

School Improvement Plan - 2014-2015

Generated on May 30, 2014 at 7:39 PM

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:



American Student Achievement Institute
3925 E. Hagan St. Suite 105
Bloomington, IN 47401
Phone: 812-349-4142
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Comprehensive Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 19
- To-Do List 20
- Professional Development Summary 22
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 26
- Force Field Excerpt 31
- Continuous Improvement Timeline 33

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

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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Tamra Barnard - Community Representative
- Kathy Coder - School Counselor
- Nancy Emig - Community Representative
- Rhonda Lanie - Administrator
- Lori Moser - Parent/Guardian
- Scott Peters - Administrator
- Angie Shondell - Teacher

Strategy Chairs

- Janet Day
- Rhonda Lanie
- Scott Peters
- Angie Shondell
- Angie Shondell
- Tammy Younts

Community Council

- Margie Bakeis - parent
- Steve Bakeis - Business Rep
- Chris Beaver - parent
- Tammy Beaver - parent
- Michele Browna - parent

- Kim Buhman - Business Rep
- Militza Carrera-Colon - Parent
- Nancy Emig - business
- Cristina Farmus - parent
- Heidi Fornes - parent
- Andrea Gilkison - Parent
- Heather Goodwin - parent
- Patrick Hein - Business Rep
- Saina Husain - Parent
- Lori Moser - Parent
- Sarah Parent - Parent
- Nolie Parnell - business
- Matt Pistilli - Parent
- Erin Rush - Parent
- Andrea Trice - 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 will have their basic life needs (e.g. shelter, nutrition, hygiene, healthcare, etc.) met. We believe students will have a supportive family and structure in their lives. They should be welcomed and accepted at both home and school. We believe that students should be respected by their peers and adults. They will be appreciated for their unique gifts and talents. Students will believe in themselves and have a voice in matters that impact their lives. To be successful, to continue their education, to be loved, and to be fairly disciplined are all rights which our students will have.

At school, students will have a rigorous academic program and opportunities to thrive. They will have opportunities to engage in extracurricular programs. Students will have the chance to demonstrate leadership. Consistency is a critical part of their environment along with high expectations. Students are unique and will be treated with equality which means that their individual needs may be met differently. All students will have individualized instruction and personalized attention from their teachers every day. Students will have opportunities to practice their learning, receive feedback, and correct their mistakes. They will have an instructional setting that fosters critical and creative thinking. Students will learn about technology and its application in their lives. Compassionate teachers, who are experts in pedagogy and content, are present in every classroom. Community volunteers will be involved in the school and assist students and teachers in the educational process. Students will have 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, are naturally curious, and show drive to learn outside of school. 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.

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 will have access to extracurricular learning opportunities as well as time for creative play. They are able to speak, read and write the academic language of school. Students have infinite 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.

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	57%	61%	70%	71%		75%		77%		80%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	55%	59%	75%	77%		79%		83%		85%		100%

Grade 4 students - percent mastering Measurement on ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78%	80%		82%		84%		86%		100%

Grades 3-5 - Percent passing English/Language Arts ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	77%	80%	81%	85%		90%		92%		95%		100%

Grades 3-5 - Percent passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76%	80%	84%	85%		87%		88%		90%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	79%	83%	60%	65%		75%		80%		90%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	27%	30%	23%	25%		30%		35%		40%		100%

Special Education-Grades 3-5 - percent passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	40%	43%	43%	46%		50%		54%		60%		100%

Third Grade Students - EOY reading level /proficient

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	83%	85%	86%	90%		91%		92%		100%

Third Grade Students - receive Pass or Pass + on E/LA portion of ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	83%	85%	86%	90%		91%		92%		100%

Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Areas of Concern

We are concerned that... Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

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

We are concerned that... Focused Academic Area - Math

Measurement was an area of overall weakness among fourth grade students. Students will be given support and extra practice opportunities to ensure a gain in the area of measurement on the next ISTEP test.

