

School Improvement Plan - 2010-2011

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Klondike Elementary School (8042)

Tippecanoe School Corp

West Lafayette, 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

Klondike Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide
- Title I - School in Improvement

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

- Tangie Armstrong - Parent/Guardian
- Tamra Barnard - Teacher
- Kathy Coder - School Counselor
- Scott Peters - Administrator
- Angela Yost - Community Representative (Business)
- Tammy Younts - Teacher

Strategy Chairs

- Tamra Barnard
- Rich Brown
- Kathy Coder
- Janet Day
- Andrea Hurm
- Rhonda Lanie
- Scott Peters
- Joyce Sheets
- Kim Steiner
- Tammy Younts

Community Council

- Carolina Andrade - Parent
- Tangie Armstrong - Parent of student in grade 3 and business representative
- Shawn Deignan - business rep
- Gary Elliott - Parent of children in middle school and high school and business representative
- Meg Fleet - Parent of student in grade 4
- Sonja Gaylor - Parent of student in grade 3 and business owner
- Patricia Gilger - Parent
- Trent Johnson - community member/business rep
- Barb Long - business member
- Linda Mason - Parent of student in grade 3
- Angie Miller - early childhood educator
- Marilyn Redmon - community rep - Tippecanoe County Childcare
- Jim Walsh - pastor/parent
- Angela Yost - parent of student in grade 2

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:

a safe environment. Students deserve to have their basic life needs (e.g. shelter, nutrition, hygiene, healthcare, etc.) met. We believe students deserve to have a supportive family and structure in their lives. They should be welcomed and accepted at both home and school. We believe that students deserve to be respected by their peers and adults. They deserve to be appreciated for their unique gifts and talents. Students deserve to believe in themselves and have a voice in matters that impact their lives. To be successful, to be loved, and to be fairly disciplined are all rights to which our students are entitled.

At school, students deserve a rigorous academic program and opportunities to thrive. They deserve opportunities to engage in extracurricular programs. Students deserve the chance to demonstrate leadership. Consistency is a critical part of their environment along with high expectations. Students are unique and deserve to be treated with equality which means that their individual needs may be met differently. All students deserve individualized instruction and personalized attention from their teachers every day. Students deserve opportunities to practice their learning, receive feedback, and correct their mistakes. They deserve an instructional setting that fosters critical thinking. Students deserve to learn about technology and its application in their lives. Compassionate teachers, who are experts in pedagogy and content, are present in every classroom. Students deserve a learning environment that encourages them to reach past their comfort zone.

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

They have discipline and stability in their own lives. Adults are tolerant and flexible. They demonstrate responsibility and operate with integrity. Adults have high expectations for themselves and each other. They collaborate and support one another. Adults are lifelong learners. They have strong communication skills and are problem solvers.

Adults put students' needs first. They are responsible for providing students with basic needs. Adults create home environments that support school success. They provide a variety of experiences for students and are involved in the educational process. Adults support students emotionally. They are caring and compassionate. Adults are patient and have positive attitudes towards children. They provide strong models of what is expected. Adults have reasonable expectations and are aware that students must make mistakes and learn from them in order to succeed. They are consistent and provide students with clear expectations and consequences. Adults help students realize ways to achieve their highest potential.

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

are intrinsically motivated and driven to succeed. They are independent, self-confident, and resilient. Students show initiative and are naturally curious. They are caring, empathetic, and accepting. Students have a sense of right and wrong. They have respect for authority, self and peers. Students are cooperative and tolerant. They are innocent.

Students come to school well-rested, prepared, and ready to learn. They are well-nourished and healthy. Students are good citizens who are punctual and attend school regularly. They have background experiences that support their school learning. Students engage in extracurricular learning opportunities. They are able to speak, read and write the academic language of school. Students have equal capacity to learn. They are organized, eager, and have high expectations for themselves. Students are engaged and attentive. They are excited about learning. Students love school.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP english: 100%
- % of students who are able to read at or above grade level: 100%
- % of students who master school and state standards at grade level: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

All Students-Grades 3-5 - Number Sense (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			72%	73%		77%		80%		82%		100%

Free/Reduced Lunch-Grades 3-5 - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			60%	65%		72%		79%		87%		100%

Free/Reduced Lunch-Grades 3-5 - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61%	63%		70%		77%		81%		100%

Limited English Proficiency-Grades 3-5 - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	59%	65%		72%		79%		87%		100%

Special Education-Grades 3-5 - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	43%	48%		54%		59%		65%		100%

Special Education-Grades 3-5 - Pass ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	50%	56%		61%		69%		76%		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... parents do not feel that students have personal issues impacting their learning

Only 5% of parents identified this area while 89% of teachers did.

We are concerned that... there is a need for improved communication of standards between home and school

53% of parents don't know if their child's teacher is testing based on Indiana Academic Standards 43% of parents don't know if report card grades reflect their child's mastery of Indiana Academic Standards

We are concerned that... student behavior interferes with learning

53% of faculty, 65% of K-2 students, & 50% of 3-5 students feel behavior interferes with learning.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

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

V. Peer Review for SIP

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

School Counselor Publication

In the Fall of 2010 and the Spring of 2011, the school counselor at Klondike Elementary will publish a total of 4 articles for the Klondike Nugget. The articles will educate and inform parents about the importance of addressing personal issues their child may be experiencing that could potentially impact learning. The articles will also encourage parents to seek help through the school counselor when these issues arise.

