			59%	62%		65%		68%		71%		100%

4th grade students - Pass Indiana Math Academic Standard 4 Geometry (seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			65%	68%		71%		74%		77%		100%

5th Grade students - Pass Indiana Math Academic Standard 4; Geometry (seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61%	64%		67%		70%		73%		100%

5th Grade Females - Pass Math ISTEP (Seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			52%	55%		58%		61%		64%		100%

5th Grade Free and Reduced - Pass Math ISTEP (Seat)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			51%	54%		57%		60%		63%		100%

K-3 Grade Free Reduced - Earn Mastery Grade in LA (mastery)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			50%	53%		56%		59%		62%		100%

Kindergarten Free Reduced - Earn Mastery Grade in Math (mastery)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			16%	21%		30%		35%		40%		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... Student behavior interferes with learning

In response to the survey question about behavior interfering with students ability to learn at school, each group responded with a high percentage claiming this does interfere. DATA from reports/surveys follows: K-2nd grade 73% Agreed 3-5th grade 25% Strongly Agreed and 35% Agreed Parents 6% Strongly Agreed and 22% Agreed Community 5% Strongly Agreed and 33% Agreed Faculty 30% Strongly Agreed and 41% Agreed

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood 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 â 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

Backpack Food Program

10% of our F/R population in grades K-2 will be identified to participate in the Backpack food program. Members from the Lion's Club and the Optimist Club will purchase food and pack the bags each Thursday. School personnel (Resource room para-educator, administrator, student council chair) will distribute packs for identified students to take home each Friday.

Impact Level: High Impact - Outside

Focus: Specific

Muggins Math/Jellybeans Math Tournament

In February, 2011, all students will participate in a Muggins Math/Jellybeans Math Tournament. Teachers will decide (based on level) whether to enroll class/students in the Jellybeans tournament (a math game for grades K-1) or Muggins Tournament (suggested for grades 2-8). The games instruct problem solving, computation and critical thinking skills. The games adapt to each level and would include addition, subtraction, multiplication and division.

Impact Level: High Impact - Inside

Focus: Specific

Positive Behavior Support Schoolwide System

What: Positive Behavior Support School-Wide Program Who: Teacher, Parent Leader Team (All Staff Participation) When: Year 1 2010-2011- During the fall semester 2010: Explore, Observe, Consult Behavior programs: Choose or Modify for our needs. During the spring semester 2010-2011: Train Teachers, implement, pilot. Full implementation will begin in the 2011-2012 school year.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Family Library Nights

Family's will be allowed to visit and check out books together at our school's library on a quarterly basis from 4 pm to 6 pm. Grade level teachers/Title staff will present best practices in reading at each library night. Materials will be offered to families. Topics will include: understanding the school's leveled literacy program, reading to make connections to self, texts, and world, comprehension strategies, and successful partner reading.

Impact Level: High Impact - Inside

Focus: General

A. Parent Involvement: Math Learning Night

Math games are presented in stations to families by the Title 1 staff during the first semester of the school year. Families learn the instructions and practice the games together under guidance from Title I staff. Game materials are sent home with each family at the end of the evening. Purpose of the games will be to introduce a family fun way to practice computation and problem solving skills. Games teach number sense, problem solving, probability, etc. Record keeping may include creating/interpreting charts and graphs. The Math Learning night event will take place in semester 1, prior to winter break. Strategy team will record family attendance.

Impact Level: High Impact - Inside

Focus: General

A. Parent Involvement: Standard and Assessment Workshop

In the fall and spring, the school will host Standards and Assessment Workshops. School personnel will outline the local and state assessments utilized in our school. Assessments and strategies will be demonstrated. All parents will be invited to attend with special emphasis on reaching parents of students who do not demonstrate benchmark performance on DIBELS, Acuity and ISTEP. Workshops will include strategies to assist parents in: Monitoring student progress in school: Personnel will explain progress monitoring aspects of assessments and how to interpret growth charts. How to talk to Child's teacher about improving achievement: Strategies such as utilizing school and teacher web pages and utilizing the assignment notebook parent note section will be addressed. Effective parent teacher conferencing tips will be shared. Using Technology: Parents will be introduced to the many tools located on websites such as the DOE Istep+ sections as well as programs available to support school math computation and vocabulary/spelling goals.

Impact Level: High Impact - Inside

Focus: Specific

A. Parent Involvement: Standards Based Activities Days

Parents, community businesses, community organizations, teachers, and staff will work together to conduct one standards based activity day for each grade level during the year. They will also plan an annual week of school wide standards based activities. Parents and teachers will plan themed hands-on activities. Volunteer parents will instruct students in stations in the Parent Involvement Room. Teachers will assist student groups as they move from station to station. In addition, community businesses and community organizations will provide resources and volunteers for each day. The organizations and businesses include but are not limited to: Wal-Mart, Lions Club, Optimist Club, Starr Associates and Purdue University.

Impact Level: High Impact - Inside

Focus: Specific

B. Educator Training for Parent Involvement

Throughout the school year, Battle Ground teachers will be educated by administration and guest speakers during IIB professional development time on various ways to encourage parent involvement.

Impact Level: High Impact - Outside

Focus: Specific

C. Outreach to Preschool Parent Involvement Programs: TSC Corporation Preschool Committee

A DVD outlining corporation kindergarten policies and practices including kindergarten readiness will be created by TSC students. This video will be shared with preschool providers as well as families of incoming kindergarteners. The video will be distributed annually in conjunction with Spring Round-up.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

The Title I Web-site will include a link to the Indiana Parent Information Resource Center Website: www.fscp.org. Teachers will share information about the Parent Information Resource Center Website with parents at Fall Open House (day before school) and Grade Level Parent Meetings (first 2 weeks of school). The website will also be included in School Newsletters (standard running article) as part of the Title 1 Parent Packets and on our school website.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Language Arts-Reading Motivational Convocations

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. Three times per year, staff members will perform themed based-originally written convocation skits which encourage reading and language arts skills. All students will attend the performances and will be challenged to earn Accelerated Reader points. Those points will be converted into school cash to be spent on talent time with teachers. Teachers will be "purchased" to play games with, bake with, read with, create jewelry with, etc. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Literacy Coach

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. Throughout the year, teachers will be coached on best practices to foster student success on academic standards. The literacy coach will be available for consult daily and will be on-site at least one week per quarter. The literacy coach will provide instruction related to differentiated instruction as well as language arts and writing standards. Students will succeed in rigorous courses as a result of this strategy in that the differentiated strategies gleaned from coaching and the ongoing support from coach to teacher will change instruction to better meet individual student needs. The literacy coach will log teachers assisted and outline progress made. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Math Standard Alignment

Strategy committee will explore resources to assist grade level teams with aligning newly adopted math text to the Indiana State Standards. Committee will meet in September to select a consultant. The consultant will begin working with grade level teams prior to the end of the school year.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: STEM Curriculum Focus 2-5

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Science, Technology, Engineering, MATH :STEM curriculum will be utilized in all 2-5 classrooms. Materials will include Engineering is Elementary (EIE) curriculum and MEA (problem solving) units. Dr. Eric Mann and Ron Carr from Gifted Education Resource Institute (GERI) at Purdue University, along with graduate assistants will provide the units, professional support, and consultation. Teachers will use the EIE units throughout the school year-these standards based, math focused lessons will begin by October, 2010. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Each year, the school will maintain a list of all teachers in the building including the following information: * Whether or not each teacher holds a valid Indiana Teaching license. * How each teacher has demonstrated subject matter knowledge (Praxis, HOUSSE, NTE, CAS) * If non highly qualified teachers exist in the school, one or more activities designed to assist the non-Highly qualified teacher(s) in meeting highly qualified teacher requirements will be offered including: --Notice for workshops/conferences to assist in meeting HQ status will be delivered electronically and in mailbox to non-HQ teacher. --Non HQ teachers will meet with personnel representative quarterly to assure progress toward HQ status. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals by mailing a letter of explanation during the first quarter of each school year.

