

School Improvement Plan - 2012-2013

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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
- Indiana Rules and Regulations
- 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

- Tamra Barnard - Teacher
- Gary Elliot - Community Representative (Business)
- Jenny Hollingsworth - Administrator
- Rhonda Lanie - Teacher
- George Mugford - School Counselor
- Scott Peters - Administrator
- Melissa Westendorf - Parent/Guardian

Strategy Chairs

- Jenny Baker
- Tamra Barnard
- Janet Day
- Jenny Hollingsworth
- Rhonda Lanie
- Sara Nemtuda
- Scott Peters
- Kim Steiner

Community Council

- Claudia Aguilar - Parent
- Margie Bakeis - parent
- Steve Bakeis - Business Rep

- Chris Beaver - parent
- Tammy Beaver - parent
- Michele Browna - parent
- Kim Buhman - parent
- Militza Carrera-Colon - Parent
- Amy Clawson - Parent
- Dave Corti - Business Rep
- Jennifer Cotton - Parent
- Angel Elliott - parent
- Nancy Emig - Business Rep
- Cristina Farmus - parent
- Heidi Fornes - parent
- Melissa Freed - Parent
- Patrick Hein - Business Rep
- Saina Husain - Parent
- Chad Laux - Business Rep
- Dawn Laux - parent
- Sarah Parent - Parent
- Stacey Reichard - Business Rep
- Erin Rush - Parent
- Brandy Shiflett - Faculty
- Andrea Trice - parent
- Betsy Vielhaber - parent
- Melissa Westendorf - parent

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

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.

3-5 Students - percent proficient/above on EOY Benchmark Reading Assessment

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70%	73%	70%	78%		83%		90%		100%

3-5 students in SES - percent passing English/Language Arts Predictive Acuity C

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			0%	50%		60%		70%		80%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	72%	75%	77%	85%		94%		100%		100%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	60%	64%	63%	70%		77%		85%		94%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
63%	61%	65%	63%	70%		77%		85%		94%		100%

Hispanic Students - percent passing English/Language Arts ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61%	49%	54%	61%	67%		74%		82%		90%		100%

Hispanic Students - percent passing Math ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52%	49%	54%	58%	64%		70%		77%		85%		100%

K-2 Students - percent proficient/above on EOY mClass TRC

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			73%	76%	79%	83%		90%		95%		100%

K-2 Students in SES - percent proficient in mClass EOY TRC

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			0%	50%		60%		70%		85%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	58%	62%	60%	66%		73%		80%		88%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48%	53%	58%	50%	55%		61%		67%		74%		100%

Special Education-Grades 3-5 - percent passing Math ISTEP (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56%	53%	58%	50%	55%		61%		67%		74%		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... 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 - Parent Involvement

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

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

Read To Succeed

Klondike Elementary is partnering with the United Way to bring community volunteers into the school. The program, entitled Read To Succeed, is a community initiative led by the United Way of Greater Lafayette, Greater Lafayette Commerce and local community school corporations designed to motivate our community to engage in our students' academic success. Volunteers from the Lafayette community will devote one hour per week to a specific classroom for a minimum commitment of one semester. The volunteer will work directly with students one-on-one or in a small group in an activity related to reading. The classroom teacher will be in charge of communicating and planning all activities for the volunteer. All volunteers will be trained by the instructional coach, as well as the classroom teacher, to teach proper strategies based on the five reading components of Alphabetic Principle, Accuracy & Fluency, Vocabulary, Comprehension, and Phonemic Awareness.

Impact Level: High Impact - Inside

Focus: Specific

Reading Assessment

Benchmark assessments will be administered 3X per year by certified teaching staff. mClass Benchmark assessment including DIBELS and TRC will be administered for students in grades K-2, and Acuity will be administered in grades 3-5. Additionally, IREAD will be administered in the Spring for students in third grade. At-risk students will be progress monitored every two to four weeks using either Wright Group On the Mark Assessment, mClass DIBELS, ORF, or Fountas and Pinnell Benchmark assessment. Progress monitoring will be administered by either a certified teacher, or highly qualified instructional assistant providing Tier II intervention.