Impact Level: Low Impact

Focus: General

Timely Additional Assistance

Based on data from mClass, Acuity, running records and ISTEP, students not meeting grade-level standards will receive extra instruction in the area of math and reading by Title I staff members. Sessions will last 30 minutes and instruction will be given to small groups of students with similar needs. Based on mClass, running records, Acuity, and ongoing progress monitoring students may enter or exit the groups on an as needed basis. Curriculum used will include Scholastic's Do-the-Math by Marilyn Burns, and Fountas & Pinnell's Leveled Literacy Intervention. As a part of this strategy, the classroom teachers will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Grade Level Parent Meeting

In the Fall of 2010, each grade level will hold a Parent Meeting. Each meeting will be led by classroom teachers. The teachers will discuss Indiana State Standards, TSC Curriculum, types of assessments, school and classroom policies and procedures, ways parents can support student learning in and out of the classroom. School programs and extended learning opportunities will also be discussed. Translators will be available.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent Involvement Instructional Meetings

A Title I Parent Liaison will work collaboratively with the Title I Lead Teacher and the Klondike Elementary Staff to hold several parent involvement instructional meetings throughout the 2010-2011 school year with special invitation toward English Language Learners, special education and free/reduced lunch parents. The focus of these meetings will include number sense, computation, technology, and reading comprehension. This strategy will incorporate strong collaboration with community resources in the following way: Community businesses and organizations such as PEFCU, Purdue University, Headstart,

CAPE, Kohls and the Tippecanoe County Public Library, will assist in strengthening our parent involvement program by providing resources and volunteering at the various functions.

Impact Level: High Impact - Inside

Focus: Specific

B. Educator Training for Parent Involvement: Utilizing Classroom Newsletter and Website to Involve Parents

Throughout the 2010-2011 school year, teacher Training will be led by a committee on ways to involve parents in education. The focus will be to offer teachers a knowledge base about how to teach parents to help their child with their education. This will include website training by school's webmaster to ensure all classroom teachers have the means to develop a classroom website as a way to communicate with parents. Teachers will also be instructed in ways in which to communicate the same information through classroom newsletters since many of our families lack internet access.

Impact Level: Low Impact

Focus: Specific

C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement

During the Fall of 2010, the Klondike Kindergarten Readiness DVD will be produced to introduce families to various areas of the building, such as, classroom, cafeteria, playground, and the school office. The DVD will also include staff members modeling kindergarten activities that parents and children can practice at home to prepare for success in school and success on the ISTEP. Staff will discuss behavioral and academic expectations to encourage kindergarten readiness. The PTO President will also share various ways parents can be involved in the school community. DVD's will be sent to area pre-schools, day care facilities, and in-home daycare providers in the Spring 2011. During Kindergarten Round-Up in Spring 2011, the Title I Parent Liaison will have an information booth to answer questions and distribute the Klondike Kindergarten Readiness DVD which includes information about how parents can become involved in the Klondike Elementary School community. The video will also be available on the KES website. This will occur in conjunction with strategy L.Early Childhood Transition: Pre-School Committee for Early Childhood Transition

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website: Title I Web Page Link

Prior to the beginning of the 2010-2011 school year, KES will link the Indiana Parent Information Resource Center(PIRC) Website at www.fscsp.org to the the Title I Web Page so that parents will be able to click on an icon for additional Title 1 information.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Alignment of Math/LA Standards

In the Fall 2010 the Balanced Literacy Coach, in collaboration with the math chair, will lead staff through the process of aligning the math standards with daily instruction to ensure all teachers are providing a rigorous curriculum in math. The 2010-2011 math standards will be used as a guidepost for alignment with the newly adopted math textbooks. The same process will occur to align language arts standards with daily instruction to ensure all teachers are providing a rigorous curriculum in language arts.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Reading and Math Tutoring

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. In the 2010-2011 school year, Purdue University Federal Work Study students will tutor grade K-5 students in both reading and math. Academic tutoring will occur 2-3 times per week during the school day. Through the use of tutors, non-proficient students will receive support to be successful in academically rigorous courses. 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

I. Focused Academic Area: Differentiated Math Instruction

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. During the Fall of 2010, grade level teachers will schedule a common math block in order to implement standards based differentiated math instruction with a focus on number sense. The math blocks will continue throughout the 2010-2011 school year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which 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. Tippecanoe School Corporation maintains an expectation that all teachers are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: 1. All teachers holding a valid Indiana Teaching License. 2. Identification of how each teacher qualifies as highly qualified whether by PRAXIS, NTE, HOUSE, or CAS. 3. All current instructional assistants in the school are highly qualified. The corporation maintains the expectation that any future instructional assistants hired will be highly qualified at the time of their hiring. 4. Information is available at the corporation and school level for teachers and instructional assistant candidates to become highly qualified before hiring can occur. 5. List is maintained at the building level and with the corporation personnel office of all teachers and instructional assistants and their highly qualified status and method for qualification. 6. Two years ago, all employees sat with the principal to determine their highly qualified status based on a checklist that looks at licensure or PRAXIS. This list is continuously updated each AUGUST with new hires into the building by the BUILDING LEVEL PRINCIPAL and sent to the corporation office for a master list. 7. If a teacher is found to not be HQ in a particular area, a plan is developed for this teacher to become highly qualified, or the teacher is moved to a position in which they are highly qualified. Support is offered at the building and corporation level about how to take and pass the PRAXIS exam. In special education teaching situations, in-services are provided by the local special education cooperative to ensure HOUSSSE points are gathered to meet the required need as well. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals by mailing an informational letter during the first quarter of each school year.

Impact Level: Low Impact

Focus: General

K. Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University. Klondike Elementary will continue to participate in teacher education programs by providing Purdue Elementary Education students with classroom experience through Purdue's Block II and Block IV program. Klondike 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. Klondike 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: General

L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition

A Corporation Pre-School Committee will be developed including representatives from each Title I School in the corporation. The committee will also include invitations to all pre-school programs and home pre-schools within each school's demographics. The emphasis will be to foster collaboration between the elementary schools, pre-schools, and Head Start programs which feed into the elementary school to foster understanding and to ensure student ISTEP success. The emphasis of this committee will be to: 1) Provide a forum to develop communication between the Title I buildings and the local

pre-schools with emphasis on parent involvement and curriculum. 2)Transition between pre-school and Title I buildings. 3)Identifying pre-school needs that can be assisted by schools. 4)Behavioral expectations and how these can be implemented at home to make transition to school easier. 5)Parent Involvement strategies that the schools can use to reach the parents with students already in pre-school. Please also refer to "C" since the Klondike Kindergarten Readiness DVD will also be done in conjunction with the pre-school committee.