Impact Level: Low Impact

Focus: Specific

K. Attracting Highly Qualified Teachers

Battle Ground Elementary will interview and hire only highly qualified teachers. Administrators from the corporation will annually attend recruitment fairs and interview days throughout Indiana to attract highly qualified teachers. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University. Battle Ground Elementary will continue to participate in teacher education programs by providing Purdue Elementary Education students with classroom experience through Purdue's Block III program. Battle Ground 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. Battle Ground Elementary will also encourage our highly qualified teachers to remain by providing a supportive and caring environment and by providing high quality professional development opportunities.

Impact Level: High Impact - Inside

Focus: Specific

L. Early Childhood Transition: Kindergarten Open House

In early May, parents of incoming kindergarten students will be invited to BGE's Kindergarten Open House. The parents will be introduced to their child's teacher for the upcoming year. The teacher will go over procedures, transitional helps, and ideas to help build readiness skills for their kindergartner. Activities are planned for those children who may attend with their parents. Information will be shared regarding the CAPE program sponsored by the Community Family Resource Center and funded by Lilly Grant dollars. Families will receive hands-on active learning materials that introduce and reinforce kindergarten readiness skills. Parents will receive printed information outlining age appropriate readiness skills.

Impact Level: Low Impact

Focus: Specific

L. Early Childhood Transition: Make-It Take It For Childcare Providers

During the first semester, area childcare providers including church, private daycare programs, and in-home providers, will be invited to an informational meeting/make-it take-it night. Kindergarten teachers and Title I staff will highlight Indiana standards for kindergarten, kindergarten assessments, and daily routines for kindergarteners. Attendees will learn many strategies to utilize in their facility/home to prepare students for transition to kindergarten. Participants will create materials to use in instructing their clients and take these materials with them at the end of the session.

Impact Level: High Impact - Outside

Focus: Specific

L. Early Childhood Transition: Special Education Preschools Continual Contact

Principal and Kindergarten teachers will work with the special education director/appointee to foster continual contact with potential school attendees. * Director will notify school when a potential future student (indicated by an in-district address) enrolls in one of the special education preschools. * Kindergarten teacher/administrator will visit the preschool and meet the student, parents and teacher. * Teacher will be in contact with the preschool teacher, student, and parents once each semester from initial contact until transition to kindergarten. Information shared will include, but is not limited to:

--Assessment overview for kindergarteners including what to expect on DIBELS. --Early literacy strategies such as how to read with children using trade books and poetry for vocabulary and early-reading skills. --Beginning number sense strategies including 1:1 correspondence. --Parent tips such as what to expect socially and emotionally with this transition.

Impact Level: High Impact - Inside

Focus: Specific

M. Parent Notice - Assessment Results

In the Fall, the school will hold a Standards and Assessment Workshop for parents to introduce the assessments used at the school. The assessment reporting language and home report sheets will also be discussed at that time. This workshop is described in detail under A. Parent Involvement: Standard and Assessment Workshop. Following each assessment period, teachers will send results home with students along with a FAQ sheet in easy to understand format within 10 days of the closing of the assessment window (excluding ISTEP+ results which will be sent within 10 school days of receiving from DOE).

Impact Level: High Impact - Inside

Focus: Specific

Q. School-Parent Involvement Policy

Parents are invited to participate in the annual review of the school-parent Involvement Policy at the corporation and school level. It will be reviewed according to the Indiana DOE guidelines. This policy will be distributed at the beginning of the school year during registration.

Impact Level: Low Impact

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

Battle Ground Title I staff will mail a Parent Right-to-Know letter to inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all DOE requirements to all parents in the month of September.

Impact Level: Low Impact

Focus: Specific

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

Battle Ground Administrator will mail in a timely manner a letter to parents of any student being taught by a teacher who is not highly qualified for 4 or more consecutive weeks.

Impact Level: Low Impact

Focus: Specific

S. School-Parent Compact

Parents are invited to participate in the review/revise of the School-Parent Compact in the Spring. This compact will include all DOE requirements. This compact will be explained and signed by parents, school staff, and student during Meet the Teacher Night in August. Title I Lead staff will be responsible for this mandate.

Impact Level: Low Impact

Focus: Specific

T. Annual Parent Meeting

During the first quarter of the school year, the Title I staff will hold the annual parent meeting at two convenient times: 9:00 am and 7 pm. All Title I parents will be invited through a written invitation sent home with Title I students. The meetings agenda will inform the parents of the school's participation in Title I, the requirements of the program and the parents' right to be involved. A meeting agenda and parent sign-in sheet will be kept for DOE monitoring.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Math Club

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 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. Students not meeting math standards based on Dibels, ISTEP and/or Acuity will be invited to attend daily Math Club. The club will meet each

school morning for 30 minutes. Title I staff will instruct students as they utilize the Fastmath program in the computer lab. Data collected will include the Fastmath beginning benchmark score and quarterly progress made. Data will be collected via the program's reporting options. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Meet the Author- Math and Reading

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 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. During the annual author visit tentatively scheduled for April, 2011, the author will hold special additional sessions with F/R students. Each F/R student will receive an invitation to participate in this session and will also receive a free book that the author will autograph. Title 1 staff and author will share the math/reading connection, exploring problem solving skills in creating books, math topics outlined in books, and how reading crosses the curriculum. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Reading Club

Based on performance on ISTEP/Dibels/Acuity assessments, F/R students will be selected to attend Reading Club 30 minutes before school on school days. Title I staff will instruct students and utilize the Accelerated Reader program. Data collected will include initial lexile and reading level and quarterly progress reports via the program.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: School Day Standards Assistance (Tutoring)

Based on results gleaned from Dibels, Istep and Acuity, students not meeting standards will receive extra instruction in the area of need via daily standards focused tutoring by Title I staff members. Sessions will last 20-30 minutes and instruction will be given to small groups of students with similar needs. Groups will be flexible as the year progresses. Based on DIBELS and Acuity, students may enter or exit the groups on an as needed basis. Scores will be used for placement in this tutoring program. Curriculum used may include Harcourt Trophies Intervention, Scholastic, Leveled Literacy Intervention, and Do The Math by Marilyn Burns. As part of this strategy, classroom teachers will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - 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.

