

School Improvement Plan - 2014-2015

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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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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 American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Steph Amador - Teacher
- Kathy Coder - School Counselor
- Tina Cupp - Teacher
- Jeannine Jervis - School
- John Pearl - Administrator
- Ariane Shumway - Parent/Guardian
- Wendy Starr - Community Representative (Business)
- Amy Sturgeon - Teacher

Strategy Chairs

- Tina Cupp
- Brenda Klinkhamer
- John Pearl
- Pam Richert
- Amy Sturgeon

Community Council

- Kara Bishop - 1std Grade Parent/Community/White/Female
- Amanda Brooks - STPS
- Ryan Brown - Emergency Services/Parent of 3rd grader/Male
- Erin Budreau - STPS
- MaryAnne Duff - 4 yr college rep/Community-Early Childhood Educator

- Michael Duff - Community (Faith Based)
- Kim Fields - Title 1 Parent of white 2nd and 4th grade students; ½ Title 1 Parent of white 2nd and 4th grade stu
- Ed Geisler - Lions Club
- Nikki Haines - STPS
- Ted Hunt - Lions Club
- April Kendall - Title 1 Parent of white 1st, 2nd and 3rd grade Free /Reduced students
- Brenda Klinkhamer - 1st Grade Parent of White student
- 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
- Lisa Rider - community business
- Kim Schoonmaker - STPS
- Patricia Schroeder, PhD - 4 yr college/Formal 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

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:

to be in 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:

Be fair, fun, and friendly.

Treat children with respect, kindness, and dignity.

Use innovative, inventive, and interesting methods to teach and reach students.

Model and expect ethical behavior.

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

can say, "My teachers care about me."

feel accepted and important.

learn and achieves.

develop 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.

Free and Reduced grades 3-5 - Pass ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	77%	71%	60	64%		66%		68%		70		100%

Free and Reduced Students Grade 3-5 - Passing ISTEP English

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	66%	70%	73	74%		76%		78%		80%		100%

Grade 3 students - Pass Indiana Academic Math Standard 2 (computation)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	76%	79%	88	89%		90%		91%		92		100%

Grade 3-5 all students - Earn Mastery Grade Lang Arts/Rdg

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%		42%	82	84%		86%		90%		92		100%

Grade 3-5 All Students - Pass Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	80%	83%	86	87%		88%		89%		90		100%

K-2 Grade all students - Earn Mastery Grade in Rdg(mastery)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57		59	75	77		79		81		83		100%

K-2nd Grade all students - Earn Mastery Grade in Math (mastery)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48%		49%	80	82%		84%		86%		88		100%

Comprehensive Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these Areas of Concern through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Areas of Concern

We are concerned that... 1. Student behaviors interfere with learning

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

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

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

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

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

We are concerned that... Parent Involvement

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

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

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

We are concerned that... School-Parent Compact

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

We are concerned that... Student Transition

We are concerned that... Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

Annual Parent Meeting

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: General

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

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: General

Backpack Food Program

25 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

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

Encourage Rigorous Curriculum - Instructional Coach

This strategy provides an enriched and accelerated curriculum for students. Throughout the year, teachers will be coached on best practices to foster student success on academic standards. The instructional coach will be available for consult daily, and will lead professional development meetings 2-3 times per week before school. The instructional coach will provide professional development related to differentiated instruction as well as standards. Our main focus will be writing instruction and strategies this year. Title One funds will purchase materials to help teachers implement strategies. 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.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - STEM

This strategy provides an enriched and accelerated curriculum for students. 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.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area

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. Science, Technology, Engineering, MATH :STEM curriculum will be utilized in all 4-5 classrooms. Materials will include Engineering is Elementary (EIE) curriculum and MEA (problem solving) units.

Impact Level: Low Impact

Focus: Specific

Focused Student Group

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. This strategy may include students from all groups, but is intended to impact free/reduced lunch students to a greater degree. 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

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: General

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: High Impact - Inside

Focus: General

Outreach to Preschool Parent Involvement Programs

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

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: Specific

Parent Involvement 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: Specific

Parent Involvement Math night

Math games and activities are presented in stations to families by staff in the evening. Families learn the instructions and practice the games together under guidance of staff. Some game/activity materials are sent home with each family at the end of the evening. Purpose of the games will be to introduce a family fun ways 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

Parent Involvement Standards and Assessment

Each year, the school will host a Standards and Assessment Workshop. 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. Strategies such as utilizing school and teacher web pages and utilizing the assignment notebook parent note section will be addressed. 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: Low Impact

Focus: Specific

Parent Involvement STAR 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, and we plan to have community businesses and community organizations provide resources and volunteers for each day.

Impact Level: High Impact - Outside

Focus: Specific

Parent Notice - Assessment Results

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.