Impact Level: High Impact - Outside
Focus: General

M. Parent Notice - Assessment Results

During Spring 2011, the administration of Klondike Elementary School will distribute both on-line logins and parent copies of ISTEP results. During fall and spring parent/teacher conferences, parents of kindergarten through second grade will be provided with mClass assessment results and third through fifth will receive Acuity scores. Translators will be available as needed to assist in data interpretation.

Impact Level: Low Impact
Focus: General

N. Parent Notice - School in Improvement

Klondike Elementary will mail a letter to all parents informing them of "School in Improvement" status and all the necessary information required by the Indiana Department of Education. The letter will include notice of the specific responsibilities of the school, LEA, and SEA.

Impact Level: Low Impact
Focus: General

O. Extended Learning Activities: Homework Club

During the Fall of 2010 and Spring 2011, Klondike Elementary School will offer an after school Homework Club for non-proficient students in third, fourth, and fifth grades. Homework Club will be supervised by a certified teacher and staffed by Purdue University Federal Work Study reading and math tutors. Homework Club will be offered three days per week for 1.25 hours per session. Students will receive assistance with grade level homework assigned by the classroom teacher. Students may also receive additional skills practice in their area of deficit.

Impact Level: High Impact - Inside
Focus: General

P. Teacher Mentoring Program: Literacy Coaching

During the 2010-2011 school year, Klondike Elementary School will employ a half time Literacy Coach. The Literacy Coach will offer all teachers support as they work to improve their balanced literacy programs. The Literacy Coach will work with teachers on an individual basis through pre- and post- observation conferences, modeling, and direct instruction during our Instructional Improvement Block.

Impact Level: High Impact - Inside
Focus: Specific

Q. School-Parent Involvement Policy

Parents are invited to participate in the review/revise of the School-Parent Involvement Policy at the corporation and school level. This policy will include all DOE requirements and will be reviewed in the spring of each year. This policy will be distributed at the beginning of the school year during fall registration.

Impact Level: Low Impact
Focus: General

R1. Parent Right-to-Know Letter - Qualifications

In the fall Klondike Elementary will mail a Parent-Right-to-Know letter to all parents to inform them that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. The letter will include all DOE requirements.

Impact Level: Low Impact
Focus: General

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

Klondike Elementary administrators will mail a letter in a timely manner to parents of any student being taught for four or more consecutive weeks by a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Parents will be invited in the spring of each year to participate in the review/revise of the School-Parent Compact. This compact will include all DOE requirements. All school staff, and students will sign the compact. The compact will be explained to the families during fall parent/teacher conferences and parents will be invited to sign.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Annual Parent Meetings will be held during the first semester at a time that is convenient for parents. This includes both a morning and evening meeting as required. During the meeting the Title I staff will share information with parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. The parent liaison will also be introduced and will explain her role in helping improve parental involvement and communication. Information will be handed out regarding school and corporation policies for Title I at this meeting. A Spanish translator will be available during each meeting.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: School-wide Behavior Plan to Improve Achievement

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the 2010-2011 school year, Klondike Elementary will develop and implement a positive school-wide behavior plan to address concerns related to behavior interfering with student learning. This plan will increase academic achievement for the following student groups: Special Education, English Language Learners, and Free/Reduced. The plan will include procedures, common language, expectations, and positive behavior supports for classrooms and common areas. 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

V. Peer Review for SIP

Within 45 days of AYP data being made available, Klondike Elementary will partner with a similar school that was successful in meeting AYP for the purpose of reviewing the quality of the KES School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: General

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Alignment of Math/LA Standards

% of teacher who report via survey that they have aligned instruction with standards

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
90%	100%		100%	

F. Encourage Rigorous Curriculum: Reading and Math Tutoring

% of teachers submitting names of students to be served by Federal Work Study Tutors

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

I. Focused Academic Area: Differentiated Math Instruction

Percentage of teachers implementing differentiated math instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
20%	100%		100%	

Percentage of math instruction time spent on differentiated math instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
20%	40%		60%	

