

School Improvement Plan - 2011-2012

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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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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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
- Indiana Rules and Regulations
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-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)
- Amy Sturgeon - Teacher
- April Wolf - Teacher

Strategy Chairs

- Tina Cupp
- Shirley Frist
- Diane Lehman
- John Pearl
- Pam Richert
- Liese Schwenk
- Amy Sturgeon

Community Council

- Taylor Bennett - Community
- Kara Bishop - 1std 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 o White 1st/4th/6th Grade students/STPS Officer
- Bruce Millen - Parent of white 1st/4th/6th/Military
- 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)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%	60%	23	35%		38%		45%		47%		100%

3-5 Free and Reduced Students - Passing ISTEP both English and Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			64%	69%		73%		77%		81%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	63%	66%	74	75		77		80		83		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66%	69%	79	82		84		86		89		100%

4th Grade Males - Pass Istep Math(seat)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59%	62%	79	80		82		83		86		100%

5th Grade Females - Pass Math ISTEP (Seat)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	52%	55%	70	72		74		76		79		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51%	54%	58	60		62		65		68		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	50%	53%	43	45		47		49		55		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	16%	21%	63	65		67		69		70		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

We are concerned that... Tier 1 Core Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 3 Reading

We are concerned that... Reading Assessment

We are concerned that... Reading Communication to Parents

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Backpack Food Program

20 of our F/R population in grades K-5 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

Positive Behavior Support Schoolwide System

We will work as a staff to create school-wide procedures for common areas such as hallway, cafeteria, convocations, restrooms, etc. A common discipline program (colored clip chart) will be provided for each classroom. Common Language will be shared with all staff members and school employees. Procedures will be reinforced by school-wide TV, classroom practice, and all staff members.

Impact Level: High Impact - Inside

Focus: Specific

Reading Assessment

Benchmark assessments will be administered three times per year by certified teaching staff. mClass benchmark assessment including Dibels and TRC will be administered for students in grades K-2, and Acuity will be administered to grades 3-5. Additionally, IREAD will be administered in the Spring for students in K-3.

Impact Level: High Impact - Inside

Focus: Specific

Reading Communication to Parents

Classroom teachers will send benchmark assessment results home at the completion of each assessment window. All mClass benchmark reading assessments results will be distributed to students in kindergarten through second grade three times a year (Fall, Winter, Spring). In addition, IREAD results will be sent home in the Spring for students in kindergarten through third grade. Acuity data will be sent home for grades three through five three times a year as well.

Impact Level: Low Impact

Focus: General

Tier 1 Core Reading

During the 90 minute reading block, classroom teachers will instruct using skills from the core adopted text (Harcourt) and focusing on the five components of effective literacy instruction (phonemic awareness, fluency, vocabulary, comprehension, phonics). Additional instructional tools will include Reading A-Z, Accelerated Reader, supplemental texts

and leveled readers. Instruction will be delivered via whole group, small group, and individual lessons. These activities will occur daily during the uninterrupted reading block in the classrooms.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Based on data from mClass, Acuity, Accelerated Reader STAR test, running records, and ISTEP, students not meeting grade level standards will receive extra reading instruction by either certified teachers or highly qualified instructional assistants. Small group intervention will occur 4-5 days per week for 20-30 minutes outside of the 90 minute reading block. Instruction will be given to small groups of students with similar needs.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Utilizing results from a problem-solving process for Response to Intervention and committee recommendation for placement, the special education staff will work in conjunction with general education teachers to provide the instruction needed and determine optimal placement for each student. Instruction will occur daily in the resource room or in the general education classroom (depending on the IEP) for a minimum of 90 minutes uninterrupted, but likely more, depending on student need. Resource room staff and general education teachers will teach reading with a focus on the Big Five using the core series intervention kits, LLI, Leveled Readers, and other scientifically based programs such as Reading Mastery and Read 180.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Family Library Night

Families will be allowed to visit and check out books together at our school's library in the evening. Grade level teachers/Title staff will present best practices in reading at 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 - Outside

Focus: General

A. Parent Involvement: Math Learning Night

Math games are presented in stations to families by staff in the evening. Families learn the instructions and practice the games together under guidance 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. Strategy team will record family attendance.