Local Strategies

Muggins Math/Jellybeans Math Tournament

% of teachers who enroll students in tournament

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

Positive Behavior Support Schoolwide System

Number of office discipline referrals made by all staff members

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
x	.90x		.80x	

Required Strategies

A. Parent Involvement: Math Learning Night

% of parents who indicate that they are supporting students math application skills at home

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	10%		15%	

% of parent who report on the usefulness of ideas gleaned from Math Night

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	10%		15%	

A. Parent Involvement: Standard and Assessment Workshop

% of parents to indicate that they have knowledge of assessments utilized to promote student achievement

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
8%	10%		15%	

A. Parent Involvement: Standards Based Activities Days

% of parents participation in presenting/assisting with hands-on,standards-based lessons

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	5%		7%	

F. Encourage Rigorous Curriculum: Literacy Coach

% of teachers who are observed using Differentiated Instruction in classroom

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of teachers utilizing coaching sessions per quarter

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	40%		85%	

I. Focused Academic Area: STEM Curriculum Focus 2-5

% of teachers who are providing problem solving strategies at least twice a week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
10	25		50	

L. Early Childhood Transition: Make-It Take It For Childcare Providers

Percentage of caregivers implementing strategies (assessed using a survey)

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

U. Focused Student Group: Math Club

Questionnaire checking % of teachers who have taught more advanced lessons in problem solving without focusing on basic facts

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	25		40	

U. Focused Student Group: Meet the Author- Math and Reading

% of parents who read familiar books to their children three times a week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
15	15		30	

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.

Backpack Food Program

Aug 20, 2010: Compile School Free/Reduced List **Person:** John Pearl
Aug 23, 2010: Discuss/Review Program with entire staff **Person:** John Pearl
Aug 24, 2010: Solicit list of students based on need **Person:** John Pearl
Aug 25, 2010: Notify Lion's Club of number of backpacks needed **Person:** John Pearl
Sep 1, 2010: Send parent notification and permission to participate slips **Person:** John Pearl
Nov 19, 2010: Review program/amend as needed **Person:** John Pearl
Jan 21, 2011: Review program/amend as needed **Person:** John Pearl
Mar 25, 2011: Review program/amend as needed **Person:** John Pearl

Early Childhood Transition

Apr 1, 2010: Collect baseline data: Percentage of caregivers implementing strategies (assessed using a survey) **Person:** Pam Richert
Jun 30, 2010: Identify all Pre-schools and Daycares by name and confirm location in our school district **Person:** Mary Ruley
Jun 30, 2010: Identify specific activities to identified focus standards **Person:** Pam Richert
Jun 30, 2010: Identify specific Indiana Standards to focus on with the caregivers. **Person:** Micki Jones
Aug 1, 2010: Create supply list for implementing Make it-Take it activity night **Person:** Pam Richert
Sep 1, 2010: Identify date and time for planned Make It/Take It night **Person:** Pam Richert
Sep 20, 2010: Purchase all materials for the planned Make It/Take It night **Person:** Pam Richert
Sep 22, 2010: Compile (during 2 IIB sessions) an information packet for preschool staff and parents regarding Battle Ground Assessments, early literacy strategies and number sense-math preparation as well as social and emotional transition tips **Person:** Pam Richert
Sep 30, 2010: Assign responsible Task Force for "Rotation Stations" at Make It/Take It **Person:** Pam Richert
Sep 30, 2010: Create survey for evaluating implementation of activities in preschool facilities **Person:** Pam Richert
Sep 30, 2010: Prepare all materials for the planned Make It/Take It night **Person:** Pam Richert
Sep 30, 2010: Prepare schedule for the planned Make It/Take It night **Person:** Pam Richert
Nov 4, 2010: Contact Apointee from Special Ed Cooperative **Person:** John Pearl
Nov 30, 2010: Collect fall data: Percentage of caregivers implementing strategies (assessed using a survey) **Person:** Pam Richert
Dec 10, 2010: Consult with preschool teacher/parents **Person:** Pam Richert
Dec 10, 2010: Visit future students at preschool **Person:** Pam Richert
Mar 25, 2011: contact CFRC representative schedule a representative for kindergaten parent meeting **Person:** John Pearl
Apr 7, 2011: Input from teachers regarding message to parents and activities for incoming students **Person:** John Pearl
Apr 15, 2011: Invites sent to incoming families **Person:** John Pearl
Apr 20, 2011: Volunteers signed up for childcare activity room **Person:** Gail Haberstroh
Apr 22, 2011: Compile (during 2 IIB sessions) an information packet for preschool staff and parents regarding Battle Ground Assessments, early literacy strategies and number sense-math preparation as well as social and emotional transition tips **Person:** Pam Richert
May 1, 2011: Classroom Teachers Prepare Own materials **Person:** John Pearl
May 6, 2011: Open House Event **Person:** John Pearl
May 10, 2011: Teacher Feedback Potential Modifications **Person:** John Pearl
May 13, 2011: Consult preschool teacher/parents **Person:** Pam Richert
May 13, 2011: Visit future students at preschool **Person:** Pam Richert
Jun 30, 2011: Collect spring data: Percentage of caregivers implementing strategies (assessed using a survey) **Person:** Pam Richert

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: % of teachers utilizing coaching sessions per quarter **Person:** April Wolf
Apr 1, 2010: Collect baseline data: % of teachers who are observed using Differentiated Instruction in classroom **Person:** April Wolf
Jun 30, 2010: Michele Luck's visits scheduled **Person:** John Pearl
Aug 15, 2010: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Aug 30, 2010: task Force meet with Title 1 coordinator to examine newly adopted math series' application to standards **Person:** John Pearl
Sep 1, 2010: Solicit Volunteer Actors/Actresses **Person:** Jolene Freeman
Sep 9, 2010: Script Writing/Theme selection **Person:** Jolene Freeman
Sep 15, 2010: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Sep 15, 2010: Quarterly coaching sessions **Person:** Michele Luck
Sep 15, 2010: Seek coaching session topic inputs via survey **Person:** John Pearl
Sep 23, 2010: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Sep 28, 2010: Professional Learning Community Time for each grade level to align standards to text **Person:** April Wolf
Oct 1, 2010: Facilitate Student AR points Goal Setting **Person:** Teachers
Oct 15, 2010: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Oct 15, 2010: School-Wide performances **Person:** Jolene Freeman
Oct 20, 2010: Quarterly log of % of teachers participating in coaching sessions with Coach Luck **Person:** Michele Luck
Oct 23, 2010: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Oct 28, 2010: Teacher talent Days-Students Purchase Talents **Person:** George Mugford
Nov 11, 2010: Script Writing/Theme selection **Person:** Jolene Freeman
Nov 15, 2010: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Nov 17, 2010: Quarterly coaching sessions **Person:** Michele Luck
Nov 23, 2010: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Nov 30, 2010: Collect fall data: % of teachers utilizing coaching sessions per quarter **Person:** April Wolf
Nov 30, 2010: Collect fall data: % of teachers who are observed using Differentiated Instruction in classroom **Person:** April Wolf
Nov 30, 2010: Professional Learning Community Time for each grade level to align standards to text **Person:** April Wolf
Dec 15, 2010: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Dec 15, 2010: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
Dec 17, 2010: School-Wide performances **Person:** Jolene Freeman
Dec 20, 2010: Semester summary of progress made (1 per grade level) completed by each grade level team **Person:** John Pearl
Dec 22, 2010: Quarterly log of % of teachers participating in coaching sessions with Coach Luck **Person:** Michele Luck
Dec 23, 2010: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Dec 30, 2010: Teacher talent Days-Students Purchase Talents **Person:** George Mugford
Jan 13, 2011: Script Writing/Theme selection **Person:** Jolene Freeman
Jan 15, 2011: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Jan 15, 2011: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
Jan 19, 2011: Quarterly coaching sessions **Person:** Michele Luck
Jan 23, 2011: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Feb 1, 2011: Professional Learning Community Time for each grade level to align standards to text **Person:** April Wolf
Feb 15, 2011: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Feb 15, 2011: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
Feb 18, 2011: School-Wide performances **Person:** Jolene Freeman
Feb 23, 2011: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Feb 23, 2011: Quarterly log of % of teachers participating in coaching sessions with Coach Luck **Person:** Michele Luck
Mar 3, 2011: Teacher talent Days-Students Purchase Talents **Person:** George Mugford
Mar 15, 2011: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Mar 15, 2011: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
Mar 17, 2011: Script Writing/Theme selection **Person:** Jolene Freeman
Mar 23, 2011: Monitor Student Progress toward AR points Goals **Person:** George Mugford
Mar 23, 2011: Quarterly coaching sessions **Person:** Michele Luck
Apr 5, 2011: Professional Learning Community Time for each grade level to align standards to text **Person:** April Wolf
Apr 15, 2011: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
Apr 15, 2011: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
Apr 22, 2011: School-Wide performances **Person:** Jolene Freeman
Apr 23, 2011: Monitor Student Progress toward AR points Goals **Person:** George Mugford