Impact Level: High Impact - Inside

Focus: General

Reading Communication to Parents

The classroom teacher will send benchmark assessment results home at the completion of each assessment window. All mClass Benchmark Reading assessment results will be distributed to students in kindergarten through second grade in October, February, and May. Additionally, IREAD results will be sent home in the Spring for students in third grade. Acuity data will be distributed in grades 3-5 in October, December, and February. Translators will be made available upon request.

Impact Level: High Impact - Outside

Focus: Specific

Summer School

During a three week period, from June 11 through June 29, 2012, students in grades two and three that didn't pass IREAD will be invited to participate in a summer school program. The program will run 5 days per week for 2 1/2 hours per day and be taught by highly qualified certified teachers with the assistance of highly qualified instructional assistants. Students will receive instruction in a balanced literacy framework consisting of Fountas and Pinnell Leveled Literacy instruction, instruction for

fluency, accuracy, comprehension and vocabulary. During the same three week period, incoming at-risk kindergarten students will participate in a jump-start kindergarten program sponsored by the United Way. Students were selected for the program based on their socio-economic status. The program will run 5 days a week for 2 1/2 hours per day. The program will be taught by a highly qualified certified teacher as well as a highly qualified instructional assistant. The program will consist of a balanced literacy program as well as kindergarten readiness skills.

Impact Level: High Impact - Inside

Focus: Specific

Tier 1 Core Reading

Teachers at all grade levels will have an articulated scope and sequence that incorporates Indiana State Standards (grades 1-5), Common Core Standards (grades K-5) and the Harcourt Trophies scope and sequence. Students will receive instruction in a balanced literacy framework with core reading instruction occurring during a 90-minute uninterrupted daily reading block. Other literacy instruction will occur throughout the day using a variety of support levels (read alouds, shared reading, community writing, writing workshop, language and word study). Instruction will be provided by classroom teachers with support from highly-qualified instructional assistants, work- study students, Purdue block students, and other adult volunteers.

Impact Level: High Impact - Inside

Focus: Specific

Tier 2 Reading

Based on data from mClass, Acuity, running records and ISTEP, students not meeting grade-level standards will receive extra reading instruction by either certified teachers, or highly qualified instructional assistants. Small group intervention will occur 4-5 days per week for 30 minutes outside of the 90 minute reading block. 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 Fountas & Pinnell's Leveled Literacy Intervention, SuccessMaker, and Acuity.

Impact Level: High Impact - Inside

Focus: Specific

Tier 3 Reading

Based on data from mClass, Acuity, running records, ISTEP, and STAR Reading students with an IEP will receive reading instruction in the resource room by either certified teachers, or highly qualified instructional assistants. Either one-on-one or small group instruction will be provided 5 days per week for the amount of time required by the IEP. Curriculum used will include Fountas & Pinnell's Leveled Literacy Intervention, SuccessMaker, Edmark Reading Program, Reading Mastery, Read Naturally, and Orton-Gillingham. The IEP and student's needs will determine the curriculum used.

Impact Level: High Impact - Inside

Focus: Specific

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 intervention staff members. Sessions will last 30 minutes daily 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, SuccessMaker, Acuity, and Fountas & Pinnell's Leveled Literacy Intervention.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

A. Parent Involvement: Grade Level Parent Meeting

Early in the Fall of 2012, each grade level will hold a Parent Meeting. Each meeting will be led by the classroom teacher. The teachers will discuss Indiana State Standards, Common Core Standards, types of assessments, school and classroom policies and procedures, ways parents can support student learning in and out of the classroom, and components of a Title I schoolwide program. School programs and extended learning opportunities will also be discussed. Handouts will be translated.