Impact Level: High Impact - Outside

Focus: Specific

A. Parent Involvement: Standard and Assessment Workshop

Each year, 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: General

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. Parents and teachers will plan themed hands-on activities. Volunteers will instruct students in stations. 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: General

B. Educator Training - 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 - Inside

Focus: General

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. The video includes helpful tips for parents and activities to promote early literacy and math skills.

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: High Impact - Outside

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. Students will set goals to read at their STAR level and earn a predetermined number of AR points. Students who meet their goals will be recognized via school-wide TV. Teachers will work with parents, and parents will follow up with special rewards for their students as they obtain their goals. 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. This strategy helps students master rigorous curriculum because it challenges students to read within their lexile level while earning AR points, being rewarded for AR points, leading to increased lexile level, higher levels of comprehension, and exposure to advanced literacy. This strategy provides support to weaker students as it meets them at their current level and guides them to increased reading proficiency.

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 several days 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. School will document topics covered through coaching sessions and students served in and out of the classroom as a result of sessions.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

Tippecanoe School Corporation requires parents to notify the school as early as possible on the day of the student's absence or before. The reason for the absence must also be communicated. In order to qualify for grade promotion, a student must be present in class 90% of the class enrollment days. There are some circumstances where the student will be counted as present even when not at school such as exhibiting at the Indiana State Fair or educational and/or religious experience under supervision of parent/guardian. There are also circumstances where absences are not counted against the student's maximum nine days allowed. These include illness with physician verification, immediate family member funeral with verification, judicial appointments with verification, and out of school suspension. The parent/guardian will be contacted by a school administrator each semester when the student has five or more absences in a semester or if the student's attendance pattern indicates a risk of not meeting the TSC attendance requirement. Once a child has missed at least 9 days or 10% of their total enrollment days, a letter is sent to the family by a school administrator, and the Tippecanoe County truancy officer is notified.

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 in the fall of 2011. 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: General

J2. Instruction by Highly Qualified Paraprofessionals.

All paraprofessionals working directly with students will be highly qualified as determined by receiving a passing score on the Praxis or having 60 or more college credits. Paraprofessionals will work with students on math or reading skills as determined by dibels, Istep, or school assessment scores. Title 1 paid paraprofessionals and class size paraprofessionals will provide instruction. Assistance will happen throughout the school day.

Impact Level: High Impact - Inside

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: Low Impact

Focus: Specific

L. Student Transition: Make-It Take It For Childcare Providers

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. Student 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 - Outside

Focus: Specific

L. Student Transition: Spring Parent Meeting for Incoming Kindergarteners

In early May, parents of incoming kindergarten students will be invited to attend this event. 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: High Impact - Outside

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: Low Impact

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. All parents will be given the opportunity to provide meaningful input in drafting the verbiage for the parent involvement policy. One library night will be reserved annually for parent input and meaningful discussion to assure all are represented.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

Battle Ground Title I staff will send 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 send 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 parent/teacher conferences. Title I Lead staff will be responsible for this mandate.

Impact Level: Low Impact

Focus: Specific

T. Annual Parent Meeting

Each year, the Title I staff will hold the annual parent meeting. Parents will be invited through a written invitation sent home with students. Parents will be encouraged to attend and reminded by newsletter, individual reminder sheets, and email.

The meeting's 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. Later in the year, as we host multiple evening events for parents, we will review the information provided in the annual meeting for those who are unable to attend. Additional meetings will be offered to meet parents' varied schedules.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Math Club

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. This strategy addresses the needs of fourth and fifth graders who are low achieving in comparison to their peers. 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 math practice programs in the computer lab. 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, fourth and fifth grade students who score less than their peers will be invited to attend Reading Club 30 minutes before school on school days. Title I staff will instruct students and utilize the Accelerated Reader and other language arts skills programs. Attendance will be monitored and additional invitations will be sent to those who don't attend. ISTEP scores will be examined to determine success. During the 2011-2012 school year, we will determine which computer program to use for each student based on need, and we will conduct it with fidelity.