Apr 27, 2011: Quarterly log of % of teachers participating in coaching sessions with Coach Luck **Person:** Michele Luck
May 5, 2011: Teacher talent Days-Students Purchase Talents **Person:** George Mugford
May 15, 2011: Offer collaboration time/provide substitutes for teacher requested coaching sessions **Person:** April Wolf
May 15, 2011: Task Force schedules meetings with consultants for standards alignment **Person:** John Pearl
May 19, 2011: Script Writing/Theme selection **Person:** Jolene Freeman
May 23, 2011: Monitor Student Progress toward AR points Goals **Person:** George Mugford
May 25, 2011: Quarterly coaching sessions **Person:** Michele Luck
Jun 30, 2011: Collect spring data: % of teachers utilizing coaching sessions per quarter **Person:** April Wolf
Jun 30, 2011: Collect spring data: % of teachers who are observed using Differentiated Instruction in classroom **Person:** April Wolf

Focused Academic Area

Apr 1, 2010: Collect baseline data: % of teachers who are providing problem solving strategies at least twice a week **Person:** Dr Mann
Aug 26, 2010: Collaboration Days-Dr. Mann Instructs **Person:** Dr. Eric Mann
Sep 2, 2010: Meet with Dr. Mann View EIE units **Person:** John Pearl
Sep 8, 2010: Select Units by grade level **Person:** John Pearl
Sep 15, 2010: Teach Units **Person:** Teachers
Sep 22, 2010: Teach Units **Person:** Teachers
Sep 29, 2010: Teach Units **Person:** Teachers
Oct 6, 2010: Teach Units **Person:** Teachers
Oct 13, 2010: Teach Units **Person:** Teachers
Oct 20, 2010: Teach Units **Person:** Teachers
Oct 22, 2010: PLC Days for Planning EIE **Person:** John Pearl
Oct 27, 2010: Teach Units **Person:** Teachers
Oct 28, 2010: Collaboration Days-Dr. Mann Instructs **Person:** Dr. Eric Mann
Nov 3, 2010: Teach Units **Person:** Teachers
Nov 10, 2010: Teach Units **Person:** Teachers
Nov 17, 2010: Teach Units **Person:** Teachers
Nov 24, 2010: Teach Units **Person:** Teachers
Nov 30, 2010: Collect fall data: % of teachers who are providing problem solving strategies at least twice a week **Person:** Dr Mann
Dec 1, 2010: Teach Units **Person:** Teachers
Dec 8, 2010: Teach Units **Person:** Teachers
Dec 15, 2010: Teach Units **Person:** Teachers
Dec 17, 2010: Complete Surveys/Assessments **Person:** Dr. Mann
Dec 22, 2010: Teach Units **Person:** Teachers
Dec 24, 2010: PLC Days for Planning EIE **Person:** John Pearl
Dec 29, 2010: Teach Units **Person:** Teachers
Dec 30, 2010: Collaboration Days-Dr. Mann Instructs **Person:** Dr. Eric Mann
Jan 5, 2011: Teach Units **Person:** Teachers
Jan 12, 2011: Teach Units **Person:** Teachers
Jan 19, 2011: Teach Units **Person:** Teachers
Jan 26, 2011: Teach Units **Person:** Teachers
Feb 2, 2011: Teach Units **Person:** Teachers
Feb 9, 2011: Teach Units **Person:** Teachers
Feb 16, 2011: Teach Units **Person:** Teachers
Feb 23, 2011: Teach Units **Person:** Teachers
Feb 25, 2011: PLC Days for Planning EIE **Person:** John Pearl
Mar 2, 2011: Teach Units **Person:** Teachers
Mar 3, 2011: Collaboration Days-Dr. Mann Instructs **Person:** Dr. Eric Mann
Mar 9, 2011: Teach Units **Person:** Teachers
Mar 16, 2011: Teach Units **Person:** Teachers
Mar 23, 2011: Teach Units **Person:** Teachers
Mar 30, 2011: Teach Units **Person:** Teachers
Apr 6, 2011: Teach Units **Person:** Teachers
Apr 13, 2011: Teach Units **Person:** Teachers
Apr 20, 2011: Teach Units **Person:** Teachers
Apr 27, 2011: Teach Units **Person:** Teachers

Apr 29, 2011: PLC Days for Planning EIE **Person:** John Pearl
May 4, 2011: Teach Units **Person:** Teachers
May 5, 2011: Collaboration Days-Dr. Mann Instructs **Person:** Dr. Eric Mann
May 11, 2011: Teach Units **Person:** Teachers
May 18, 2011: Teach Units **Person:** Teachers
May 25, 2011: Teach Units **Person:** Teachers
Jun 30, 2011: Collect spring data: % of teachers who are providing problem solving strategies at least twice a week **Person:** Dr. Mann