U. Focused Student Group: School-wide Behavior Plan to Improve Achievement

% of teachers implementing Positive School-wide Behavior Plan

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	80%		100%	

To-Do List

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

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

Encourage Rigorous Curriculum

- Apr 1, 2010:** Collect baseline data: % of teacher who report via survey that they have aligned instruction with standards **Person:** Scott Peters
- Apr 1, 2010:** Collect baseline data: % of teachers submitting names of students to be served by Federal Work Study Tutors **Person:** Scott Peters
- Sep 1, 2010:** Cross grade-level committees will explore grade level math standards to ensure instructional gaps do not exist. **Person:** Scott Peters
- Sep 1, 2010:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Sep 27, 2010:** Training on Standards **Person:** Scott Peters
- Oct 1, 2010:** Cross grade-level committees will explore grade level math standards to ensure instructional gaps do not exist. **Person:** Scott Peters
- Oct 1, 2010:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Nov 1, 2010:** Cross grade-level committees will explore grade level math standards to ensure instructional gaps do not exist. **Person:** Scott Peters
- Nov 1, 2010:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Nov 30, 2010:** Collect fall data: % of teacher who report via survey that they have aligned instruction with standards **Person:** Scott Peters
- Nov 30, 2010:** Collect fall data: % of teachers submitting names of students to be served by Federal Work Study Tutors **Person:** Scott Peters
- Dec 1, 2010:** Cross grade-level committees will explore grade level math standards to ensure instructional gaps do not exist. **Person:** Scott Peters
- Dec 1, 2010:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Jan 1, 2011:** Cross grade-level committees will explore grade level math standards to ensure instructional gaps do not exist. **Person:** Scott Peters
- Jan 1, 2011:** Grade levels will work with the Literacy Coach in the Spring to analyze standards and ensure instructional gaps do not exist. **Person:** Tammy Younts
- Jan 10, 2011:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Feb 1, 2011:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Feb 5, 2011:** Grade levels will work with the Literacy Coach in the Spring to analyze standards and ensure instructional gaps do not exist. **Person:** Tammy Younts
- Mar 1, 2011:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Mar 5, 2011:** Grade levels will work with the Literacy Coach in the Spring to analyze standards and ensure instructional gaps do not exist. **Person:** Tammy Younts
- Apr 1, 2011:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- Apr 2, 2011:** Grade levels will work with the Literacy Coach in the Spring to analyze standards and ensure instructional gaps do not exist. **Person:** Tammy Younts
- May 1, 2011:** Time - the use of IIB and subs, if necessary, will alleviate the resistance due to lack of time. **Person:** Scott Peters
- May 7, 2011:** Grade levels will work with the Literacy Coach in the Spring to analyze standards and ensure instructional gaps do not exist. **Person:** Tammy Younts
- Jun 30, 2011:** Collect spring data: % of teacher who report via survey that they have aligned instruction with standards **Person:** Scott Peters
- Jun 30, 2011:** Collect spring data: % of teachers submitting names of students to be served by Federal Work Study Tutors **Person:** Scott Peters

Extended Learning Activities

- Sep , 2010:** Hire Federal/Work Study Tutors **Person:** Assistant Principal
- Sep 29, 2010:** Identify Non-Proficient Students via teacher recommendations **Person:** Andrea Hurm

Oct 6, 2010: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Oct 15, 2010: Acquire parent permission **Person:** classroom teachers
Oct 19, 2010: Begin Homework Club **Person:** Andrea Hurm
Nov 6, 2010: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Dec 6, 2010: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Dec 18, 2010: Review student grades and achievement data. **Person:** Andrea Hurm and classroom teachers
Jan 6, 2011: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Feb 6, 2011: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Mar 6, 2011: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
Mar 18, 2011: Review student grades and achievement data. **Person:** Andrea Hurm and classroom teachers
Apr 6, 2011: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers
May 6, 2011: Provide IIB time for teachers to organize supplemental materials for homework club. **Person:** classroom teachers

Focused Academic Area

✓ **Apr 1, 2010:** Collect baseline data: Percentage of math instruction time spent on differentiated math instruction **Person:** Rhonda Lanie
✓ **Apr 1, 2010:** Collect baseline data: Percentage of teachers implementing differentiated math instruction **Person:** Rhonda Lanie
✓ **Apr 1, 2010:** Meet with strategy team and discuss timeline **Person:** Rhonda Lanie/Strategy Team
✓ **May 4, 2010:** Finalize plan for math block and implementation of differentiated grouping **Person:** Strategy Team
✓ **May 10, 2010:** Teachers will coordinate when math block will happen **Person:** teachers/Rhonda Lanie
Jun 14, 2010: Summer Singapore/Differentiated Learning workshop **Person:** Vickie Pearl
Aug 26, 2010: Provide materials from summer workshop about differentiated instruction **Person:** Rhonda/Team
Aug 26, 2010: Use IIB for grade level collaboration for math block **Person:** Classroom teachers
Sep 15, 2010: Beginning of year assessment. this will help drive our number sense block time. **Person:** teachers/Tamra Barnard
Sep 15, 2010: Use IIB for grade level collaboration for math block **Person:** Teachers
Sep 22, 2010: IIB time will be used to show teachers how to analyze and chart assessment data **Person:** Rhonda Lanie
Sep 22, 2010: Use IIB to analyze data **Person:** Rhonda Lanie
Sep 24, 2010: Review testing data and determine groups **Person:** Teachers
Oct 1, 2010: Grade-Level Collaboration **Person:** Strategy Team
Oct 4, 2010: School wide math block focusing on number sense begins **Person:** Teachers/Rhonda Lanie
Nov 5, 2010: Grade-Level Collaboration **Person:** Strategy Team
Nov 16, 2010: Create math assessment for mid-year assessment/create teacher survey **Person:** Strategy Team
Nov 30, 2010: Collect fall data: Percentage of math instruction time spent on differentiated math instruction **Person:** Karmen Schoch
Nov 30, 2010: Collect fall data: Percentage of teachers implementing differentiated math instruction **Person:** Karmen Schoch
Dec 3, 2010: Grade-Level Collaboration **Person:** Strategy Team
Dec 8, 2010: Mid year math assesment to help drive math block **Person:** Classroom teachers
Dec 15, 2010: Use IIB time to analyze data from math assessment **Person:** Teachers
Jan 7, 2011: Grade-Level Collaboration **Person:** Strategy Team
Jan 10, 2011: Analyze data from mid year math assessment to determine effectiveness of math block **Person:** Teachers
Jan 10, 2011: Give teacher survey **Person:** Strategy Team
Jan 10, 2011: Teacher survey to determine effectiveness of math block **Person:** Strategy Team
Jan 12, 2011: Determine new groups for math block based on new assessment data **Person:** Teachers
Feb 4, 2011: Grade-Level Collaboration **Person:** Strategy Team
Mar 4, 2011: Grade-Level Collaboration **Person:** Strategy Team
Apr 1, 2011: Grade-Level Collaboration **Person:** Strategy Team
Apr 21, 2011: Create math assessment for end of year assessment **Person:** Strategy Team
May 15, 2011: Use IIB time to analyze data from math assessment **Person:** Classroom teachers
May 16, 2011: End of the year math assessment to help drive math block and measure growth **Person:** Classroom teachers
May 18, 2011: Analyze data from end of year math assessment to determine effectiveness of math block **Person:** Strategy Team
May 18, 2011: Teacher survey to determine effectiveness of math block **Person:** Strategy Team
Jun 30, 2011: Collect spring data: Percentage of math instruction time spent on differentiated math instruction **Person:** Rhonda Lanie
Jun 30, 2011: Collect spring data: Percentage of teachers implementing differentiated math instruction **Person:** Rhonda Lanie