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 and based on test scores/information.

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

Positive Behavior Support Schoolwide System

Number of office discipline referrals made by all staff members

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
27	12		12	

Required Strategies

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

[blank in "What will you count"]

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

% of teachers who report regular communication with students concerning the AR program

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Actual	Target	Actual	Target
80%	90%		90%	

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

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	80%		80%	

% of teachers who utilize the EIE units throughout the school year

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	75%		75%	

U. Focused Student Group: Math Club

% of invited students who attended practice program in computer lab

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
38%	40%		40%	

To-Do List

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

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

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers who report regular communication with students concerning the AR program
Person: Jolene Freeman

Apr 1, 2011: Collect baseline data: [blank in "What will you count"] **Person:** Jolene Freeman

Aug 15, 2011: Discuss topics of coaching sessions **Person:** John Pearl

Aug 15, 2011: schedule coaching sessions **Person:** Amy Sturgeon

Aug 15, 2011: select theme write convo 1 script **Person:** Jolene Freeman

Aug 31, 2011: Coaching sessions **Person:** Michele Luck

Sep 1, 2011: Schedule 3 convos **Person:** Jolene Freeman

Sep 1, 2011: share topics with teachers solicit teacher talent day volunteers **Person:** Bill Laufman

Oct 11, 2011: write convo 2 **Person:** Jolene Freeman

Nov 30, 2011: Collect fall data: % of teachers who report regular communication with students concerning the AR program

Person: Jolene Freeman

Nov 30, 2011: Collect fall data: [blank in "What will you count"] **Person:** Jolene Freeman

Apr 2, 2012: write convo 3 **Person:** Jolene Freeman

May 2, 2012: teachers complete surveys **Person:** John Pearl

May 15, 2012: Tally school ar points **Person:** Jolene Freeman

Jun 30, 2012: Collect spring data: % of teachers who report regular communication with students concerning the AR program

Person: Jolene Freeman

Jun 30, 2012: Collect spring data: [blank in "What will you count"] **Person:** Jolene Freeman

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers who utilize the EIE units throughout the school year **Person:**

Aug 17, 2011: Meet with Dr. Mann-Purdue Gifted **Person:** J.Pearl

Aug 20, 2011: meet with teachers order refill supplies for EIE kits **Person:** J.Pearl

Sep 1, 2011: complete eie surveyspre-tests **Person:** Jolene Freeman

Sep 15, 2011: Teach units **Person:** Teachers

Nov 30, 2011: Collect fall data: % of teachers who are providing problem solving strategies at least twice a week **Person:**

Nov 30, 2011: Collect fall data: % of teachers who utilize the EIE units throughout the school year **Person:**

May 15, 2012: complete eie surveys-post **Person:** Jolene Freeman

Jun 30, 2012: Collect spring data: % of teachers who are providing problem solving strategies at least twice a week **Person:**

Jun 30, 2012: Collect spring data: % of teachers who utilize the EIE units throughout the school year **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of invited students who attended practice program in computer lab **Person:**

Oct 4, 2011: collect baseline data from previous testing **Person:** Amy Sturgeon

Nov 4, 2011: send invitations **Person:** Amy Sturgeon

Nov 5, 2011: conduct ongoing event **Person:** Amy Sturgeon

Nov 30, 2011: Collect fall data: % of invited students who attended practice program in computer lab **Person:**

May 16, 2012: collect data--# of students participating **Person:** Amy Sturgeon

Jun 30, 2012: Collect spring data: % of invited students who attended practice program in computer lab **Person:**

Outreach to Preschool Parent Involvement Programs

Dec 14, 2011: purchase copies of dvd **Person:** Amy Sturgeon

Mar 1, 2012: distribute dvd **Person:** Amy Sturgeon

Mar 15, 2012: parent survey **Person:** Amy Sturgeon

Parent Involvement

Jan 9, 2011: discussion of possible math night games/stations **Person:** John Pearl

Jan 10, 2011: Create and distribute invitation, publicize event **Person:** Amy Sturgeon

Feb 1, 2011: present at library night, collect parent surveys **Person:** Amy Sturgeon