Focused Student Group

Apr 1, 2010: Collect baseline data: % of parents who read familiar books to their children three times a week **Person:** John Pearl
Apr 1, 2010: Collect baseline data: Questionnaire checking % of teachers who have taught more advanced lessons in problem solving without focusing on basic facts **Person:** April Wolf
May 14, 2010: Secure Funding to order books for Free/Reduced **Person:** April Wolf
Aug 15, 2010: Assign Para Professional/Train **Person:** April Wolf
Aug 15, 2010: Confirm Visit Dates with Author **Person:** Amy Sturgeon
Aug 15, 2010: ID 3-5th grade students from ISTEP Scores **Person:** April Wolf
Aug 22, 2010: Invites sent home for 3-5th Grades **Person:** April Wolf
Aug 26, 2010: Begin Math Club for 3-5th grade **Person:** April Wolf
Sep 10, 2010: Utilize 2 IIB sessions to compile an outline of expectations for the author's presentation to students. Assure that the author agrees to emphasize the importance of mathematics and problem solving in the literature arts field. **Person:** April Wolf
Sep 15, 2010: Secure Funding with STPS **Person:** Amy Sturgeon
Oct 20, 2010: ID 2nd grade students from MCLASS Scores **Person:** April Wolf
Oct 22, 2010: Invites sent home for 2nd Grade **Person:** April Wolf
Oct 27, 2010: Begin Math Club for 2nd grade **Person:** April Wolf
Nov 17, 2010: Create questionnaire for teachers to complete for strategy data **Person:** April Wolf
Nov 30, 2010: Collect fall data: % of parents who read familiar books to their children three times a week **Person:** John Pearl
Nov 30, 2010: Collect fall data: Questionnaire checking % of teachers who have taught more advanced lessons in problem solving without focusing on basic facts **Person:** April Wolf
Feb 15, 2011: Letter To F/R Parents explaining availability of Scholarship for free book **Person:** April Wolf
Mar 1, 2011: List number of books needed for Free/Reduced students after receiving parent letter **Person:** April Wolf
Mar 1, 2011: Requisition Form to order books **Person:** April Wolf
Mar 15, 2011: Planning Form Completed **Person:** April Wolf
Apr 30, 2011: Report Form and Cost Summary Completed **Person:** April Wolf
May 1, 2011: Author Visit **Person:** April Wolf
Jun 30, 2011: Collect spring data: % of parents who read familiar books to their children three times a week **Person:** John Pearl
Jun 30, 2011: Collect spring data: Questionnaire checking % of teachers who have taught more advanced lessons in problem solving without focusing on basic facts **Person:** April Wolf

Instruction by Highly Qualified Teachers

Aug 15, 2010: Notice for Workshops/Conferences delivered via email/mailbox **Person:** John Pearl
Sep 15, 2010: Non HQ teacher mets with personal representative **Person:** John Pearl
Nov 17, 2010: Non HQ teacher mets with personal representative **Person:** John Pearl
Jan 19, 2011: Non HQ teacher mets with personal representative **Person:** John Pearl
Mar 23, 2011: Non HQ teacher mets with personal representative **Person:** John Pearl
May 25, 2011: Non HQ teacher mets with personal representative **Person:** John Pearl

Muggins Math/Jellybeans Math Tournament

Apr 1, 2010: Collect baseline data: % of teachers who enroll students in tournament **Person:** April Wolf
Apr 15, 2010: Order Additional Muggins Games **Person:** April Wolf
Sep 1, 2010: Hands On Training of the Games **Person:** John Pearl
Nov 30, 2010: Collect fall data: % of teachers who enroll students in tournament **Person:** April Wolf
Dec 15, 2010: During IIB time teachers will examine assessment data and create tournament participant list **Person:** John Pearl

Dec 16, 2010: During IIB time teachers will examine assessment data and create tournament participant list **Person:** John Pearl
Dec 17, 2010: During IIB time teachers will examine assessment data and create tournament participant list **Person:** John Pearl
Jan 15, 2011: Class Line Data to group students **Person:** John Pearl
Jan 15, 2011: Tournament Schedule **Person:** April Wolf
Jan 17, 2011: Instructional Block Discussion Day All Opinions Considered **Person:** John Pearl
Jan 18, 2011: Instructional Block Discussion-Final Schedule for Tournament **Person:** John Pearl
Feb 19, 2011: Room Set up for tournament **Person:** John Pearl
Feb 20, 2011: Room Set up for tournament **Person:** John Pearl
Feb 21, 2011: Muggins Math Tourney **Person:** April Wolf
Feb 22, 2011: Muggins Math Tourney **Person:** April Wolf
Jun 30, 2011: Collect spring data: % of teachers who enroll students in tournament **Person:** April Wolf

Outreach to Preschool Parent Involvement Programs

Oct 20, 2010: Corporation Title 1 Director creates DVD **Person:** Vickie Pearl
Nov 20, 2010: Review-Modify DVD **Person:** Vickie Pearl
Dec 1, 2010: Show dvd to staff solicit input **Person:** John Pearl
Feb 20, 2011: Present DVD at Kindergarten Round-Up **Person:** John Pearl

Parent Involvement

Apr 1, 2010: Collect baseline data: % of parent who report on the usefulness of ideas gleaned from Math Night **Person:** April Wolf
Apr 1, 2010: Collect baseline data: % of parents participation in presenting/assisting with hands-on,standards-based lessons **Person:** Melanie Lusk
Apr 1, 2010: Collect baseline data: % of parents to indicate that they have knowledge of assessments utilized to promote student achievement **Person:** April Wolf
Apr 1, 2010: Collect baseline data: % of parents who indicate that they are supporting students math application skills at home **Person:** April Wolf
Aug 15, 2010: Solicit parent volunteers for Standards based activity days **Person:** Melanie Lusk
Aug 27, 2010: Send volunteer assignment and reminder of date/time School-wide star day **Person:** Gail Haberstroh
Sep 1, 2010: Solicit Input from Staff regarding topics/dates for quarterly library nights **Person:** April Wolf
Sep 2, 2010: Gather and prepare activities and materials for star day-use IIB time Star Day for Scool -Wide **Person:** Melanie Lusk
Sep 5, 2010: Schedule 1 Activity Day Per Grade level **Person:** Melanie Lusk
Sep 6, 2010: Assessment Workshop Overview/Input **Person:** April Wolf
Sep 8, 2010: Modify Workshop based on teacher input **Person:** April Wolf
Sep 10, 2010: Compile list of topics and coordinating dates **Person:** April Wolf
Sep 15, 2010: Compile Games for stations **Person:** April Wolf
Sep 15, 2010: Present final list of Topics/dates to staff **Person:** April Wolf
Sep 15, 2010: Select Themes/Activities for Standards -Based activity Days **Person:** Task Force
Sep 16, 2010: Staff prepares best practices for Library Night **Person:** John Pearl
Sep 20, 2010: School wide star day: Measurement week Sept.20-24 **Person:** Melanie Lusk
Sep 22, 2010: Staff Input for Math Night-Modifications **Person:** April Wolf
Sep 22, 2010: Station Volunteers solicited-Teachers/parents **Person:** Gail Haberstroh
Sep 23, 2010: Introduction to Games Play around **Person:** April Wolf
Sep 25, 2010: Train staff on library check-out procedures **Person:** April Wolf
Sep 28, 2010: Send volunteer assignment and reminder of date/time Grade K day **Person:** Gail Haberstroh
Sep 30, 2010: Grade level Collaboration Day **Person:** John Pearl
Sep 30, 2010: Grade level Collaboration Day **Person:** John Pearl
Oct 1, 2010: Library will be open to families to check out books. **Person:** April Wolf
Oct 1, 2010: Present Themes/Activities to whole staff **Person:** John Pearl
Oct 2, 2010: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade K **Person:** Melanie Lusk
Oct 5, 2010: Modify dates/themes/activities based on staff feedback **Person:** Melanie Lusk
Oct 7, 2010: Schedule workshops-set Fall and Spring Dates **Person:** April Wolf
Oct 10, 2010: compile a survey asking parent input reagrding application of math night topics and usefulness in connecting home activities with academic growth **Person:** April Wolf
Oct 14, 2010: Math learning Night **Person:** April Wolf
Oct 15, 2010: Chart number of books checked out per family each check-out night **Person:** April Wolf