Impact Level:

Focus:

A. Parent Involvement: Parent Involvement Instructional Meetings

The Title I Lead Teacher and the Klondike Elementary Staff will work collaboratively to hold several parent involvement instructional meetings throughout the school year with special invitation toward English Language Learners, special education and free/reduced lunch parents. The focus of these meetings will include ways to support learning at home. This strategy will incorporate strong collaboration with community resources in the following way: Community businesses and organizations such as Purdue University, Headstart, Kohl's 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 - Outside

Focus: General

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

Throughout the 2012-2013 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 the 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: General

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

The Klondike Kindergarten Readiness DVD will continue to be made available to incoming kindergarten families as well as a welcome book. The DVD is designed to introduce families to various areas of the building, such as, classroom, cafeteria, playground, and the school office. The DVD also includes 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 principal also shares various ways parents can be involved in the school community. During Kindergarten Round-Up in the Spring, the PTO will have an information booth to answer questions and distribute the Klondike Kindergarten Readiness DVD, welcome book, and additional school materials. Incoming kindergarten families will be invited to participate in Ready, Set, Go to Kindergarten Readiness Workshops which will be held in the Spring. The workshops will include a variety of stations in order to educate parents on ways they can help to better prepare their child for kindergarten. Free materials as well as Keep Books will be distributed to all families in attendance.

Impact Level: High Impact - Outside

Focus: General

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

KES will continue to link the Indiana Parent Information Resource Center (PIRC) Website at www.fscp.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: Data and Curriculum Alignment

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. Teachers will review data on a monthly basis in order to guide curriculum and instruction based on student needs indicated by the data. The assistant principal in collaboration with the school psychologist will guide staff through the data review process. Teachers will work collaboratively as grade levels to provide differentiated instruction for students based on data analysis. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: 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 2012-2013 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

G. Attendance

Tippecanoe School Corporation requires parents to notify the school as early as possible on the day of the student's absence. The reason for the absence must also be communicated. In order to qualify for grade promotion a student must be present in class 90% of the class enrollment days. The following are circumstances in which a student is not at school but will be counted as present: exhibiting at State Fair or educational/religious experience under supervision of parent/guardian. The following absences aren't counted against the student when determining the attendance requirement beyond the maximum nine days allowed and are to be exempt from attendance requirement: illness with physician verification, immediate family member funeral with verification, judicial appointment with verification, or out-of-school suspension. The parent/guardian will be contacted by the school administrator each semester when the student has accumulated five absences in a semester or the student's attendance pattern indicates a risk of not meeting the corporation's attendance requirement. This policy applies to all absences from school. Once a child has missed 9 days or 10% of total enrollment days an administrator sends a truancy letter to the parents and notifies the Tippecanoe County truancy officer.

Impact Level: Low Impact

Focus: General

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 2012-2013 school year, grade levels will have a common math block in order to implement standards based differentiated math instruction. This math block will allow flexibility in the implementation of differentiated math instruction. 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, 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, we will 1) hire only highly qualified teachers, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers. 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. 4. Information is available at the corporation and school level for teacher candidates to become highly qualified before hiring can occur. 5. A list is maintained at the building level and with the corporation personnel office of all teachers and their highly qualified status and method for qualification. 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: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

To ensure that all of our students are taught by highly qualified paraprofessionals, we will 1) hire only highly qualified paraprofessionals, 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 paraprofessionals. Tippecanoe School Corporation maintains an expectation that all paraprofessionals are highly qualified in elementary classrooms, and Title I positions. Corporation expectations include: 1. All current paraprofessionals in the school are highly qualified. The corporation maintains the expectation that any future paraprofessionals hired will be highly qualified at the time of their hiring. 2. Information is available at the corporation and school level for paraprofessional candidates to become highly qualified before hiring can occur. 3. A list is maintained at the building level and with the corporation personnel office of all paraprofessionals' highly qualified status and method for qualification.