Focused Student Group

✓ **Mar 30, 2010:** Committee meets to brainstorm ideas **Person:** Day/Brown

- ✓ **Mar 30, 2010:** Define school-wide discipline **Person:** Discipline Committee
- ✓ **Mar 30, 2010:** Propose a direction **Person:** Day/Brown
- ✓ **Mar 30, 2010:** Recognize what is/isn't currently working **Person:** Day/Brown
- ✓ **Mar 31, 2010:** Survey staff about its vision of a school-wide plan and those components the staff would like to see included
Person: Discipline Committee
- Apr 1, 2010:** Collect baseline data: % of teachers implementing Positive School-wide Behavior Plan **Person:** Day/Brown
- ✓ **Apr 7, 2010:** Create tools for implementation **Person:** Day/Brown
- ✓ **Apr 7, 2010:** Review plan with administration **Person:** Day/Brown
- ✓ **Apr 7, 2010:** Write the plan **Person:** Day/Brown
- ✓ **May 20, 2010:** During IIB time committee reveals plan and fields questions, comments, concerns **Person:** Day/Brown
- ✓ **May 21, 2010:** Present plan to staff **Person:** Day/Brown
- Aug 16, 2010:** During IIB staff and para professionals will be trained in implementation of newly developed positive behavior plan.
Person: Day/Brown
- Aug 16, 2010:** Provide time to create necessary tools for implementation of school-wide discipline plan **Person:** Classroom Teachers
- Sep 15, 2010:** Positive Behavior Reinforcement: Students achieving school-wide goals will take a ride on the Boilermaker Express.
Person: Rich Brown
- Sep 17, 2010:** Survey staff on success/concerns of plan **Person:** Day/Brown
- Sep 24, 2010:** Survey results to staff **Person:** Day/Brown
- Sep 27, 2010:** IIB time will be utilized to address concerns from survey **Person:** Day/Brown
- Oct 13, 2010:** Positive Behavior Reinforcement: Students achieving school-wide goals will be participate in a fall dance party.
Person: Janet Day
- Nov 8, 2010:** Positive Behavior Reinforcement: Students achieving school-wide goals will attend Yoyo convocation. **Person:** Dave Wehrspann
- Nov 30, 2010:** Collect fall data: % of teachers implementing Positive School-wide Behavior Plan **Person:** Day/Brown
- Dec 8, 2010:** Positive Behavior Reinforcement: Students achieving school-wide goals will have a winter party. **Person:** Day/Brown
- Dec 10, 2010:** Collect data from first semester **Person:** Day/Brown
- Dec 10, 2010:** Review office referral and number of suspension data **Person:** Day/Brown
- Dec 13, 2010:** Survey staff on success/concerns of plan **Person:** Day/Brown
- Jan 12, 2011:** Positive Behavior Reinforcement: Students achieving school-wide goals will participate in a winter party. **Person:** Nikki Choate
- Feb 9, 2011:** Positive Behavior Reinforcement: Students achieving school-wide goals will attend Young Audiences Convocation.
Person: Deb Chappell
- Mar 9, 2011:** Positive Behavior Reinforcement: Students achieving school-wide goals will participate in a kite parade. **Person:** Jessica Harris
- Apr 13, 2011:** Positive Behavior Reinforcement: Students achieving school-wide goals will attend spring dance party. **Person:** Andrea Hurm
- May 10, 2011:** Review office referral and number of suspension data **Person:** Day/Brown
- May 10, 2011:** Survey staff on success/concerns of plan **Person:** Day/Brown
- May 11, 2011:** Positive Behavior Reinforcement: Students achieving school-wide goals will participate in Outdoor Fun Day. **Person:** Discipline Committee
- Jun 30, 2011:** Collect spring data: % of teachers implementing Positive School-wide Behavior Plan **Person:** Day/Brown

Outreach to Preschool Parent Involvement Programs

- ✓ **Mar 30, 2010:** Begin implementation planning **Person:** Joyce Sheets
- Aug 16, 2010:** Meet with kindergarten teachers to discuss participation and expectations in creating and filming the DVD. **Person:** Andrea Hurm
- Aug 17, 2010:** Verify staff/parent permission to participate **Person:** Andrea Hurm
- Aug 23, 2010:** Meet with Kindergarten teachers/staff/PTO/administrators to finalize DVD taping schedule **Person:** Joyce Sheets
- Oct 4, 2010:** Begin recording DVD **Person:** Andrea Hurm
- Jan 24, 2011:** Preliminary review of DVD **Person:** Joyce Sheets
- Jan 31, 2011:** Complete video editing **Person:** Paul Helgerman
- Feb 1, 2011:** Final Review and begin DVD copying process **Person:** Andrea Hurm
- Mar 2, 2011:** Distribute DVD to parents at kindergarten round-up **Person:** Stephanie Salmon
- Mar 14, 2011:** Deadline to post current kindergarten information to school website **Person:** Tamra Barnard
- Mar 14, 2011:** Distribute DVD to area pre-schools, day care facilities, and in-home daycare providers. **Person:** Laura Falk
- Aug 26, 2011:** Teacher/Parent survey **Person:** Andrea Hurm