Feb 10, 2011: invitations sent home with students **Person:** Amy Sturgeon

Feb 20, 2011: Collect data from parent surveys and number of books checked out **Person:** Amy Sturgeon

Feb 21, 2011: Library open to families **Person:** Amy Sturgeon

Sep 6, 2011: select and schedule 1 star day per grade level **Person:** J.Pearl

Sep 17, 2011: Each Grade level finalize star day topic **Person:** J.Pearl

Sep 19, 2011: discuss information to be presented **Person:** John Pearl

Sep 23, 2011: send invitations **Person:** Amy Sturgeon

Sep 30, 2011: Choose date **Person:** Amy Sturgeon

Sep 30, 2011: Choose date **Person:** Amy Sturgeon

Oct 5, 2011: present workshop **Person:** John Pearl

Oct 12, 2011: collect data from parent surveys **Person:** John Pearl

Oct 28, 2011: invitations sent home with students **Person:** Amy Sturgeon

Nov 7, 2011: IIB discussion regarding Library Night topics **Person:** John Pearl

Nov 8, 2011: Library open to families **Person:** Amy Sturgeon

Nov 9, 2011: Collect data from parent surveys and number of books checked out **Person:** Amy Sturgeon

Nov 14, 2011: Utilize IIB time prior to each level day to solicit input from staff/poblem solve **Person:** Tina Cupp

Nov 30, 2011: Collect fall data: % of parent who report on the usefulness of ideas gleaned from Math Night **Person:** Amy Sturgeon

Nov 30, 2011: Collect fall data: % of parents who indicate that they are supporting students math application skills at home **Person:** Amy Sturgeon

Dec 6, 2011: Train volunteers prior to each day **Person:** Melanie Lusk

Jan 27, 2012: Invitations **Person:** John Pearl

Jan 31, 2012: Compile games for stations/practice together **Person:** Diane Lehman

Jan 31, 2012: Solicit teacher volunteers **Person:** John Pearl

Feb 7, 2012: Family Math Night **Person:** John Pearl

Feb 8, 2012: Collect data from parent surveys **Person:** Amy Sturgeon

Feb 20, 2012: IIB discussion regarding Library topics **Person:** John Pearl

Feb 22, 2012: Collect data from parent surveys and number of books checked out **Person:** Amy Sturgeon

May 20, 2012: Distribute collect surveys from parent participants **Person:** Melanie Lusk

Jun 30, 2012: Collect spring data: % of parent who report on the usefulness of ideas gleaned from Math Night **Person:** Amy Sturgeon

Jun 30, 2012: Collect spring data: % of parents who indicate that they are supporting students math application skills at home **Person:** Amy Sturgeon

Parent Notice - Assessment Results

Aug 22, 2011: IIB to discuss testing schedule **Person:** John Pearl

Sep 12, 2011: prepare information to go home with students **Person:** Amy Sturgeon

Oct 12, 2011: send home student progress after testing complete **Person:** all teachers

Positive Behavior Support Schoolwide System

Jan 11, 2011: Finalize restroom and assembly procedures **Person:** John Pearl

May 21, 2011: collect end of year data (# of tchrs using clip chart) **Person:** Micki Jones

Aug 16, 2011: Collect baseline data (# of tchrs utilizing clip chart) **Person:** Micki Jones

Aug 16, 2011: Review schoolwide procedures for hall and cafe. Review behavior clip charts. **Person:** John Pearl

Sep 19, 2011: anti resistance activities as necessary **Person:** Beth Anthrop

Sep 26, 2011: Assembly procedures **Person:** John Pearl

Nov 30, 2011: Collect fall data: Number of office discipline referrals made by all staff members **Person:**
Jun 30, 2012: Collect spring data: Number of office discipline referrals made by all staff members **Person:**

Reading Assessment

Aug 20, 2011: test administration preparation **Person:** John Pearl
Aug 30, 2011: Instructional coaching **Person:** Michele Luck
Oct 1, 2011: Complete beginning of year benchmark assessments **Person:** Classroom teachers
Jan 15, 2012: complete middle of year benchmark assessments **Person:** Classroom teachers
May 15, 2012: Complete end of year benchmark assessments **Person:** Classroom teachers
May 22, 2012: teacher survey to determine the effectiveness of professional development provided for data analysis **Person:** Michele Luck