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

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

We are concerned that... Parent Involvement

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

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

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

We are concerned that... School-Parent Compact

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

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

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

We are concerned that... Student Transition

We are concerned that... Attendance

We are concerned that... Focused Academic Area - Reading

The EOY, TRC levels of third graders showed a need for improvement to reach our goal of 90% of all third graders being at their expected EOY reading level.

We are concerned that... Focused Student Group

We are concerned that... Encourage Rigorous Curriculum

The data shows that we had 86% of our third graders pass the E/LA portion of the ISTEP test. Our goal as a community is to have 90% passing

We are concerned that... Timely Additional Assistance

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

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

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: High Impact - Inside

Focus: General

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 their practicum experiences. 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

Educator Training - Parent Involvement

Throughout the 2014-15 school year, teacher training will be led by our parent involvement committee, led by Tammy Younts, on ways to involve parents in supporting their student's 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. Additional activities include a family game night, and a possible book study, providing funds are available.

Impact Level: High Impact - Outside

Focus: General

Encourage Rigorous Curriculum - Math

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 weekly basis in order to guide curriculum and instruction based on student needs indicated by the data. The principal, assistant principal, and data coach will guide staff through the data review process. Teachers will work collaboratively as grade levels to provide differentiated instruction in math for students based on data analysis. Students will be issued IXL accounts as needed for extra practice. 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. All teachers will be involved in a book study led by Tammy Younts, our instructional coach. Two titles have been purchased with Title I funds. One title for primary teachers, and another title for the intermediate teachers. Student work samples and teaching strategies will be shared during our weekly morning meetings. Student progress will be monitored. The focus of the books is incorporating problem solving into everyday math instruction.

Impact Level: High Impact - Inside

Focus: Specific

Encourage Rigorous Curriculum - 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 2014-2015 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. Students will work on oral reading fluency, and comprehension strategies provided by the classroom teacher. They will also practice all math facts, and standards that are in need of practice. All activities will be created by the classroom teacher. Read To Succeed volunteers will participate as tutors 1 day a week in most classrooms for 30-60 minutes. 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: General

Extended Learning Activities - Homework Club

During the Fall 2014 and Spring 2015, 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 four 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. Students will utilize computers to practice Success maker, IXL math, and raz-kids. Students assignments will be completed with support from the adults at homework club.

Impact Level: High Impact - Outside

Focus: General

Focused Academic Area - Language Arts

Teachers at all grade levels will have an articulated scope and sequence that incorporates Indiana State Standards (grades 3-5), Common Core Standards (grades K-2) and Journeys 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/or other adult volunteers.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Math

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 2014-2015 school year, grade levels will have a common math block in order to implement standards based differentiated math instruction based on the previously developed curriculum map and instructional calendar. The math block will include either remediation or enrichment for students based on the data from the common assessments. A highly qualified instructional assistant will provide instructional support during the 20 minute remediation/enrichment portion of the math block. IIB time will be provided weekly for data analysis, development of common assessments, and collaboration between classroom teachers. 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

Focused Student Group

Based on data from mClass, Acuity, running records, IREAD, 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, Read Naturally, and Intensive phonics.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Students with IEP

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. Push-in services provided by Special Ed. teachers will be provided to support students in social studies, and science in the intermediate grades. 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

Fourth Grade Students Increase Mastery of Measurement

To improve student performance of fourth grade students, in the area of measurement, the following strategies have been put in place. * Fourth grade students will be given common assessments on this skill, and will be remediated as needed. * Classroom teachers will coordinate groups of students with like needs to work with Title I interventionists, as well as the classroom teacher. Extra practice will be available through computer programs for the student to utilize at home. * This will happen throughout the school year. Measurement skills will be spiraled into the fourth grade curriculum, and not solely focused on during the math block. * All fourth grade students will be issued IXL accounts to practice their measurement skills.