Impact Level: Low Impact

Focus: Specific

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

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: General

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: Low Impact

Focus: General

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

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: Low Impact

Focus: General

Student Transition Incoming Kindergarten Parent Night

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. 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

Student Transition Spec Ed transition

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

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 20 minutes before school on school days. Title I staff will instruct students and utilize the Accelerated Reader, Successmaker, 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 school year, we will determine which computer program to use for each student based on need.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance Title One groups

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.

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

To-Do List

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

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

Encourage Rigorous Curriculum - Instructional Coach

Aug 25, 2014: Instructional Improvement Block **Person:** Amy Sturgeon

Encourage Rigorous Curriculum - STEM

Feb 15, 2014: Engineering is Elementary **Person:** Lisa Rider

Nov 15, 2014: Engineering is Elementary **Person:** Jolene Freeman

Focused Academic Area

Jan 15, 2014: Engineering is Elementary **Person:** George Berkesch

Apr 10, 2014: Engineering is Elementary **Person:** Diane Lehman

Dec 8, 2014: Engineering is Elementary **Person:** Bill Laufman

Positive Behavior Support Schoolwide System

Aug 14, 2014: Positive Behavior Support **Person:** John Pearl

Professional Development Summary

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

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

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

Encourage Rigorous Curriculum - Instructional Coach

Instructional Improvement Block

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

Intended Participants: Teachers

Date: Aug 25, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group, Peer Coaching

Funding: Title One

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum - STEM

Focused Academic Area

No professional development is needed for this strategy.

Focused Student Group

No professional development is needed for this strategy.

Parent Involvement Library Night

No professional development is needed for this strategy.

Parent Involvement Math night

No professional development is needed for this strategy.

Parent Involvement Standards and Assessment

No professional development is needed for this strategy.

Parent Involvement STAR days

No professional development is needed for this strategy.

Positive Behavior Support Schoolwide System

No professional development is needed for this strategy.

Student Transition Spec Ed transition

No professional development is needed for this strategy.

Timely Additional Assistance Reading Club

No professional development is needed for this strategy.

Timely Additional Assistance Title One groups

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.

We are concerned that... 1. Student behaviors interfere with learning

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3 students -- Pass Indiana Academic Math Standard 2 (computation)
- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Positive Behavior Support Schoolwide System

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

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

Data Targets Influenced by This Concern:

- Grade 3 students -- Pass Indiana Academic Math Standard 2 (computation)
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

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

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Instructional Coach
- Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Parent Involvement Library Night
- Parent Involvement Math night
- Parent Involvement Standards and Assessment
- Parent Involvement STAR days
- Student Transition Incoming Kindergarten Parent Night

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

Data Targets Influenced by This Concern:

- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Parent Involvement Standards and Assessment
- Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- School-Parent Compact

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

Data Targets Influenced by This Concern:

- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Student Transition Incoming Kindergarten Parent Night
- Student Transition Spec Ed transition

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3 students -- Pass Indiana Academic Math Standard 2 (computation)
- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Backpack Food Program
- Focused Student Group
- Instruction by Highly Qualified Paraprofessionals.
- Student Transition Spec Ed transition
- Timely Additional Assistance Reading Club
- Timely Additional Assistance Title One groups

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3 students -- Pass Indiana Academic Math Standard 2 (computation)
- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - STEM
- Focused Academic Area

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- Grade 3-5 all students -- Earn Mastery Grade Lang Arts/Rdg
- Grade 3-5 All Students -- Pass Math ISTEP
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Focused Academic Area

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Free and Reduced grades 3-5 -- Pass ISTEP Math
- Free and Reduced Students Grade 3-5 -- Passing ISTEP English
- K-2 Grade all students -- Earn Mastery Grade in Rdg(mastery)
- K-2nd Grade all students -- Earn Mastery Grade in Math (mastery)

Strategies to Impact This Concern:

- Focused Student Group

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	online see Battle Ground Elem webpage at http://bge.tsc.k12.in.us
<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, incentives and recognition for good attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>mClass (DIBELS, TRC, Math) standardized math and basic literacy and comprehension/fluency tests given three times a year to students in grades K-2</p> <p>Acuity--standardized math and language arts tests for grades 3-5 given three times a year and used as predictor of ISTEP performance</p> <p>STAR reading test--part of Accelerated Reader program, measuring student's comprehension and instructional and independent reading level</p> <p>I-READ 3--grade 3 standardized reading test for grade 3</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<p>ASAI Force Field Self Study is the needs assessment used every three years. The study utilizes data collected through an online survey administered to faculty, students, parents, and community; utilizes Inquiry Questions discussed by the Faculty and Community Council; and utilizes Short Answer Questions completed by school leaders.</p>
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	<p>We won't be consolidating our funds, but will be consolidating our programs services. The tier two services at our school provide supportive instruction using Title One lead teacher's guidance in training and support of materials and instruction.</p>

Continuous Improvement Timeline

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

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