Reading Communication to Parents

Oct 19, 2011: teachers print and send home reports after completion of tests **Person:** classroom teachers
Feb 7, 2012: teachers print and send home reports after completion of tests **Person:** classroom teachers
May 16, 2012: teachers print and send home reports after completion of tests **Person:** classroom teachers

School-Parent Compact

Oct 5, 2011: train teachers to present to parents **Person:** Amy Sturgeon
Oct 17, 2011: IIB discussion to answer questions and address concerns **Person:** Amy Sturgeon
Oct 21, 2011: distribute compacts at parent-teacher conference **Person:** all teachers
Oct 29, 2011: collection of compacts and feedback from parents/teachers **Person:** Amy Sturgeon

Student Transition

Apr 18, 2011: IIB present ideas, solicit new ideas and feedback from staff **Person:** Pam Richert
Sep 15, 2011: solicit student list from GLASS **Person:** J.Pearl
Oct 15, 2011: invite families to BGE events as needed **Person:** L.Schwenk
Oct 15, 2011: schedule visits to preschool **Person:** L. Schwenk
Apr 11, 2012: discuss topics, solicit input from staff **Person:** Pam Richert
Apr 11, 2012: Invitations sent **Person:** Pam Richert
May 2, 2012: conduct meeting **Person:** Pam Richert
May 2, 2012: present workshop **Person:** Pam Richert
May 3, 2012: collect data from surveys **Person:** Pam Richert
May 3, 2012: collect data from surveys **Person:** Pam Richert
May 20, 2012: Input from families survey **Person:** J.Pearl

Tier 1 Core Reading

Aug 16, 2011: teachers will establish routine, topics, and schedule for 90 minute reading block **Person:** classroom teachers
Sep 29, 2011: Data Analysis **Person:** Michele Luck
Oct 11, 2011: IIB time will be provided for data analysis **Person:** John Pearl

Tier 2 Reading

Aug 15, 2011: implementation of block schedule in order to cut down on classroom disruptions **Person:** John Pearl
Sep 19, 2011: schedule Tier 2 groups **Person:** Amy Sturgeon
May 20, 2012: teacher survey to determine effectiveness of classroom help for tier 2 students **Person:** Amy Sturgeon

Tier 3 Reading

Aug 16, 2011: Establish RTI team **Person:** John Pearl
Aug 16, 2011: schedule regular RTI meetings **Person:** John Pearl
Sep 1, 2011: IIB time provided for teachers to attend meetings **Person:** Classroom teachers

Sep 20, 2011: provide intervention based on RTI findings **Person:** interventionists
Sep 20, 2011: schedule RTI follow up meetings **Person:** John Pearl

Timely Additional Assistance

Aug 15, 2011: schedule classroom and grade level times **Person:** John Pearl
Aug 16, 2011: discuss interventions, solicit input from staff **Person:** John Pearl
Oct 4, 2011: collect baseline data from previous testing **Person:** Amy Sturgeon
Nov 4, 2011: send invitations **Person:** Amy Sturgeon
Nov 5, 2011: conduct ongoing event **Person:** Amy Sturgeon
May 16, 2012: collect data--# of students participating **Person:** Amy Sturgeon
May 16, 2012: teacher surveys **Person:** John Pearl

Professional Development Summary

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

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

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

Positive Behavior Support Schoolwide System

Assembly procedures

Brief Description: Examine potential assembly and restroom procedures.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 26, 2011

Activity Purpose: Information, Feedback/Support

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

Funding: Title One

Does this activity occur during the school day? Yes

Reading Assessment

Instructional coaching

Brief Description: Instructional Coach will guide staff to use data to plan instruction

Intended Participants: Teachers, Administrators

Date: Aug 30, 2011

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

test administration preparation

Brief Description: Mr. Pearl will provide the standardized test dates for the 2011-2012 school year and remind teachers about test administration procedures.