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) 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. Student Transition: Pre-School Committee for Early Childhood Transition

A Corporation Pre-School Committee consisting of the Title I Leads will work 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 all strategies under Outreach to Preschool Parent Involvement Programs 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 2013, 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 2012 and Spring 2013, 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 1.30 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 - Outside

Focus: Specific

P. Teacher Mentoring Program: Instructional Coach

During the 2012-2013 school year, Klondike Elementary School will employ a full-time Instructional ELL Coach. The Instructional ELL Coach will offer all teachers support as they work to improve their balanced literacy and differentiated math programs. The 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 by Title I. During the meeting the classroom teachers in collaboration with 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. Information will be handed out regarding school and corporation policies for Title I at this meeting. Documentation for the parent meeting will include an agenda, a parent sign-in sheet and an evaluation.

Impact Level: High Impact - Outside

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 2012-2013 school year, Klondike Elementary will continue to 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 includes 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, 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: Low Impact

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.

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

To-Do List

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

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

Annual Parent Meeting

- Aug 14, 2012:** Send invitations to parents for Grade Level Parent Information Night. **Person:** Tamra Barnard
- Aug 20, 2012:** Kindergarten parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
- Aug 21, 2012:** First grade parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
- Aug 22, 2012:** Second and third grade parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
- Aug 23, 2012:** Fourth and fifth grade parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers

Educator Training - Parent Involvement

- Sep 15, 2012:** Classroom web page **Person:** Susan Scanlon
- Oct 15, 2012:** Classroom newsletters **Person:** Susan Scanlon

Encourage Rigorous Curriculum

- Aug 24, 2012:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Aug 30, 2012:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- Sep 4, 2012:** Hire Federal Work Study Students. **Person:** Jenny Hollingsworth
- Sep 17, 2012:** Schedule Federal Work Study Students. **Person:** Jenny Hollingsworth
- Oct 5, 2012:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Oct 11, 2012:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- Nov 16, 2012:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Nov 22, 2012:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- Dec 28, 2012:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Jan 3, 2013:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- Feb 8, 2013:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Feb 14, 2013:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- Mar 22, 2013:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- Mar 28, 2013:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth
- May 3, 2013:** Meet with grade level to plan differentiated instruction based on data analysis. **Person:** Rhonda Lanie
- May 9, 2013:** IIB time will be utilized for data analysis. **Person:** Jenny Hollingsworth

Extended Learning Activities

- Aug 31, 2012:** Identify students for Homework Club based on data and teacher recommendation. **Person:** Classroom Teachers
- Sep 7, 2012:** Send information to qualifying students for participation in Homework Club. **Person:** Tamra Barnard
- Sep 10, 2012:** Homework Club begins. **Person:** Dona Thomas

Focused Academic Area

- Aug 29, 2012:** Analyze math data **Person:** Classroom Teachers
- Aug 29, 2012:** Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
- Oct 10, 2012:** Analyze math data **Person:** Classroom Teachers
- Oct 10, 2012:** Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
- Nov 21, 2012:** Analyze math data **Person:** Classroom Teachers

Nov 21, 2012: Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
Jan 2, 2013: Analyze math data **Person:** Classroom Teachers
Jan 2, 2013: Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
Feb 13, 2013: Analyze math data **Person:** Classroom Teachers
Feb 13, 2013: Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
Mar 27, 2013: Analyze math data **Person:** Classroom Teachers
Mar 27, 2013: Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers
May 8, 2013: Analyze math data **Person:** Classroom Teachers
May 8, 2013: Plan differentiated math instruction based on data analysis. **Person:** Classroom Teachers

Focused Student Group

Aug 13, 2012: Review schoolwide positive behavior plan with staff. **Person:** Rich Brown/Janet Day
Aug 22, 2012: Classroom teachers present lessons for schoolwide behavior, create PBIS classroom chart, and go over rules and procedures. **Person:** Classroom teachers
Nov 30, 2012: Provide on-going professional development for behavior management. **Person:** Mike McCoy
Dec 18, 2012: Collect data. **Person:** Tamra Barnard
Jan 12, 2013: Classroom teachers practice and review PBIS procedures. **Person:** Classroom teachers
Apr 8, 2013: Provide ongoing PD for behavior management. **Person:** Mike McCoy
May 24, 2013: Collect data **Person:** Tamra Barnard