Parent Involvement

- ✓ **Apr 1, 2010:** Meet with Task Force **Person:** Kim Steiner
- ✓ **Apr 8, 2010:** Develop a Parent Survey **Person:** Task force group
- ✓ **Apr 8, 2010:** Prepare grade level outline for Grade Level Movie Night/Parent Meeting **Person:** Task force group
- ✓ **Apr 14, 2010:** Create informational piece to advertise Grade Level Movie Night/Parent Meeting **Person:** Task force group
- ✓ **Apr 19, 2010:** IIB time meeting to give componets of grade level meeting to staff **Person:** Task force group
- Aug 23, 2010:** Provide IIB time for teachers to prepare documents for meeting **Person:** Scott Peters
- Aug 24, 2010:** Grade Level Meeting Time to plan agenda/meeting during IIB through Aug. 27th **Person:** Teachers
- Sep 8, 2010:** A parent sign-in sheet will be utilized to determine the percentage of families in attendance **Person:** Task force group
- Sep 8, 2010:** Complete Parent Survey Form after each grade-level meeting **Person:** Teachers
- Sep 8, 2010:** Grade-Level Movie Night for students will serve as motivation for parents to attend the Parent Meeting **Person:** Task force group
- Sep 8, 2010:** Kindergarten Movie Night: Students attend a movie and have popcorn while parents attend parent meeting. **Person:** Fifth and specials teachers
- Sep 8, 2010:** Kindergarten parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures. **Person:** Kindergarten teachers
- Sep 8, 2010:** Notecards will be distributed at Kindergarten Parent Meeting to address follow-up questions **Person:** Kindergarten Teachers
- Sep 9, 2010:** First Grade Movie Night: Students attend a movie and have popcorn while parents attend parent meeting. **Person:** Kindergarten teachers
- Sep 9, 2010:** First grade parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures **Person:** First grade teachers
- Sep 9, 2010:** Notecards will be distributed at First Grade Parent Meeting to address follow-up questions. **Person:** First grade teachers
- Sep 13, 2010:** Notecards will be distributed at Second Grade Parent Meeting to address follow-up questions **Person:** Second grade teachers
- Sep 13, 2010:** Second Grade Movie Night: Students attend a movie and have popcorn while parents attend parent meeting. **Person:** First grade teachers
- Sep 13, 2010:** Second grade parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures **Person:** Second grade teachers
- Sep 14, 2010:** Notecards will be distributed at Third Grade Parent Meeting to address follow-up questions **Person:** Third grade teachers
- Sep 14, 2010:** Third Grade Movie Night: Students attend a movie and have popcorn while parents attend parent meeting **Person:** Second grade teachers
- Sep 14, 2010:** Third grade parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures **Person:** Third grade teachers
- Sep 15, 2010:** Fourth Grade Movie Night: Students attend a movie and have popcorn while parents attend parent meeting **Person:** Third grade teachers
- Sep 15, 2010:** Fourth grade parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures **Person:** Fourth grade teachers
- Sep 15, 2010:** Notecards will be distributed at Fourth Grade Parent Meeting to address follow-up questions **Person:** Fourth grade teachers
- Sep 20, 2010:** Fifth Grade Movie Night: Students attend a movie and have popcorn while parents attend parent meeting **Person:** Fourth grade teachers
- Sep 20, 2010:** Fifth grade parents attend parent meeting to learn about standards, curriculum, assessment, and school procedures **Person:** Fifth grade teachers
- Sep 20, 2010:** Notecards will be distributed at Fifth Grade Parent Meeting to address follow-up questions **Person:** Fifth grade teachers
- Sep 25, 2010:** Review and analyze parent surveys **Person:** Task force group
- Sep 29, 2010:** All ivitations and parent evaluations will be translated for Hispanic families. **Person:** Laura Falk
- Sep 29, 2010:** Invite parents of identified Title I students including families of Hispanic, Special Ed, and Free/Reduced to Snack-n-Learn. **Person:** Laura Falk
- Sep 29, 2010:** Translators will be available for all events when necessary. **Person:** Laura Falk
- Oct 6, 2010:** A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard
- Oct 6, 2010:** Parents attending Snack-n-Lean will learn strategies for assisting their child at home with both reading and math. A description of the framework and components of Leveled Literacy and Do-the-Math will also be provided. **Person:** Tamra Barnard
- Nov 2, 2010:** Invite parents of identified Title I students including Hispanic, Special Ed, and Free/Reduced to Small Group Observations. **Person:** Laura Falk
- Nov 15, 2010:** A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Nov 15, 2010: Parents attending Small Group Observations will observe Leveled Literacy Intervention and Do-the-Math instruction. A description and explanation of lesson components will be provided, as well as strategies for providing additional support at home. **Person:** Tamra Barnard

Dec 1, 2010: Parents of all non-proficient students including Hispanic, Special Ed, and Free/Reduced will be invited to Breakfast with Books. **Person:** Laura Falk

Dec 15, 2010: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Dec 15, 2010: Parents attending Breakfast With Books will learn about and make various games which can be played at home to strengthen both math and literacy skills. Breakfast will be served and children will select books to be enjoyed at home. **Person:** Tamra Barnard

Jan 10, 2011: Invite parents of identified Title I students including families of Hispanic, Special Ed, and Free/Reduced to Snack-n-Learn. **Person:** Laura Falk

Jan 27, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Jan 27, 2011: Parents attending Snack-n-Learn will learn strategies for assisting their child at home with both reading and math. A description of the framework and components of Leveled Literacy and Do-the-Math will also be provided. **Person:** Tamra Barnard

Jan 28, 2011: Invite parents of identified Title I students including Hispanic, Special Ed, and Free/Reduced to Small Group Observations. **Person:** Laura Falk