Intended Participants: Teachers

Date: Aug 20, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

Reading Communication to Parents

No professional development is needed for this strategy.

Tier 1 Core Reading

Data Analysis

Brief Description: Instructional coach will guide teachers to use data to plan instruction

Intended Participants: Teachers, Administrators

Date: Sep 29, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: none

Does this activity occur during the school day? Yes

Tier 2 Reading

No professional development is needed for this strategy.

Tier 3 Reading

No professional development is needed for this strategy.

A. Parent Involvement: Family Library Night

No professional development is needed for this strategy.

A. Parent Involvement: Math Learning Night

Compile games for stations/practice together

Brief Description: staff input for math night preparation and modifications

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 31, 2012

Activity Purpose: Information

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

Funding: NA

Does this activity occur during the school day? Yes

A. Parent Involvement: Standard and Assessment Workshop

No professional development is needed for this strategy.

A. Parent Involvement: Standards Based Activities Days

No professional development is needed for this strategy.

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

Coaching sessions

Brief Description: Daily CAFE training

Intended Participants: Teachers, Administrators

Date: Aug 31, 2011

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding: na

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

L. Student Transition: Make-It Take It For Childcare Providers

No professional development is needed for this strategy.

L. Student Transition: Special Education Preschools Continual Contact

No professional development is needed for this strategy.

L. Student Transition: Spring Parent Meeting for Incoming Kindergarteners

No professional development is needed for this strategy.

M. Parent Notice - Assessment Results

prepare information to go home with students

Brief Description: instruction on printing Acuity, Dibels, mClass, and Istep information for parents

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 12, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: Title One

Does this activity occur during the school day? Yes

S. School-Parent Compact

train teachers to present to parents

Brief Description: Teachers will be trained to properly explain and present compacts to parents.

Intended Participants: Teachers, Administrators

Date: Oct 5, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: Title One

Does this activity occur during the school day? Yes

U. Focused Student Group: Math Club

No professional development is needed for this strategy.

W. Timely Additional Assistance: Reading Club

No professional development is needed for this strategy.

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:

- 3-5 Free and Reduced Students -- Passing ISTEP both English and Math
- 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
- K. Attracting Highly Qualified Teachers
- B. Educator Training - Parent Involvement
- F. Encourage Rigorous Curriculum: Language Arts-Reading Motivational Convocations
- F. Encourage Rigorous Curriculum: Literacy Coach
- J2. Instruction by Highly Qualified Paraprofessionals.
- A. Parent Involvement: Standard and Assessment Workshop

We are concerned that... Tier 1 Core Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Tier 1 Core Reading

We are concerned that... Tier 2 Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Tier 2 Reading

We are concerned that... Tier 3 Reading

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Tier 3 Reading

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Assessment

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Communication to Parents

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:

- Reading Communication to Parents
- A. Parent Involvement: Standards Based Activities Days
- A. Parent Involvement: Family Library Night
- A. Parent Involvement: Math Learning Night
- A. Parent Involvement: Standard and Assessment Workshop
- S. School-Parent Compact
- Q. School-Parent Involvement Policy
- L. Student Transition: Spring Parent Meeting for Incoming Kindergarteners

B. Educator Training - Parent Involvement (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 - 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
- L. Student Transition: Make-It Take It For Childcare Providers

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 (IN Rules, 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:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules, 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

J2. Instruction by Highly Qualified Paraprofessionals (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:

- J2. Instruction by Highly Qualified Paraprofessionals.

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. Student 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. Student Transition: Make-It Take It For Childcare Providers
- L. Student Transition: Special Education Preschools Continual Contact
- L. Student Transition: Spring Parent Meeting for Incoming Kindergarteners

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 (IN Rules, 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:

- Backpack Food Program
- 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?	online
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes, recognition and incentives for attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mClass (dibels, TRC, and overall math) Acuity (language arts, math, science, and social studies) Fountas and Pinnell leveled reading Renaissance Place STAR reading test
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	force field survey (parent, staff, student, community survey)
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We won't be consolidating our funds, but we will be consolidating our programs' services. All Tier 2 services communicate with one another to coordinate schedules and refrain from duplicating services.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year