Impact Level: High Impact - Outside

Focus: General

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: High Impact - Inside

Focus: General

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 HOUSSE 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

Outreach to Preschool Parent Involvement Programs

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 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 after Kindergarten Round-up. 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

Parent Information Resource Center Website

Klondike 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

Parent Involvement - Parent Meeting

Early in the Fall of 2014, 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.

Impact Level: High Impact - Outside

Focus: General

Parent Involvement - Support Learning at Home

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. There will be a minimum of twice a year. This strategy will incorporate strong collaboration with community resources in the following way: Community businesses and organizations such as Purdue University, United Way, and the Tippecanoe County Public Library, will assist in strengthening our parent involvement program by providing resources and volunteering at the various functions. Read To Succeed volunteers will volunteer in most classrooms for up to one hour a week.

Impact Level: High Impact - Outside

Focus: General

Parent Notice - Assessment Results

During Spring 2015, 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

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

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

Read To Succeed

Klondike Elementary is partnering with 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 3 times per year by certified teaching staff. mClass Benchmark assessment including DIBELS and TRC will be administered for students in grades K-2, and Acuity will be administered 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: Low Impact

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.

Activities will be shared with parents at Parent Nights at Klondike. Parents will be able to take materials home to continue the practice with their child. Raz-kids accounts will be issued to students who need extra reading practice.

Impact Level: Low Impact

Focus: General

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

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

School-wide Behavior Plan to Improve Achievement

During the 2014-2015 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.

Impact Level: High Impact - Inside

Focus: General

Student 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

Summer School

During a three week period in June 2014, students in grades two and three who didn't pass IREAD or are predicted not to pass, 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 United Way. Students were selected for the program based on their socioeconomic 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 - Outside

Focus: General

Teacher Mentoring Program

During the 2014-2015 school year, Klondike Elementary School will employ a full-time Instructional/Data Coach. The Instructional/Data 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: 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.

Educator Training - Parent Involvement

Nov 15, 2014: Nachos and Numbers **Person:** Angie Shondell

Jan 15, 2016: Family Game Night **Person:** Angie Shondell

Encourage Rigorous Curriculum - Math

Sep 20, 2014: book study **Person:** Tammy Younts

Aug 13, 2015: Plan weekly math data meetings for each grade level **Person:** Scott Peters

Aug 14, 2015: Weekly math data grade level meetings **Person:** Scott Peters

Encourage Rigorous Curriculum - Tutoring

Sep 10, 2014: Math games **Person:** Scott Peters

Sep 10, 2014: Read Naturally (fluency) **Person:** Scott Peters

Sep 11, 2014: Intensive Phonics **Person:** Angie Shondell

Oct 5, 2014: Provide a book box for IREAD volunteers **Person:** Scott Peters

Extended Learning Activities - Homework Club

Sep 24, 2014: Check students' daily assignment notebook **Person:** Rhonda Lanie

Sep 24, 2014: provide computers for IXL, and raz-kids practice **Person:** Rhonda Lanie

Focused Academic Area - Language Arts

Aug 11, 2014: Purchase additional Read Naturally Kits **Person:** Angie Shondell

Aug 24, 2014: Purchase additional Read Naturally Kits with Title I money **Person:** Angie Shondell

Focused Academic Area - Math

Aug 16, 2014: Provide a grade level summary sheet **Person:** Scott Peters

Aug 20, 2014: Specific Math Skill Practice with highly qualified paraprofessionals, or classroom teachers **Person:** Scott Peters

Aug 15, 2015: Collaboration time for cross grade level findings **Person:** Scott Peters

Focused Student Group

Aug 18, 2014: Leveled Literacy Training/ taking running records **Person:** Tammy Younts

Aug 18, 2014: Leveled Literacy Training/ taking running records **Person:** Tammy Younts

Aug 14, 2015: Leveled Literacy Groups **Person:** Angie Shondell

Aug 14, 2015: push-in Reading Blitz **Person:** Rhonda Lanie

Focused Student Group - Students with IEP

Jul 14, 2014: Place students into small groups to differentiate instruction in their classroom **Person:** Scott Peters