Oct 15, 2010: Collect attendance data (parent sign-in sheets) at each check-out night **Person:** April Wolf

Oct 15, 2010: Compile activities and information for workshops (consult DOE testing site) compile info regarding acuity and dibels **Person:** Gail Haberstroh

Oct 15, 2010: Create meeting agenda and copy for meeting **Person:** Gail Haberstroh

Oct 20, 2010: Develop Recording Sheets for Activities **Person:** Melanie Lusk

Oct 20, 2010: Kindergarten Apple Star Day **Person:** Melanie Lusk

Oct 30, 2010: Present Workshops to parents **Person:** April Wolf

Nov 1, 2010: Distribute survey to families who attended Math Night **Person:** April Wolf

Nov 6, 2010: Train staff on library check-out procedures **Person:** April Wolf

Nov 15, 2010: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade 4 **Person:** Melanie Lusk

Nov 16, 2010: Staff prepares best practices for Library Night **Person:** John Pearl

Nov 23, 2010: Send volunteer assignment and reminder of date/time Grade 1 day **Person:** Gail Haberstroh

Nov 23, 2010: Send volunteer assignment and reminder of date/time grade 4 day **Person:** Gail Haberstroh

Nov 30, 2010: Collect fall data: % of parent who report on the usefulness of ideas gleaned from Math Night **Person:** April Wolf

Nov 30, 2010: Collect fall data: % of parents participation in presenting/assisting with hands-on,standards-based lessons **Person:** Melanie Lusk

Nov 30, 2010: Collect fall data: % of parents to indicate that they have knowledge of assessments utilized to promote student achievement **Person:** April Wolf

Nov 30, 2010: Collect fall data: % of parents who indicate that they are supporting students math application skills at home **Person:** April Wolf

Dec 2, 2010: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade 1 **Person:** Melanie Lusk

Dec 3, 2010: Library will be open to families to check out books. **Person:** April Wolf

Dec 11, 2010: Grade 4 Indiana Birthday Star Day **Person:** Melanie Lusk

Dec 17, 2010: Chart number of books checked out per family each check-out night **Person:** April Wolf

Dec 18, 2010: Train staff on library check-out procedures **Person:** April Wolf

Dec 20, 2010: Grade 1 star Day **Person:** Melanie Lusk

Jan 5, 2011: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade 2 **Person:** Melanie Lusk

Jan 8, 2011: Compile survey results to be used in planning more meaningful potential math nights **Person:** April Wolf

Jan 8, 2011: Send volunteer assignment and reminder of date/time Grade 2 day **Person:** Gail Haberstroh

Jan 16, 2011: Staf prepares best practices for Library Night **Person:** John Pearl

Jan 20, 2011: Grade 2 Recipe Star Day-Focus:multiple step directions **Person:** Melanie Lusk

Jan 25, 2011: Share Survey results with staff during IIB **Person:** April Wolf

Jan 29, 2011: Train staff on library check-out procedures **Person:** April Wolf

Feb 4, 2011: Library will be open to families to check out books. **Person:** April Wolf

Feb 15, 2011: Compile activities and information for workshops (consult DOE testing site) compile info regarding acuity and dibels **Person:** Gail Haberstroh

Feb 15, 2011: Create meeting agenda and copy for meeting **Person:** Gail Haberstroh

Feb 15, 2011: Modify Workshop based on teacher input **Person:** April Wolf

Feb 18, 2011: Chart number of books checked out per family each check-out night **Person:** April Wolf

Feb 28, 2011: Present Spring Workshop **Person:** April Wolf

Feb 28, 2011: Send volunteer assignment and reminder of date/time grade 3 day **Person:** Gail Haberstroh

Mar 2, 2011: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade 3 **Person:** Melanie Lusk

Mar 12, 2011: Train staff on library check-out procedures **Person:** April Wolf

Mar 16, 2011: Staff prepares best practices for Library Night **Person:** John Pearl

Mar 30, 2011: Grade 3 Water Star Day **Person:** Melanie Lusk

Apr 2, 2011: Gather and prepare activities and materials for star day-use IIB time Star Day for Grade 5 **Person:** Melanie Lusk

Apr 4, 2011: Send volunteer assignment and reminder of date/time grade 5 day **Person:** Gail Haberstroh

Apr 8, 2011: Library will be open to families to check out books. **Person:** April Wolf

Apr 20, 2011: Grade 5 Star Day; STEM activities **Person:** Melanie Lusk

Apr 22, 2011: Chart number of books checked out per family each check-out night **Person:** April Wolf

May 10, 2011: Distribute/Collect parent/Staff/student evaluation surveys **Person:** Melanie Lusk

May 30, 2011: Compile/assess survey results-modify plans for 2011-2012 **Person:** John Pearl

Jun 30, 2011: Collect spring data: % of parent who report on the usefulness of ideas gleaned from Math Night **Person:** April Wolf

Jun 30, 2011: Collect spring data: % of parents participation in presenting/assisting with hands-on,standards-based lessons **Person:** Melanie Lusk

Jun 30, 2011: Collect spring data: % of parents to indicate that they have knowledge of assessments utilized to promote student achievement **Person:** April Wolf

Jun 30, 2011: Collect spring data: % of parents who indicate that they are supporting students math application skills at home **Person:** April Wolf

Parent Notice - Assessment Results

Sep 6, 2010: Assessment workshop overview **Person:** April Wolf
Sep 8, 2010: Modify workshop based on teacher input **Person:** April Wolf
Sep 19, 2010: Discuss/Train how to print Assessment Results **Person:** April Wolf
Sep 28, 2010: Send Home BOY Reading DIBELS Home Report **Person:** John Pearl
Oct 7, 2010: Schedule Assessment Workshops-set fall and Spring Dates **Person:** April Wolf
Oct 15, 2010: Compile activities and information utilizing info from doe website compile info regarding dibels and acuity **Person:** Gail Haberstroh
Oct 15, 2010: Create meeting agenda and copy for meeting **Person:** Gail haberstroh
Oct 19, 2010: BOY Acuity LA/Math Home Report **Person:** John Pearl
Oct 26, 2010: BOY Math MCLASS Home Report **Person:** John Pearl
Oct 30, 2010: Present workshop to parents **Person:** April Wolf
Dec 21, 2010: MOY Acuity LA/Math Home Report **Person:** John Pearl
Dec 21, 2010: MOY Acuity Science/Social Home Report **Person:** John Pearl
Feb 9, 2011: Send Home MOY Reading DIBELS Home Report **Person:** John Pearl
Feb 10, 2011: Modify workshop based on staff input **Person:** April Wolf
Feb 15, 2011: create agenda for Spring workshop and copy **Person:** Gail haberstroh
Feb 28, 2011: EOY Acuity Science/Social Home Report **Person:** John Pearl
Feb 28, 2011: MOY Math MCLASS Home Report **Person:** John Pearl
Feb 28, 2011: Present Spring Workshop **Person:** April Wolf
Mar 6, 2011: EOY Acuity LA/MATH Home Report **Person:** John Pearl
May 24, 2011: EOY Reading DIBELS Home Report **Person:** John Pearl
May 28, 2011: EOY Math MCLASS Home Report **Person:** John Pearl
Aug 12, 2011: ISTEP Results **Person:** John Pearl