Feb 1, 2011: Invite KES families to Family Game Night. **Person:** Laura Falk

Feb 7, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Feb 7, 2011: Parents attending Small Group Observations will observe Leveled Literacy Intervention and Do-the-Math instruction. A description and explanation of lesson components will be provided, as well as strategies for providing additional support at home. **Person:** Tamra Barnard

Feb 15, 2011: Family Game Night will provide families with the opportunity to meet other Klondike families and to learn and play games that can be enjoyed at home. **Person:** Tamra Barnard

Feb 15, 2011: Stipends will be provided for certified staff members willing to help with the various evening activities. **Person:** Tamra Barnard

Feb 17, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Mar 1, 2011: Parents of all non-proficient students including Hispanic, Special Ed, and Free/Reduced will be invited to Breakfast with Books. **Person:** Laura Falk

Mar 17, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Mar 17, 2011: Parents attending Breakfast With Books will learn about and make various games which can be played at home to strengthen both math and literacy skills. Breakfast will be served and children will select books to be enjoyed at home. **Person:** Tamra Barnard

Mar 19, 2011: Parents of all non-proficient students including Hispanic, Special Ed, and Free/Reduced will be invited to Library Night. **Person:** Laura Falk

Apr 7, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Apr 7, 2011: Families attending Library Night at the Klondike Branch of the Tippecanoe County Library will tour the library, listen to stories, receive a library card, check out books, and learn about the technology available at the library. **Person:** Tamra Barnard

Apr 12, 2011: Parents of all non-proficient students including Hispanic, Special Ed, and Free/Reduced will be invited to Fun with Finances. **Person:** Laura Falk

Apr 17, 2011: A parent survey will be completed after each parent involvement activity. **Person:** Tamra Barnard

Apr 26, 2011: Fun With Finances: During the PEFCU sponsored event, parents will learn about various financial issues. The children will play financial related games including Money Bingo and learn about the quarter savings card. **Person:** Tamra Barnard

Teacher Mentoring Program

Aug 16, 2010: Professional Development Planning **Person:** Tammy Younts

Aug 19, 2010: Professional Development Sessions **Person:** Tammy Younts

Aug 20, 2010: Fall Orientation **Person:** Tammy Younts

Aug 20, 2010: Literacy Coaches' Meetings **Person:** Tammy Younts

Aug 20, 2010: Weekly Coaching **Person:** Tammy Younts

Aug 23, 2010: Student Assessment **Person:** Tammy Younts

Sep 5, 2010: Scheduling of Teacher Visits **Person:** Tammy Younts

Sep 26, 2010: Scheduling of Teacher Visits **Person:** Tammy Younts

Sep 27, 2010: Professional Development Planning **Person:** Tammy Younts

Oct 17, 2010: Scheduling of Teacher Visits **Person:** Tammy Younts

Nov 7, 2010: Scheduling of Teacher Visits **Person:** Tammy Younts

Nov 8, 2010: Professional Development Planning **Person:** Tammy Younts

Nov 28, 2010: Scheduling of Teacher Visits **Person:** Tammy Younts

Dec 20, 2010: Professional Development Planning **Person:** Tammy Younts

Jan 9, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts

Jan 30, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts
Jan 31, 2011: Professional Development Planning **Person:** Tammy Younts
Feb 27, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts
Mar 14, 2011: Professional Development Planning **Person:** Tammy Younts
Mar 20, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts
Apr 17, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts
Apr 25, 2011: Professional Development Planning **Person:** Tammy Younts
May 8, 2011: Scheduling of Teacher Visits **Person:** Tammy Younts
May 20, 2011: End of Year Coaching Evaluation **Person:** Tammy Younts

Timely Additional Assistance

Aug 23, 2010: Provide staff development for Do The Math to instructional assistants who will be teaching the program **Person:** Tamra Barnard
Aug 25, 2010: Provide staff development for Leveled Literacy Intervention to instructional assistants teaching the program **Person:** Tamra Barnard
Sep 30, 2010: Complete mClass and Acuity testing for both math and reading **Person:** Classroom teachers
Oct 4, 2010: Create data base for math in grades 3-5 in order to identify most at-risk students **Person:** Tamra Barnard
Oct 4, 2010: Create data base for reading in grades 1-3 in order to identify most at-risk students **Person:** Tamra Barnard
Oct 7, 2010: Create math and reading groups based on need **Person:** Tamra Barnard
Oct 8, 2010: Coordinate small group reading and math with schedules with classroom schedules to prevent conflicts with core program **Person:** Tamra Barnard
Oct 8, 2010: Schedule groups and Title I instructors **Person:** Tamra Barnard
Oct 9, 2010: Send schedules to classroom teachers **Person:** Tamra Barnard
Oct 18, 2010: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Nov 15, 2010: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Dec 20, 2010: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Jan 7, 2011: Drop any third graders who are on-level in reading **Person:** Tamra Barnard
Jan 10, 2011: Create kindergarten data base in order to identify most at-risk students in reading **Person:** Tamra Barnard
Jan 12, 2011: Coordinate small group reading schedules with kindergarten teachers to prevent conflicts with core program **Person:** Tamra Barnard
Jan 12, 2011: Create and schedule kindergarten groups **Person:** Tamra Barnard
Jan 17, 2011: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Jan 21, 2011: Complete mClass testing in reading for grades 1-2 **Person:** Classroom teachers
Jan 24, 2011: Complete data base in reading for grades 1-2 to identify at-risk students **Person:** Tamra Barnard
Jan 27, 2011: Drop/Add for reading in grades 1-2 **Person:** Tamra Barnard
Jan 31, 2011: Complete Acuity testing for grades 3-5 in math **Person:** Classroom teachers
Feb 1, 2011: Create data base for math in grades 3-5 **Person:** Tamra Barnard
Feb 2, 2011: Drop/add for math in grades 3-5 **Person:** Tamra Barnard
Feb 21, 2011: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Mar 21, 2011: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
Apr 18, 2011: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard
May 16, 2011: Meet with Title I staff to provide support in areas of reading and math and to help solve discipline issues **Person:** Tamra Barnard

Professional Development Summary

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

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

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

Timely Additional Assistance

Provide staff development for Do The Math to instructional assistants who will be teaching the progr

Brief Description: Train instructional assistants to use small group math program. Professional development will include utilizing and implementing components of program as well as assessment.