Aug 14, 2014: Highly qualified instructional assistants/teachers will differentiate instruction and support to students with IEP's, in the student's homeroom. **Person:** Scott Peters

Outreach to Preschool Parent Involvement Programs

Apr 15, 2016: Kindergarten DVD will be provided for each incoming kindergartner **Person:** Angie Shondell

Apr 15, 2016: Klondike Kindergarten book will be provided to every incoming kindergartner **Person:** Angie Shondell

Parent Involvement - Parent Meeting

Aug 13, 2015: Notify all parents of their meeting date and time **Person:** Scott Peters

Aug 15, 2015: Parent Meeting **Person:** Scott Peters

Parent Involvement - Support Learning at Home

Aug 20, 2014: Prepare a power point / hand-out explaining how to interpret assessment data **Person:** Scott Peters

Aug 20, 2014: Schedule parent meetings **Person:** Scott Peters

Read To Succeed

Oct 5, 2014: Provide Read To Succeed volunteers leveled readers to use with students. **Person:** Rhonda Lanie

Reading Assessment

Aug 11, 2014: Train new teachers how to administer mclass testing **Person:** Tammy Younts

Reading Communication to Parents

Mar 19, 2014: Spring Parent meetings by grade level **Person:** Scott Peters

Dec 20, 2014: Emails/newsletters sent home alerting parents of upcoming assessment results. **Person:** Scott Peters

School-wide Behavior Plan to Improve Achievement

Oct 18, 2014: Quarterly Reward Convocations will be held. **Person:** Janet Day

Dec 20, 2014: Teachers will submit quarterly class behavior recording charts **Person:** Janet Day

Student Transition

Nov 14, 2014: Preschool Provider Night **Person:** Angie Shondell

Summer School

May 28, 2014: Provide all students with a Raz-Kids account to practice Reading. **Person:** Angie Shondell

Teacher Mentoring Program

Sep 8, 2014: Practicing components of our Writing Curriculum **Person:** Tammy YOunts

Sep 15, 2014: Book Study for all classroom teachers/ math problem solving **Person:** Tammy Younts

Sep 17, 2014: Math problem solving activities **Person:** Tammy Younts

Professional Development Summary

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

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

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

Educator Training - Parent Involvement

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - Math

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - Tutoring

No professional development is needed for this strategy.

Extended Learning Activities - Homework Club

No professional development is needed for this strategy.

Focused Academic Area - Language Arts

No professional development is needed for this strategy.

Focused Academic Area - Math

Collaboration time for cross grade level findings

Brief Description: Provide shared collaboration time for cross grade level findings

Intended Participants: Teachers

Date: Aug 15, 2015

Activity Purpose: Information, Feedback/Support

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Focused Student Group

Leveled Literacy Training/ taking running records

Brief Description: Highly qualified instructional assistants/teachers will review LLI curriculum.

Intended Participants: Teachers, Other

Date: Aug 18, 2014

Activity Purpose: Refinement

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Leveled Literacy Training/ taking running records

Brief Description: Highly qualified instructional assistants/teachers will review LLI curriculum.

Intended Participants: Teachers, Other

Date: Aug 18, 2014

Activity Purpose: Refinement

Activity Format: Presentation

Funding: Title I

Does this activity occur during the school day? Yes

Focused Student Group - Students with IEP

No professional development is needed for this strategy.

Fourth Grade Students Increase Mastery of Measurement

No professional development is needed for this strategy.

Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

Parent Involvement - Parent Meeting

No professional development is needed for this strategy.

Parent Involvement - Support Learning at Home

No professional development is needed for this strategy.

Read To Succeed

No professional development is needed for this strategy.

Reading Assessment

Train new teachers how to administer mclass testing

Brief Description: Train new teachers how to administer mclass testing

Intended Participants: Teachers

Date: Aug 11, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Reading Communication to Parents

No professional development is needed for this strategy.