Positive Behavior Support Schoolwide System

Aug 20, 2010: Anti-resistance Activities as Necessary **Person:** Cassie Fine
Aug 20, 2010: Collect baseline data: Number of office discipline referrals made by all staff members **Person:** George Mugford
Aug 20, 2010: Examine Behavioral Database Options for Positive Behavior Support **Person:** George Mugford
Aug 20, 2010: Examine Positive Behavior Support Programs **Person:** Carol Starr
Aug 20, 2010: Identify Areas of Resistance, Concerns and Progress **Person:** Cassie Fine
Aug 20, 2010: Preview and select Positive Behavior Support strategies to bring to staff **Person:** Jill Tate
Sep 20, 2010: Identify Areas of Resistance, Concerns and Progress **Person:** Cassie Fine
Oct 20, 2010: Identify Areas of Resistance, Concerns and Progress **Person:** Cassie Fine
Nov 20, 2010: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
Nov 30, 2010: Collect fall data: Number of office discipline referrals made by all staff members **Person:** George Mugford
Dec 20, 2010: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
Jan 20, 2011: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
Feb 20, 2011: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
Feb 20, 2011: Select Positive Behavior Support Program **Person:** Carol Starr
Feb 20, 2011: Select Positive Behavior Support Database Options **Person:** George Mugford
Mar 20, 2011: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
Apr 20, 2011: Identify Areas of Resistance, Concerns, and Progress **Person:** Cassie Fine
May 1, 2011: Teacher Positive Behavior Support Training Sessions **Person:** Jill Tate
May 30, 2011: Collect spring data: Number of office discipline referrals made by all staff members **Person:** George Mugford
Aug 20, 2011: Student Positive Behavior Support Training Sessions **Person:** Jill Tate

Timely Additional Assistance

Aug 15, 2010: Assign Para Professional/Train **Person:** April Wolf
Aug 15, 2010: ID 3-5th Grade students from ISTEP Scores **Person:** April Wolf
Aug 20, 2010: Create Schedule for groups **Person:** April Wolf
Aug 20, 2010: ID ISTEP both Reading/Math 4th and 5th grades **Person:** April Wolf
Aug 20, 2010: Invites Sent Home for 3-5th Grade **Person:** April Wolf
Aug 20, 2010: Prepare Reverse Permission Form **Person:** April Wolf
Aug 26, 2010: Begin Reading Club for 3-5th Grade **Person:** April Wolf
Aug 29, 2010: New Students enrolled in DIBELS/Acuity **Person:** John Pearl

Sep 15, 2010: ID Report for BOY DIBELS K-2 Reading **Person:** April Wolf
Sep 20, 2010: ID Sheets to Teachers k-2 Reading **Person:** April Wolf
Sep 26, 2010: ID 2nd Grade Students From DIBELS **Person:** April Wolf
Sep 30, 2010: ID Report BOY Acuity Math **Person:** April Wolf
Sep 30, 2010: ID Report BOY Acuity Reading **Person:** April Wolf
Sep 30, 2010: ID Report for BOY DIBEL Math 2nd grade **Person:** April Wolf
Oct 1, 2010: Invites Sent Home for 2nd Grade **Person:** April Wolf
Oct 5, 2010: ID Sheets to Teachers 2nd-5th grade Math **Person:** April Wolf
Oct 5, 2010: ID Sheets to Teachers 3rd-5th grade Reading **Person:** April Wolf
Oct 7, 2010: Begin Reading Club for 2nd grade **Person:** April Wolf
Jan 29, 2011: ID Report for MOY DIBELS K-2 Reading **Person:** April Wolf
Jan 29, 2011: ID Report for MOY Math 2nd grade **Person:** April Wolf
Jan 30, 2011: ID Report MOY Acuity Math **Person:** April Wolf
Jan 30, 2011: ID Report MOY Acuity Reading **Person:** April Wolf
Feb 5, 2011: ID sheets ADD/Drop for Reading and Math Tutoring **Person:** April Wolf

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 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.

Backpack Food Program

No professional development is needed for this strategy.

Muggins Math/Jellybeans Math Tournament

Class Line Data to group students

Brief Description: Determine which game the students will participate in based on predetermined data from MCLASS Math for K-2 and Acuity Math 3-5. Use IIB time for teachers to develop this list for their students.

Intended Participants: Teachers

Date: Jan 15, 2011

Activity Purpose: Information, Refinement

Activity Format: Other

Funding:

Does this activity occur during the school day? Yes

Hands On Training of the Games

Brief Description: During IIB time, each grade level of teachers will play their grade level appropriate game.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Positive Behavior Support Schoolwide System

Examine Positive Behavior Support Programs

Brief Description: During the week we will use 3 IIB sessions to begin brainstorming and examining existing positive behavior strategies and programs. The staff will work together, realizing that this will be a planning year where all input is welcome and we will collectively develop a school-wide PBS to implement the following fall.

Intended Participants: Teachers, Counselors, Administrators, Parents, Community Members

Date: Aug 20, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? No

Teacher Positive Behavior Support Training Sessions

Brief Description: Five consecutive IIB sessions to be used for all staff training for implementation of PBSI. First session, seek input for final modification from staff. Second and third session used to finalize all modifications. Use the final two sessions as training for the PBSI that has been adopted.

Intended Participants: Teachers, Counselors, Administrators, Parents, Community Members

Date: May 1, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Study Group, Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

A. Parent Involvement: Family Library Nights

Train staff on library check-out procedures

Brief Description: Every 6 weeks staff will be trained/refreshed on procedures for checking materials out from the media center. Trainers-Title 1 lead, Media Specialist

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 25, 2010; Nov 6, 2010; Dec 18, 2010; Jan 29, 2011; Mar 12, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: Not needed-complete during Instructional Improvement Block

Does this activity occur during the school day? Yes

A. Parent Involvement: Math Learning Night

Introduction to Games Play around

Brief Description: Title staff will present the games to be used at Math Learning Night. Grade level teams will play the games, following the instructions presented. Modifications will be utilized as suggested by teachers and staff after participating in this draft Learning Night.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 23, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Presentation, Study Group, Collaborative Problem Solving

Funding: Title 1

Does this activity occur during the school day? Yes

A. Parent Involvement: Standard and Assessment Workshop

Assessment Workshop Overview/Input

Brief Description: During morning instructional block time, workshop presenters from Title 1 will share with the entire staff a draft of the Fall workshop. Title staff will share documents from DOE website such as ISTEP materials as well as general information about DIBELS and Acuity. Feedback will be taken to refine the workshop before presenting to parents.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 6, 2010

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Presentation, Study Group, Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

A. Parent Involvement: Standards Based Activities Days

Grade level Collaboration Day

Brief Description: Each grade level team will meet for 1/2 day to select standards to target for the hands-on activity days.