Outreach to Preschool Parent Involvement Programs

Mar 5, 2013: Distribute materials and invite for Ready, Set, Go to Kindergarten at Kindergarten Roundup. **Person:** PTO
Apr 16, 2013: Families attend Ready, Set, Go to Kindergarten. **Person:** Classroom Teachers

Parent Involvement

Aug 14, 2012: Send invitations to parents for Grade Level Parent Information Night. **Person:** Tamra Barnard
Aug 20, 2012: Parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
Aug 21, 2012: Parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
Aug 22, 2012: Parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
Aug 23, 2012: Parents attend Grade Level Parent Information Night. **Person:** Classroom Teachers
Sep 14, 2012: Send invitations to families for Library Night. **Person:** Tamra Barnard
Sep 25, 2012: Families attend Library Night at the Klondike Branch of the Tippecanoe County Library. **Person:** Classroom Teachers
Oct 25, 2012: Send invitations to families for Literacy Night. **Person:** Tamra Barnard
Nov 13, 2012: Families attend Literacy Night. **Person:** Classroom Teachers
Jan 18, 2013: Send invitations to families for Family Game Night. **Person:** Tamra Barnard
Jan 29, 2013: Families attend Family Game Night. **Person:** Classroom Teachers
Mar 5, 2013: Send invitations to families for Ready, Set, Go to Kindergarten **Person:** Tamra Barnard
Apr 16, 2013: Families of incoming kindergarteners attend Ready, Set, Go to Kindergarten. **Person:** Classroom Teachers

Read To Succeed

Aug 17, 2012: Classroom teachers submit request for volunteer. **Person:** Classroom teachers
Sep 28, 2012: Schedule volunteers **Person:** Tamra Barnard
Sep 28, 2012: Train community volunteers **Person:** Rhonda Lanie

Reading Assessment

Aug 20, 2012: Instructional Coach will review administration of benchmark reading assessments and train any new teachers. **Person:** Rhonda Lanie
Sep 7, 2012: Administer BOY benchmark reading assessments. **Person:** Classroom Teachers
Sep 14, 2012: IIB time will be provided for data analysis. **Person:** Jenny Hollingsworth
Feb 1, 2013: Administer MOY benchmark reading assessment. **Person:** Classroom Teachers
Feb 7, 2013: IIB time will be provided for data analysis. **Person:** Jenny Hollingsworth
May 10, 2013: Administer EOY benchmark reading assessment. **Person:** Classroom Teachers

May 16, 2013: IIB time will be provided for data analysis. **Person:** Jenny Hollingsworth

Reading Communication to Parents

Sep 28, 2012: Support staff will provide reports to classroom teacher for distribution. **Person:** Tamra Barnard

Oct 22, 2012: Classroom teachers will distribute reports to parent/guardian during P/T conferences. **Person:** Classroom teachers

Feb 8, 2013: Support staff will run reports for classroom teachers. **Person:** Tamra Barnard

Mar 18, 2013: Classroom teachers will distribute reports to parent/guardians. **Person:** Classroom Teachers

May 17, 2013: Support staff will run reports for classroom teachers. **Person:** Tamra Barnard

May 24, 2013: Classroom teachers will distribute reports to parent/guardian. **Person:** Classroom Teachers

Student Transition

Dec 30, 2012: Corporation preschool committee meets and establishes contact with area preschools. **Person:** Tamra Barnard

Feb 1, 2013: Informational meeting with area preschools are scheduled and developed with an emphasis on kindergarten readiness activities. **Person:** Tamra Barnard

Feb 12, 2013: Invite area preschools to workshop. **Person:** Vickie Pearl

Apr 1, 2013: Preschool providers attend workshop. **Person:** Vickie Pearl

Summer School

May 4, 2012: Identify and invite students eligible for summer school. **Person:** Scott Peters

May 25, 2012: Create class lists based on response by parent/guardian. **Person:** Jenny Hollingsworth