Intended Participants: Teachers

Date: Aug 23, 2010

Activity Purpose: Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

Provide staff development for Leveled Literacy Intervention to instructional assistants teaching the

Brief Description: Provide training to instructional assistants in Leveled Literacy Program. Professional development will include guided reading training, utilizing interactive writing, and responding to literature to improve comprehension.

Intended Participants: Teachers

Date: Aug 25, 2010

Activity Purpose: Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

A. Parent Involvement: Grade Level Parent Meeting

No professional development is needed for this strategy.

A. Parent Involvement: Parent Involvement Instructional Meetings

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Alignment of Math/LA Standards

Training on Standards

Brief Description: Staff will work collaboratively to improve knowledge of Indiana Academic Standards.

Intended Participants: Teachers

Date: Sep 27, 2010

Activity Purpose:

Activity Format: Study Group

Funding: N/A

Does this activity occur during the school day? No

I. Focused Academic Area: Differentiated Math Instruction

Grade-Level Collaboration

Brief Description: IIB time will be used for planning differentiated math lessons, finding resources and materials to support lessons, and problem solving areas of concern.

Intended Participants: Teachers, Administrators

Dates: Oct 1, 2010; Nov 5, 2010; Dec 3, 2010; Jan 7, 2011; Feb 4, 2011; Mar 4, 2011; Apr 1, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

IIB time will be used to show teachers how to analyze and chart assessment data

Brief Description: Teachers will be instructed on how to analyze and chart data in order to form instructional groups.

Intended Participants: Teachers

Date: Sep 22, 2010

Activity Purpose: Information

Activity Format:

Funding: None needed

Does this activity occur during the school day? Yes

Summer Singapore/Differentiated Learning workshop

Brief Description: Teachers will be instructed on how to implement and utilize Singapore Math. They will also learn about differentiated learning and how to group students to meet varied instructional needs.

Intended Participants: Teachers

Date: Jun 14, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? No

L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition

O. Extended Learning Activities: Homework Club

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Literacy Coaching

Student Assessment

Brief Description: The Literacy Coach will work with classroom teachers at the beginning of the year when they are conducting literacy assessments. The coach and teacher will discuss the data in order to help plan for instruction.

Intended Participants: Teachers

Date: Aug 23, 2010

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

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: Federal Stimulus Grant

Does this activity occur during the school day? Yes

Weekly Coaching

Brief Description: The literacy coach will visit classrooms and observe teaching. The coach will pre-conference and post-conference with teachers to engage in problem-solving discussions around their literacy teaching.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding: Federal Stimulus Grant

Does this activity occur during the school day? Yes

T. Annual Parent Meeting

U. Focused Student Group: School-wide Behavior Plan to Improve Achievement

During IIB staff and para professionals will be trained in implementation of newly developed positiv

Brief Description: Staff and paras will learn how to implement plan in classroom, and common areas. Professional development will include how to use point system, office referral form, and positive behavior reinforcement tools.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 16, 2010

Activity Purpose:

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

IIB time will be utilized to address concerns from survey

Brief Description: Staff will use IIB time for collaboration in order to address concerns from survey. Peer coaching will also be offered as an option for individuals in need of support.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 27, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... parents do not feel that students have personal issues impacting their learning

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- School Counselor Publication

We are concerned that... there is a need for improved communication of standards between home and school

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition
- B. Educator Training for Parent Involvement: Utilizing Classroom Newsletter and Website to Involve Parents
- C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement
- E. Parent Information Resource Center Website: Title I Web Page Link
- A. Parent Involvement: Parent Involvement Instructional Meetings
- A. Parent Involvement: Grade Level Parent Meeting

We are concerned that... student behavior interferes with learning

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition
- U. Focused Student Group: School-wide Behavior Plan to Improve Achievement
- A. Parent Involvement: Grade Level Parent Meeting

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement
- A. Parent Involvement: Grade Level Parent Meeting
- A. Parent Involvement: Parent Involvement Instructional Meetings

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Utilizing Classroom Newsletter and Website to Involve Parents

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition
- C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website: Title I Web Page Link

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Reading and Math Tutoring
- F. Encourage Rigorous Curriculum: Curriculum Alignment of Math/LA Standards

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Differentiated Math Instruction

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)**Data Targets Influenced by This Concern:**

- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Pre-School Committee for Early Childhood Transition
- C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement

M. Parent Notice - Assessment Results (SW)**Data Targets Influenced by This Concern:**

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)**Data Targets Influenced by This Concern:**

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)**Data Targets Influenced by This Concern:**

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- O. Extended Learning Activities: Homework Club
- A. Parent Involvement: Grade Level Parent Meeting

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Literacy Coaching

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Special Education-Grades 3-5 -- Pass ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: School-wide Behavior Plan to Improve Achievement

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)
- Free/Reduced Lunch-Grades 3-5 -- Passing ISTEP Math (AYP)
- Limited English Proficiency-Grades 3-5 -- Pass ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

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?	School Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	N/A
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mClass: K-2 Reading and Math Acuity: 3-5 Reading and Math Running records: K-5
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Indiana doesn't consolidate funds, but coordinates their programs.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	Our district isn't required to set aside 10% of the district's Title I funds at this time. Our school does set aside 10% of our funds to support high quality professional development focused on meeting adequate yearly progress.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2009-2010 school year