Intended Participants: Teachers, Administrators

Date: Sep 30, 2010

Activity Purpose: Information

Activity Format: Study Group, Collaborative Problem Solving

Funding: Title 1

Does this activity occur during the school day? Yes

Grade level Collaboration Day

Brief Description: Each grade level team will meet for 1/2 day to select standards to target for the hands-on activity days.

Intended Participants: Teachers, Administrators

Date: Sep 30, 2010

Activity Purpose: Information

Activity Format: Study Group, Collaborative Problem Solving

Funding: Title 1

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs: TSC Corporation Preschool Committee

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Language Arts-Reading Motivational Convocations

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Literacy Coach

Quarterly coaching sessions

Brief Description: Literacy Coach will be available for coaching at least 1 week each quarter. She will share differentiation ideas and best practices during morning block time at least 2 days per quarter and will be available for teachers who request coaching at least 5 days per quarter

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 15, 2010; Nov 17, 2010; Jan 19, 2011; Mar 23, 2011; May 25, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

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

Funding: Title 1

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Math Standard Alignment

Professional Learning Community Time for each grade level to align standards to text

Brief Description: Quarterly professional learning community time will be given to each grade level team to work on math standards alignment-scope and sequence of standards

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 28, 2010; Nov 30, 2010; Feb 1, 2011; Apr 5, 2011

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Peer Coaching, Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

I. Focused Academic Area: STEM Curriculum Focus 2-5

Collaboration Days-Dr. Mann Instructs

Brief Description: Dr. Mann will present the EIE engineering kits and teach strategies for implementation. He will be available quarterly for consultation.

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 26, 2010; Oct 28, 2010; Dec 30, 2010; Mar 3, 2011; May 5, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving, Action Research

Funding: Title 1

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Kindergarten Open House

No professional development is needed for this strategy.

L. Early Childhood Transition: Make-It Take It For Childcare Providers

No professional development is needed for this strategy.

L. Early Childhood Transition: Special Education Preschools Continual Contact

No professional development is needed for this strategy.

M. Parent Notice - Assessment Results

Assessment workshop overview

Brief Description: Staff members will hear highlights of the assessment workshop to be presented. Staff will be informed during a scheduled instructional block period.(IIB)

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 6, 2010

Activity Purpose: Information, Feedback/Support

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Discuss/Train how to print Assessment Results

Brief Description: Review/train teachers in how to obtain the parent reports for assessment results from DIBELS and Acuity. Remind teachers that the reports need to be sent home within 10 days of completing the testing window.

Intended Participants: Teachers

Date: Sep 19, 2010

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation

Funding: na

Does this activity occur during the school day? Yes

U. Focused Student Group: Math Club

Assign Para Professional/Train

Brief Description: Train Para Professional in the use of FASTMath program, and record keeping of student's progress. Collaborate on Positive Behavior Lab Goals.

Intended Participants: Other

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? Yes

U. Focused Student Group: Meet the Author- Math and Reading

No professional development is needed for this strategy.

W. Timely Additional Assistance: Reading Club

Assign Para Professional/Train

Brief Description: Train Para on Accelerated Reader program and record/report access. Collaborate on Positive Behavior Lab Goals.

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? Yes

W. Timely Additional Assistance: School Day Standards Assistance (Tutoring)

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... Student behavior interferes with learning

Data Targets Influenced by This Concern:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 4th Grade Males -- Pass Istep Math(seat)
- 5th Grade Females -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- Positive Behavior Support Schoolwide System

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 2nd Grade Free and Reduced -- Earn Mastery Grade in Math (mastery)
- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- A. Parent Involvement: Family Library Nights
- A. Parent Involvement: Standard and Assessment Workshop
- A. Parent Involvement: Math Learning Night
- A. Parent Involvement: Standards Based Activities Days

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 4th Grade Males -- Pass Istep Math(seat)
- 5th Grade Females -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

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

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Muggins Math/Jellybeans Math Tournament
- F. Encourage Rigorous Curriculum: Language Arts-Reading Motivational Convocations
- F. Encourage Rigorous Curriculum: Math Standard Alignment
- F. Encourage Rigorous Curriculum: Literacy Coach
- I. Focused Academic Area: STEM Curriculum Focus 2-5
- A. Parent Involvement: Standards Based Activities Days
- W. Timely Additional Assistance: School Day Standards Assistance (Tutoring)

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- I. Focused Academic Area: STEM Curriculum Focus 2-5
- W. Timely Additional Assistance: School Day Standards Assistance (Tutoring)

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 2nd Grade Free and Reduced -- Earn Mastery Grade in Math (mastery)
- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 2nd Grade Free and Reduced -- Earn Mastery Grade in Math (mastery)
- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Special Education Preschools Continual Contact
- L. Early Childhood Transition: Kindergarten Open House
- L. Early Childhood Transition: Make-It Take It For Childcare Providers

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- 2nd Grade Free and Reduced -- Earn Mastery Grade in Math (mastery)
- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade Males -- Pass Istep Math(seat)

- 5th Grade Females -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

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:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

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:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

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:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

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

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)

- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 2nd Grade Free and Reduced -- Earn Mastery Grade in Math (mastery)
- 3rd grade -- Pass Indiana Academic Math Standard 2: Computation (seat)
- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th grade students -- Pass Indiana Math Academic Standard 4 Geometry (seat)
- 5th Grade students -- Pass Indiana Math Academic Standard 4; Geometry (seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)
- Kindergarten Free Reduced -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Backpack Food Program
- Muggins Math/Jellybeans Math Tournament
- U. Focused Student Group: Meet the Author- Math and Reading
- U. Focused Student Group: Math Club

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 3rd Grade Free and Reduced -- Pass Math ISTEP (Seat)
- 4th Grade All Students -- Pass Math ISTEP (Seat)
- 5th Grade Free and Reduced -- Pass Math ISTEP (Seat)
- K-3 Grade Free Reduced -- Earn Mastery Grade in LA (mastery)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Reading Club
- W. Timely Additional Assistance: School Day Standards Assistance (Tutoring)

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?	Office, Libraries, Goals distributed to staff
<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. 	n/a
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>DIBELS-Dynamic Indicators for literacy Acuity-Indiana predictive assessments in Math/LA grades 3-5 Mclass-primary math assessments/progress monitoring k-2 Running Records Reading AtoZ Benchmark assessments for leveled reading</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>-- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment</p>
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	The state of Indiana does not allow consolidating of funds. We will coordinate our funds in our programs.

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 2009-2010 school year