Jun 4, 2012: Summer School Training **Person:** Rhonda Lanie

Teacher Mentoring Program

Aug 31, 2012: Pre- and post conferences will take place at a time convenient for the classroom teacher. **Person:** Rhonda Lanie

Aug 31, 2012: Schedule classroom visits with teachers. **Person:** Rhonda Lanie

Sep 7, 2012: Schedule observations with interventionists. **Person:** Rhonda Lanie

Nov 2, 2012: Pre- and post conferences will take place at a time convenient for the classroom teacher. **Person:** Rhonda Lanie

Nov 2, 2012: Schedule classroom visits with teachers. **Person:** Rhonda Lanie

Nov 9, 2012: Schedule observations with interventionists. **Person:** Rhonda Lanie

Jan 4, 2013: Pre- and post conferences will take place at a time convenient for the classroom teacher. **Person:** Rhonda Lanie

Jan 4, 2013: Schedule classroom visits with teachers. **Person:** Rhonda Lanie

Jan 11, 2013: Schedule observations with interventionists. **Person:** Rhonda Lanie

Mar 8, 2013: Pre- and post conferences will take place at a time convenient for the classroom teacher. **Person:** Rhonda Lanie

Mar 8, 2013: Schedule classroom visits with teachers. **Person:** Rhonda Lanie

Mar 15, 2013: Schedule observations with interventionists. **Person:** Rhonda Lanie

Tier 1 Core Reading

Feb 1, 2012: Complete MOY benchmark reading assessment. **Person:** Classroom Teachers

Aug 20, 2012: Teachers will use curriculum map to plan reading instruction. **Person:** Classroom Teachers

Sep 19, 2012: Complete BOY benchmark reading assessment. **Person:** Classroom Teachers

Sep 19, 2012: Teachers will use data from benchmark assessment to establish differentiated guided reading groups. **Person:** Classroom Teachers

Oct 19, 2012: Teachers will use progress monitoring data to make adjustments to reading groups. **Person:** Classroom Teachers

Feb 1, 2013: Teachers will complete MOY benchmark reading assessments. **Person:** Classroom Teachers

Feb 8, 2013: Teachers will use MOY reading data to make adjustments to reading groups. **Person:** Classroom Teachers

Mar 1, 2013: Teachers will use progress monitoring data to make adjustments to reading groups. **Person:** Classroom Teachers

May 10, 2013: Complete EOY benchmark reading assessment. **Person:** Classroom Teachers

Tier 2 Reading

Aug 20, 2012: Provide staff development for Leveled Literacy Interventionists. **Person:** Rhonda Lanie

Aug 20, 2012: Use 2010-2011 data to identify third, fourth and fifth grade students for Tier 2 intervention and create groups. **Person:** Tamra Barnard

Sep 20, 2012: Identify additional third, fourth, and fifth graders for Tier 2 reading intervention based on BOY data. **Person:** Tamra Barnard

Sep 20, 2012: Schedule Tier 2 reading intervention for grades K-2 based on BOY mClass data. **Person:** Tamra Barnard

Oct 22, 2012: Provide on-going professional development for interventionists. **Person:** Rhonda Lanie

Feb 4, 2013: Provide on-going professional development for interventionists. **Person:** Rhonda Lanie

Feb 4, 2013: Use MOY benchmark reading assessment to discontinue students from Tier 2 reading. **Person:** Tamra Barnard

Feb 4, 2013: Use MOY reading data to identify students for Tier 2 reading intervention. **Person:** Tamra Barnard

Tier 3 Reading

Sep 19, 2012: Complete BOY benchmark reading assessments. **Person:** Lisa Mauer/Deb Chappel

Sep 19, 2012: Schedule Tier 3 guided reading groups based on BOY data. **Person:** Lisa Mauer/Deb Chappel

Feb 1, 2013: Complete MOY benchmark reading assessments. **Person:** Lisa Mauer/Deb Chappel