School-wide Behavior Plan to Improve Achievement

No professional development is needed for this strategy.

Student Transition

No professional development is needed for this strategy.

Summer School

No professional development is needed for this strategy.

Teacher Mentoring Program

Math problem solving activities

Brief Description: Teachers will participate in simulated math problem solving activities from the book study.

Intended Participants: Teachers, Administrators

Date: Sep 17, 2014

Activity Purpose: Skill Building, Refinement

Activity Format: Peer Coaching

Funding: Title I

Does this activity occur during the school day? Yes

Practicing components of our Writing Curriculum

Brief Description: Teachers will practice new strategies necessary to improve writing instruction

Intended Participants: Teachers, Administrators

Date: Sep 8, 2014

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching, Reflective Writing

Funding: Title I

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Parent Involvement - Parent Meeting
- School-wide Behavior Plan to Improve Achievement

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals

We are concerned that... Focused Academic Area - Math

Data Targets Influenced by This Concern:

- Grade 4 students -- percent mastering Measurement on ISTEP Math

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Math
- Focused Academic Area - Math
- Fourth Grade Students Increase Mastery of Measurement
- Teacher Mentoring Program

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Educator Training - Parent Involvement
- Parent Involvement - Parent Meeting
- Parent Involvement - Support Learning at Home
- Reading Communication to Parents

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Parent Notice - Assessment Results
- Reading Communication to Parents

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- School-Parent Compact

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Parent Involvement - Parent Meeting
- School-wide Behavior Plan to Improve Achievement

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Student Transition
- Summer School

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Grades 3-5 -- Percent passing English/Language Arts ISTEP
- Grades 3-5 -- Percent passing Math ISTEP
- K-2 Students -- percent proficient/above on EOY mClass TRC
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area - Reading

Data Targets Influenced by This Concern:

- Third Grade Students -- EOY reading level /proficient

Strategies to Impact This Concern:

- Focused Academic Area - Language Arts
- Reading Assessment
- Teacher Mentoring Program

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Grades 3-5 -- Percent passing English/Language Arts ISTEP
- Grades 3-5 -- Percent passing Math ISTEP
- K-2 Students -- percent proficient/above on EOY mClass TRC
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Extended Learning Activities - Homework Club
- Focused Student Group
- Focused Student Group - Students with IEP
- Read To Succeed

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- Third Grade Students -- receive Pass or Pass + on E/LA portion of ISTEP

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Math
- Encourage Rigorous Curriculum - Tutoring
- School-wide Behavior Plan to Improve Achievement
- Teacher Mentoring Program

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- Free/Reduced Lunch-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Free/Reduced Lunch-Grades 3-5 -- percent passing Math ISTEP
- Special Education-Grades 3-5 -- percent passing English/Language Arts ISTEP
- Special Education-Grades 3-5 -- percent passing Math ISTEP

Strategies to Impact This Concern:

- Extended Learning Activities - Homework Club
- Focused Academic Area - Language Arts
- Focused Academic Area - Math
- Focused Student Group
- Focused Student Group - Students with IEP
- Read To Succeed

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

Data Targets Influenced by This Concern:

- Grades 3-5 -- Percent passing English/Language Arts ISTEP
- Grades 3-5 -- Percent passing Math ISTEP

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Teacher Mentoring Program

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?	http://smart.tsc.k12.in.us/webpages/schools/www/index.cfm?newsid=3187&pagetype=0&dir=3
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	Yes, incentives and recognition for good attendance.
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	mClass (DIBELS, Text Reading & Comprehension, Overall Math), Acuity (Language Arts, Math, Science, & Soc. Studies), Fountas & Pinnell Benchmark Assessment (Text Reading & Comprehension, IREAD 3).
<p>E. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	n/a

<p>F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>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.</p>
--	--

Continuous Improvement Timeline

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

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