Feb 1, 2013: Schedule Tier 3 guided reading groups based on MOY data. **Person:** Lisa Mauer/Deb Chappel

May 10, 2013: Complete EOY benchmark reading assessments. **Person:** Lisa Mauer/Deb Chappel

Timely Additional Assistance

Aug 20, 2012: Provide professional development for Do the Math, SuccessMaker and Push-in. **Person:** Rhonda Lanie

Aug 20, 2012: Use 2010-2011 data to determine students who will be given Do the Math beginning of module assessment in grades 2-5. **Person:** Tamra Barnard

Aug 24, 2012: Identify students to be served in reading and math push-in based on data from 2010-2011. **Person:** Classroom Teachers

Aug 27, 2012: Create Tier 2 math groups based on data from beginning of module assessments. **Person:** Tamra Barnard

Aug 27, 2012: Identify second grade students for SuccessMaker intervention based on math data. **Person:** Tamra Barnard

Oct 8, 2012: Identify students to be served in reading and math push-in based on Acuity data. **Person:** Classroom Teachers

Oct 15, 2012: Create new Tier 2 math groups based on Acuity data and Do the Math beginning of module assessment. **Person:** Tamra Barnard

Nov 26, 2012: Create new Tier 2 math groups based on Acuity and Do the Math data. **Person:** Tamra Barnard

Jan 10, 2013: Re-identify students for push-in based on Acuity data. **Person:** Classroom Teachers

Feb 1, 2013: Create new Tier 2 math groups based on Acuity and Do the Math Data. **Person:** Tamra Barnard

Feb 25, 2013: Re-identify students for push-in based on Acuity data. **Person:** Classroom Teachers

Professional Development Summary

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

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

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

Read To Succeed

Train community volunteers

Brief Description: Volunteers will be trained to work with K-5 students in reading instruction. The focus will be on teaching proper strategies based on the five reading components of Alphabetic Principle, Accuracy & Fluency, Vocabulary, Comprehension, and Phonemic Awareness.

Intended Participants: Community Members

Date: Sep 28, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: United Way/Title I

Does this activity occur during the school day? Yes

Reading Assessment

Instructional Coach will review administration of benchmark reading assessments and train any new te

Brief Description: Rhonda Lanie will review administration of mClass (DIBELS and TRC) as well as Fountas and Pinnell Benchmark Reading Assessment with all classroom teachers. She will also train any new teachers.

Intended Participants: Teachers

Date: Aug 20, 2012

Activity Purpose:

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Reading Communication to Parents

No professional development is needed for this strategy.

Summer School

Summer School Training

Brief Description: Train all certified and non-cert staff for summer school program.

Intended Participants: Teachers, Other

Date: Jun 4, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: TSC Summer School Fund

Does this activity occur during the school day? No

Tier 1 Core Reading

No professional development is needed for this strategy.

Tier 2 Reading

Provide on-going professional development for interventionists.

Brief Description: Observe interventionists and provide on-going professional development.

Intended Participants: Other

Date: Oct 22, 2012

Activity Purpose: Skill Building

Activity Format: Talk to, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

Provide on-going professional development for interventionists.

Brief Description: Complete observations and provide professional development for LLI.

Intended Participants: Other

Date: Feb 4, 2013

Activity Purpose: Skill Building

Activity Format: Talk to, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

Provide staff development for Leveled Literacy Interventionists.

Brief Description: Provide LLI training

Intended Participants: Other

Date: Aug 20, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Tier 3 Reading

No professional development is needed for this strategy.

Timely Additional Assistance

Provide professional development for Do the Math, SuccessMaker and Push-in.

Brief Description: Provide professional development for the implementation of Do the Math, SuccessMaker, and push-in for interventionists.

Intended Participants: Other

Date: Aug 20, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

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.

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

Classroom newsletters

Brief Description: The PR committee will provide training on how to get the most out of classroom newsletters.

Intended Participants: Teachers

Date: Oct 15, 2012

Activity Purpose: Information

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Classroom web page

Brief Description: The PR committee will assist classroom teachers in creating/enhancing their web pages during IIB.

Intended Participants: Teachers

Date: Sep 15, 2012

Activity Purpose: Refinement

Activity Format: Presentation, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Data and Curriculum Alignment

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Reading and Math Tutoring

No professional development is needed for this strategy.

I. Focused Academic Area: Differentiated Math Instruction

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

O. Extended Learning Activities: Homework Club

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Instructional Coach

Pre- and post conferences will take place at a time convenient for the classroom teacher.

Brief Description: Instructional coach will meet with teachers prior to classroom observation in order to identify a goal and area of improvement. Once the observation is complete, the coach will meet again with the teacher to provide guidance and coaching as needed.

Intended Participants: Teachers

Dates: Aug 31, 2012; Nov 2, 2012; Jan 4, 2013; Mar 8, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

T. Annual Parent Meeting

No professional development is needed for this strategy.

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

Provide on-going professional development for behavior management.

Brief Description: IIB time will be utilized in order to provide staff with behavior management strategies.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 30, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Provide ongoing PD for behavior management.

Brief Description: IIB time will be utilized in order to provide staff with behavior management strategies.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 8, 2013

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Review schoolwide positive behavior plan with staff.

Brief Description: Review/train certified staff and support staff on procedures and implementation of positive schoolwide behavior plan.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 13, 2012

Activity Purpose: Refinement

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? No

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... there is a need for improved communication of standards between home and school

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Communication to Parents
- B. Educator Training - Parent Involvement: Utilizing Classroom Newsletter and Website to Involve Parents
- 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 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

- 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 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (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 - Parent Involvement (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

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

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

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

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

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

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Read To Succeed
- Reading Assessment
- Summer School
- Tier 1 Core Reading
- Tier 2 Reading
- Tier 3 Reading
- Timely Additional Assistance
- G. Attendance
- F. Encourage Rigorous Curriculum: Reading and Math Tutoring
- F. Encourage Rigorous Curriculum: Data and Curriculum Alignment
- O. Extended Learning Activities: Homework Club
- A. Parent Involvement: Parent Involvement Instructional Meetings

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 3-5 Students -- percent proficient/above on EOY Benchmark Reading Assessment
- 3-5 students in SES -- percent passing English/Language Arts Predictive Acuity C
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- K-2 Students -- percent proficient/above on EOY mClass TRC
- K-2 Students in SES -- percent proficient in mClass EOY TRC

Strategies to Impact This Concern:

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

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

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 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (SW)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Student Transition (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Pre-School Parent Involvement
- A. Parent Involvement: Grade Level Parent Meeting
- L. Student Transition: Pre-School Committee for Early Childhood Transition

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Reading Assessment
- Reading Communication to Parents
- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Summer School
- Timely Additional Assistance
- 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 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Instructional Coach

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (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:

- All Students-Grades 3-5 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (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 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (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:

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

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP

- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: School-wide Behavior Plan to Improve Achievement
- A. Parent Involvement: Grade Level Parent Meeting

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- All Students-Grades 3-5 -- percent mastering Number Sense (seat data)
- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP (AYP)
- Hispanic Students -- percent passing English/Language Arts ISTEP
- Hispanic Students -- percent passing Math ISTEP
- Limited English Proficiency-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP (AYP)
- Special Education-Grades 3-5 -- percent passing Math ISTEP (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?	On-line
B. What rules or statutes would you like to waive in order to promote student learning? <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, incentives and recognition for good attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mClass (DIBELS, Text Reading & Comprehension, Overall Math), Acuity (Language Arts, Math, Science, & Soc. Studies), Fountas & Pinnell Benchmark Assessment (Text Reading & Comprehension, IREAD.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Force Field Survey (Parent, staff, student, community survey)
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We don't consolidate our funds, but consolidate our program services. The Title Lead teacher coordinates all Tier 2 services including ELL, intervention, remediation, and Title I services. This includes identification and scheduling.
G. 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?	Yes

Continuous Improvement Timeline

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

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